

The London School of Economics and Political Science



Course Guides and Programme Regulations 2020/2021

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The London School of Economics and Political Science

2020/2021: Course Guides and Programme Regulations

UNDERGRADUATE

Programme Regulations	5
Course Guides	147

DIPLOMA

Programme Regulations	383
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TAUGHT MASTER'S

Programme Regulations	387
Executive Taught Master's Programme Regulations	487
Collaborative Programmes	505
Taught Master's Course Guides	559
Executive Taught Master's Course Guides	977

RESEARCH

MRes/PhD Programme Regulations	1043
MPhil/PhD Programme Regulations	1057
Course Guides	1079

LANGUAGE CENTRE COURSES

Modern Foreign Language Certificate Courses	1131
English for Academic Purposes Courses	1167

EDEN CENTRE COURSES

Academic Development Programme - Atlas	1173
Principles of Teaching in Higher Education: Associate Fellowship Programme	1173
Postgraduate Certificate in Higher Education	1173

Undergraduate Programme Regulations

Key to Undergraduate Regulations
(H) means a half-unit course
(C) means this course is capped
(n/a 20/21) means not available in the 2020/21 academic year
(MT) means Michaelmas Term
(LT) means Lent Term
(ST) means Summer Term

BSc in Accounting and Finance

Programme Code: UBAF

Department: Accounting

For students starting this programme of study in 2020/21

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper Course number, title (unit value)

Year 1

Paper 1	AC100	Elements of Accounting and Finance (1.0)
Paper 2	EC100	Economics A (1.0) # or
	EC102	Economics B (1.0) # A
Papers 3 & 4	Route A - For students without Mathematics beyond GCSE level or equivalent:	
	MA110	Basic Quantitative Methods (1.0) # and
	ST108	Statistical Methods for the Social Sciences (1.0) #

Or

Route B - For students with Mathematics beyond GCSE level or equivalent, one of the following options:

Either

Both of the following plus courses to the value of 1.0 unit from the Year 1 options list:

MA107 Quantitative Methods (Mathematics) (0.5) # **and** ST107 Quantitative Methods (Statistics) (0.5) #

Year 1 options list

Or

Both of the following:

MA100 Mathematical Methods (1.0) # **and** ST102 Elementary Statistical Theory (1.0) #

Year 2

Paper 5	AC200	Accounting Theory and Practice (1.0) #
Paper 6	FM212	Principles of Finance (1.0) # or
	FM213	Principles of Finance (1.0) # B
Paper 7	One of the following courses:	
	EC201	Microeconomic Principles I (1.0) # or
	EC210	Macroeconomic Principles (1.0) #
Paper 8	Courses to the value of 1.0 unit from the following (if not already taken under Paper 7):	

Year 2 options list

Year 3

Paper 9	AC331	Contemporary Issues in Financial Accounting (0.5) #
	And either:	
	AC311	Results Accountability and Management Control for Strategy Implementation (0.5) #
	or	
	AC341	Corporate Governance, Risk Management and Financial Audit (0.5)
Paper 10	Courses to the value of 1.0 unit from the following (if not already taken under Paper 9):	
	AC311	Results Accountability and Management Control for Strategy Implementation (0.5) #
	AC312	Performance Measurement, Strategy, and Uncertainty (0.5) #
	AC332	Financial Statement Analysis and Valuation (0.5) #
	AC341	Corporate Governance, Risk Management

and Financial Audit (0.5)

	AC342	Accounting, Corporate Responsibility and Sustainability (0.5) (not available 2020/21)
Paper 11	FM300	Corporate Finance, Investments and Financial Markets (1.0) #
Paper 12	Courses to the value of 1.0 unit from the following (if not already taken under Paper 9 or Paper 10):	
	Year 3 options list	

Year 1 options list

GV101	Introduction to Political Science (1.0)
GY121	Sustainable Development (1.0)
LL104	Law of Obligations (1.0)
MG104	Operations Management (0.5) and MG105
	Organisational Behaviour and Leadership (0.5)
PH101	Logic (1.0) (withdrawn 2020/21)
PH111	Introduction to Logic (0.5) and PH112 Intermediate
	Logic (0.5) #

Year 2 options list

EC201	Microeconomic Principles I (1.0) #
EC210	Macroeconomic Principles (1.0) #
EC220	Introduction to Econometrics (1.0) # 1
EC230	Economics in Public Policy (1.0) #
EH240	Business and Economic Performance since 1945: Britain in International Context (1.0)
GV227	The Politics of Economic Policy (1.0) # (not available 2020/21)
GY202	Introduction to Global Development (1.0)
GY222	Applied Environmental Economics (1.0)
LL203	Law of Business Associations (Company Law) (1.0) #
MA231	Operational Research Methods (1.0) #
MG205	Econometrics: Theory and Applications (1.0) # 2
MG212	Marketing (0.5)
ST201	Statistical Models and Data Analysis (0.5) #

Year 3 options list

AC311	Results Accountability and Management Control for Strategy Implementation (0.5) #
AC312	Performance Measurement, Strategy, and Uncertainty (0.5) #
AC332	Financial Statement Analysis and Valuation (0.5) #
AC340	Auditing, Governance and Risk Management (1.0) # (withdrawn 2020/21)
AC341	Corporate Governance, Risk Management and Financial Audit (0.5)
AC342	Accounting, Corporate Responsibility and Sustainability (0.5) (not available 2020/21)
FM320	Quantitative Finance (1.0) #
GY326	Sustainable Business and Finance (0.5)
GY327	Global Environmental Governance (0.5)
LL293	Tax and Tax Avoidance (1.0)
MA300	Game Theory (1.0) #
MG303	International Business Strategy and Emerging Markets (0.5) #
MG305	Innovation and Technology Management (0.5)
ST309	Elementary Data Analytics (0.5) #

Prerequisite Requirements and Mutually Exclusive Options:

- 1: EC220 can not be taken with MG205
- 2: MG205 can not be taken with EC220

Footnotes:

A: EC102 course allocation dependent on Economics A-level or equivalent background. See course guide for further information.

B: FM212 and FM213 course choice depends on Mathematics and Statistics courses taken by students in their first year. See course guides for further information.

means there may be prerequisites for this course. Please view the course guide for more information.

Accreditation

Accredited by the following bodies for the purpose of exemptions from some professional examinations:

- Association of Chartered Certified Accountants (ACCA).
- Chartered Institute of Management Accountants (CIMA) through the Accredited degree accelerated route.
- Chartered Institute of Public Finance and Accountancy (CIPFA).
- Institute of Chartered Accountants in England and Wales (ICAEW).

Further information is available from the Department of Accounting (accounting@lse.ac.uk) or the BSc in Accounting and Finance homepage lse.ac.uk/study-at-lse/Undergraduate/Degree-programmes-2018/BSc-Accounting-and-Finance.

Note for prospective students:

For changes to undergraduate course and programme information for the next academic session, please see the undergraduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm. Changes to course and programme information for future academic sessions can be found on the undergraduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm.

BSc in Accounting and Finance

Programme Code: UBAF

Department: Accounting

For students starting this programme of study in 2019/20

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course: Understanding the causes of things

Year 1

Paper 1	AC100 Elements of Accounting and Finance (1.0)
Paper 2	EC100 Economics A (1.0) # or EC102 Economics B (1.0) # A

Papers 3 & 4 **Route A** - For students without Mathematics beyond GCSE level or equivalent:

MA110 Basic Quantitative Methods (1.0) # **and** ST108 Statistical Methods for the Social Sciences (1.0) #

Or

Route B - For students with Mathematics beyond GCSE level or equivalent, one of the following options:

Either

Both of the following plus courses to the value of 1.0 unit from the **Year 1 options list**:

MA107 Quantitative Methods (Mathematics) (0.5) # **and** ST107 Quantitative Methods (Statistics) (0.5) #

Year 1 options list

Or

Both of the following:

MA100 Mathematical Methods (1.0) # **and** ST102 Elementary Statistical Theory (1.0) #

Year 2

Paper 5	AC200 Accounting Theory and Practice (1.0) #
Paper 6	FM212 Principles of Finance (1.0) # or FM213 Principles of Finance (1.0) # B
Paper 7	One of the following options: EC201 Microeconomic Principles I (1.0) # or EC210 Macroeconomic Principles (1.0) #
Paper 8	Courses to the value of 1.0 unit from the following (if not already taken under Paper 7):

Year 2 options list**Year 3**

Paper 9

AC331 Contemporary Issues in Financial Accounting (0.5) #

And either:

AC311 Results Accountability and Management Control for Strategy Implementation (0.5) #

or

AC341 Corporate Governance, Risk Management and Financial Audit (0.5)

Paper 10

Courses to the value of 1.0 unit from the following (if not already taken under Paper 9):

AC311 Results Accountability and Management Control for Strategy Implementation (0.5) #

AC312 Performance Measurement, Strategy, and Uncertainty (0.5) #

AC332 Financial Statement Analysis and Valuation (0.5) #

AC341 Corporate Governance, Risk Management and Financial Audit (0.5)

AC342 Accounting, Corporate Responsibility and Sustainability (0.5) (not available 2020/21)

Paper 11

FM300 Corporate Finance, Investments and Financial Markets (1.0) #

Paper 12

Courses to the value of 1.0 unit from the following (if not already taken under Paper 9 or Paper 10):

Year 3 options list**Notes**

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

Year 1 options list

GV101	Introduction to Political Science (1.0)
GY121	Sustainable Development (1.0)
LL104	Law of Obligations (1.0)
MG104	Operations Management (0.5) and MG105 Organisational Behaviour and Leadership (0.5)
PH101	Logic (1.0) (withdrawn 2020/21)

Year 2 options list

EC201	Microeconomic Principles I (1.0) #
EC210	Macroeconomic Principles (1.0) #
EC220	Introduction to Econometrics (1.0) # 1
EC230	Economics in Public Policy (1.0) #
EH240	Business and Economic Performance since 1945: Britain in International Context (1.0)
GV227	The Politics of Economic Policy (1.0) # (not available 2020/21)
GY202	Introduction to Global Development (1.0)
GY222	Applied Environmental Economics (1.0)
LL203	Law of Business Associations (Company Law) (1.0) #
MA231	Operational Research Methods (1.0) #
MG205	Econometrics: Theory and Applications (1.0) # 2
MG212	Marketing (0.5)
ST201	Statistical Models and Data Analysis (0.5) #

Year 3 options list

AC311	Results Accountability and Management Control for Strategy Implementation (0.5) #
AC312	Performance Measurement, Strategy, and Uncertainty (0.5) #
AC332	Financial Statement Analysis and Valuation (0.5) #
AC340	Auditing, Governance and Risk Management (1.0) # (withdrawn 2020/21)
AC341	Corporate Governance, Risk Management and Financial Audit (0.5)
AC342	Accounting, Corporate Responsibility and Sustainability (0.5) (not available 2020/21)
FM320	Quantitative Finance (1.0) #
GY326	Sustainable Business and Finance (0.5)
GY327	Global Environmental Governance (0.5)
LL293	Tax and Tax Avoidance (1.0)

MA300	Game Theory (1.0) #
MG303	International Business Strategy and Emerging Markets (0.5) #
MG305	Innovation and Technology Management (0.5)
ST309	Elementary Data Analytics (0.5) #
Footnotes:	Prerequisite Requirements and Mutually Exclusive Options:
	1: EC220 can not be taken with MG205
	2: MG205 can not be taken with EC220
	A: EC102 course allocation dependent on Economics A-level or equivalent background. See course guide for further information.
	B: FM212 and FM213 course choice depends on Mathematics and Statistics courses taken by students in their first year. See course guides for further information.
	# means there may be prerequisites for this course. Please view the course guide for more information.
	Accreditation
	Accredited by the following bodies for the purpose of exemptions from some professional examinations:
	• Association of Chartered Certified Accountants (ACCA).
	• Chartered Institute of Management Accountants (CIMA) through the Accredited degree accelerated route.
	• Chartered Institute of Public Finance and Accountancy (CIPFA).
	• Institute of Chartered Accountants in England and Wales (ICAEW).
	Further information is available from the Department of Accounting (accounting@lse.ac.uk) or the BSc in Accounting and Finance homepage lse.ac.uk/study-at-lse/Undergraduate/Degree-programmes-2018/BSc-Accounting-and-Finance .
	Note for prospective students:
	For changes to undergraduate course and programme information for the next academic session, please see the undergraduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm . Changes to course and programme information for future academic sessions can be found on the undergraduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm .

BSc in Accounting and Finance

Programme Code: UBAF

Department: Accounting

For students starting this programme of study in 2018/19

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course: Understanding the causes of things
Year 1	
Paper 1	AC100 Elements of Accounting and Finance (1.0)
Paper 2	EC100 Economics A (1.0) # or EC102 Economics B (1.0) # A
Papers 3 & 4	Route A - For students without Mathematics beyond GCSE level or equivalent: ST108 Statistical Methods for the Social Sciences (1.0) # and MA110 Basic Quantitative Methods (1.0) # Or Route B - For students with Mathematics beyond GCSE level or equivalent, one of the following options: Either

Both of the following plus courses to the value of 1.0 unit from the Year 1 options list:

MA107 Quantitative Methods (Mathematics) (0.5) # **and** ST107 Quantitative Methods (Statistics) (0.5) #

Year 1 options list

Or

Both of the following:

ST102 Elementary Statistical Theory (1.0) # **and**

MA100 Mathematical Methods (1.0) #

Year 2

Paper 5

AC200 Accounting Theory and Practice (1.0) #

Paper 6

FM212 Principles of Finance (1.0) # **or**

FM213 Principles of Finance (1.0) # B

Paper 7

One of the following options:

EC201 Microeconomic Principles I (1.0) # **or**

EC210 Macroeconomic Principles (1.0) #

Paper 8

Courses to the value of 1.0 unit from the following (if not already taken under Paper 7):

Year 2 options list

Year 3

Paper 9

AC331 Contemporary Issues in Financial Accounting (0.5) #

And either:

AC311 Results Accountability and Management Control for Strategy Implementation (0.5) #

or

AC341 Corporate Governance, Risk Management and Financial Audit (0.5)

Paper 10

Courses to the value of 1.0 unit from the following (if not already taken under Paper 9):

AC311 Results Accountability and Management Control for Strategy Implementation (0.5) #

AC312 Performance Measurement, Strategy, and Uncertainty (0.5) #

AC332 Financial Statement Analysis and Valuation (0.5) #

AC341 Corporate Governance, Risk Management and Financial Audit (0.5)

AC342 Accounting, Corporate Responsibility and Sustainability (0.5) (not available 2020/21)

Paper 11

FM300 Corporate Finance, Investments and Financial Markets (1.0) #

Paper 12

Courses to the value of 1.0 unit from the following (if not already taken under Paper 9 or Paper 10):

Year 3 options list

Notes

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

Year 1 options list

GV101	Introduction to Political Science (1.0)
GY121	Sustainable Development (1.0)
LL104	Law of Obligations (1.0)
MG104	Operations Management (0.5) and MG105 Organisational Behaviour and Leadership (0.5)
PH101	Logic (1.0) (withdrawn 2020/21)

Year 2 options list

EC201	Microeconomic Principles I (1.0) #
EC210	Macroeconomic Principles (1.0) #
EC220	Introduction to Econometrics (1.0) #
EC230	Economics in Public Policy (1.0) #
EH240	Business and Economic Performance since 1945: Britain in International Context (1.0)
GV227	The Politics of Economic Policy (1.0) # (not available 2020/21)
GY202	Introduction to Global Development (1.0)
GY222	Applied Environmental Economics (1.0)
LL203	Law of Business Associations (Company Law) (1.0) #
MA231	Operational Research Methods (1.0) #
	MG205 Econometrics: Theory and Applications (1.0) #

8 Undergraduate Programme Regulations

MG212	Marketing (0.5)
ST201	Statistical Models and Data Analysis (0.5) #

Year 3 options list

AC311	Results Accountability and Management Control for Strategy Implementation (0.5) #
AC312	Performance Measurement, Strategy, and Uncertainty (0.5) #
AC332	Financial Statement Analysis and Valuation (0.5) #
AC340	Auditing, Governance and Risk Management (1.0) # (withdrawn 2020/21)
AC341	Corporate Governance, Risk Management and Financial Audit (0.5)
AC342	Accounting, Corporate Responsibility and Sustainability (0.5) (not available 2020/21)
FM320	Quantitative Finance (1.0) #
GY326	Sustainable Business and Finance (0.5)
GY327	Global Environmental Governance (0.5)
LL293	Tax and Tax Avoidance (1.0)
MA300	Game Theory (1.0) #
MG303	International Business Strategy and Emerging Markets (0.5) #
MG305	Innovation and Technology Management (0.5)
ST309	Elementary Data Analytics (0.5) #

Footnotes: A: EC102 course allocation dependent on Economics A-level or equivalent background. See course guide for further information.

B : FM212 and FM213 course choice depends on Mathematics and Statistics courses taken by students in their first year. See course guides for further information.

means there may be prerequisites for this course. Please view the course guide for more information.

Accreditation

Accredited by the following bodies for the purpose of exemptions from some professional examinations:

- Association of Chartered Certified Accountants (ACCA).
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- Chartered Institute of Public Finance and Accountancy (CIPFA).
- Institute of Chartered Accountants in England and Wales (ICAEW).

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BSc in Actuarial Science

Programme Code: UBACT2

Department: Statistics

For students starting this programme of study in 2020/21

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper

Year 1

Paper 1

Paper 2

Paper 3

Paper 4

Year 2

Paper 5

Paper 6

Paper 7

Paper 8

Year 3

Paper 9

Paper 10

Paper 11

Paper 12

Course number, title (unit value)

ST102	Elementary Statistical Theory (1.0) #
MA100	Mathematical Methods (1.0) #
Courses to the value of 1.0 unit(s) from the following:	
AC102	Elements of Financial Accounting (0.5)
AC103	Elements of Management Accounting, Financial Management and Financial Institutions (0.5)
EH101	The Internationalisation of Economic Growth, 1870 to the present day (1.0)
MA102	Mathematical Proof and Analysis (0.5) #
MA103	Introduction to Abstract Mathematics (1.0) #
PB102	Social Psychology (1.0) (not available 2020/21)
ST101	Programming for Data Science (0.5)
EC100	Economics A (1.0) # or
EC102	Economics B (1.0) # A

ST202	Probability, Distribution Theory and Inference (1.0) #
MA212	Further Mathematical Methods (1.0) #
ST226	Actuarial Investigations: Financial (0.5) # and
ST227	Survival Models (0.5) #
Courses to the value of 1.0 unit(s) from the following: B	
AC102	Elements of Financial Accounting (0.5)
AC103	Elements of Management Accounting, Financial Management and Financial Institutions (0.5)
EH101	The Internationalisation of Economic Growth, 1870 to the present day (1.0)
FM213	Principles of Finance (1.0) #
MA102	Mathematical Proof and Analysis (0.5) #
MA103	Introduction to Abstract Mathematics (1.0) #
MA203	Real Analysis (0.5) #
PB102	Social Psychology (1.0) (not available 2020/21)
ST207	Databases (0.5) # (not available 2020/21)
Undergraduate Outside Options List (Years 2 & 3)	

ST301	Actuarial Mathematics (Life) (0.5) # and
ST302	Stochastic Processes (0.5) #
ST330	Stochastic and Actuarial Methods in Finance (1.0) #

Or

Courses to the value of 1.0 unit(s) from the following: (please note that students can replace Papers 10, 11 or 12 with subjects to the value of one unit approved by their tutor from the Undergraduate Outside Options List, but this will affect exemptions from examinations set by the Institute and Faculty of Actuaries)

Undergraduate Outside Options List (Years 2 & 3)

Courses to the value of 1.0 unit(s) from the following:	
ST300	Regression and Generalised Linear Models (0.5) #
ST303	Stochastic Simulation (0.5) #
ST304	Time Series and Forecasting (0.5) #
ST306	Actuarial Mathematics (General) (0.5) #
ST308	Bayesian Inference (0.5) #
ST310	Machine Learning (0.5) #
ST326	Financial Statistics (0.5) #

Or

Courses to the value of 1.0 unit(s) from the following: (please note that students can replace Papers 10, 11 or 12 with subjects to the value of one unit approved by their tutor from the Undergraduate Outside Options List, but this will affect exemptions from examinations set by the Institute and Faculty of Actuaries)

Undergraduate Outside Options List (Years 2 & 3)

Courses to the value of 1.0 unit(s) from the following:	
MA203	Real Analysis (0.5) #
MA208	Optimisation Theory (0.5) #

MA209 Differential Equations (0.5) #
 MA318 History of Mathematics in Finance and Economics (0.5) #
 ST300 Regression and Generalised Linear Models (0.5) #
 ST303 Stochastic Simulation (0.5) #
 ST306 Actuarial Mathematics (General) (0.5) #
 ST308 Bayesian Inference (0.5) #
 ST310 Machine Learning (0.5) #
 ST312 Applied Statistics Project (0.5) # (not available 2020/21)
 ST326 Financial Statistics (0.5) #

Or

Courses to the value of 1.0 unit(s) from the following: (please note that students can replace Papers 10, 11 or 12 with subjects to the value of one unit approved by their tutor from the Undergraduate Outside Options List, but this will affect exemptions from examinations set by the Institute and Faculty of Actuaries)

Undergraduate Outside Options List (Years 2 & 3)
Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

A: EC102 course allocation dependent on Economics A-level or equivalent background. Please view the course guides for further information.

B: Courses chosen from the Undergraduate Outside Options List must be discussed with the Academic Mentor.

means there may be prerequisites for this course. Please view the course guide for more information.

Exemptions:**Exemption Courses contributing to exemption**

CB1 AC103/AC104, FM213
 CB2 Made up via EC100 or EC102
 CM1 ST226, ST301
 CM2 ST330, ST306
 CS1 ST102, ST202, ST300, ST308
 CS2 ST304, ST306, ST227, ST326

Accreditation:

Accredited by the Chartered Institute of Management Accountants (CIMA) for the purpose of exemption from some professional examinations through the Accredited degree accelerated route. Accredited by the Institute and Faculty of Actuaries for the purpose of exemption from some professional examinations. Accredited by the Royal Statistical Society (RSS) for the purpose of eligibility for Graduate Statistician status. Further information is available on the Department of Statistics website lse.ac.uk/statistics/study/prospective/UG-Programmes/exemptions.aspx or on the Undergraduate programme accreditation and exemptions website lse.ac.uk/Statistics/Study/BSc-programmes/Undergraduate-programme-accreditation-and-exemptions.

BSc in Actuarial Science

Programme Code: UBACT2

Department: Statistics

For students starting this programme of study in 2019/20

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course: Understanding the causes of things

Year 1

Paper 1	ST102 Elementary Statistical Theory (1.0) #
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Paper 2	MA100 Mathematical Methods (1.0) #
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Paper 3	Courses to the value of 1.0 unit(s) from the following:
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AC102	Elements of Financial Accounting (0.5) and AC103 Elements of Management Accounting, Financial Management and Financial Institutions (0.5)
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EH101	The Internationalisation of Economic Growth, 1870 to the present day (1.0)
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MA103	Introduction to Abstract Mathematics (1.0) #
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PB102	Social Psychology (1.0) (not available 2020/21)
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Paper 4	EC100 Economics A (1.0) # or
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EC102	Economics B (1.0) # A
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Year 2

Paper 5	ST202 Probability, Distribution Theory and Inference (1.0) #
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MA212	Further Mathematical Methods (1.0) #
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ST226	Actuarial Investigations: Financial (0.5) # and ST227 Survival Models (0.5) #
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Paper 8	Courses to the value of 1.0 unit(s) from the following: B
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AC102	Elements of Financial Accounting (0.5)
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AC103	Elements of Management Accounting, Financial Management and Financial Institutions (0.5)
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EH101	The Internationalisation of Economic Growth, 1870 to the present day (1.0)
-------	--

FM213	Principles of Finance (1.0) #
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MA102	Mathematical Proof and Analysis (0.5) #
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MA103	Introduction to Abstract Mathematics (1.0) #
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MA203	Real Analysis (0.5) #
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PB102	Social Psychology (1.0) (not available 2020/21)
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ST207	Databases (0.5) # * (not available 2020/21)
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Undergraduate Outside Options List (Years 2 & 3)**Year 3**

Paper 9	ST301 Actuarial Mathematics (Life) (0.5) # and ST302 Stochastic Processes (0.5) #
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Paper 10	ST330 Stochastic and Actuarial Methods in Finance (1.0) #
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Or

Courses to the value of 1.0 unit(s) from the following: (please note that students can replace Papers 10, 11 or 12 with subjects to the value of one unit approved by their tutor from the Undergraduate Outside Options List, but this will affect exemptions from examinations set by the Institute and Faculty of Actuaries)

Undergraduate Outside Options List (Years 2 & 3)

Paper 11	Courses to the value of 1.0 unit(s) from the following:
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ST300	Regression and Generalised Linear Models (0.5) #
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ST303	Stochastic Simulation (0.5) #
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ST304	Time Series and Forecasting (0.5) #
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ST306	Actuarial Mathematics (General) (0.5) #
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ST308	Bayesian Inference (0.5) #
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ST310	Machine Learning (0.5) #
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ST326	Financial Statistics (0.5) #
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Or

Courses to the value of 1.0 unit(s) from the following: (please note that students can replace Papers 10, 11 or 12 with subjects to the value of one unit approved by their tutor from the Undergraduate Outside Options List, but this will affect exemptions from examinations set by the Institute and Faculty of Actuaries)

Undergraduate Outside Options List (Years 2 & 3)

Paper 12	Courses to the value of 1.0 unit(s) from the following:
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MA203	Real Analysis (0.5) #
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MA208	Optimisation Theory (0.5) #
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MA209	Differential Equations (0.5) #
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MA313	Probability for Finance (0.5) # (withdrawn 2019/20)
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MA318	History of Mathematics in Finance and
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10 Undergraduate Programme Regulations

	Economics (0.5) #
ST300	Regression and Generalised Linear Models (0.5) #
ST303	Stochastic Simulation (0.5) #
ST306	Actuarial Mathematics (General) (0.5) #
ST308	Bayesian Inference (0.5) #
ST310	Machine Learning (0.5) # *
ST312	Applied Statistics Project (0.5) # (not available 2020/21)
ST326	Financial Statistics (0.5) #
Or	
	Courses to the value of 1.0 unit(s) from the following: (please note that students can replace Papers 10, 11 or 12 with subjects to the value of one unit approved by their tutor from the Undergraduate Outside Options List, but this will affect exemptions from examinations set by the Institute and Faculty of Actuaries)
Notes	Undergraduate Outside Options List (Years 2 & 3) LSE100 is taken by all students in the Lent Term of Year 1. The course is compulsory but does not affect the final degree classification.
	Prerequisite Requirements and Mutually Exclusive Options:
Footnotes:	* means available with permission A: EC102 course allocation dependent on Economics A-level or equivalent background. Please view the course guides for further information. B: Courses chosen from the Undergraduate Outside Options List must be discussed with the Academic Mentor. # means there may be prerequisites for this course. Please view the course guide for more information.
	Exemptions:
	Exemption Courses contributing to exemption
CB1	AC103/AC104, FM213
CB2	Made up via EC100 or EC102
CM1	ST226, ST301
CM2	ST330, ST306
CS1	ST102, ST202, ST300, ST308
CS2	ST304, ST306, ST227, ST326
	Accreditation:
	Accredited by the Chartered Institute of Management Accountants (CIMA) for the purpose of exemption from some professional examinations through the Accredited degree accelerated route. Accredited by the Institute and Faculty of Actuaries for the purpose of exemption from some professional examinations. Accredited by the Royal Statistical Society (RSS) for the purpose of eligibility for Graduate Statistician status. Further information is available on the Department of Statistics website lse.ac.uk/statistics/study/prospective/UG-Programmes/exemptions.aspx or on the Undergraduate programme accreditation and exemptions website lse.ac.uk/Statistics/Study/BSc-programmes/Undergraduate-programme-accreditation-and-exemptions .

BSc in Actuarial Science

Programme Code: UBACT2

Department: Statistics

For students starting this programme of study in 2018/19

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course: Understanding the causes of things

Year 1	
Paper 1	ST102 Elementary Statistical Theory (1.0) #
Paper 2	MA100 Mathematical Methods (1.0) #
Paper 3	Courses to the value of 1.0 unit(s) from the following: AC102 Elements of Financial Accounting (0.5) and AC103 Elements of Management Accounting, Financial Management and Financial Institutions (0.5)
	EH101 The Internationalisation of Economic Growth, 1870 to the present day (1.0)
	MA103 Introduction to Abstract Mathematics (1.0) #
	PB102 Social Psychology (1.0) (not available 2020/21)
Paper 4	EC100 Economics A (1.0) # or EC102 Economics B (1.0) # A
Year 2	
Paper 5	ST202 Probability, Distribution Theory and Inference (1.0) #
Paper 6	MA212 Further Mathematical Methods (1.0) #
Paper 7	ST226 Actuarial Investigations: Financial (0.5) # and ST227 Survival Models (0.5) #
Paper 8	Courses to the value of 1.0 unit(s) from the following: B AC102 Elements of Financial Accounting (0.5) AC103 Elements of Management Accounting, Financial Management and Financial Institutions (0.5) EH101 The Internationalisation of Economic Growth, 1870 to the present day (1.0) FM213 Principles of Finance (1.0) # MA103 Introduction to Abstract Mathematics (1.0) # MA203 Real Analysis (0.5) # PB102 Social Psychology (1.0) (not available 2020/21)
	Undergraduate Outside Options List (Years 2 & 3)
Year 3	
Paper 9	ST302 Stochastic Processes (0.5) # and ST301 Actuarial Mathematics (Life) (0.5) #
Paper 10	ST330 Stochastic and Actuarial Methods in Finance (1.0) #
	Or
	Courses to the value of 1.0 unit(s) from the following: (please note that students can replace Papers 10, 11 or 12 with subjects to the value of one unit approved by their tutor from the Undergraduate Outside Options List, but this will affect exemptions from examinations set by the Institute and Faculty of Actuaries)
	Undergraduate Outside Options List (Years 2 & 3)
Paper 11	Courses to the value of 1.0 unit(s) from the following: ST300 Regression and Generalised Linear Models (0.5) # ST303 Stochastic Simulation (0.5) # ST304 Time Series and Forecasting (0.5) # ST306 Actuarial Mathematics (General) (0.5) # ST308 Bayesian Inference (0.5) # ST310 Machine Learning (0.5) # ST326 Financial Statistics (0.5) #
	Or
	Courses to the value of 1.0 unit(s) from the following: (please note that students can replace Papers 10, 11 or 12 with subjects to the value of one unit approved by their tutor from the Undergraduate Outside Options List, but this will affect exemptions from examinations set by the Institute and Faculty of Actuaries)
	Undergraduate Outside Options List (Years 2 & 3)
Paper 12	Courses to the value of 1.0 unit(s) from the following: MA203 Real Analysis (0.5) # MA208 Optimisation Theory (0.5) # MA209 Differential Equations (0.5) # MA313 Probability for Finance (0.5) # (withdrawn 2019/20) MA318 History of Mathematics in Finance and

	Economics (0.5) #
ST300	Regression and Generalised Linear Models (0.5) #
ST303	Stochastic Simulation (0.5) #
ST306	Actuarial Mathematics (General) (0.5) #
ST308	Bayesian Inference (0.5) #
ST310	Machine Learning (0.5) # *
ST312	Applied Statistics Project (0.5) # (not available 2020/21)
ST326	Financial Statistics (0.5) #

Or

Courses to the value of 1.0 unit(s) from the following: (please note that students can replace Papers 10, 11 or 12 with subjects to the value of one unit approved by their tutor from the Undergraduate Outside Options List, but this will affect exemptions from examinations set by the Institute and Faculty of Actuaries)

Undergraduate Outside Options List (Years 2 & 3)

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

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

Footnotes: A: EC102 course allocation dependent on Economics A-level or equivalent background. Please view the course guides for further information.

B: Courses chosen from the Undergraduate Outside Options List must be discussed with the Academic Mentor.

means there may be prerequisites for this course. Please view the course guide for more information.

Exemptions:

Exemption	Courses contributing to exemption
CT1	ST226
CT2	AC104 (x0.5) + FM212/FM213 (x0.5)
CT3	ST102 (x0.5) + ST202 (x0.5)
CT4	ST227
CT5	ST301 or ST305
CT6	ST306 (x0.9) + ST300 (x0.1) or ST308 (x0.1) plus a pass mark in ST304
CT7	EC100 or EC102
CT8	ST330 and a pass mark in ST302

Accreditation:

Accredited by the Chartered Institute of Management Accountants (CIMA) for the purpose of exemption from some professional examinations through the Accredited degree accelerated route. Accredited by the Institute and Faculty of Actuaries for the purpose of exemption from some professional examinations. Accredited by the Royal Statistical Society (RSS) for the purpose of eligibility for Graduate Statistician status. Further information is available on the Department of Statistics website lse.ac.uk/statistics/study/prospective/UG-Programmes/exemptions.aspx or on the Undergraduate programme accreditation and exemptions website lse.ac.uk/Statistics/Study/BSc-programmes/Undergraduate-programme-accreditation-and-exemptions.

Paper	Course number, title (unit value)
Year 1	
Paper 1	AN100 Introduction to Social Anthropology (1.0)
Paper 2	AN101 Ethnography and Theory: Selected Texts (1.0)
Paper 3	LL106 Public Law (1.0)
Paper 4	LL105 Property I (0.5) and LL109 Introduction to the Legal System (0.5)
Skills course	LL100 Foundational Legal Skills (0.0) A
Year 2	
Paper 5	AN226 Political and Legal Anthropology (1.0)
Paper 6	LL108 Criminal Law (1.0)
Paper 7	LL104 Law of Obligations (1.0)
Paper 8	Courses to the value of 1.0 unit(s) from the following: B
Anthropology Selection List A	
Anthropology Selection List B	
Year 3	
Paper 9	LL232 Law and Institutions of the European Union (1.0)
Paper 10	LL275 Property II (1.0)
Paper 11	Courses to the value of 1.0 unit(s) from the following: Law Selection List
Paper 12	Courses to the value of 1.0 unit(s) from the following: C
Anthropology Selection List A	
Anthropology Selection List B	
Anthropology Selection List C	
Anthropology Selection List A	
AN205	The Anthropology of Melanesia (0.5) (not available 2020/21)
AN216	Cognition and Anthropology: Human Development in Cultural Environments (0.5) # (withdrawn 2020/21)
AN221	The Anthropology of Christianity (0.5) #
AN223	The Anthropology of Southeast Asia (0.5) (not available 2020/21)
AN237	The Anthropology of Development (0.5)
AN240	Investigating the Philippines - New Approaches and Ethnographic Contexts (0.5) (not available 2020/21)
AN243	Children and Youth in Contemporary Ethnography (0.5) # (not available 2020/21)
AN245	Borders and Boundaries: Ethnographic Approaches (0.5)
AN247	Anthropological Approaches to Questions of Being (0.5) (not available 2020/21)
AN250	The Anthropology of South Asia (0.5) # (not available 2020/21)
AN251	Cognition and Anthropology: Learning and Thinking in Relation to Social Institutions (0.5) # (withdrawn 2020/21)
AN252	Anthropological Approaches to Value (0.5) (not available 2020/21)
AN269	The Anthropology of Amazonia (0.5) # (not available 2020/21)
AN274	Subjectivity and Anthropology (0.5) # (withdrawn 2020/21)
AN275	The Anthropology of Revolution (0.5) # (not available 2020/21)
AN276	Anthropology and the Anthropocene (0.5) (not available 2020/21)
AN277	Topics in the Anthropology of sub-Saharan Africa (0.5) #
AN278	Anthropology and Global History (0.5) (not available 2020/21)
AN280	Public Anthropology (0.5) # (not available 2020/21)
AN281	Health and Welfare: Anthropological Perspectives (0.5) (not available 2020/21)
AN298	Research Methods in Social Anthropology (0.5)

BA in Anthropology and Law

Programme Code: UBANLL2

Department: Anthropology

For students starting this programme of study in 2020/21

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

12 Undergraduate Programme Regulations

Anthropology Selection List B

AN200	The Anthropology of Kinship, Sex and Gender (1.0)
AN256	Economic Anthropology (1): Production and Exchange (0.5)
AN357	Economic Anthropology (2): Transformation and Globalisation (0.5)

Anthropology Selection List C

AN300	Advanced Theory of Social Anthropology (1.0) # (withdrawn 2020/21)
AN301	The Anthropology of Religion (1.0) #
AN303	Advanced Theory of Social Anthropology (0.5) #

Law Selection List

LL201	Administrative Law (1.0) (not available 2020/21)
LL202	Commercial Contracts (1.0) #
LL203	Law of Business Associations (Company Law) (1.0) #
LL204	Advanced Torts (1.0) #
LL205	Medical Law (1.0)
LL207	Civil Liberties and Human Rights (1.0) (not available 2020/21)
LL210	Information Technology and the Law (1.0) #
LL212	Conflict of Laws (1.0)
LL221	Family Law (1.0)
LL233	Law of Evidence (1.0)
LL241	European Legal History (1.0) (not available 2020/21)
LL250	Law and The Environment (1.0)
LL251	Intellectual Property Law (1.0)
LL257	Employment Law (1.0)
LL259	Legal and Social Change since 1750 (1.0)
LL272	Outlines of Modern Criminology (0.5)
LL278	Public International Law (1.0)
LL284	Topics in Sentencing and Criminal Justice (0.5)
LL293	Tax and Tax Avoidance (1.0)
LL295	Media Law (1.0) (not available 2020/21)
LL300	Competition Law (1.0)
LL301	Global Commodities Law (1.0) (not available 2020/21)
LL305	Jurisprudence (1.0)
LL342	International Protection of Human Rights (1.0) #

Footnotes:
A: LL100 is compulsory but does not affect the final degree classification.
B: No more than one unit taken under Papers 8 and 12 may be selected from Anthropology Selection List A.
C: No more than one unit taken under Papers 8 and 12 may be selected from Anthropology Selection List A.
means there may be prerequisites for this course. Please view the course guide for more information.

Accreditation:

The qualifying law degree (QLD) is recognised by the Solicitors Regulation Authority www.sra.org.uk/consumers/consumers.page (SRA) for the purposes of satisfying the academic stage of training. Accredited by the Bar Standards Board www.barstandardsboard.org.uk/ for the purpose of a Qualifying Law Degree. Further information is available by emailing anthropology.enquiries@lse.ac.uk or accessing the Anthropology Department website lse.ac.uk/anthropology/degree_programmes/degree_programmes_home.aspx.

BA in Anthropology and Law

Programme Code: UBANLL2

Department: Anthropology

For students starting this programme of study in 2019/20

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper

See note

Course number, title (unit value)

LSE100 The LSE Course: Understanding the causes of things

Year 1

Paper 1	AN100	Introduction to Social Anthropology (1.0)
Paper 2	AN101	Ethnography and Theory: Selected Texts (1.0)
Paper 3	LL106	Public Law (1.0)
Paper 4	LL105	Property I (0.5) and LL109 Introduction to the Legal System (0.5)
Skills course	LL100	Foundational Legal Skills (0.0) A

Year 2

Paper 5	AN226	Political and Legal Anthropology (1.0)
Paper 6	LL108	Criminal Law (1.0)
Paper 7	LL104	Law of Obligations (1.0)
Paper 8	Courses to the value of 1.0 unit(s) from the following: B	

Anthropology Selection List A

Anthropology Selection List B

Year 3

Paper 9	LL232	Law and Institutions of the European Union (1.0)
Paper 10	LL275	Property II (1.0)
Paper 11	Courses to the value of 1.0 unit(s) from the following: Law Selection List	
Paper 12	Courses to the value of 1.0 unit(s) from the following: C	

Anthropology Selection List A

Anthropology Selection List B

Anthropology Selection List C

Notes

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

Anthropology Selection List A

AN205	The Anthropology of Melanesia (0.5) (not available 2020/21)
AN216	Cognition and Anthropology: Human Development in Cultural Environments (0.5) # (withdrawn 2020/21)
AN221	The Anthropology of Christianity (0.5) #
AN223	The Anthropology of Southeast Asia (0.5) (not available 2020/21)
AN237	The Anthropology of Development (0.5)
AN240	Investigating the Philippines - New Approaches and Ethnographic Contexts (0.5) (not available 2020/21)
AN243	Children and Youth in Contemporary Ethnography (0.5) # (not available 2020/21)
AN244	Anthropology and Media (0.5) (withdrawn 2019/20)
AN245	Borders and Boundaries: Ethnographic Approaches (0.5)
AN247	Anthropological Approaches to Questions of Being (0.5) (not available 2020/21)
AN250	The Anthropology of South Asia (0.5) # (not available 2020/21)
AN251	Cognition and Anthropology: Learning and Thinking in Relation to Social Institutions (0.5) # (withdrawn 2020/21)
AN252	Anthropological Approaches to Value (0.5) (not available 2020/21)
AN269	The Anthropology of Amazonia (0.5) # (not available 2020/21)
AN274	Subjectivity and Anthropology (0.5) # (withdrawn 2020/21)
AN275	The Anthropology of Revolution (0.5) # (not available 2020/21)
AN276	Anthropology and the Anthropocene (0.5) (not available 2020/21)
AN277	Topics in the Anthropology of sub-Saharan Africa (0.5) #
AN278	Anthropology and Global History (0.5) (not available 2020/21)
AN280	Public Anthropology (0.5) # (not available 2020/21)

AN281	Health and Welfare: Anthropological Perspectives (0.5) (not available 2020/21)
AN298	Research Methods in Social Anthropology (0.5)

Anthropology Selection List B

AN200	The Anthropology of Kinship, Sex and Gender (1.0)
AN256	Economic Anthropology (1): Production and Exchange (0.5)
AN357	Economic Anthropology (2): Transformation and Globalisation (0.5)

Anthropology Selection List C

AN300	Advanced Theory of Social Anthropology (1.0) # (withdrawn 2020/21)
AN301	The Anthropology of Religion (1.0) #
AN303	Advanced Theory of Social Anthropology (0.5) #

Law Selection List

LL201	Administrative Law (1.0) (not available 2020/21)
LL202	Commercial Contracts (1.0) #
LL203	Law of Business Associations (Company Law) (1.0) #
LL204	Advanced Torts (1.0) #
LL205	Medical Law (1.0)
LL207	Civil Liberties and Human Rights (1.0) (not available 2020/21)
LL210	Information Technology and the Law (1.0) #
LL212	Conflict of Laws (1.0)
LL221	Family Law (1.0)
LL233	Law of Evidence (1.0)
LL241	European Legal History (1.0) (not available 2020/21)
LL250	Law and The Environment (1.0)
LL251	Intellectual Property Law (1.0)
LL257	Employment Law (1.0)
LL259	Legal and Social Change since 1750 (1.0)
LL272	Outlines of Modern Criminology (0.5)
LL278	Public International Law (1.0)
LL284	Topics in Sentencing and Criminal Justice (0.5)
LL293	Tax and Tax Avoidance (1.0)
LL295	Media Law (1.0) (not available 2020/21)
LL300	Competition Law (1.0)
LL301	Global Commodities Law (1.0) (not available 2020/21)
LL305	Jurisprudence (1.0)
LL342	International Protection of Human Rights (1.0) #

Footnotes: A: LL100 is compulsory but does not affect the final degree classification.

B: No more than one unit taken under Papers 8 and 12 may be selected from Anthropology Selection List A.

C: No more than one unit taken under Papers 8 and 12 may be selected from Anthropology Selection List A.

means there may be prerequisites for this course. Please view the course guide for more information.

Accreditation:

The qualifying law degree (QLD) is recognised by the Solicitors Regulation Authority www.sra.org.uk/consumers/consumers.page (SRA) for the purposes of satisfying the academic stage of training. Accredited by the Bar Standards Board www.barstandardsboard.org.uk/ for the purpose of a Qualifying Law Degree. Further information is available by emailing anthropology.enquiries@lse.ac.uk or accessing the Anthropology Department website lse.ac.uk/anthropology/degree_programmes/degree_programmes_home.aspx.

BA in Anthropology and Law

Programme Code: UBANLL2

Department: Anthropology

For students starting this programme of study in 2018/19

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be

subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course: Understanding the causes of things
Year 1	
Paper 1	AN100 Introduction to Social Anthropology (1.0)
Paper 2	AN101 Ethnography and Theory: Selected Texts (1.0)
Paper 3	LL106 Public Law (1.0)
Paper 4	LL105 Property I (0.5) and LL109 Introduction to the Legal System (0.5)
Skills course	LL100 Foundational Legal Skills (0.0) A
Year 2	
Paper 5	AN226 Political and Legal Anthropology (1.0)
Paper 6	LL108 Criminal Law (1.0)
Paper 7	LL104 Law of Obligations (1.0)
Paper 8	Courses to the value of 1.0 unit(s) from the following: B
	Anthropology Selection List A
	Anthropology Selection List B
Year 3	
Paper 9	LL232 Law and Institutions of the European Union (1.0)
Paper 10	LL275 Property II (1.0)
Paper 11	Courses to the value of 1.0 unit(s) from the following: Law Selection List
Paper 12	Courses to the value of 1.0 unit(s) from the following: C
	Anthropology Selection List A
	Anthropology Selection List B
	Anthropology Selection List C
Notes	LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.
Anthropology Selection List A	
AN205	The Anthropology of Melanesia (0.5) (not available 2020/21)
AN216	Cognition and Anthropology: Human Development in Cultural Environments (0.5) # (withdrawn 2020/21)
AN221	The Anthropology of Christianity (0.5) #
AN223	The Anthropology of Southeast Asia (0.5) (not available 2020/21)
AN237	The Anthropology of Development (0.5)
AN240	Investigating the Philippines - New Approaches and Ethnographic Contexts (0.5) (not available 2020/21)
AN243	Children and Youth in Contemporary Ethnography (0.5) # (not available 2020/21)
AN244	Anthropology and Media (0.5) (withdrawn 2019/20)
AN245	Borders and Boundaries: Ethnographic Approaches (0.5)
AN247	Anthropological Approaches to Questions of Being (0.5) (not available 2020/21)
AN250	The Anthropology of South Asia (0.5) # (not available 2020/21)
AN251	Cognition and Anthropology: Learning and Thinking in Relation to Social Institutions (0.5) # (withdrawn 2020/21)
AN252	Anthropological Approaches to Value (0.5) (not available 2020/21)
AN269	The Anthropology of Amazonia (0.5) # (not available 2020/21)
AN274	Subjectivity and Anthropology (0.5) # (withdrawn 2020/21)
AN275	The Anthropology of Revolution (0.5) # (not available 2020/21)
AN276	Anthropology and the Anthropocene (0.5) (not available 2020/21)
AN277	Topics in the Anthropology of sub-Saharan Africa (0.5) #

14 Undergraduate Programme Regulations

AN278	Anthropology and Global History (0.5) (not available 2020/21)
AN280	Public Anthropology (0.5) # (not available 2020/21)
AN281	Health and Welfare: Anthropological Perspectives (0.5) (not available 2020/21)
AN298	Research Methods in Social Anthropology (0.5)

Anthropology Selection List B

AN200	The Anthropology of Kinship, Sex and Gender (1.0)
AN256	Economic Anthropology (1): Production and Exchange (0.5)
AN357	Economic Anthropology (2): Transformation and Globalisation (0.5)

Anthropology Selection List C

AN300	Advanced Theory of Social Anthropology (1.0) # (withdrawn 2020/21)
AN301	The Anthropology of Religion (1.0) #
AN303	Advanced Theory of Social Anthropology (0.5) #

Law Selection List

LL201	Administrative Law (1.0) (not available 2020/21)
LL202	Commercial Contracts (1.0) #
LL203	Law of Business Associations (Company Law) (1.0) #
LL204	Advanced Torts (1.0) #
LL205	Medical Law (1.0)
LL207	Civil Liberties and Human Rights (1.0) (not available 2020/21)
LL210	Information Technology and the Law (1.0) #
LL212	Conflict of Laws (1.0)
LL221	Family Law (1.0)
LL233	Law of Evidence (1.0)
LL241	European Legal History (1.0) (not available 2020/21)
LL250	Law and The Environment (1.0)
LL251	Intellectual Property Law (1.0)
LL257	Employment Law (1.0)
LL259	Legal and Social Change since 1750 (1.0)
LL272	Outlines of Modern Criminology (0.5)
LL278	Public International Law (1.0)
LL284	Topics in Sentencing and Criminal Justice (0.5)
LL293	Tax and Tax Avoidance (1.0)
LL295	Media Law (1.0) (not available 2020/21)
LL300	Competition Law (1.0)
LL301	Global Commodities Law (1.0) (not available 2020/21)
LL305	Jurisprudence (1.0)
LL342	International Protection of Human Rights (1.0) #

Footnotes:
A: LL100 is compulsory but does not affect the final degree classification.
B: No more than one unit taken under Papers 8 and 12 may be selected from Anthropology Selection List A.
C: No more than one unit taken under Papers 8 and 12 may be selected from Anthropology Selection List A.
means there may be prerequisites for this course. Please view the course guide for more information.

Accreditation:

The qualifying law degree (QLD) is recognised by the Solicitors Regulation Authority www.sra.org.uk/consumers/consumers.page (SRA) for the purposes of satisfying the academic stage of training. Accredited by the Bar Standards Board www.barstandardsboard.org.uk/ for the purpose of a Qualifying Law Degree. Further information is available by emailing anthropology.enquiries@lse.ac.uk or accessing the Anthropology Department website lse.ac.uk/anthropology/degree_programmes/degree_programmes_home.aspx.

BSc in Econometrics and Mathematical Economics

Programme Code: UBEM

Department: Economics

For students starting this programme of study in 2020/21

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper Course number, title (unit value)

Year 1

Paper 1	EC100 Economics A (1.0) # or EC102 Economics B (1.0) # A
Paper 2	MA100 Mathematical Methods (1.0) #
Paper 3	ST102 Elementary Statistical Theory (1.0) #
Paper 4	Courses to the value of 1.0 unit(s) from the following: Undergraduate Outside Options List (Year 1)

Year 2

Paper 5	EC202 Microeconomic Principles II (1.0) #
Paper 6	EC210 Macroeconomic Principles (1.0) #
Paper 7	EC221 Principles of Econometrics (1.0) # 1
Paper 8	Courses to the value of 1.0 unit(s) from the following: Undergraduate Outside Options List (Years 2 & 3)

Year 3

Paper 9	Courses to the value of 1.0 unit(s) from the following: EC309 Econometric Theory (1.0) # EC319 Games and Economic Behaviour (1.0) # (not available 2020/21) EC333 Problems of Applied Econometrics (1.0) # Courses to the value of 1.0 unit(s) from the following: Econometrics and Mathematical Economics Selection List
Paper 10	Courses to the value of 1.0 unit(s) from the following: Econometrics and Mathematical Economics Selection List
Paper 11	Courses to the value of 1.0 unit(s) from the following: B EC309 Econometric Theory (1.0) # EC319 Games and Economic Behaviour (1.0) # (not available 2020/21) EC333 Problems of Applied Econometrics (1.0) # Econometrics and Mathematical Economics Selection List Undergraduate Outside Options List (Years 2 & 3)
Paper 12	EC331 Quantitative Thesis (1.0) #

Econometrics and Mathematical Economics Selection List

AC310	Management Accounting, Financial Management and Organisational Control (1.0) # (withdrawn 2020/21)
AC311	Results Accountability and Management Control for Strategy Implementation (0.5) # *~A
AC312	Performance Measurement, Strategy, and Uncertainty (0.5) # *
AC340	Auditing, Governance and Risk Management (1.0) # (withdrawn 2020/21)
AC341	Corporate Governance, Risk Management and Financial Audit (0.5)
AC342	Accounting, Corporate Responsibility and Sustainability (0.5) (not available 2020/21)
EC301	Advanced Economic Analysis (1.0) #
EC302	Political Economy (1.0) #
EC307	Development Economics (1.0) #
EC310	Behavioural Economics (1.0) #
EC311	History of Economics: How Theories Change (1.0)
EC313	Industrial Economics (1.0) #
EC315	International Economics (1.0) #
EC317	Labour Economics (1.0) #
EC321	Monetary Economics and Aggregate Fluctuations (1.0) #
EC325	Public Economics (1.0) #
FM213	Principles of Finance (1.0) #
FM300	Corporate Finance, Investments and Financial Markets (1.0) # ~B
FM320	Quantitative Finance (1.0) # ~C
MA231	Operational Research Methods (1.0) #

MA300	Game Theory (1.0) #
MA331	Practical Optimisation Modelling (0.5) # ~D (withdrawn 2020/21)
PH311	Philosophy of Economics (1.0) #
ST202	Probability, Distribution Theory and Inference (1.0) # Footnotes for Econometrics and Mathematical Economics Selection List ~A : Students may take only two from AC311, AC312, AC341 and AC342 in Year 3. ~B : FM300 can only be taken if FM213 is taken in the second year. ~C : FM320 can only be taken if FM213 is taken in the second year. Students may take only one of FM213, FM300 and FM320 in Year 3. ~D : MA331 is available in the third year only.

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

1: EC221 can not be taken with MG205

Footnotes:
A: EC102 course allocation dependent on Economics A-level or equivalent background. See course guides for further information.
B: In exceptional circumstances a student may substitute a paper from the Undergraduate Outside Options List for Paper 11. This outside paper should be both of an advanced nature and coherent with the student's other choice of papers. Permission to take such a paper should first be obtained from the Departmental Tutor who must countersign the Additional Permission Form. Any subsequent revision to the student's choice of papers must also be countersigned by the Departmental Tutor.
means there may be prerequisites for this course. Please view the course guide for more information.

BSc in Econometrics and Mathematical Economics

Programme Code: UBEM

Department: Economics

For students starting this programme of study in 2019/20

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course: Understanding the causes of things

Year 1

Paper 1	EC100 Economics A (1.0) # or EC102 Economics B (1.0) # A
Paper 2	MA100 Mathematical Methods (1.0) #
Paper 3	ST102 Elementary Statistical Theory (1.0) #
Paper 4	Courses to the value of 1.0 unit(s) from the following: Undergraduate Outside Options List (Year 1)

Year 2

Paper 5	EC202 Microeconomic Principles II (1.0) #
Paper 6	EC210 Macroeconomic Principles (1.0) #
Paper 7	EC221 Principles of Econometrics (1.0) # 1
Paper 8	Courses to the value of 1.0 unit(s) from the following: Undergraduate Outside Options List (Years 2 & 3)

Year 3

Paper 9	Courses to the value of 1.0 unit(s) from the following: EC309 Econometric Theory (1.0) # EC319 Games and Economic Behaviour (1.0) # (not available 2020/21) EC333 Problems of Applied Econometrics (1.0) # Courses to the value of 1.0 unit(s) from the following: Econometrics and Mathematical Economics Selection List
Paper 10	Courses to the value of 1.0 unit(s) from the following: Econometrics and Mathematical Economics Selection List
Paper 11	Courses to the value of 1.0 unit(s) from the following: EC309 Econometric Theory (1.0) #

EC319 Games and Economic Behaviour (1.0) # (not available 2020/21)

EC333 Problems of Applied Econometrics (1.0) #

Econometrics and Mathematical Economics

Selection List

Undergraduate Outside Options List (Years 2 & 3)

EC331 Quantitative Thesis (1.0) #
LSE100 is taken by all students in the Lent Term of Year 1. The course is compulsory but does not affect the final degree classification.

Paper 12
Notes

Econometrics and Mathematical Economics Selection List

AC211	Managerial Accounting (1.0) # (withdrawn 2019/20)
AC310	Management Accounting, Financial Management and Organisational Control (1.0) # (withdrawn 2020/21)
AC311	Results Accountability and Management Control for Strategy Implementation (0.5) # ~A
AC312	Performance Measurement, Strategy, and Uncertainty (0.5) # *
AC340	Auditing, Governance and Risk Management (1.0) # (withdrawn 2020/21)
AC341	Corporate Governance, Risk Management and Financial Audit (0.5)
AC342	Accounting, Corporate Responsibility and Sustainability (0.5) (not available 2020/21)
EC301	Advanced Economic Analysis (1.0) #
EC302	Political Economy (1.0) #
EC307	Development Economics (1.0) #
EC310	Behavioural Economics (1.0) #
EC311	History of Economics: How Theories Change (1.0)
EC313	Industrial Economics (1.0) #
EC315	International Economics (1.0) #
EC317	Labour Economics (1.0) #
EC321	Monetary Policy and Aggregate Fluctuations (1.0) #
EC325	Public Economics (1.0) #
FM213	Principles of Finance (1.0) #
FM300	Corporate Finance, Investments and Financial Markets (1.0) # ~B
FM320	Quantitative Finance (1.0) # ~C
MA231	Operational Research Methods (1.0) #
MA300	Game Theory (1.0) #
MA331	Practical Optimisation Modelling (0.5) # ~D (withdrawn 2020/21)
PH311	Philosophy of Economics (1.0) #
ST202	Probability, Distribution Theory and Inference (1.0) # Footnotes for Econometrics and Mathematical Economics Selection List ~A : Students may take only two from AC311, AC312, AC341 and AC342 in Year 3. ~B : FM300 can only be taken if FM213 is taken in the second year. ~C : FM320 can only be taken if FM213 is taken in the second year. Students may take only one of FM213, FM300 and FM320 in Year 3. ~D : MA331 is available in the third year only.

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

1: EC221 can not be taken with MG205

Footnotes:
A: EC102 course allocation dependent on Economics A-level or equivalent background. See course guides for further information.

B: In exceptional circumstances a student may substitute a paper from the Undergraduate Outside Options List for Paper 11. This outside paper should be both of an advanced nature and coherent with the student's other choice of papers. Permission to take such a paper should first be obtained from the Departmental Tutor who must countersign the Additional Permission Form. Any subsequent revision to the student's choice of papers must also be countersigned by the Departmental Tutor.
means there may be prerequisites for this course. Please view the course guide for more information.

BSc in Econometrics and Mathematical Economics

Programme Code: UBEW

Department: Economics

For students starting this programme of study in 2018/19

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper Course number, title (unit value)

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

Year 1

Paper 1 EC100 Economics A (1.0) # **or**
EC102 Economics B (1.0) # A
Paper 2 MA100 Mathematical Methods (1.0) #
Paper 3 ST102 Elementary Statistical Theory (1.0) #
Paper 4 Courses to the value of 1.0 unit(s) from the following:
Undergraduate Outside Options List (Year 1)

Year 2

Paper 5 EC202 Microeconomic Principles II (1.0) #
Paper 6 EC210 Macroeconomic Principles (1.0) #
Paper 7 EC221 Principles of Economics (1.0) #
Paper 8 Courses to the value of 1.0 unit(s) from the following:
Undergraduate Outside Options List (Years 2 & 3)

Year 3

Paper 9 Courses to the value of 1.0 unit(s) from the following:
EC309 Econometric Theory (1.0) #
EC319 Games and Economic Behaviour (1.0) # (not available 2020/21)

Paper 10 EC333 Problems of Applied Econometrics (1.0) #
Courses to the value of 1.0 unit(s) from the following:
Econometrics and Mathematical Economics Selection List

Paper 11 Courses to the value of 1.0 unit(s) from the following:
B
EC309 Econometric Theory (1.0) #
EC319 Games and Economic Behaviour (1.0) # (not available 2020/21)
EC333 Problems of Applied Econometrics (1.0) #
Econometrics and Mathematical Economics Selection List

Undergraduate Outside Options List (Years 2 & 3)

Paper 12 EC331 Quantitative Thesis (1.0) #
Notes LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.

Econometrics and Mathematical Economics Selection List

AC211 Managerial Accounting (1.0) # (withdrawn 2019/20)
AC310 Management Accounting, Financial Management and Organisational Control (1.0) # (withdrawn 2020/21)
AC311 Results Accountability and Management Control for Strategy Implementation (0.5) # *~A
AC312 Performance Measurement, Strategy, and Uncertainty (0.5) # *
AC340 Auditing, Governance and Risk Management (1.0) # (withdrawn 2020/21)
AC341 Corporate Governance, Risk Management and Financial Audit (0.5)
AC342 Accounting, Corporate Responsibility and Sustainability (0.5) (not available 2020/21)
EC301 Advanced Economic Analysis (1.0) #
EC302 Political Economy (1.0) #
EC303 Economic Policy Analysis (1.0) # (withdrawn 2018/19)
EC307 Development Economics (1.0) #
EC310 Behavioural Economics (1.0) #
EC311 History of Economics: How Theories Change (1.0)
EC313 Industrial Economics (1.0) #
EC315 International Economics (1.0) #

EC317 Labour Economics (1.0) #
EC321 Monetary Policy and Aggregate Fluctuations (1.0) #
EC325 Public Economics (1.0) #
FM213 Principles of Finance (1.0) #
FM300 Corporate Finance, Investments and Financial Markets (1.0) # ~B
FM320 Quantitative Finance (1.0) # ~C
MA231 Operational Research Methods (1.0) #
MA300 Game Theory (1.0) #
MA331 Practical Optimisation Modelling (0.5) # ~D (withdrawn 2020/21)
PH311 Philosophy of Economics (1.0) #
ST202 Probability, Distribution Theory and Inference (1.0) #

Footnotes: Footnotes for Econometrics and Mathematical Economics Selection List ~A : Students may take only two from AC311, AC312, AC341 and AC342 in Year 3. ~B : FM300 can only be taken if FM213 is taken in the second year. ~C : FM320 can only be taken if FM213 is taken in the second year. Students may take only one of FM213, FM300 and FM320 in Year 3. ~D : MA331 is available in the third year only.

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

A: EC102 course allocation dependent on Economics A-level or equivalent background. See course guides for further information.

B: In exceptional circumstances a student may substitute a paper from the Undergraduate Outside Options List for Paper 11. This outside paper should be both of an advanced nature and coherent with the student's other choice of papers. Permission to take such a paper should first be obtained from the Departmental Tutor who must countersign the Additional Permission Form. Any subsequent revision to the student's choice of papers must also be countersigned by the Departmental Tutor.

means there may be prerequisites for this course. Please view the course guide for more information.

BSc in Economic History

Programme Code: UBEH

Department: Economic History

For students starting this programme of study in 2020/21

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper Course number, title (unit value)

Year 1

Additional course The following unassessed course is required for all first year students:

Paper 1 EH103 Making Economic History Count (0.0)
EH101 The Internationalisation of Economic Growth, 1870 to the present day (1.0)

Paper 2 EC100 Economics A (1.0) # **or**
EC102 Economics B (1.0) # A

Paper 3 EH102 Pre-industrial Economic History (1.0)

Paper 4 Courses to the value of 1.0 unit(s) from the following:
First Year Recommended Outside Option List (BSc in Economic History)

Language Courses

Undergraduate Outside Options List (Year 1)

Year 2

Paper 5 EH237 Theories and Evidence in Economic History (1.0)

Papers 6 & 7 Courses to the value of 2.0 unit(s) from the following:
EH204 Money and Finance: From the Middle Ages to Modernity (1.0) (not available 2020/21)

	EH207	The Making of an Economic Superpower: China since 1850 (1.0)
	EH208	Economic History Lab: Cities, Economy and Society, 1550-1750 (1.0) (withdrawn 2020/21)
	EH209	The Family Economy in History (1.0) #
	EH211	Africa and the World Economy, 1500-2000 (1.0)
	EH225	Latin America and the International Economy (1.0)
	EH238	The Origins of Growth (1.0)
	EH240	Business and Economic Performance since 1945: Britain in International Context (1.0)
Paper 8	Courses to the value of 1.0 unit(s) from the following:	

Papers 6 & 7 options list
Second Year Recommended Outside Option List (BSc in Economic History)
Language Courses
Undergraduate Outside Options List (Years 2 & 3)

Year 3

Papers 9 & 10	Courses to the value of 2.0 unit(s) from the following:	
	EC311	History of Economics: How Theories Change (1.0)
	EH304	The Economic History of North America: from Colonial Times to the Cold War (1.0) #
	EH306	Monetary and Financial History since 1750 (1.0)
	EH307	The Economic History of South Asia, 1600-2000 (1.0)
	EH308	Historical Economic Geography: Cities, Markets and Regions in the 19th and 20th Centuries (1.0)
	EH309	Slavery from Ancient Greece to the Gulag (1.0) # (withdrawn 2020/21)
	EH312	Knowledge, Technology and Economy from the Middle Ages to Modernity (1.0)
	EH313	Economic History Lab: Cities, Economy and Society, 1550-1750 (1.0) (not available 2020/21)
	EH316	Atlantic World Slavery (1.0) (not available 2020/21)
	EH325	Issues in Modern Japanese Economic Development: Late Industrialisation, Imperialism and High Speed Growth (1.0) (not available 2020/21)
	EH326	Innovation and its Finance in the 19th and 20th Centuries (1.0) #
	EH327	China's Traditional Economy and its Growth in the Very Long-Term (1.0)

Paper 11	Courses taught by the Department of Economic History to the value of 1.0 unit(s) from the following:	
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Papers 6 & 7 options list
Papers 9 & 10 options list

Paper 12	EH390	Dissertation in Economic or Social History (1.0)
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Papers 6 & 7 options list

EH204	Money and Finance: From the Middle Ages to Modernity (1.0) (not available 2020/21)
EH207	The Making of an Economic Superpower: China since 1850 (1.0)
EH208	Economic History Lab: Cities, Economy and Society, 1550-1750 (1.0) (withdrawn 2020/21)
EH209	The Family Economy in History (1.0) #
EH211	Africa and the World Economy, 1500-2000 (1.0)
EH225	Latin America and the International Economy (1.0)
EH238	The Origins of Growth (1.0)
EH240	Business and Economic Performance since 1945: Britain in International Context (1.0)

Papers 9 & 10 options list

EC311	History of Economics: How Theories Change (1.0)
EH304	The Economic History of North America: from

		Colonial Times to the Cold War (1.0) #
EH306		Monetary and Financial History since 1750 (1.0)
EH307		The Economic History of South Asia, 1600-2000 (1.0)
EH308		Historical Economic Geography: Cities, Markets and Regions in the 19th and 20th Centuries (1.0)
EH309		Slavery from Ancient Greece to the Gulag (1.0) # (withdrawn 2020/21)
EH312		Knowledge, Technology and Economy from the Middle Ages to Modernity (1.0)
EH313		Economic History Lab: Cities, Economy and Society, 1550-1750 (1.0) (not available 2020/21)
EH316		Atlantic World Slavery (1.0) (not available 2020/21)
EH325		Issues in Modern Japanese Economic Development: Late Industrialisation, Imperialism and High Speed Growth (1.0) (not available 2020/21)
EH327		China's Traditional Economy and its Growth in the Very Long-Term (1.0)

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

Footnotes:

A: EC102 course allocation dependent on Economics A-level or equivalent background. Please view the course guides for further information.

B: LN250 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

C: LN251 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

D: LN252 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

E: LN253 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

F: LN254 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

G: LN270 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

H: Courses selected from the Undergraduate Outside Options List must be level 200 or 300 from outside the Economic History Department.

means there may be prerequisites for this course. Please view the course guide for more information.

BSc in Economic History

Programme Code: UBEH

Department: Economic History

For students starting this programme of study in 2019/20

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course: Understanding the causes of things

Year 1

Additional course The following unassessed course is required for all first year students:

	EH103	Making Economic History Count (0.0)
Paper 1	EH101	The Internationalisation of Economic Growth, 1870 to the present day (1.0)

Paper 2	EC100	Economics A (1.0) # or
	EC102	Economics B (1.0) # A

Paper 3	EH102	Pre-industrial Economic History (1.0)
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Courses to the value of 1.0 unit(s) from the following:
First Year Recommended Outside Option List (BSc in Economic History)

Language Courses

Undergraduate Outside Options List (Year 1)

Year 2

Paper 5	EH237	Theories and Evidence in Economic History (1.0)
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Papers 6 & 7 Courses to the value of 2.0 unit(s) from the following:

18 Undergraduate Programme Regulations

	EH204	Money and Finance: From the Middle Ages to Modernity (1.0) (not available 2020/21)
	EH207	The Making of an Economic Superpower: China since 1850 (1.0)
	EH208	Economic History Lab: Cities, Economy and Society, 1550-1750 (1.0) (withdrawn 2020/21)
	EH209	The Family Economy in History (1.0) #
	EH211	Africa and the World Economy, 1500-2000 (1.0)
	EH225	Latin America and the International Economy (1.0)
	EH238	The Origins of Growth (1.0)
	EH240	Business and Economic Performance since 1945: Britain in International Context (1.0)
Paper 8	Courses to the value of 1.0 unit(s) from the following: H Papers 6 & 7 options list Second Year Recommended Outside Option List (BSc in Economic History) Language Courses Undergraduate Outside Options List (Years 2 & 3)	

Year 3

Papers 9 & 10	Courses to the value of 2.0 unit(s) from the following:	
	EC311	History of Economics: How Theories Change (1.0)
	EH304	The Economic History of North America: from Colonial Times to the Cold War (1.0) #
	EH306	Monetary and Financial History since 1750 (1.0)
	EH307	The Economic History of South Asia, 1600-2000 (1.0)
	EH308	Historical Economic Geography: Cities, Markets and Regions in the 19th and 20th Centuries (1.0)
	EH309	Slavery from Ancient Greece to the Gulag (1.0) # (withdrawn 2020/21)
	EH312	Knowledge, Technology and Economy from the Middle Ages to Modernity (1.0)
	EH313	Economic History Lab: Cities, Economy and Society, 1550-1750 (1.0) (not available 2020/21)
	EH316	Atlantic World Slavery (1.0) (not available 2020/21)
	EH325	Issues in Modern Japanese Economic Development: Late Industrialisation, Imperialism and High Speed Growth (1.0) (not available 2020/21)
	EH326	Innovation and its Finance in the 19th and 20th Centuries (1.0) #
	EH327	China's Traditional Economy and its Growth in the Very Long-Term (1.0)

Paper 11	Courses taught by the Department of Economic History to the value of 1.0 unit(s) from the following: Papers 6 & 7 options list Papers 9 & 10 options list	
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Paper 12	EH390	Dissertation in Economic or Social History (1.0)
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Notes	LSE100 is taken by all students in the Lent Term of Year 1. The course is compulsory but does not affect the final degree classification.	
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Papers 6 & 7 options list

EH204	Money and Finance: From the Middle Ages to Modernity (1.0) (not available 2020/21)
EH207	The Making of an Economic Superpower: China since 1850 (1.0)
EH208	Economic History Lab: Cities, Economy and Society, 1550-1750 (1.0) (withdrawn 2020/21)
EH209	The Family Economy in History (1.0) #
EH211	Africa and the World Economy, 1500-2000 (1.0)
EH225	Latin America and the International Economy (1.0)
EH238	The Origins of Growth (1.0)
EH240	Business and Economic Performance since 1945:

Britain in International Context (1.0)

Papers 9 & 10 options list

EC311	History of Economics: How Theories Change (1.0)
EH304	The Economic History of North America: from Colonial Times to the Cold War (1.0) #
EH306	Monetary and Financial History since 1750 (1.0)
EH307	The Economic History of South Asia, 1600-2000 (1.0)
EH308	Historical Economic Geography: Cities, Markets and Regions in the 19th and 20th Centuries (1.0)
EH309	Slavery from Ancient Greece to the Gulag (1.0) # (withdrawn 2020/21)
EH312	Knowledge, Technology and Economy from the Middle Ages to Modernity (1.0)
EH316	Atlantic World Slavery (1.0) (not available 2020/21)
EH325	Issues in Modern Japanese Economic Development: Late Industrialisation, Imperialism and High Speed Growth (1.0) (not available 2020/21)
EH327	China's Traditional Economy and its Growth in the Very Long-Term (1.0)

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

Footnotes:

A: EC102 course allocation dependent on Economics A-level or equivalent background. Please view the course guides for further information.

B: LN250 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

C: LN251 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

D: LN252 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

E: LN253 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

F: LN254 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

G: LN270 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

H: Courses selected from the Undergraduate Outside Options List must be level 200 or 300 from outside the Economic History Department.

means there may be prerequisites for this course. Please view the course guide for more information.

BSc in Economic History

Programme Code: UBEH

Department: Economic History

For students starting this programme of study in 2018/19

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course: Understanding the causes of things

Year 1

Additional course The following unassessed course is strongly recommended for all first year students:

Paper 1	EH103 Making Economic History Count (0.0)
	EH101 The Internationalisation of Economic Growth, 1870 to the present day (1.0)

Paper 2	EC100 Economics A (1.0) # or EC102 Economics B (1.0) # A
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Paper 3	EH102 Pre-industrial Economic History (1.0)
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Paper 4 Courses to the value of 1.0 unit(s) from the following:
First Year Recommended Outside Option List (BSc in Economic History)
Language Courses
Undergraduate Outside Options List (Year 1)

Year 2

Paper 5	EH237 Theories and Evidence in Economic History
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Papers 6 & 7	(1.0) Courses to the value of 2.0 unit(s) from the following:
EH204	Money and Finance: From the Middle Ages to Modernity (1.0) (not available 2020/21)
EH207	The Making of an Economic Superpower: China since 1850 (1.0)
EH208	Economic History Lab: Cities, Economy and Society, 1550-1750 (1.0) (withdrawn 2020/21)
EH211	Africa and the World Economy, 1500-2000 (1.0)
EH225	Latin America and the International Economy (1.0)
EH238	The Origins of Growth (1.0)
EH240	Business and Economic Performance since 1945: Britain in International Context (1.0)

Paper 8 Courses to the value of 1.0 unit(s) from the following: H

Papers 6 & 7 options list

Second Year Recommended Outside Option List (BSc in Economic History)

Language Courses

Undergraduate Outside Options List (Years 2 & 3)

Year 3

Papers 9 & 10	Courses to the value of 2.0 unit(s) from the following:
EC311	History of Economics: How Theories Change (1.0)
EH304	The Economic History of North America: from Colonial Times to the Cold War (1.0) #
EH306	Monetary and Financial History since 1750 (1.0)
EH307	The Economic History of South Asia, 1600-2000 (1.0)
EH308	Historical Economic Geography: Cities, Markets and Regions in the 19th and 20th Centuries (1.0)
EH309	Slavery from Ancient Greece to the Gulag (1.0) # (withdrawn 2020/21)
EH312	Knowledge, Technology and Economy from the Middle Ages to Modernity (1.0)
EH313	Economic History Lab: Cities, Economy and Society, 1550-1750 (1.0) (not available 2020/21)
EH316	Atlantic World Slavery (1.0) (not available 2020/21)
EH325	Issues in Modern Japanese Economic Development: Late Industrialisation, Imperialism and High Speed Growth (1.0) (not available 2020/21)
EH326	Innovation and its Finance in the 19th and 20th Centuries (1.0) #
EH327	China's Traditional Economy and its Growth in the Very Long-Term (1.0)

Paper 11 Courses taught by the Department of Economic History to the value of 1.0 unit(s) from the following:

Papers 6 & 7 options list

Papers 9 & 10 options list

Paper 12 EH390 Dissertation in Economic or Social History (1.0)

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

Papers 6 & 7 options list

EH204	Money and Finance: From the Middle Ages to Modernity (1.0) (not available 2020/21)
EH207	The Making of an Economic Superpower: China since 1850 (1.0)
EH208	Economic History Lab: Cities, Economy and Society, 1550-1750 (1.0) (withdrawn 2020/21)
EH211	Africa and the World Economy, 1500-2000 (1.0)
EH225	Latin America and the International Economy (1.0)
EH238	The Origins of Growth (1.0)

EH240 Business and Economic Performance since 1945: Britain in International Context (1.0)

Papers 9 & 10 options list

EC311	History of Economics: How Theories Change (1.0)
EH304	The Economic History of North America: from Colonial Times to the Cold War (1.0) #
EH306	Monetary and Financial History since 1750 (1.0)
EH307	The Economic History of South Asia, 1600-2000 (1.0)
EH308	Historical Economic Geography: Cities, Markets and Regions in the 19th and 20th Centuries (1.0)
EH309	Slavery from Ancient Greece to the Gulag (1.0) # (withdrawn 2020/21)
EH312	Knowledge, Technology and Economy from the Middle Ages to Modernity (1.0)
EH316	Atlantic World Slavery (1.0) (not available 2020/21)
EH325	Issues in Modern Japanese Economic Development: Late Industrialisation, Imperialism and High Speed Growth (1.0) (not available 2020/21)
EH327	China's Traditional Economy and its Growth in the Very Long-Term (1.0)

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

Footnotes:

A: EC102 course allocation dependent on Economics A-level or equivalent background. Please view the course guides for further information.

B: LN250 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

C: LN251 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

D: LN252 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

E: LN253 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

F: LN254 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

G: LN270 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

H: Courses selected from the Undergraduate Outside Options List must be level 200 or 300 from outside the Economic History Department.

means there may be prerequisites for this course.

Please view the course guide for more information.

BSc in Economic History and Geography

Programme Code: UBEHGY

Department: Economic History

For students starting this programme of study in 2020/21

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Year 1	
Paper 1	EH101 The Internationalisation of Economic Growth, 1870 to the present day (1.0)
Paper 2	GY100 Introduction to Geography (1.0)
Paper 3	GY140 Introduction to Geographical Research (1.0)
Paper 4	EC100 Economics A (1.0) # or EC102 Economics B (1.0) # A
Year 2	
Paper 5	GY209 The Economic Geography of Trade, Production and Development (0.5) # and GY210 The Economics of Cities (0.5) #
Paper 6	EH237 Theories and Evidence in Economic History (1.0)
Paper 7	Courses to the value of 1.0 unit(s) from the following: EH204 Money and Finance: From the Middle Ages to Modernity (1.0) (not available 2020/21) EH207 The Making of an Economic Superpower:

20 Undergraduate Programme Regulations

		China since 1850 (1.0)
	EH208	Economic History Lab: Cities, Economy and Society, 1550-1750 (1.0) (withdrawn 2020/21)
	EH209	The Family Economy in History (1.0) #
	EH211	Africa and the World Economy, 1500-2000 (1.0)
	EH225	Latin America and the International Economy (1.0)
	EH238	The Origins of Growth (1.0)
	EH240	Business and Economic Performance since 1945: Britain in International Context (1.0)
Paper 8	Courses	to the value of 1.0 unit(s) from the following:
	GY202	Introduction to Global Development (1.0)
	GY205	Political Geographies (1.0)
	GY206	Urban Geography and Globalisation (0.5)
	GY207	Economy, Society and Place (0.5)
	GY220	Environment: Science and Society (1.0)
	GY222	Applied Environmental Economics (1.0)
	GY245	Quantitative Methods in Geography (0.5) #
	GY248	Field Methods in Geography & Environment (0.5)
Year 3		
Paper 9	GY313	Firms and Economic Geography: Location, Technology and Innovation (0.5) # and
	GY314	The Economics of Housing Markets and Migration (0.5) #
Paper 10	EH308	Historical Economic Geography: Cities, Markets and Regions in the 19th and 20th Centuries (1.0)
Paper 11	Courses	to the value of 1.0 unit(s) from the following:
	GY307	Regional Economic Development (0.5)
	GY308	The Economic Geography of Growth and Development (0.5) (not available 2020/21)
	GY309	The Political Geography of Development (0.5)
	GY310	Urban Politics (0.5)
	GY311	The Political Economy of Urbanisation (0.5)
	GY312	Geographies of Gender in the Global South (0.5) (not available 2020/21)
	GY315	Geographies of Race (0.5)
	GY326	Sustainable Business and Finance (0.5)
	GY327	Global Environmental Governance (0.5)
	GY328	Political Ecology of Development (0.5)
	GY329	Applied Economics of Environment and Development (0.5) #
	GY331	Geographies of Global Migration (0.5)
Paper 12	EH391	Dissertation in Historical Economic Geography (1.0)
Footnotes:	A:	EC102 course allocation dependent on Economics A-level or equivalent background. See course guide for further information.
	#	means there may be prerequisites for this course. Please view the course guide for more information.

BSc in Economic History and Geography

Programme Code: UBEHGY

Department: Economic History

For students starting this programme of study in 2019/20

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper Course number, title (unit value)

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

Year 1

Paper 1 EH101 The Internationalisation of Economic Growth, 1870 to the present day (1.0)

Paper 2	GY100	Introduction to Geography (1.0)
Paper 3	GY140	Introduction to Geographical Research (1.0)
Paper 4	EC100	Economics A (1.0) # or
	EC102	Economics B (1.0) # A
Year 2		
Paper 5	GY209	The Economic Geography of Trade, Production and Development (0.5) # and
	GY210	The Economics of Cities (0.5) #
Paper 6	EH237	Theories and Evidence in Economic History (1.0)
Paper 7	Courses	to the value of 1.0 unit(s) from the following:
	EH204	Money and Finance: From the Middle Ages to Modernity (1.0) (not available 2020/21)
	EH207	The Making of an Economic Superpower: China since 1850 (1.0)
	EH208	Economic History Lab: Cities, Economy and Society, 1550-1750 (1.0) (withdrawn 2020/21)
	EH209	The Family Economy in History (1.0) #
	EH211	Africa and the World Economy, 1500-2000 (1.0)
	EH225	Latin America and the International Economy (1.0)
	EH238	The Origins of Growth (1.0)
	EH240	Business and Economic Performance since 1945: Britain in International Context (1.0)
Paper 8	Courses	to the value of 1.0 unit(s) from the following:
	GY202	Introduction to Global Development (1.0)
	GY205	Political Geographies (1.0)
	GY206	Urban Geography and Globalisation (0.5)
	GY207	Economy, Society and Place (0.5)
	GY220	Environment: Science and Society (1.0)
	GY222	Applied Environmental Economics (1.0)
	GY245	Quantitative Methods in Geography (0.5) #
	GY248	Field Methods in Geography & Environment (0.5)
Year 3		
Paper 9	GY313	Firms and Economic Geography: Location, Technology and Innovation (0.5) # and
	GY314	The Economics of Housing Markets and Migration (0.5) #
Paper 10	EH308	Historical Economic Geography: Cities, Markets and Regions in the 19th and 20th Centuries (1.0)
Paper 11	Courses	to the value of 1.0 unit(s) from the following:
	GY307	Regional Economic Development (0.5)
	GY308	The Economic Geography of Growth and Development (0.5) (not available 2020/21)
	GY309	The Political Geography of Development (0.5)
	GY310	Urban Politics (0.5)
	GY311	The Political Economy of Urbanisation (0.5)
	GY312	Geographies of Gender in the Global South (0.5) (not available 2020/21)
	GY315	Geographies of Race (0.5)
	GY326	Sustainable Business and Finance (0.5)
	GY327	Global Environmental Governance (0.5)
	GY328	Political Ecology of Development (0.5)
	GY329	Applied Economics of Environment and Development (0.5) #
	GY331	Geographies of Global Migration (0.5)
Paper 12	EH391	Dissertation in Historical Economic Geography (1.0)
Notes	LSE100	is taken by all students in the Lent Term of Year 1. The course is compulsory but does not affect the final degree classification.
Footnotes:	A:	EC102 course allocation dependent on Economics A-level or equivalent background. See course guide for further information.
	#	means there may be prerequisites for this course. Please view the course guide for more information.

BSc in Economic History and Geography

Programme Code: UBEHGY

Department: Economic History

For students starting this programme of study in 2018/19

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course: Understanding the causes of things

Year 1

Paper 1	EH101 The Internationalisation of Economic Growth, 1870 to the present day (1.0)
Paper 2	GY100 Introduction to Geography (1.0)
Paper 3	GY140 Introduction to Geographical Research (1.0)
Paper 4	EC100 Economics A (1.0) # or EC102 Economics B (1.0) # A

Year 2

Paper 5	GY209 The Economic Geography of Trade, Production and Development (0.5) # and GY210 The Economics of Cities (0.5) #
Paper 6	EH237 Theories and Evidence in Economic History (1.0)
Paper 7	Courses to the value of 1.0 unit(s) from the following: EH204 Money and Finance: From the Middle Ages to Modernity (1.0) (not available 2020/21) EH207 The Making of an Economic Superpower: China since 1850 (1.0) EH208 Economic History Lab: Cities, Economy and Society, 1550-1750 (1.0) (withdrawn 2020/21) EH211 Africa and the World Economy, 1500-2000 (1.0) EH225 Latin America and the International Economy (1.0) EH238 The Origins of Growth (1.0) EH240 Business and Economic Performance since 1945: Britain in International Context (1.0)
Paper 8	Courses to the value of 1.0 unit(s) from the following: GY202 Introduction to Global Development (1.0) GY205 Political Geographies (1.0) GY206 Urban Geography and Globalisation (0.5) GY207 Economy, Society and Place (0.5) GY220 Environment: Science and Society (1.0) GY222 Applied Environmental Economics (1.0) GY245 Quantitative Methods in Geography (0.5) # GY248 Field Methods in Geography & Environment (0.5)

Year 3

Paper 9	GY313 Firms and Economic Geography: Location, Technology and Innovation (0.5) # and GY314 The Economics of Housing Markets and Migration (0.5) #
Paper 10	EH308 Historical Economic Geography: Cities, Markets and Regions in the 19th and 20th Centuries (1.0)
Paper 11	Courses to the value of 1.0 unit(s) from the following: GY307 Regional Economic Development (0.5) GY308 The Economic Geography of Growth and Development (0.5) (not available 2020/21) GY309 The Political Geography of Development (0.5) GY310 Urban Politics (0.5) GY311 The Political Economy of Urbanisation (0.5) GY312 Geographies of Gender in the Global South (0.5) (not available 2020/21) GY315 Geographies of Race (0.5) GY326 Sustainable Business and Finance (0.5) GY327 Global Environmental Governance (0.5)

	GY328 Political Ecology of Development (0.5)
	GY329 Applied Economics of Environment and Development (0.5) #
	GY331 Geographies of Global Migration (0.5)
Paper 12	EH391 Dissertation in Historical Economic Geography (1.0)
Notes	LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.
Footnotes:	A: EC102 course allocation dependent on Economics A-level or equivalent background. See course guide for further information. # means there may be prerequisites for this course. Please view the course guide for more information.

BSc in Economic History with Economics

Programme Code: UBEHWEC

Department: Economic History

For students starting this programme of study in 2020/21

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Year 1	
Paper 1	EC100 Economics A (1.0) # or EC102 Economics B (1.0) # A
Paper 2	EH101 The Internationalisation of Economic Growth, 1870 to the present day (1.0)
Paper 3	MA107 Quantitative Methods (Mathematics) (0.5) # and ST107 Quantitative Methods (Statistics) (0.5) #
Paper 4	EH102 Pre-industrial Economic History (1.0)
Year 2	
Paper 5	Courses to the value of 1.0 unit(s) from the following: EC201 Microeconomic Principles I (1.0) # EC202 Microeconomic Principles II (1.0) # EC210 Macroeconomic Principles (1.0) #
Paper 6	EH237 Theories and Evidence in Economic History (1.0)
Paper 7	Courses to the value of 1.0 unit(s) from the following: EH204 Money and Finance: From the Middle Ages to Modernity (1.0) (not available 2020/21) EH207 The Making of an Economic Superpower: China since 1850 (1.0) EH208 Economic History Lab: Cities, Economy and Society, 1550-1750 (1.0) (withdrawn 2020/21) EH209 The Family Economy in History (1.0) # EH211 Africa and the World Economy, 1500-2000 (1.0) EH225 Latin America and the International Economy (1.0) EH238 The Origins of Growth (1.0) EH240 Business and Economic Performance since 1945: Britain in International Context (1.0)
Paper 8	Courses to the value of 1.0 unit(s) from the following: B Second Year Recommended Outside Option List (BSc in Economic History with Economics) Language Courses Undergraduate Outside Options List (Years 2 & 3) Or Courses to the value of 1.0 unit(s) from the following: Paper 7 options list
Year 3	
Paper 9	Courses to the value of 1.0 unit(s) from the following: EC201 Microeconomic Principles I (1.0) #

22 Undergraduate Programme Regulations

Paper 10	EC202	Microeconomic Principles II (1.0) #
	EC210	Macroeconomic Principles (1.0) #
	Courses to the value of 1.0 unit(s) from the following:	
	EC311	History of Economics: How Theories Change (1.0)
	EH304	The Economic History of North America: from Colonial Times to the Cold War (1.0) #
	EH306	Monetary and Financial History since 1750 (1.0)
	EH307	The Economic History of South Asia, 1600-2000 (1.0)
	EH308	Historical Economic Geography: Cities, Markets and Regions in the 19th and 20th Centuries (1.0)
	EH309	Slavery from Ancient Greece to the Gulag (1.0) # (withdrawn 2020/21)
	EH312	Knowledge, Technology and Economy from the Middle Ages to Modernity (1.0)
	EH313	Economic History Lab: Cities, Economy and Society, 1550-1750 (1.0) (not available 2020/21)
	EH316	Atlantic World Slavery (1.0) (not available 2020/21)
	EH325	Issues in Modern Japanese Economic Development: Late Industrialisation, Imperialism and High Speed Growth (1.0) (not available 2020/21)
	EH326	Innovation and its Finance in the 19th and 20th Centuries (1.0) #
	EH327	China's Traditional Economy and its Growth in the Very Long-Term (1.0)

Paper 11 Courses to the value of 1.0 unit(s) from the following:

Paper 7 options list

Paper 10 options list

Paper 12	EH390	Dissertation in Economic or Social History (1.0)
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Paper 7 options list

EH204	Money and Finance: From the Middle Ages to Modernity (1.0) (not available 2020/21)
EH207	The Making of an Economic Superpower: China since 1850 (1.0)
EH208	Economic History Lab: Cities, Economy and Society, 1550-1750 (1.0) (withdrawn 2020/21)
EH209	The Family Economy in History (1.0) #
EH211	Africa and the World Economy, 1500-2000 (1.0)
EH225	Latin America and the International Economy (1.0)
EH238	The Origins of Growth (1.0)
EH240	Business and Economic Performance since 1945: Britain in International Context (1.0)

Paper 10 options list

EC311	History of Economics: How Theories Change (1.0)
EH304	The Economic History of North America: from Colonial Times to the Cold War (1.0) #
EH306	Monetary and Financial History since 1750 (1.0)
EH307	The Economic History of South Asia, 1600-2000 (1.0)
EH308	Historical Economic Geography: Cities, Markets and Regions in the 19th and 20th Centuries (1.0)
EH309	Slavery from Ancient Greece to the Gulag (1.0) # (withdrawn 2020/21)
EH312	Knowledge, Technology and Economy from the Middle Ages to Modernity (1.0)
EH313	Economic History Lab: Cities, Economy and Society, 1550-1750 (1.0) (not available 2020/21)
EH316	Atlantic World Slavery (1.0) (not available 2020/21)
EH325	Issues in Modern Japanese Economic Development: Late Industrialisation, Imperialism and High Speed Growth (1.0) (not available 2020/21)
EH326	Innovation and its Finance in the 19th and 20th Centuries (1.0) #
EH327	China's Traditional Economy and its Growth in the Very Long-Term (1.0)

Prerequisite Requirements and Mutually Exclusive

Options:

* means available with permission

Footnotes:

A : EC102 course allocation dependent on Economics A-level or equivalent background. See course guide for further information.

B : Courses selected from the Undergraduate Outside Options List should normally be level 200 or 300 from outside the Departments of Economic History and Economics.

C : LN250 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

D : LN251 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

E : LN252 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

F : LN253 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

G : LN254 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

H : LN270 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

means there may be prerequisites for this course. Please view the course guide for more information.

BSc in Economic History with Economics

Programme Code: UBEHWEC

Department: Economic History

For students starting this programme of study in 2019/20

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course: Understanding the causes of things
Year 1	
Paper 1	EC100 Economics A (1.0) # or EC102 Economics B (1.0) # A
Paper 2	EH101 The Internationalisation of Economic Growth, 1870 to the present day (1.0)
Paper 3	MA107 Quantitative Methods (Mathematics) (0.5) # and ST107 Quantitative Methods (Statistics) (0.5) #
Paper 4	EH102 Pre-industrial Economic History (1.0)
Year 2	
Paper 5	Courses to the value of 1.0 unit(s) from the following: EC201 Microeconomic Principles I (1.0) # EC202 Microeconomic Principles II (1.0) # EC210 Macroeconomic Principles (1.0) #
Paper 6	EH237 Theories and Evidence in Economic History (1.0)
Paper 7	Courses to the value of 1.0 unit(s) from the following: EH204 Money and Finance: From the Middle Ages to Modernity (1.0) (not available 2020/21) EH207 The Making of an Economic Superpower: China since 1850 (1.0) EH208 Economic History Lab: Cities, Economy and Society, 1550-1750 (1.0) (withdrawn 2020/21) EH209 The Family Economy in History (1.0) # EH211 Africa and the World Economy, 1500-2000 (1.0) EH225 Latin America and the International Economy (1.0) EH238 The Origins of Growth (1.0) EH240 Business and Economic Performance since 1945: Britain in International Context (1.0)
Paper 8	Courses to the value of 1.0 unit(s) from the following: B Second Year Recommended Outside Option List (BSc in Economic History with Economics)

Language Courses**Undergraduate Outside Options List (Years 2 & 3)****Or**

Courses to the value of 1.0 unit(s) from the following:

Paper 7 options list**Year 3**

Paper 9

Courses to the value of 1.0 unit(s) from the following:

EC201 Microeconomic Principles I (1.0) #

EC202 Microeconomic Principles II (1.0) #

EC210 Macroeconomic Principles (1.0) #

Paper 10

Courses to the value of 1.0 unit(s) from the following:

EC311 History of Economics: How Theories Change (1.0)

EH304 The Economic History of North America: from Colonial Times to the Cold War (1.0) #

EH306 Monetary and Financial History since 1750 (1.0)

EH307 The Economic History of South Asia, 1600-2000 (1.0)

EH308 Historical Economic Geography: Cities, Markets and Regions in the 19th and 20th Centuries (1.0)

EH309 Slavery from Ancient Greece to the Gulag (1.0) # (withdrawn 2020/21)

EH312 Knowledge, Technology and Economy from the Middle Ages to Modernity (1.0)

EH313 Economic History Lab: Cities, Economy and Society, 1550-1750 (1.0) (not available 2020/21)

EH316 Atlantic World Slavery (1.0) (not available 2020/21)

EH325 Issues in Modern Japanese Economic Development: Late Industrialisation, Imperialism and High Speed Growth (1.0) (not available 2020/21)

EH326 Innovation and its Finance in the 19th and 20th Centuries (1.0) #

EH327 China's Traditional Economy and its Growth in the Very Long-Term (1.0)

Paper 11

Courses to the value of 1.0 unit(s) from the following:

Paper 7 options list**Paper 10 options list**

Paper 12

EH390 Dissertation in Economic or Social History (1.0)

Notes

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

Paper 7 options list

EH204 Money and Finance: From the Middle Ages to Modernity (1.0) (not available 2020/21)

EH207 The Making of an Economic Superpower: China since 1850 (1.0)

EH208 Economic History Lab: Cities, Economy and Society, 1550-1750 (1.0) (withdrawn 2020/21)

EH209 The Family Economy in History (1.0) #

EH211 Africa and the World Economy, 1500-2000 (1.0)

EH225 Latin America and the International Economy (1.0)

EH238 The Origins of Growth (1.0)

EH240 Business and Economic Performance since 1945: Britain in International Context (1.0)

Paper 10 options list

EC311 History of Economics: How Theories Change (1.0)

EH304 The Economic History of North America: from Colonial Times to the Cold War (1.0) #

EH306 Monetary and Financial History since 1750 (1.0)

EH307 The Economic History of South Asia, 1600-2000 (1.0)

EH308 Historical Economic Geography: Cities, Markets and Regions in the 19th and 20th Centuries (1.0)

EH309 Slavery from Ancient Greece to the Gulag (1.0) # (withdrawn 2020/21)

EH312 Knowledge, Technology and Economy from the Middle Ages to Modernity (1.0)

EH313

Economic History Lab: Cities, Economy and Society, 1550-1750 (1.0) (not available 2020/21)

EH316

Atlantic World Slavery (1.0) (not available 2020/21)

EH325

Issues in Modern Japanese Economic Development: Late Industrialisation, Imperialism and High Speed Growth (1.0) (not available 2020/21)

EH326

Innovation and its Finance in the 19th and 20th Centuries (1.0) #

EH327

China's Traditional Economy and its Growth in the Very Long-Term (1.0)

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

Footnotes:

A: EC102 course allocation dependent on Economics A-level or equivalent background. See course guide for further information.

B: Courses selected from the Undergraduate Outside Options List should normally be level 200 or 300 from outside the Departments of Economic History and Economics.

C: LN250 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

D: LN251 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

E: LN252 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

F: LN253 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

G: LN254 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

H: LN270 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

means there may be prerequisites for this course.

Please view the course guide for more information.

BSc in Economic History with Economics**Programme Code:** UBEHWEC**Department:** Economic History

For students starting this programme of study in 2018/19

Please note that places are limited on some optional courses.**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.****Paper****Course number, title (unit value)**

See note

LSE100 The LSE Course: Understanding the causes of things

Year 1

Paper 1

EC100 Economics A (1.0) # **or**

EC102 Economics B (1.0) # A

Paper 2

EH101 The Internationalisation of Economic Growth, 1870 to the present day (1.0)

Paper 3

MA100 Mathematical Methods (1.0) #

Paper 4

Courses to the value of 1.0 unit(s) from the following:
Undergraduate Outside Options List (Year 1)**Year 2**

Paper 5

Courses to the value of 1.0 unit(s) from the following:

EC201 Microeconomic Principles I (1.0) #

EC202 Microeconomic Principles II (1.0) #

EC210 Macroeconomic Principles (1.0) #

Paper 6

EH237 Theories and Evidence in Economic History (1.0)

Paper 7

Courses to the value of 1.0 unit(s) from the following:

EH204 Money and Finance: From the Middle Ages to Modernity (1.0) (not available 2020/21)

EH207 The Making of an Economic Superpower: China since 1850 (1.0)

EH208 Economic History Lab: Cities, Economy and Society, 1550-1750 (1.0) (withdrawn 2020/21)

24 Undergraduate Programme Regulations

	EH211	Africa and the World Economy, 1500-2000 (1.0)
	EH225	Latin America and the International Economy (1.0)
	EH238	The Origins of Growth (1.0)
	EH240	Business and Economic Performance since 1945: Britain in International Context (1.0)
Paper 8	Courses to the value of 1.0 unit(s) from the following: B	
	Second Year Recommended Outside Option List (BSc in Economic History with Economics)	
	Language Courses	
	Undergraduate Outside Options List (Years 2 & 3)	
	Or	
	Courses to the value of 1.0 unit(s) from the following:	
	Paper 7 options list	
Year 3		
Paper 9	Courses to the value of 1.0 unit(s) from the following:	
	EC201	Microeconomic Principles I (1.0) #
	EC202	Microeconomic Principles II (1.0) #
	EC210	Macroeconomic Principles (1.0) #
Paper 10	Courses to the value of 1.0 unit(s) from the following:	
	EC311	History of Economics: How Theories Change (1.0)
	EH304	The Economic History of North America: from Colonial Times to the Cold War (1.0) #
	EH306	Monetary and Financial History since 1750 (1.0)
	EH307	The Economic History of South Asia, 1600-2000 (1.0)
	EH308	Historical Economic Geography: Cities, Markets and Regions in the 19th and 20th Centuries (1.0)
	EH309	Slavery from Ancient Greece to the Gulag (1.0) # (withdrawn 2020/21)
	EH312	Knowledge, Technology and Economy from the Middle Ages to Modernity (1.0)
	EH313	Economic History Lab: Cities, Economy and Society, 1550-1750 (1.0) (not available 2020/21)
	EH316	Atlantic World Slavery (1.0) (not available 2020/21)
	EH325	Issues in Modern Japanese Economic Development: Late Industrialisation, Imperialism and High Speed Growth (1.0) (not available 2020/21)
	EH326	Innovation and its Finance in the 19th and 20th Centuries (1.0) #
	EH327	China's Traditional Economy and its Growth in the Very Long-Term (1.0)
Paper 11	Courses to the value of 1.0 unit(s) from the following:	
	Paper 7 options list	
	Paper 10 options list	
Paper 12	EH390	Dissertation in Economic or Social History (1.0)
Notes	LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.	
	Paper 7 options list	
	EH204	Money and Finance: From the Middle Ages to Modernity (1.0) (not available 2020/21)
	EH207	The Making of an Economic Superpower: China since 1850 (1.0)
	EH208	Economic History Lab: Cities, Economy and Society, 1550-1750 (1.0) (withdrawn 2020/21)
	EH211	Africa and the World Economy, 1500-2000 (1.0)
	EH225	Latin America and the International Economy (1.0)
	EH238	The Origins of Growth (1.0)

EH240 Business and Economic Performance since 1945: Britain in International Context (1.0)

Paper 10 options list

EC311	History of Economics: How Theories Change (1.0)
EH304	The Economic History of North America: from Colonial Times to the Cold War (1.0) #
EH306	Monetary and Financial History since 1750 (1.0)
EH307	The Economic History of South Asia, 1600-2000 (1.0)
EH308	Historical Economic Geography: Cities, Markets and Regions in the 19th and 20th Centuries (1.0)
EH309	Slavery from Ancient Greece to the Gulag (1.0) # (withdrawn 2020/21)
EH312	Knowledge, Technology and Economy from the Middle Ages to Modernity (1.0)
EH313	Economic History Lab: Cities, Economy and Society, 1550-1750 (1.0) (not available 2020/21)
EH316	Atlantic World Slavery (1.0) (not available 2020/21)
EH325	Issues in Modern Japanese Economic Development: Late Industrialisation, Imperialism and High Speed Growth (1.0) (not available 2020/21)
EH326	Innovation and its Finance in the 19th and 20th Centuries (1.0) #
EH327	China's Traditional Economy and its Growth in the Very Long-Term (1.0)

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

Footnotes:

A: EC102 course allocation dependent on Economics A-level or equivalent background. See course guide for further information.

B: Courses selected from the Undergraduate Outside Options List should normally be level 200 or 300 from outside the Departments of Economic History and Economics.

C: LN250 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

D: LN251 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

E: LN252 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

F: LN253 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

G: LN254 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

H: LN270 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

means there may be prerequisites for this course. Please view the course guide for more information.

BSc in Economics

Programme Code: UBEC

Department: Economics

For students starting this programme of study in 2020/21

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper Course number, title (unit value)

Year 1

Paper 1	EC100	Economics A (1.0) # or
	EC102	Economics B (1.0) # A
Paper 2	MA100	Mathematical Methods (1.0) #
Paper 3	ST102	Elementary Statistical Theory (1.0) #
Paper 4	Courses to the value of 1.0 unit(s) from the following:	
	Undergraduate Outside Options List (Year 1)	

Year 2

Paper 5	EC201	Microeconomic Principles I (1.0) # or
	EC202	Microeconomic Principles II (1.0) #
Paper 6	EC210	Macroeconomic Principles (1.0) #

Paper 7	EC220 Introduction to Econometrics (1.0) # 1or
	EC221 Principles of Econometrics (1.0) # 2
Paper 8	Courses to the value of 1.0 unit(s) from the following: Undergraduate Outside Options List (Years 2 & 3) Or FM213 Principles of Finance (1.0) #

Year 3

Papers 9, 10 & 11	Courses to the value of 3.0 unit(s) from the following:
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Economics Selection List

Paper 12	Courses to the value of 1.0 unit(s) from the following:
AC310	Management Accounting, Financial Management and Organisational Control (1.0) # (withdrawn 2020/21)
AC311	Results Accountability and Management Control for Strategy Implementation (0.5) # *
AC312	Performance Measurement, Strategy, and Uncertainty (0.5) # *
AC340	Auditing, Governance and Risk Management (1.0) # (withdrawn 2020/21)
AC341	Corporate Governance, Risk Management and Financial Audit (0.5)
AC342	Accounting, Corporate Responsibility and Sustainability (0.5) (not available 2020/21)
EH207	The Making of an Economic Superpower: China since 1850 (1.0)
EH225	Latin America and the International Economy (1.0)
EH240	Business and Economic Performance since 1945: Britain in International Context (1.0)
EH304	The Economic History of North America: from Colonial Times to the Cold War (1.0) #
GV227	The Politics of Economic Policy (1.0) # (not available 2020/21)
GY209	The Economic Geography of Trade, Production and Development (0.5) #
GY210	The Economics of Cities (0.5) #
GY307	Regional Economic Development (0.5)
GY308	The Economic Geography of Growth and Development (0.5) (not available 2020/21)
IR206	International Political Economy (1.0)
MA212	Further Mathematical Methods (1.0) #
MA231	Operational Research Methods (1.0) #
MA300	Game Theory (1.0) #
MA331	Practical Optimisation Modelling (0.5) # D (withdrawn 2020/21)

Economics Selection List**Or**

In exceptional circumstances a student may select a course from the Undergraduate Outside Options List below. This outside paper should be both of an advanced nature and coherent with the student's other choice of papers. Permission to take such a paper should first be obtained from the Departmental Tutor who must countersign the Additional Permission Form. Any subsequent revision to the student's choice of papers must also be countersigned by the Departmental Tutor.

Undergraduate Outside Options List (Years 2 & 3)**Economics Selection List**

EC301	Advanced Economic Analysis (1.0) #
EC302	Political Economy (1.0) #
EC307	Development Economics (1.0) #
EC310	Behavioural Economics (1.0) #
EC311	History of Economics: How Theories Change (1.0)
EC313	Industrial Economics (1.0) #
EC315	International Economics (1.0) #
EC317	Labour Economics (1.0) #
EC319	Games and Economic Behaviour (1.0) # (not available 2020/21)
EC321	Monetary Economics and Aggregate Fluctuations (1.0) #
EC325	Public Economics (1.0) #

EC333	Problems of Applied Econometrics (1.0) #
FM213	Principles of Finance (1.0) #
FM300	Corporate Finance, Investments and Financial Markets (1.0) # B
FM320	Quantitative Finance (1.0) # C
PH311	Philosophy of Economics (1.0) #

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

1: EC220 can not be taken with MG205

2: EC221 can not be taken with MG205

A: EC102 course allocation dependent on Economics A-level or equivalent background. See course guides for further information.

B: Before taking FM300 you must have previously taken FM213.

Only one of FM300 and FM320 may be chosen for Papers 9, 10 & 11; students wishing to choose both must select the second as Paper 12.

C: Before taking FM320 you must have previously taken FM213. Students who have not taken FM213, but have an excellent quantitative background, may be allowed to take this course at the discretion of the course leader.

Only one of FM300 and FM320 may be chosen for Papers 9, 10 & 11; students wishing to choose both must select the second as Paper 12.

D: Third year only

means there may be prerequisites for this course.

Please view the course guide for more information.

Accreditation:

Accredited by the Chartered Institute of Management Accountants (CIMA) for the purpose of exemption from some professional examinations through the Accredited degree accelerated route. Either EC100 or EC102 needs to be chosen for exemption of BA1 Fundamentals of Business Economics.

For changes to undergraduate course and programme information for the next academic session, please see the undergraduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm. Changes to course and programme information for future academic sessions can be found on the undergraduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm.

BSc in Economics

Programme Code: UBEC

Department: Economics

For students starting this programme of study in 2019/20

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course: Understanding the causes of things

Year 1

Paper 1	EC100 Economics A (1.0) # or EC102 Economics B (1.0) # A
Paper 2	MA100 Mathematical Methods (1.0) #
Paper 3	ST102 Elementary Statistical Theory (1.0) #
Paper 4	Courses to the value of 1.0 unit(s) from the following: Undergraduate Outside Options List (Year 1)

Year 2

Paper 5	EC201 Microeconomic Principles I (1.0) # or EC202 Microeconomic Principles II (1.0) #
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26 Undergraduate Programme Regulations

Paper 6	EC210	Macroeconomic Principles (1.0) #
Paper 7	EC220	Introduction to Econometrics (1.0) # 1or
	EC221	Principles of Econometrics (1.0) # 2
Paper 8	Courses to the value of 1.0 unit(s) from the following: Undergraduate Outside Options List (Years 2 & 3) Or FM213 Principles of Finance (1.0) #	

Year 3

Papers 9, 10 & 11	Courses to the value of 3.0 unit(s) from the following: Economics Selection List	
Paper 12	Courses to the value of 1.0 unit(s) from the following:	
	AC211	Managerial Accounting (1.0) # (withdrawn 2019/20)
	AC310	Management Accounting, Financial Management and Organisational Control (1.0) # (withdrawn 2020/21)
	AC311	Results Accountability and Management Control for Strategy Implementation (0.5) # *
	AC312	Performance Measurement, Strategy, and Uncertainty (0.5) # *
	AC340	Auditing, Governance and Risk Management (1.0) # (withdrawn 2020/21)
	AC341	Corporate Governance, Risk Management and Financial Audit (0.5)
	AC342	Accounting, Corporate Responsibility and Sustainability (0.5) (not available 2020/21)
	EH207	The Making of an Economic Superpower: China since 1850 (1.0)
	EH225	Latin America and the International Economy (1.0)
	EH240	Business and Economic Performance since 1945: Britain in International Context (1.0)
	EH304	The Economic History of North America: from Colonial Times to the Cold War (1.0) #
	GV227	The Politics of Economic Policy (1.0) # (not available 2020/21)
	GY209	The Economic Geography of Trade, Production and Development (0.5) #
	GY210	The Economics of Cities (0.5) #
	GY307	Regional Economic Development (0.5)
	GY308	The Economic Geography of Growth and Development (0.5) (not available 2020/21)
	IR206	International Political Economy (1.0)
	MA212	Further Mathematical Methods (1.0) #
	MA231	Operational Research Methods (1.0) #
	MA300	Game Theory (1.0) #
	MA331	Practical Optimisation Modelling (0.5) # D (withdrawn 2020/21)

Economics Selection List

Or

In exceptional circumstances a student may select a course from the Undergraduate Outside Options List below. This outside paper should be both of an advanced nature and coherent with the student's other choice of papers. Permission to take such a paper should first be obtained from the Departmental Tutor who must countersign the Additional Permission Form. Any subsequent revision to the student's choice of papers must also be countersigned by the Departmental Tutor.

Undergraduate Outside Options List (Years 2 & 3)

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

Economics Selection List

EC301	Advanced Economic Analysis (1.0) #
EC302	Political Economy (1.0) #
EC307	Development Economics (1.0) #
EC310	Behavioural Economics (1.0) #
EC311	History of Economics: How Theories Change (1.0)
EC313	Industrial Economics (1.0) #

EC315	International Economics (1.0) #
EC317	Labour Economics (1.0) #
EC319	Games and Economic Behaviour (1.0) # (not available 2020/21)
EC321	Monetary Economics and Aggregate Fluctuations (1.0) #
EC325	Public Economics (1.0) #
EC333	Problems of Applied Econometrics (1.0) #
FM213	Principles of Finance (1.0) #
FM300	Corporate Finance, Investments and Financial Markets (1.0) # B
FM320	Quantitative Finance (1.0) # C
PH311	Philosophy of Economics (1.0) #

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

1: EC220 can not be taken with MG205

2: EC221 can not be taken with MG205

Footnotes:

A: EC102 course allocation dependent on Economics A-level or equivalent background. See course guides for further information.

B: Before taking FM300 you must have previously taken FM213.

Only one of FM300 and FM320 may be chosen for Papers 9, 10 & 11; students wishing to choose both must select the second as Paper 12.

C : Before taking FM320 you must have previously taken FM213. Students who have not taken FM213 but have an excellent quantitative background, may be allowed to take this course at the discretion of the course leader.

Only one of FM300 and FM320 may be chosen for Papers 9, 10 & 11; students wishing to choose both must select the second as Paper 12.

D: Third year only

means there may be prerequisites for this course.

Please view the course guide for more information.

Accreditation:

Accredited by the Chartered Institute of Management Accountants (CIMA) for the purpose of exemption from some professional examinations through the Accredited degree accelerated route. Either EC100 or EC102 needs to be chosen for exemption of BA1 Fundamentals of Business Economics.

For changes to undergraduate course and programme information for the next academic session, please see the undergraduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm. Changes to course and programme information for future academic sessions can be found on the undergraduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm.

BSc in Economics

Programme Code: UBEC

Department: Economics

For students starting this programme of study in 2018/19

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course: Understanding the causes of things

Year 1

Paper 1	EC100 Economics A (1.0) # or
	EC102 Economics B (1.0) # A

Paper 2 MA100 Mathematical Methods (1.0) #
 Paper 3 ST102 Elementary Statistical Theory (1.0) #
 Paper 4 Courses to the value of 1.0 unit(s) from the following:
Undergraduate Outside Options List (Year 1)

Year 2

Paper 5 EC201 Microeconomic Principles I (1.0) # **or**
 EC202 Microeconomic Principles II (1.0) #
 Paper 6 EC210 Macroeconomic Principles (1.0) #
 Paper 7 EC220 Introduction to Econometrics (1.0) # **or**
 EC221 Principles of Econometrics (1.0) #
 Paper 8 Courses to the value of 1.0 unit(s) from the following:
Undergraduate Outside Options List (Years 2 & 3)
Or
 FM213 Principles of Finance (1.0) #

Year 3

Papers 9, 10 & 11 Courses to the value of 3.0 unit(s) from the following:

Economics Selection List

Paper 12 Courses to the value of 1.0 unit(s) from the following:
 AC211 Managerial Accounting (1.0) # (withdrawn 2019/20)
 AC310 Management Accounting, Financial Management and Organisational Control (1.0) # (withdrawn 2020/21)
 AC311 Results Accountability and Management Control for Strategy Implementation (0.5) # *
 AC312 Performance Measurement, Strategy, and Uncertainty (0.5) # *
 AC340 Auditing, Governance and Risk Management (1.0) # (withdrawn 2020/21)
 AC341 Corporate Governance, Risk Management and Financial Audit (0.5)
 AC342 Accounting, Corporate Responsibility and Sustainability (0.5) (not available 2020/21)
 EH207 The Making of an Economic Superpower: China since 1850 (1.0)
 EH225 Latin America and the International Economy (1.0)
 EH240 Business and Economic Performance since 1945: Britain in International Context (1.0)
 EH304 The Economic History of North America: from Colonial Times to the Cold War (1.0) #
 GV227 The Politics of Economic Policy (1.0) # (not available 2020/21)
 GY209 The Economic Geography of Trade, Production and Development (0.5) #
 GY210 The Economics of Cities (0.5) #
 GY307 Regional Economic Development (0.5)
 GY308 The Economic Geography of Growth and Development (0.5) (not available 2020/21)
 IR206 International Political Economy (1.0)
 LL209 Commercial and Enterprise Law (1.0) (withdrawn 2018/19)
 MA212 Further Mathematical Methods (1.0) #
 MA231 Operational Research Methods (1.0) #
 MA300 Game Theory (1.0) #
 MA331 Practical Optimisation Modelling (0.5) # D (withdrawn 2020/21)

Economics Selection List
Or

In exceptional circumstances a student may select a course from the Undergraduate Outside Options List below. This outside paper should be both of an advanced nature and coherent with the student's other choice of papers. Permission to take such a paper should first be obtained from the Departmental Tutor who must countersign the Additional Permission Form. Any subsequent revision to the student's choice of papers must also be countersigned by the Departmental Tutor.

Undergraduate Outside Options List (Years 2 & 3)

LSE100 is taken by all students in the Lent Term

of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.

Economics Selection List

EC301 Advanced Economic Analysis (1.0) #
 EC302 Political Economy (1.0) #
 EC303 Economic Policy Analysis (1.0) # (withdrawn 2018/19)
 EC307 Development Economics (1.0) #
 EC310 Behavioural Economics (1.0) #
 EC311 History of Economics: How Theories Change (1.0)
 EC313 Industrial Economics (1.0) #
 EC315 International Economics (1.0) #
 EC317 Labour Economics (1.0) #
 EC319 Games and Economic Behaviour (1.0) # (not available 2020/21)
 EC321 Monetary Economics and Aggregate Fluctuations (1.0) #
 EC325 Public Economics (1.0) #
 EC333 Problems of Applied Econometrics (1.0) #
 FM213 Principles of Finance (1.0) #
 FM300 Corporate Finance, Investments and Financial Markets (1.0) # B
 FM320 Quantitative Finance (1.0) # C
 PH311 Philosophy of Economics (1.0) #

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

Footnotes:

A: EC102 course allocation dependent on Economics A-level or equivalent background. See course guides for further information.

B: Before taking FM320 you must have previously taken FM213.

Only one of FM300 and FM320 may be chosen for Papers 9, 10 & 11; students wishing to choose both must select the second as Paper 12.

C: Before taking FM320 you must have previously taken FM213. Students who have not taken FM213 but have an excellent quantitative background may be allowed to take this course at the discretion of the course leader.

Only one of FM300 and FM320 may be chosen for Papers 9, 10 & 11; students wishing to choose both must select the second as Paper 12.

D: Third year only

means there may be prerequisites for this course. Please view the course guide for more information.

Accreditation:

Accredited by the Chartered Institute of Management Accountants (CIMA) for the purpose of exemption from some professional examinations through the Accredited degree accelerated route. Either EC100 or EC102 needs to be chosen for exemption of BA1 Fundamentals of Business Economics.

For changes to undergraduate course and programme information for the next academic session, please see the undergraduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm. Changes to course and programme information for future academic sessions can be found on the undergraduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm.

BSc in Economics and Economic History

Programme Code: UBECEH

Department: Economic History

For students starting this programme of study in 2020/21

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be

subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Year 1	
Paper 1	EC100 Economics A (1.0) # or EC102 Economics B (1.0) # A
Paper 2	EH101 The Internationalisation of Economic Growth, 1870 to the present day (1.0)
Paper 3	MA107 Quantitative Methods (Mathematics) (0.5) # and ST107 Quantitative Methods (Statistics) (0.5) #
Paper 4	EH102 Pre-industrial Economic History (1.0)
Year 2	
Paper 5	Courses to the value of 1.0 unit(s) from the following: EC201 Microeconomic Principles I (1.0) # or EC202 Microeconomic Principles II (1.0) #
Paper 6	EC210 Macroeconomic Principles (1.0) #
Paper 7	EH237 Theories and Evidence in Economic History (1.0)
Paper 8	Courses to the value of 1.0 unit(s) from the following: EH204 Money and Finance: From the Middle Ages to Modernity (1.0) (not available 2020/21) EH207 The Making of an Economic Superpower: China since 1850 (1.0) EH208 Economic History Lab: Cities, Economy and Society, 1550-1750 (1.0) (withdrawn 2020/21) EH209 The Family Economy in History (1.0) # EH211 Africa and the World Economy, 1500-2000 (1.0) EH225 Latin America and the International Economy (1.0) EH238 The Origins of Growth (1.0) EH240 Business and Economic Performance since 1945: Britain in International Context (1.0)
Year 3	
Paper 9	Courses to the value of 1.0 unit(s) from the following: EC220 Introduction to Econometrics (1.0) # Economics Selection List A
Paper 10	Courses to the value of 1.0 unit(s) from the following: B Economics Selection List A Third Year Recommended Outside Option List (BSc in Economics and Economic History) Language Courses Undergraduate Outside Options List (Years 2 & 3)
Paper 11	Courses to the value of 1.0 unit(s) from the following: EC311 History of Economics: How Theories Change (1.0) EH304 The Economic History of North America: from Colonial Times to the Cold War (1.0) # EH306 Monetary and Financial History since 1750 (1.0) EH307 The Economic History of South Asia, 1600-2000 (1.0) EH308 Historical Economic Geography: Cities, Markets and Regions in the 19th and 20th Centuries (1.0) EH309 Slavery from Ancient Greece to the Gulag (1.0) # (withdrawn 2020/21) EH312 Knowledge, Technology and Economy from the Middle Ages to Modernity (1.0) EH313 Economic History Lab: Cities, Economy and Society, 1550-1750 (1.0) (not available 2020/21) EH316 Atlantic World Slavery (1.0) (not available 2020/21) EH325 Issues in Modern Japanese Economic Development: Late Industrialisation, Imperialism and High Speed Growth (1.0) (not available 2020/21) EH326 Innovation and its Finance in the 19th and

	20th Centuries (1.0) #
EH327	China's Traditional Economy and its Growth in the Very Long-Term (1.0)
Paper 12	EH390 Dissertation in Economic or Social History (1.0)

Economics Selection List A

EC301	Advanced Economic Analysis (1.0) #
EC302	Political Economy (1.0) #
EC307	Development Economics (1.0) #
EC311	History of Economics: How Theories Change (1.0)
EC313	Industrial Economics (1.0) #
EC315	International Economics (1.0) #
EC317	Labour Economics (1.0) #
EC321	Monetary Economics and Aggregate Fluctuations (1.0) #
EC325	Public Economics (1.0) #
EC333	Problems of Applied Econometrics (1.0) #

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

Footnotes:

A: EC102 course allocation dependent on Economics A-level or equivalent background. See course guides for further information.

B: Courses chosen from the undergraduate outside options list would normal be courses that are available to second or third year students.

C: LN250 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

D: LN251 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

E: LN252 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

F: LN253 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

G: LN254 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

H: LN270 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

means there may be prerequisites for this course. Please view the course guide for more information.

BSc in Economics and Economic History

Programme Code: UBECEH

Department: Economic History

For students starting this programme of study in 2019/20

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course: Understanding the causes of things
Year 1	
Paper 1	EC100 Economics A (1.0) # or EC102 Economics B (1.0) # A
Paper 2	EH101 The Internationalisation of Economic Growth, 1870 to the present day (1.0)
Paper 3	MA107 Quantitative Methods (Mathematics) (0.5) # and ST107 Quantitative Methods (Statistics) (0.5) #
Paper 4	EH102 Pre-industrial Economic History (1.0)
Year 2	
Paper 5	Courses to the value of 1.0 unit(s) from the following: EC201 Microeconomic Principles I (1.0) # or EC202 Microeconomic Principles II (1.0) #
Paper 6	EC210 Macroeconomic Principles (1.0) #
Paper 7	EH237 Theories and Evidence in Economic History (1.0)
Paper 8	Courses to the value of 1.0 unit(s) from the following:

	EH204	Money and Finance: From the Middle Ages to Modernity (1.0) (not available 2020/21)
	EH207	The Making of an Economic Superpower: China since 1850 (1.0)
	EH208	Economic History Lab: Cities, Economy and Society, 1550-1750 (1.0) (withdrawn 2020/21)
	EH209	The Family Economy in History (1.0) #
	EH211	Africa and the World Economy, 1500-2000 (1.0)
	EH225	Latin America and the International Economy (1.0)
	EH238	The Origins of Growth (1.0)
	EH240	Business and Economic Performance since 1945: Britain in International Context (1.0)
Year 3		
Paper 9		Courses to the value of 1.0 unit(s) from the following: EC220 Introduction to Econometrics (1.0) # Economics Selection List A
Paper 10		Courses to the value of 1.0 unit(s) from the following: B Economics Selection List A Third Year Recommended Outside Option List (BSc in Economics and Economic History) Language Courses Undergraduate Outside Options List (Years 2 & 3)
Paper 11		Courses to the value of 1.0 unit(s) from the following: EC311 History of Economics: How Theories Change (1.0) EH304 The Economic History of North America: from Colonial Times to the Cold War (1.0) # EH306 Monetary and Financial History since 1750 (1.0) EH307 The Economic History of South Asia, 1600-2000 (1.0) EH308 Historical Economic Geography: Cities, Markets and Regions in the 19th and 20th Centuries (1.0) EH309 Slavery from Ancient Greece to the Gulag (1.0) # (withdrawn 2020/21) EH312 Knowledge, Technology and Economy from the Middle Ages to Modernity (1.0) EH313 Economic History Lab: Cities, Economy and Society, 1550-1750 (1.0) (not available 2020/21) EH316 Atlantic World Slavery (1.0) (not available 2020/21) EH325 Issues in Modern Japanese Economic Development: Late Industrialisation, Imperialism and High Speed Growth (1.0) (not available 2020/21) EH326 Innovation and its Finance in the 19th and 20th Centuries (1.0) # EH327 China's Traditional Economy and its Growth in the Very Long-Term (1.0)
Paper 12	EH390	Dissertation in Economic or Social History (1.0)
Notes		LSE100 is taken by all students in the Lent Term of Year 1. The course is compulsory but does not affect the final degree classification.
Economics Selection List A		
	EC301	Advanced Economic Analysis (1.0) #
	EC302	Political Economy (1.0) #
	EC307	Development Economics (1.0) #
	EC311	History of Economics: How Theories Change (1.0)
	EC313	Industrial Economics (1.0) #
	EC315	International Economics (1.0) #
	EC317	Labour Economics (1.0) #
	EC321	Monetary Policy and Aggregate Fluctuations (1.0) #
	EC325	Public Economics (1.0) #
	EC333	Problems of Applied Econometrics (1.0) #

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

Footnotes: A: EC102 course allocation dependent on Economics A-level or equivalent background. See course guides for further information.

B: Courses chosen from the undergraduate outside options list would normal be courses that are available to second or third year students.

C: LN250 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

D: LN251 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

E: LN252 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

F: LN253 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

G: LN254 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

H: LN270 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

means there may be prerequisites for this course. Please view the course guide for more information.

BSc in Economics and Economic History**Programme Code:** UBECEH**Department:** Economic History

For students starting this programme of study in 2018/19

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)	
See note	LSE100	The LSE Course: Understanding the causes of things
Year 1		
Paper 1	EC100	Economics A (1.0) # or
	EC102	Economics B (1.0) # A
Paper 2	EH101	The Internationalisation of Economic Growth, 1870 to the present day (1.0)
Paper 3	MA100	Mathematical Methods (1.0) #
Paper 4	ST102	Elementary Statistical Theory (1.0) #
Year 2		
Paper 5	Courses to the value of 1.0 unit(s) from the following: EC201 Microeconomic Principles I (1.0) # EC202 Microeconomic Principles II (1.0) # EC210 Macroeconomic Principles (1.0) #	
Paper 6	EH237	Theories and Evidence in Economic History (1.0)
Paper 7	Courses to the value of 1.0 unit(s) from the following: EH204 Money and Finance: From the Middle Ages to Modernity (1.0) (not available 2020/21) EH207 The Making of an Economic Superpower: China since 1850 (1.0) EH208 Economic History Lab: Cities, Economy and Society, 1550-1750 (1.0) (withdrawn 2020/21) EH211 Africa and the World Economy, 1500-2000 (1.0) EH225 Latin America and the International Economy (1.0) EH238 The Origins of Growth (1.0) EH240 Business and Economic Performance since 1945: Britain in International Context (1.0)	
Paper 8		

Year 3

Paper 9 Courses to the value of 1.0 unit(s) from the following:
EC220 Introduction to Econometrics (1.0) #

Paper 10 **Economics Selection List A**
Courses to the value of 1.0 unit(s) from the following: B

Economics Selection List A**Third Year Recommended Outside Option List (BSc in Economics and Economic History)****Language Courses****Undergraduate Outside Options List (Years 2 & 3)**

Paper 11

Courses to the value of 1.0 unit(s) from the following:

- EC311 History of Economics: How Theories Change (1.0)
- EH304 The Economic History of North America: from Colonial Times to the Cold War (1.0) #
- EH306 Monetary and Financial History since 1750 (1.0)
- EH307 The Economic History of South Asia, 1600-2000 (1.0)
- EH308 Historical Economic Geography: Cities, Markets and Regions in the 19th and 20th Centuries (1.0)
- EH309 Slavery from Ancient Greece to the Gulag (1.0) # (withdrawn 2020/21)
- EH312 Knowledge, Technology and Economy from the Middle Ages to Modernity (1.0)
- EH313 Economic History Lab: Cities, Economy and Society, 1550-1750 (1.0) (not available 2020/21)
- EH316 Atlantic World Slavery (1.0) (not available 2020/21)
- EH325 Issues in Modern Japanese Economic Development: Late Industrialisation, Imperialism and High Speed Growth (1.0) (not available 2020/21)
- EH326 Innovation and its Finance in the 19th and 20th Centuries (1.0) #
- EH327 China's Traditional Economy and its Growth in the Very Long-Term (1.0)

Paper 12

- EH390 Dissertation in Economic or Social History (1.0)

Notes

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

Economics Selection List A

- EC301 Advanced Economic Analysis (1.0) #
- EC302 Political Economy (1.0) #
- EC303 Economic Policy Analysis (1.0) # (withdrawn 2018/19)
- EC307 Development Economics (1.0) #
- EC311 History of Economics: How Theories Change (1.0)
- EC313 Industrial Economics (1.0) #
- EC315 International Economics (1.0) #
- EC317 Labour Economics (1.0) #
- EC321 Monetary Policy and Aggregate Fluctuations (1.0) #
- EC325 Public Economics (1.0) #
- EC333 Problems of Applied Econometrics (1.0) #

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

Footnotes:

A: EC102 course allocation dependent on Economics A-level or equivalent background. See course guides for further information.

B: Courses chosen from the undergraduate outside options list would normal be courses that are available to second or third year students.

C: LN250 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

D: LN251 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

E: LN252 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

F: LN253 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

G: LN254 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

H: LN270 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

means there may be prerequisites for this course.

Please view the course guide for more information.

BSc in Economics with Economic History**Programme Code:** UBECWEH**Department:** Economics

For students starting this programme of study in 2020/21

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Year 1	
Paper 1	EC100 Economics A (1.0) # or EC102 Economics B (1.0) # A
Paper 2	EH101 The Internationalisation of Economic Growth, 1870 to the present day (1.0)
Paper 3	MA100 Mathematical Methods (1.0) #
Paper 4	ST102 Elementary Statistical Theory (1.0) #
Year 2	
Paper 5	EC201 Microeconomic Principles I (1.0) # or EC202 Microeconomic Principles II (1.0) #
Paper 6	EC210 Macroeconomic Principles (1.0) #
Paper 7	EH237 Theories and Evidence in Economic History (1.0)
Paper 8	Courses to the value of 1.0 unit(s) from the following: EH204 Money and Finance: From the Middle Ages to Modernity (1.0) (not available 2020/21) EH207 The Making of an Economic Superpower: China since 1850 (1.0) EH209 The Family Economy in History (1.0) # EH225 Latin America and the International Economy (1.0) EH238 The Origins of Growth (1.0) EH240 Business and Economic Performance since 1945: Britain in International Context (1.0)
Year 3	
Papers 9 & 10	Courses to the value of 2.0 unit(s) from the following: EC220 Introduction to Econometrics (1.0) # 1 EC221 Principles of Econometrics (1.0) # 2 EC301 Advanced Economic Analysis (1.0) # EC302 Political Economy (1.0) # EC307 Development Economics (1.0) # EC310 Behavioural Economics (1.0) # EC311 History of Economics: How Theories Change (1.0) EC313 Industrial Economics (1.0) # EC315 International Economics (1.0) # EC321 Monetary Economics and Aggregate Fluctuations (1.0) # EC325 Public Economics (1.0) #
Paper 11	Courses to the value of 1.0 unit(s) from the following: EH304 The Economic History of North America: from Colonial Times to the Cold War (1.0) # EH308 Historical Economic Geography: Cities, Markets and Regions in the 19th and 20th Centuries (1.0) EH325 Issues in Modern Japanese Economic Development: Late Industrialisation, Imperialism and High Speed Growth (1.0) (not available 2020/21) EH326 Innovation and its Finance in the 19th and 20th Centuries (1.0) #
Paper 12	EH390 Dissertation in Economic or Social History (1.0)
Or	
	Courses to the value of 1.0 unit(s) from the following: B Undergraduate Outside Options List (Years 2 & 3)

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

1: EC220 can not be taken with EC221, MG205

2: EC221 can not be taken with EC220, MG205

Footnotes: A: EC102 course allocation dependent on Economics A-level or equivalent background. See course guides for further information.

B: Courses selected from the undergraduate outside options list must be approved.

means there may be prerequisites for this course.

Please view the course guide for more information.

BSc in Economics with Economic History

Programme Code: UBECWEH

Department: Economics

For students starting this programme of study in 2019/20

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course: Understanding the causes of things

Year 1

Paper 1 EC100 Economics A (1.0) # **or**

EC102 Economics B (1.0) # A

Paper 2 EH101 The Internationalisation of Economic Growth, 1870 to the present day (1.0)

Paper 3 MA100 Mathematical Methods (1.0) #

Paper 4 ST102 Elementary Statistical Theory (1.0) #

Year 2

Paper 5 EC201 Microeconomic Principles I (1.0) # **or**

EC202 Microeconomic Principles II (1.0) #

Paper 6 EC210 Macroeconomic Principles (1.0) #

Paper 7 EH237 Theories and Evidence in Economic History (1.0)

Paper 8 Courses to the value of 1.0 unit(s) from the following:

EH204 Money and Finance: From the Middle Ages to Modernity (1.0) (not available 2020/21)

EH207 The Making of an Economic Superpower: China since 1850 (1.0)

EH209 The Family Economy in History (1.0) #

EH225 Latin America and the International Economy (1.0)

EH238 The Origins of Growth (1.0)

EH240 Business and Economic Performance since 1945: Britain in International Context (1.0)

Year 3

Papers 9 & 10 Courses to the value of 2.0 unit(s) from the following:

EC220 Introduction to Econometrics (1.0) # 1

EC221 Principles of Econometrics (1.0) # 2

EC301 Advanced Economic Analysis (1.0) #

EC302 Political Economy (1.0) #

EC307 Development Economics (1.0) #

EC310 Behavioural Economics (1.0) #

EC311 History of Economics: How Theories Change (1.0)

EC313 Industrial Economics (1.0) #

EC315 International Economics (1.0) #

EC321 Monetary Policy and Aggregate Fluctuations (1.0) #

EC325 Public Economics (1.0) #

Paper 11 Courses to the value of 1.0 unit(s) from the following:

EH304 The Economic History of North America: from Colonial Times to the Cold War (1.0) #

EH308 Historical Economic Geography: Cities, Markets and Regions in the 19th and 20th Centuries (1.0)

EH325 Issues in Modern Japanese Economic

Development: Late Industrialisation, Imperialism and High Speed Growth (1.0) (not available 2020/21)

EH326 Innovation and its Finance in the 19th and 20th Centuries (1.0) #

Paper 12 EH390 Dissertation in Economic or Social History (1.0)

Or

Courses to the value of 1.0 unit(s) from the following: B

Undergraduate Outside Options List (Years 2 & 3)

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

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

1: EC220 can not be taken with EC221, MG205

2: EC221 can not be taken with EC220, MG205

Footnotes: A: EC102 course allocation dependent on Economics A-level or equivalent background. See course guides for further information.

B: Courses selected from the undergraduate outside options list must be approved.

means there may be prerequisites for this course.

Please view the course guide for more information.

BSc in Economics with Economic History

Programme Code: UBECWEH

Department: Economics

For students starting this programme of study in 2018/19

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course: Understanding the causes of things

Year 1

Paper 1 EC100 Economics A (1.0) # **or**

EC102 Economics B (1.0) # A

Paper 2 EH101 The Internationalisation of Economic Growth, 1870 to the present day (1.0)

Paper 3 MA100 Mathematical Methods (1.0) #

Paper 4 ST102 Elementary Statistical Theory (1.0) #

Year 2

Paper 5 EC201 Microeconomic Principles I (1.0) # **or**

EC202 Microeconomic Principles II (1.0) #

Paper 6 EC210 Macroeconomic Principles (1.0) #

Paper 7 EH237 Theories and Evidence in Economic History (1.0)

Paper 8 Courses to the value of 1.0 unit(s) from the following:

EH204 Money and Finance: From the Middle Ages to Modernity (1.0) (not available 2020/21)

EH207 The Making of an Economic Superpower: China since 1850 (1.0)

EH225 Latin America and the International Economy (1.0)

EH238 The Origins of Growth (1.0)

EH240 Business and Economic Performance since 1945: Britain in International Context (1.0)

Year 3

Papers 9 & 10 Courses to the value of 2.0 unit(s) from the following:

EC220 Introduction to Econometrics (1.0) # 1

EC221 Principles of Econometrics (1.0) # 2

EC301 Advanced Economic Analysis (1.0) #

EC302 Political Economy (1.0) #

EC303 Economic Policy Analysis (1.0) # (withdrawn 2018/19)

32 Undergraduate Programme Regulations

	EC307	Development Economics (1.0) #
	EC310	Behavioural Economics (1.0) #
	EC311	History of Economics: How Theories Change (1.0)
	EC313	Industrial Economics (1.0) #
	EC315	International Economics (1.0) #
	EC321	Monetary Policy and Aggregate Fluctuations (1.0) #
	EC325	Public Economics (1.0) #
Paper 11	Courses to the value of 1.0 unit(s) from the following:	
	EH304	The Economic History of North America: from Colonial Times to the Cold War (1.0) #
	EH308	Historical Economic Geography: Cities, Markets and Regions in the 19th and 20th Centuries (1.0)
	EH325	Issues in Modern Japanese Economic Development: Late Industrialisation, Imperialism and High Speed Growth (1.0) (not available 2020/21)
	EH326	Innovation and its Finance in the 19th and 20th Centuries (1.0) #
Paper 12	EH390	Dissertation in Economic or Social History (1.0)
	Or	
	Courses to the value of 1.0 unit(s) from the following:	
	B	
Notes	Undergraduate Outside Options List (Years 2 & 3) LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification. Prerequisite Requirements and Mutually Exclusive Options: * means available with permission 1: EC220 can not be taken with EC221 2: EC221 can not be taken with EC220	
Footnotes:	A: EC102 course allocation dependent on Economics A-level or equivalent background. See course guides for further information. B: Courses selected from the undergraduate outside options list must be approved. # means there may be prerequisites for this course. Please view the course guide for more information.	

BSc in Environmental Policy with Economics

Programme Code: UBENPOWEC

Department: Geography & Environment

For students starting this programme of study in 2020/21

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Year 1	
Paper 1	GY120 Environmental Change: Past, Present and Future (1.0)
Paper 2	GY121 Sustainable Development (1.0)
Paper 3	EC100 Economics A (1.0) # or EC102 Economics B (1.0) # A
Paper 4	MA107 Quantitative Methods (Mathematics) (0.5) # and ST107 Quantitative Methods (Statistics) (0.5) #
Skills Course	GY101 Succeeding in your degree: Critical skills for Geography and Environment students (0.0)
Year 2	
Paper 5	GY220 Environment: Science and Society (1.0)
Paper 6	GY222 Applied Environmental Economics (1.0)
Paper 7	Courses to the value of 1.0 unit from the following: B GV227 The Politics of Economic Policy (1.0) # (not available 2020/21)

GV262	Contemporary Political Theory (1.0) #
GV263	Public Policy Analysis (1.0) #
GV264	Politics and Institutions in Europe (1.0) #
GY202	Introduction to Global Development (1.0)
GY205	Political Geographies (1.0)
GY207	Economy, Society and Place (0.5)
GY209	The Economic Geography of Trade, Production and Development (0.5) #
GY210	The Economics of Cities (0.5) #
GY245	Quantitative Methods in Geography (0.5) #
GY248	Field Methods in Geography & Environment (0.5)
LL250	Law and The Environment (1.0)
LL278	Public International Law (1.0)

Or

An approved language course:

Language Courses List 2

Paper 8	EC201	Microeconomic Principles I (1.0) #
Year 3		
Papers 9 & 10	Courses to the value of 2.0 unit(s) from the following:	
	GY307	Regional Economic Development (0.5)
	GY308	The Economic Geography of Growth and Development (0.5) (not available 2020/21)
	GY326	Sustainable Business and Finance (0.5)
	GY327	Global Environmental Governance (0.5)
	GY328	Political Ecology of Development (0.5)
	GY329	Applied Economics of Environment and Development (0.5) #
Papers 11 & 12	Courses to the value of 2.0 unit(s) from the following:	
	EC210	Macroeconomic Principles (1.0) #
	EC315	International Economics (1.0) #
	EC325	Public Economics (1.0) #
	GY309	The Political Geography of Development (0.5)
	GY310	Urban Politics (0.5)
	GY311	The Political Economy of Urbanisation (0.5)
	GY312	Geographies of Gender in the Global South (0.5) (not available 2020/21)
	GY313	Firms and Economic Geography: Location, Technology and Innovation (0.5) #
	GY314	The Economics of Housing Markets and Migration (0.5) #
	GY315	Geographies of Race (0.5)
	GY316	Gender, Space and Power (0.5)
	GY331	Geographies of Global Migration (0.5)
	GY350	Dissertation (1.0) # C

Footnotes:	A: EC102 course allocation dependent on Economics A-level or equivalent background. See course guides for further information. B: Approved courses to the value of 1.0 unit can be selected from the Language Courses List 2 . A language option may be chosen if it is a continuation of a language studied at A level (or equivalent). The appropriate course level is determined by the Language Centre. C: Before taking GY350 students must take one of the following prerequisites in Year 2: GY245 or GY248 # means there may be prerequisites for this course. Please view the course guide for more information. Level 1 courses are not permitted as part of this degree programme in Years 2 and 3. Note for prospective students: For changes to undergraduate course and programme information for the next academic session, please see the undergraduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm . Changes to course and programme information for future academic sessions can be found on the undergraduate summary page
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for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm.

BSc in Environmental Policy with Economics

Programme Code: UBENPOWEC

Department: Geography & Environment

For students starting this programme of study in 2019/20

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course: Understanding the causes of things

Year 1

Paper 1	GY120 Environmental Change: Past, Present and Future (1.0)
Paper 2	GY121 Sustainable Development (1.0)
Paper 3	EC100 Economics A (1.0) # or EC102 Economics B (1.0) # A
Paper 4	MA107 Quantitative Methods (Mathematics) (0.5) # and ST107 Quantitative Methods (Statistics) (0.5) #
Skills Course	GY101 Succeeding in your degree: Critical skills for Geography and Environment students (0.0)

Year 2

Paper 5	GY220 Environment: Science and Society (1.0)
Paper 6	GY222 Applied Environmental Economics (1.0)
Paper 7	Courses to the value of 1.0 unit from the following: B GV227 The Politics of Economic Policy (1.0) # (not available 2020/21) GV262 Contemporary Political Theory (1.0) # GV263 Public Policy Analysis (1.0) # GV264 Politics and Institutions in Europe (1.0) # GY202 Introduction to Global Development (1.0) GY205 Political Geographies (1.0) GY207 Economy, Society and Place (0.5) GY209 The Economic Geography of Trade, Production and Development (0.5) # GY210 The Economics of Cities (0.5) # GY245 Quantitative Methods in Geography (0.5) # GY248 Field Methods in Geography & Environment (0.5) LL250 Law and The Environment (1.0) LL278 Public International Law (1.0)

Or

An approved language course:

Language Courses List 2

Paper 8	EC201 Microeconomic Principles I (1.0) #
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Year 3

Papers 9 & 10	Courses to the value of 2.0 unit(s) from the following: GY307 Regional Economic Development (0.5) GY308 The Economic Geography of Growth and Development (0.5) (not available 2020/21) GY326 Sustainable Business and Finance (0.5) GY327 Global Environmental Governance (0.5) GY328 Political Ecology of Development (0.5) GY329 Applied Economics of Environment and Development (0.5) #
Papers 11 & 12	Courses to the value of 2.0 unit(s) from the following: EC210 Macroeconomic Principles (1.0) # EC315 International Economics (1.0) # EC325 Public Economics (1.0) # GY309 The Political Geography of Development (0.5) GY310 Urban Politics (0.5) GY311 The Political Economy of Urbanisation (0.5) GY312 Geographies of Gender in the Global South (0.5) (not available 2020/21)

GY313	Firms and Economic Geography: Location, Technology and Innovation (0.5) #
GY314	The Economics of Housing Markets and Migration (0.5) #
GY315	Geographies of Race (0.5)
GY316	Gender, Space and Power (0.5)
GY331	Geographies of Global Migration (0.5)
GY350	Dissertation (1.0) # C

Notes

Footnotes:

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

A: EC102 course allocation dependent on Economics A-level or equivalent background. See course guides for further information.

B: Approved courses to the value of 1.0 unit can be selected from the Language Courses **List 2**. A language option may be chosen if it is a continuation of a language studied at A level (or equivalent). The appropriate course level is determined by the Language Centre.

C: Before taking GY350 students must take one of the following prerequisites in Year 2: GY245 or GY248 # means there may be prerequisites for this course. Please view the course guide for more information. Level 1 courses are not permitted as part of this degree programme in Years 2 and 3.

Note for prospective students:

For changes to undergraduate course and programme information for the next academic session, please see the undergraduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm. Changes to course and programme information for future academic sessions can be found on the undergraduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm.

BSc in Environmental Policy with Economics

Programme Code: UBENPOWEC

Department: Geography & Environment

For students starting this programme of study in 2018/19

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course: Understanding the causes of things

Year 1

Paper 1	GY120 Environmental Change: Past, Present and Future (1.0)
Paper 2	GY121 Sustainable Development (1.0)
Paper 3	EC100 Economics A (1.0) # or EC102 Economics B (1.0) # A
Paper 4	MA107 Quantitative Methods (Mathematics) (0.5) # and ST107 Quantitative Methods (Statistics) (0.5) #

Year 2

Paper 5	GY220 Environment: Science and Society (1.0)
Paper 6	GY222 Applied Environmental Economics (1.0)
Paper 7	Courses to the value of 1.0 unit from the following: B GV227 The Politics of Economic Policy (1.0) # (not available 2020/21) GV262 Contemporary Political Theory (1.0) # GV263 Public Policy Analysis (1.0) # GV264 Politics and Institutions in Europe (1.0) # GY202 Introduction to Global Development (1.0) GY205 Political Geographies (1.0) GY207 Economy, Society and Place (0.5)

- GY209 The Economic Geography of Trade, Production and Development (0.5) #
 GY210 The Economics of Cities (0.5) #
 GY245 Quantitative Methods in Geography (0.5) #
 GY248 Field Methods in Geography & Environment (0.5)
 LL250 Law and The Environment (1.0)
 LL278 Public International Law (1.0)

Or

An approved language course:

Language Courses List 2

- Paper 8 EC201 Microeconomic Principles I (1.0) #
- Year 3**
- Papers 9 & 10 Courses to the value of 2.0 unit(s) from the following:
 GY307 Regional Economic Development (0.5)
 GY308 The Economic Geography of Growth and Development (0.5) (not available 2020/21)
 GY326 Sustainable Business and Finance (0.5)
 GY327 Global Environmental Governance (0.5)
 GY328 Political Ecology of Development (0.5)
 GY329 Applied Economics of Environment and Development (0.5) #
- Papers 11 & 12 Courses to the value of 2.0 unit(s) from the following:
 EC210 Macroeconomic Principles (1.0) #
 EC315 International Economics (1.0) #
 EC325 Public Economics (1.0) #
 GY309 The Political Geography of Development (0.5)
 GY310 Urban Politics (0.5)
 GY311 The Political Economy of Urbanisation (0.5)
 GY312 Geographies of Gender in the Global South (0.5) (not available 2020/21)
 GY313 Firms and Economic Geography: Location, Technology and Innovation (0.5) #
 GY314 The Economics of Housing Markets and Migration (0.5) #
 GY315 Geographies of Race (0.5)
 GY316 Gender, Space and Power (0.5)
 GY331 Geographies of Global Migration (0.5)
 GY350 Dissertation (1.0) # C

Notes

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

Footnotes:

A: EC102 course allocation dependent on Economics A-level or equivalent background. See course guides for further information.
 B: Approved courses to the value of 1.0 unit can be selected from the Language Courses **List 2**. A language option may be chosen if it is a continuation of a language studied at A level (or equivalent). The appropriate course level is determined by the Language Centre.
 C: Before taking GY350 students must take one of the following prerequisites in Year 2: GY245 or GY248 # means there may be prerequisites for this course. Please view the course guide for more information. Level 1 courses are not permitted as part of this degree programme in Years 2 and 3.
Note for prospective students:
 For changes to undergraduate course and programme information for the next academic session, please see the undergraduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm. Changes to course and programme information for future academic sessions can be found on the undergraduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm.

BSc in Environment and Development

Programme Code: UBENDV

Department: Geography & Environment

For students starting this programme of study in 2020/21

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper Course number, title (unit value)

Year 1

- Paper 1 GY120 Environmental Change: Past, Present and Future (1.0)
 Paper 2 GY121 Sustainable Development (1.0)
 Paper 3 GY100 Introduction to Geography (1.0)
 Paper 4 Courses to the value of 1.0 unit from the following: A
 EC100 Economics A (1.0) #
 EC102 Economics B (1.0) # B
 AN100 Introduction to Social Anthropology (1.0)
 GV100 Introduction to Political Theory (1.0)
 GY103 Contemporary Europe (1.0)
 GY140 Introduction to Geographical Research (1.0)
 IR100 International Relations: Theories, Concepts and Debates (1.0)

Or

An approved language course:

Language Courses List 1

- Skills Course GY101 Succeeding in your degree: Critical skills for Geography and Environment students (0.0)

Year 2

- Paper 5 GY202 Introduction to Global Development (1.0)
 Paper 6 GY220 Environment: Science and Society (1.0)
 Paper 7 Courses to the value of 1.0 unit(s) from the following:
 GY205 Political Geographies (1.0)
 GY206 Urban Geography and Globalisation (0.5)
 GY207 Economy, Society and Place (0.5)
 GY209 The Economic Geography of Trade, Production and Development (0.5) #
 GY210 The Economics of Cities (0.5) #
 GY222 Applied Environmental Economics (1.0)
 GY245 Quantitative Methods in Geography (0.5) #
 GY248 Field Methods in Geography & Environment (0.5)

- Paper 8 Courses to the value of 1.0 unit from the following: C
 EC230 Economics in Public Policy (1.0) #
 LL250 Law and The Environment (1.0)
 SP231 Poverty, Inequality, and Social Policy (1.0) (not available 2020/21)

Or

Courses to the value of 1.0 unit(s) from the options list under Paper 7 (if not studied under paper 7):

Paper 7 options list

Or

An approved language course:

Language Courses List 2

Year 3

- Papers 9 & 10 Courses to the value of 2.0 unit(s) from the following:
 GY309 The Political Geography of Development (0.5)
 GY312 Geographies of Gender in the Global South (0.5) (not available 2020/21)
 GY326 Sustainable Business and Finance (0.5)
 GY327 Global Environmental Governance (0.5)
 GY328 Political Ecology of Development (0.5)
 GY329 Applied Economics of Environment and Development (0.5) #
- Papers 11 & 12 Courses to the value of 2.0 unit(s) from the following:
 GY307 Regional Economic Development (0.5)
 GY308 The Economic Geography of Growth and Development (0.5) (not available 2020/21)
 GY310 Urban Politics (0.5)
 GY311 The Political Economy of Urbanisation (0.5)

- GY315 Geographies of Race (0.5)
 GY316 Gender, Space and Power (0.5)
 GY331 Geographies of Global Migration (0.5)
 GY350 Dissertation (1.0) # D

Paper 7 options list

- GY205 Political Geographies (1.0)
 GY206 Urban Geography and Globalisation (0.5)
 GY207 Economy, Society and Place (0.5)
 GY209 The Economic Geography of Trade, Production and Development (0.5) #
 GY210 The Economics of Cities (0.5) #
 GY222 Applied Environmental Economics (1.0)
 GY245 Quantitative Methods in Geography (0.5) #
 GY248 Field Methods in Geography & Environment (0.5)

Footnotes:
 A: Approved courses to the value of 1.0 unit can be selected from the Language Courses **List 1**. A language option may be chosen if the student is new to the language or if the course is a continuation of a language studied at A level (or equivalent). The appropriate course level is determined by the Language Centre.
 B: EC102 course allocation dependent on Economics A-level or equivalent background. See course guide for further information.
 C: Approved courses to the value of 1.0 unit can be selected from the Language Courses **List 2**. A language option may be chosen if it is a continuation of a language studied at A level (or equivalent) or Year 1. The appropriate course level is determined by the Language Centre.
 D: Before taking GY350 students must take one of the following prerequisites in Year 2: GY245 or GY248.
 # means there may be prerequisites for this course. Please view the course guide for more information.
 Level 1 courses are not permitted as part of this degree programme in Years 2 and 3.
 Language courses are not allowed in Year 3. Students wishing to study a modern language in Year 3 are encouraged to take one of the LSE Language Centre's extra-curricular courses.

Note for prospective students:

For changes to undergraduate course and programme information for the next academic session, please see the undergraduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm. Changes to course and programme information for future academic sessions can be found on the undergraduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm.

BSc in Environment and Development

Programme Code: UBENDV

Department: Geography & Environment

For students starting this programme of study in 2019/20

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course: Understanding the causes of things

Year 1

- Paper 1 GY120 Environmental Change: Past, Present and Future (1.0)
 Paper 2 GY121 Sustainable Development (1.0)
 Paper 3 GY100 Introduction to Geography (1.0)
 Paper 4 Courses to the value of 1.0 unit from the following: A

- EC100 Economics A (1.0) #
 EC102 Economics B (1.0) # B
 AN100 Introduction to Social Anthropology (1.0)
 GV100 Introduction to Political Theory (1.0)
 GY103 Contemporary Europe (1.0)
 GY140 Introduction to Geographical Research (1.0)
 IR100 International Relations: Theories, Concepts and Debates (1.0)

Or

An approved language course:

Language Courses List 1

- Skills Course GY101 Succeeding in your degree: Critical skills for Geography and Environment students (0.0)

Year 2

- Paper 5 GY202 Introduction to Global Development (1.0)
 Paper 6 GY220 Environment: Science and Society (1.0)
 Paper 7 Courses to the value of 1.0 unit(s) from the following:
 GY205 Political Geographies (1.0)
 GY206 Urban Geography and Globalisation (0.5)
 GY207 Economy, Society and Place (0.5)
 GY209 The Economic Geography of Trade, Production and Development (0.5) #
 GY210 The Economics of Cities (0.5) #
 GY222 Applied Environmental Economics (1.0)
 GY245 Quantitative Methods in Geography (0.5) #
 GY248 Field Methods in Geography & Environment (0.5)
 Paper 8 Courses to the value of 1.0 unit from the following: C
 EC230 Economics in Public Policy (1.0) #
 LL250 Law and The Environment (1.0)
 SP231 Poverty, Inequality, and Social Policy (1.0) (not available 2020/21)
 SP233 Introduction to Global Population Change (1.0) # (withdrawn 2019/20)

Or

Courses to the value of 1.0 unit(s) from the options list under Paper 7 (if not studied under paper 7):

Paper 7 options list**Or**

An approved language course:

Language Courses List 2**Year 3**

- Papers 9 & 10 Courses to the value of 2.0 unit(s) from the following:
 GY309 The Political Geography of Development (0.5)
 GY312 Geographies of Gender in the Global South (0.5) (not available 2020/21)
 GY326 Sustainable Business and Finance (0.5)
 GY327 Global Environmental Governance (0.5)
 GY328 Political Ecology of Development (0.5)
 GY329 Applied Economics of Environment and Development (0.5) #
 Papers 11 & 12 Courses to the value of 2.0 unit(s) from the following:
 GY307 Regional Economic Development (0.5)
 GY308 The Economic Geography of Growth and Development (0.5) (not available 2020/21)
 GY310 Urban Politics (0.5)
 GY311 The Political Economy of Urbanisation (0.5)
 GY315 Geographies of Race (0.5)
 GY316 Gender, Space and Power (0.5)
 GY331 Geographies of Global Migration (0.5)
 GY350 Dissertation (1.0) # D

Notes

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

Paper 7 options list

- GY205 Political Geographies (1.0)
 GY206 Urban Geography and Globalisation (0.5)
 GY207 Economy, Society and Place (0.5)
 GY209 The Economic Geography of Trade, Production and Development (0.5) #

GY210	The Economics of Cities (0.5) #
GY222	Applied Environmental Economics (1.0)
GY245	Quantitative Methods in Geography (0.5) #
GY248	Field Methods in Geography & Environment (0.5)
Footnotes:	<p>A: Approved courses to the value of 1.0 unit can be selected from the Language Courses List 1. A language option may be chosen if the student is new to the language or if the course is a continuation of a language studied at A level (or equivalent). The appropriate course level is determined by the Language Centre.</p> <p>B: EC102 course allocation dependent on Economics A-level or equivalent background. See course guide for further information.</p> <p>C: Approved courses to the value of 1.0 unit can be selected from the Language Courses List 2. A language option may be chosen if it is a continuation of a language studied at A level (or equivalent) or Year 1. The appropriate course level is determined by the Language Centre.</p> <p>D: Before taking GY350 students must take one of the following prerequisites in Year 2: GY245 or GY248.</p> <p># means there may be prerequisites for this course. Please view the course guide for more information.</p> <p>Level 1 courses are not permitted as part of this degree programme in Years 2 and 3.</p> <p>Language courses are not allowed in Year 3. Students wishing to study a modern language in Year 3 are encouraged to take one of the LSE Language Centre's extra-curricular courses.</p> <p>Note for prospective students:</p> <p>For changes to undergraduate course and programme information for the next academic session, please see the undergraduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm. Changes to course and programme information for future academic sessions can be found on the undergraduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm.</p>

BSc in Environment and Development

Programme Code: UBENDV

Department: Geography & Environment

For students starting this programme of study in 2018/19

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course: Understanding the causes of things
Year 1	
Paper 1	GY120 Environmental Change: Past, Present and Future (1.0)
Paper 2	GY121 Sustainable Development (1.0)
Paper 3	GY100 Introduction to Geography (1.0)
Paper 4	Courses to the value of 1.0 unit(s) from the following:
	EC100 Economics A (1.0) #
	EC102 Economics B (1.0) # A
	AN100 Introduction to Social Anthropology (1.0)
	GV100 Introduction to Political Theory (1.0)
	GY103 Contemporary Europe (1.0)
	GY140 Introduction to Geographical Research (1.0)
	IR100 International Relations: Theories, Concepts and Debates (1.0)
Or	
	An approved language course:

Language Courses

Year 2

Paper 5	GY202 Introduction to Global Development (1.0)
Paper 6	GY220 Environment: Science and Society (1.0)
Paper 7	Courses to the value of 1.0 unit(s) from the following:
	GY205 Political Geographies (1.0)
	GY206 Urban Geography and Globalisation (0.5)
	GY207 Economy, Society and Place (0.5)
	GY209 The Economic Geography of Trade, Production and Development (0.5) #
	GY210 The Economics of Cities (0.5) #
	GY222 Applied Environmental Economics (1.0)
	GY245 Quantitative Methods in Geography (0.5) #
	GY248 Field Methods in Geography & Environment (0.5)
Paper 8	Courses to the value of 1.0 unit from the following:
	EC230 Economics in Public Policy (1.0) #
	LL250 Law and The Environment (1.0)
	SP231 Poverty, Inequality, and Social Policy (1.0) (not available 2020/21)
	SP233 Introduction to Global Population Change (1.0) # (withdrawn 2019/20)

Or

Courses to the value of 1.0 unit(s) from the list under Paper 7 (if not studied under paper 7):

Paper 7 options list

Or

An approved language course:

Language Courses List 2

Year 3

Papers 9 & 10	Courses to the value of 2.0 unit(s) from the following:
	GY309 The Political Geography of Development (0.5)
	GY312 Geographies of Gender in the Global South (0.5) (not available 2020/21)
	GY326 Sustainable Business and Finance (0.5)
	GY327 Global Environmental Governance (0.5)
	GY328 Political Ecology of Development (0.5)
	GY329 Applied Economics of Environment and Development (0.5) #
Papers 11 & 12	Courses to the value of 2.0 unit(s) from the following:
	GY307 Regional Economic Development (0.5)
	GY308 The Economic Geography of Growth and Development (0.5) (not available 2020/21)
	GY310 Urban Politics (0.5)
	GY311 The Political Economy of Urbanisation (0.5)
	GY315 Geographies of Race (0.5)
	GY316 Gender, Space and Power (0.5)
	GY331 Geographies of Global Migration (0.5)
	GY350 Dissertation (1.0) # 1

Notes

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

Paper 7 options list

GY205	Political Geographies (1.0)
GY206	Urban Geography and Globalisation (0.5)
GY207	Economy, Society and Place (0.5)
GY209	The Economic Geography of Trade, Production and Development (0.5) #
GY210	The Economics of Cities (0.5) #
GY222	Applied Environmental Economics (1.0)
GY245	Quantitative Methods in Geography (0.5) #
GY248	Field Methods in Geography & Environment (0.5)

Footnotes:

A: EC102 course allocation dependent on Economics A-level or equivalent background. See course guide for further information.

B: LN250 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

C: LN251 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

D: LN252 Not available to 2nd and 3rd year students

on the BA/BSc in Social Anthropology programmes.
 E: LN253 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.
 F: LN254 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.
 G: LN270 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.
 H: Approved courses to the value of 1.0 unit can be selected from the Language Courses **List 2**. A language option may be chosen if it is a continuation of a language studied at A level (or equivalent) or Year 1. The appropriate course level is determined by the Language Centre.

I: Before taking GY350 students must take one of the following prerequisites in Year 2: GY245 or GY248.

means there may be prerequisites for this course. Please view the course guide for more information. Level 1 courses are not permitted as part of this degree programme in Years 2 and 3. Language courses are not allowed in Year 3. Students wishing to study a modern language in Year 3 are encouraged to take one of the LSE Language Centre's extra-curricular courses.

Note for prospective students:

For changes to undergraduate course and programme information for the next academic session, please see the undergraduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm. Changes to course and programme information for future academic sessions can be found on the undergraduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm.

BSc in Finance

Programme Code: UBFI

Department: Finance

For students starting this programme of study in 2020/21

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Year 1	
Paper 1	AC102 Elements of Financial Accounting (0.5) and FM100 Introduction to Finance (0.5)
Paper 2	EC100 Economics A (1.0) # or EC102 Economics B (1.0) # A
Paper 3	ST102 Elementary Statistical Theory (1.0) #
Paper 4	MA100 Mathematical Methods (1.0) #
Year 2	
Paper 5	FM213 Principles of Finance (1.0) # B
Paper 6	EC201 Microeconomic Principles I (1.0) # or EC202 Microeconomic Principles II (1.0) # *C
Paper 7	EC220 Introduction to Econometrics (1.0) # or EC221 Principles of Econometrics (1.0) # *D
Paper 8	FM200 Financial Systems and Crises (0.5) and FM201 Macro-Finance (0.5) #
Year 3	
Paper 9	FM301 Market Anomalies and Asset Management (0.5) # and FM302 Theories of Corporate Finance (0.5) #
Paper 10	FM321 Risk Management and Modelling (0.5) # and FM322 Derivatives (0.5) #
Paper 11	FM304 Applied Corporate Finance (0.5) # and FM305 Advanced Financial Economics (0.5) #
Paper 12	Courses to the value of 1.0 unit(s) from the following: Undergraduate Outside Options List (Years 2 & 3)

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

A: EC102 course allocation dependent on Economics A-level or equivalent background. See course guide for further information.

B: Students must have completed: one level 1 Economics course (either EC100 Economics A or EC102 Economics B), MA100 and ST102.

C: EC202 can be taken with permission from the BSc in Finance Programme Co-Director.

D: EC221 can be taken with permission from the BSc in Finance Programme Co-Director.

E: Courses selected from the Undergraduate Outside Options List must be approved.

means there may be prerequisites for this course. Please view the course guide for more information.

Footnotes:

BSc in Finance

Programme Code: UBFI

Department: Finance

For students starting this programme of study in 2019/20

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course: Understanding the causes of things
Year 1	
Paper 1	AC102 Elements of Financial Accounting (0.5) and FM100 Introduction to Finance (0.5)
Paper 2	EC100 Economics A (1.0) # or EC102 Economics B (1.0) # A
Paper 3	ST102 Elementary Statistical Theory (1.0) #
Paper 4	MA100 Mathematical Methods (1.0) #
Year 2	
Paper 5	FM213 Principles of Finance (1.0) # B
Paper 6	EC201 Microeconomic Principles I (1.0) # or EC202 Microeconomic Principles II (1.0) # *C
Paper 7	EC220 Introduction to Econometrics (1.0) # or EC221 Principles of Econometrics (1.0) # *D
Paper 8	FM200 Financial Systems and Crises (0.5) and FM201 Macro-Finance (0.5) #
Year 3	
Paper 9	FM301 Market Anomalies and Asset Management (0.5) # and FM302 Theories of Corporate Finance (0.5) #
Paper 10	FM321 Risk Management and Modelling (0.5) # and FM322 Derivatives (0.5) #
Paper 11	FM304 Applied Corporate Finance (0.5) # and FM305 Advanced Financial Economics (0.5) #
Paper 12	Courses to the value of 1.0 unit(s) from the following: Undergraduate Outside Options List (Years 2 & 3)
Notes	LSE100 is taken by all students in the Lent Term of Year 1. The course is compulsory but does not affect the final degree classification.
Prerequisite Requirements and Mutually Exclusive Options:	
	* means available with permission
Footnotes:	A: EC102 course allocation dependent on Economics A-level or equivalent background. See course guide for further information.
	B: Students must have completed: one level 1 Economics course (either EC100 Economics A or EC102 Economics B), MA100 and ST102.
	C: EC202 can be taken with permission from the BSc in Finance Programme Co-Director.
	D: EC221 can be taken with permission from the BSc

in Finance Programme Co-Director.
 E: Courses selected from the Undergraduate Outside Options List must be approved.
 # means there may be prerequisites for this course.
 Please view the course guide for more information.

BSc in Finance

Programme Code: UBF1

Department: Finance

For students starting this programme of study in 2018/19

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course: Understanding the causes of things

Year 1

Paper 1 FM100 Introduction to Finance (0.5) **and** AC102 Elements of Financial Accounting (0.5)

Paper 2 EC100 Economics A (1.0) # **or** EC102 Economics B (1.0) # A

Paper 3 ST102 Elementary Statistical Theory (1.0) #

Paper 4 MA100 Mathematical Methods (1.0) #

Year 2

Paper 5 FM213 Principles of Finance (1.0) # B

Paper 6 EC201 Microeconomic Principles I (1.0) # **or** EC202 Microeconomic Principles II (1.0) # *C

Paper 7 EC220 Introduction to Econometrics (1.0) # **or** EC221 Principles of Econometrics (1.0) # *D

Paper 8 FM200 Financial Systems and Crises (0.5) **and** FM201 Macro-Finance (0.5) #

Year 3

Paper 9 FM301 Market Anomalies and Asset Management (0.5) # **and** FM302 Theories of Corporate Finance (0.5) #

Paper 10 FM321 Risk Management and Modelling (0.5) # **and** FM322 Derivatives (0.5) #

Paper 11 FM304 Applied Corporate Finance (0.5) # **and** FM305 Advanced Financial Economics (0.5) #

Paper 12 Courses to the value of 1.0 unit(s) from the following: E **Undergraduate Outside Options List (Years 2 & 3)**

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

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

Footnotes: A: EC102 course allocation dependent on Economics A-level or equivalent background. See course guide for further information.

B: Students must have completed: one level 1 Economics course (either EC100 Economics A or EC102 Economics B), MA100 and ST102.

C: EC202 can be taken with permission from the BSc in Finance Programme Co-Director.

D: EC221 can be taken with permission from the BSc in Finance Programme Co-Director.

E: Courses selected from the Undergraduate Outside Options List must be approved.

means there may be prerequisites for this course. Please view the course guide for more information.

BSc in Financial Mathematics and Statistics

Programme Code: UBFIMAST

Department: Mathematics

For students starting this programme of study in 2020/21

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Year 1	
Paper 1	EC100 Economics A (1.0) # or EC102 Economics B (1.0) # A
Paper 2	MA100 Mathematical Methods (1.0) #
Paper 3	ST102 Elementary Statistical Theory (1.0) #
Paper 4	MA103 Introduction to Abstract Mathematics (1.0) #
Year 2	
Paper 5	FM213 Principles of Finance (1.0) #
Paper 6	MA212 Further Mathematical Methods (1.0) #
Paper 7	ST202 Probability, Distribution Theory and Inference (1.0) #
Paper 8	MA203 Real Analysis (0.5) # and ST213 Introduction to Pricing, Hedging and Optimization (0.5) #

Year 3

Programming MA332 Programming in C++ (0.0) # (withdrawn 2020/21)

Paper 9 FM320 Quantitative Finance (1.0) #

Paper 10 MA323 Computational Methods in Financial Mathematics (0.5) # **and** ST326 Financial Statistics (0.5) #

Paper 11 Courses to the value of 1.0 unit(s) from the following:

MA321 Measure Theoretic Probability (0.5) #

MA322 Mathematics of Finance and Valuation (0.5) # 1

ST300 Regression and Generalised Linear Models (0.5) #

ST302 Stochastic Processes (0.5) # 2

Paper 12 Courses to the value of 1.0 unit(s) from the following: B

Undergraduate Outside Options List (Years 2 & 3)
Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

1: MA322 can not be taken with ST302

2: ST302 can not be taken with MA322

Footnotes: A: EC102 course allocation dependent on Economics A-level or equivalent background. See course guides for further information.

B: Subject to approval. No further FM courses are permitted.

means there may be prerequisites for this course.

Please view the course guide for more information.

BSc in Financial Mathematics and Statistics

Programme Code: UBFIMAST

Department: Mathematics

For students starting this programme of study in 2019/20

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course: Understanding the causes of things
Year 1	
Paper 1	EC100 Economics A (1.0) # or EC102 Economics B (1.0) # A
Paper 2	MA100 Mathematical Methods (1.0) #
Paper 3	ST102 Elementary Statistical Theory (1.0) #
Paper 4	MA103 Introduction to Abstract Mathematics (1.0) #
Year 2	

Paper 5	FM213	Principles of Finance (1.0) #
Paper 6	MA212	Further Mathematical Methods (1.0) #
Paper 7	ST202	Probability, Distribution Theory and Inference (1.0) #
Paper 8	MA203	Real Analysis (0.5) # and ST213 Introduction to Pricing, Hedging and Optimization (0.5) #

Year 3

Programming course	MA332	Programming in C++ (0.0) # (withdrawn 2020/21)
Paper 9	FM320	Quantitative Finance (1.0) #
Paper 10	MA323	Computational Methods in Financial Mathematics (0.5) # and ST326 Financial Statistics (0.5) #
Paper 11	Courses to the value of 1.0 unit(s) from the following: MA321 Measure Theoretic Probability (0.5) # MA322 Mathematics of Finance and Valuation (0.5) # 1 ST300 Regression and Generalised Linear Models (0.5) # ST302 Stochastic Processes (0.5) # 2	
Paper 12	Courses to the value of 1.0 unit(s) from the following: B	

Notes

Undergraduate Outside Options List (Years 2 & 3)
LSE100 is taken by all students in the Lent Term of Year 1. The course is compulsory but does not affect the final degree classification.

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

1: MA322 can not be taken with ST302

2: ST302 can not be taken with MA322

Footnotes:

A: EC102 course allocation dependent on Economics A-level or equivalent background. See course guides for further information.

B: Subject to approval. No further FM courses are permitted.

means there may be prerequisites for this course.

Please view the course guide for more information.

Paper 11	Courses to the value of 1.0 unit(s) from the following: MA321 Measure Theoretic Probability (0.5) # MA322 Mathematics of Finance and Valuation (0.5) # 1 ST300 Regression and Generalised Linear Models (0.5) # ST302 Stochastic Processes (0.5) # 2	
Paper 12	Courses to the value of 1.0 unit(s) from the following: B	

Notes

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

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

1: MA322 can not be taken with ST302

2: ST302 can not be taken with MA322

Footnotes:

A: EC102 course allocation dependent on Economics A-level or equivalent background. See course guides for further information.

B: Subject to approval. No further FM courses are permitted.

means there may be prerequisites for this course.

Please view the course guide for more information.

BA in Geography

Programme Code: UBGY2

Department: Geography & Environment

For students starting this programme of study in 2020/21
Students on this programme have the opportunity to receive a language specialism attached to their degree certificate and transcript. See the details at the bottom of this page for more information.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper Course number, title (unit value)

Year 1

Paper 1	GY100	Introduction to Geography (1.0)
Paper 2	GY140	Introduction to Geographical Research (1.0)
Paper 3	Courses to the value of 1.0 unit(s) from the following: GY103 Contemporary Europe (1.0) GY120 Environmental Change: Past, Present and Future (1.0) GY121 Sustainable Development (1.0) GY144 The London Lab: Geography in the City (1.0) (not available 2020/21)	

Paper 4

An approved paper taught outside the Department to the value of 1.0 unit from the following: A

AN100 Introduction to Social Anthropology (1.0)

EC100 Economics A (1.0) #

EC102 Economics B (1.0) #

GV101 Introduction to Political Science (1.0)

HY113 From Empire to Independence: The Extra-European World in the Twentieth Century (1.0)

SO110 Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0)

Or

A language option to the value of 1.0 unit from the following:

Language Courses List 1**Or**

Another paper to the value of 1.0 unit from the following:

Paper 3 options list

Skills Course	GY101	Succeeding in your degree: Critical skills for
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BSc in Financial Mathematics and Statistics

Programme Code: UBFIMAST

Department: Mathematics

For students starting this programme of study in 2018/19

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper Course number, title (unit value)

See note of things	LSE100	The LSE Course: Understanding the causes
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Year 1

Paper 1	EC100	Economics A (1.0) # or
	EC102	Economics B (1.0) # A
Paper 2	MA100	Mathematical Methods (1.0) #
Paper 3	ST102	Elementary Statistical Theory (1.0) #
Paper 4	MA103	Introduction to Abstract Mathematics (1.0) #

Year 2

Paper 5	FM213	Principles of Finance (1.0) #
Paper 6	MA212	Further Mathematical Methods (1.0) #
Paper 7	ST202	Probability, Distribution Theory and Inference (1.0) #
Paper 8	MA203	Real Analysis (0.5) # and ST213 Introduction to Pricing, Hedging and Optimization (0.5) #

Year 3

Programming course	MA332	Programming in C++ (0.0) # (withdrawn 2020/21)
Paper 9	FM320	Quantitative Finance (1.0) #
Paper 10	MA323	Computational Methods in Financial Mathematics (0.5) # and ST326 Financial Statistics (0.5) #

40 Undergraduate Programme Regulations

Geography and Environment students (0.0)

Year 2

Paper 5	GY245	Quantitative Methods in Geography (0.5) #
	GY246	Field Methods in Geography (0.5)
Papers 6, 7 & 8	Courses to the value of 3.0 unit(s) from the following: B	
	GY202	Introduction to Global Development (1.0)
	GY205	Political Geographies (1.0)
	GY206	Urban Geography and Globalisation (0.5)
	GY207	Economy, Society and Place (0.5)
	GY209	The Economic Geography of Trade, Production and Development (0.5) #
	GY210	The Economics of Cities (0.5) #
	GY220	Environment: Science and Society (1.0)
	GY222	Applied Environmental Economics (1.0)

Language Courses List 2

Year 3

Paper 9	GY350	Dissertation (1.0) #
Papers 10, 11 & 12	Course(s) to the value of 3.0 units from the following: C	
	GY307	Regional Economic Development (0.5)
	GY308	The Economic Geography of Growth and Development (0.5) (not available 2020/21)
	GY309	The Political Geography of Development (0.5)
	GY310	Urban Politics (0.5)
	GY311	The Political Economy of Urbanisation (0.5)
	GY312	Geographies of Gender in the Global South (0.5) (not available 2020/21)
	GY313	Firms and Economic Geography: Location, Technology and Innovation (0.5) #
	GY314	The Economics of Housing Markets and Migration (0.5) #
	GY315	Geographies of Race (0.5)
	GY316	Gender, Space and Power (0.5)
	GY326	Sustainable Business and Finance (0.5)
	GY327	Global Environmental Governance (0.5)
	GY328	Political Ecology of Development (0.5)
	GY329	Applied Economics of Environment and Development (0.5) #
	GY331	Geographies of Global Migration (0.5)

Language Courses List 3

Paper 3 options list

GY103	Contemporary Europe (1.0)
GY120	Environmental Change: Past, Present and Future (1.0)
GY121	Sustainable Development (1.0)
GY144	The London Lab: Geography in the City (1.0) (not available 2020/21)

Footnotes:

A: Approved courses to the value of 1.0 unit can be selected from the Language Courses **List 1**. A language option may be chosen if the student is new to the language or if the course is a continuation of a language studied at A level (or equivalent). The appropriate course level is determined by the Language Centre.

B: Approved courses to the value of 1.0 unit can be selected from the Language Courses **List 2**. A language option may be chosen if it is a continuation of a language studied at A level (or equivalent) or Year 1. The appropriate course level is determined by the Language Centre.

C: Approved courses to the value of 1.0 unit can be selected from the Language Courses **List 3**, for students wishing to receive a language specialism attached to their degree certificate and transcript. The appropriate course level is determined by the Language Centre and must be a progression from course studied in Year 1 and 2.

means there may be prerequisites for this course. Please view the course guide for more information. Level 1 courses are not permitted as part of this

degree programme in Years 2 and 3.

Language Specialism:

Students who have taken and passed one language course in each year of their degree (i.e. 25% of their overall programme of study) will receive a language specialism attached to their degree certificate and transcript. Students must take all courses in the same language (French, Spanish, German, Mandarin or Russian) in order to qualify for the specialism. The three courses must also be consecutively harder in level, for example: beginner, intermediate and advanced. Students who choose language courses in each year according to these rules will receive a language specialism. Degree certificates which include a language specialism will state the language in the title, for example: **BA in Geography with French**.

Note for prospective students:

For changes to undergraduate course and programme information for the next academic session, please see the undergraduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm. Changes to course and programme information for future academic sessions can be found on the undergraduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm.

BA in Geography

Programme Code: UBGY2

Department: Geography & Environment

For students starting this programme of study in 2019/20
Students on this programme have the opportunity to receive a language specialism attached to their degree certificate and transcript. See the details at the bottom of this page for more information.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course: Understanding the causes of things

Year 1

Paper 1	GY100	Introduction to Geography (1.0)
Paper 2	GY140	Introduction to Geographical Research (1.0)
Paper 3	Courses to the value of 1.0 unit(s) from the following:	
	GY103	Contemporary Europe (1.0)
	GY120	Environmental Change: Past, Present and Future (1.0)
	GY121	Sustainable Development (1.0)
	GY144	The London Lab: Geography in the City (1.0) (not available 2020/21)
Paper 4	An approved paper taught outside the Department to the value of 1.0 unit from the following: A	
	AN100	Introduction to Social Anthropology (1.0)
	EC100	Economics A (1.0) #
	EC102	Economics B (1.0) #
	GV101	Introduction to Political Science (1.0)
	HY113	From Empire to Independence: The Extra-European World in the Twentieth Century (1.0)
	SO110	Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0)

Or

A language option to the value of 1.0 unit from the following:

Language Courses List 1

Or

Another paper to the value of 1.0 unit from the following:

Paper 3 options list

Skills Course GY101 Succeeding in your degree: Critical skills for Geography and Environment students (0.0)

Year 2

Paper 5 GY245 Quantitative Methods in Geography (0.5) #
GY246 Field Methods in Geography (0.5)

Papers 6, 7 & 8 Courses to the value of 3.0 unit(s) from the following: B

GY202 Introduction to Global Development (1.0)
GY205 Political Geographies (1.0)
GY206 Urban Geography and Globalisation (0.5)
GY207 Economy, Society and Place (0.5)
GY209 The Economic Geography of Trade, Production and Development (0.5) #
GY210 The Economics of Cities (0.5) #
GY220 Environment: Science and Society (1.0)
GY222 Applied Environmental Economics (1.0)

Language Courses List 2

Year 3

Paper 9 GY350 Dissertation (1.0) #

Papers 10, 11 & 12 Course(s) to the value of 3.0 units from the following: C

GY307 Regional Economic Development (0.5)
GY308 The Economic Geography of Growth and Development (0.5) (not available 2020/21)
GY309 The Political Geography of Development (0.5)
GY310 Urban Politics (0.5)
GY311 The Political Economy of Urbanisation (0.5)
GY312 Geographies of Gender in the Global South (0.5) (not available 2020/21)
GY313 Firms and Economic Geography: Location, Technology and Innovation (0.5) #
GY314 The Economics of Housing Markets and Migration (0.5) #
GY315 Geographies of Race (0.5)
GY316 Gender, Space and Power (0.5)
GY326 Sustainable Business and Finance (0.5)
GY327 Global Environmental Governance (0.5)
GY328 Political Ecology of Development (0.5)
GY329 Applied Economics of Environment and Development (0.5) #
GY331 Geographies of Global Migration (0.5)

Language Courses List 3

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

Paper 3 options list

GY103 Contemporary Europe (1.0)
GY120 Environmental Change: Past, Present and Future (1.0)
GY121 Sustainable Development (1.0)
GY144 The London Lab: Geography in the City (1.0) (not available 2020/21)

Footnotes: A: Approved courses to the value of 1.0 unit can be selected from the Language Courses **List 1**. A language option may be chosen if the student is new to the language or if the course is a continuation of a language studied at A level (or equivalent). The appropriate course level is determined by the Language Centre.
B: Approved courses to the value of 1.0 unit can be selected from the Language Courses **List 2**. A language option may be chosen if it is a continuation of a language studied at A level (or equivalent) or Year 1. The appropriate course level is determined by the Language Centre.
C: Approved courses to the value of 1.0 unit can be selected from the Language Courses **List 3**, for students wishing to receive a language specialism

attached to their degree certificate and transcript. The appropriate course level is determined by the Language Centre and must be a progression from course studied in Year 1 and 2.

means there may be prerequisites for this course. Please view the course guide for more information. Level 1 courses are not permitted as part of this degree programme in Years 2 and 3.

Language Specialism:

Students who have taken and passed one language course in each year of their degree (i.e. 25% of their overall programme of study) will receive a language specialism attached to their degree certificate and transcript. Students must take all courses in the same language (French, Spanish, German, Mandarin or Russian) in order to qualify for the specialism. The three courses must also be consecutively harder in level, for example: beginner, intermediate and advanced. Students who choose language courses in each year according to these rules will receive a language specialism. Degree certificates which include a language specialism will state the language in the title, for example: **BA in Geography with French**.

Note for prospective students:

For changes to undergraduate course and programme information for the next academic session, please see the undergraduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm. Changes to course and programme information for future academic sessions can be found on the undergraduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm.

BA in Geography

Programme Code: UBGY2

Department: Geography & Environment

For students starting this programme of study in 2018/19 Students on this programme have the opportunity to receive a language specialism attached to their degree certificate and transcript. See the details at the bottom of this page for more information.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course: Understanding the causes of things
Year 1	
Paper 1	GY100 Introduction to Geography (1.0)
Paper 2	GY140 Introduction to Geographical Research (1.0)
Paper 3	Courses to the value of 1.0 unit(s) from the following: GY103 Contemporary Europe (1.0) GY120 Environmental Change: Past, Present and Future (1.0) GY121 Sustainable Development (1.0) GY144 The London Lab: Geography in the City (1.0) (not available 2020/21)
Paper 4	An approved paper taught outside the Department to the value of 1.0 unit from the following: AN100 Introduction to Social Anthropology (1.0) EC100 Economics A (1.0) # EC102 Economics B (1.0) # GV101 Introduction to Political Science (1.0) HY113 From Empire to Independence: The Extra-European World in the Twentieth Century (1.0) SO110 Power, Inequality, and Difference:

Contemporary Themes in Sociology (1.0)

Or

A language option to the value of 1.0 unit from the following:

Language Courses

Or

Another paper to the value of 1.0 unit from the following:

Paper 3 options list

Year 2

Paper 5 GY245 Quantitative Methods in Geography (0.5) #
GY246 Field Methods in Geography (0.5)

Papers 6, 7 & 8 Courses to the value of 3.0 unit(s) from the following:
G

GY202 Introduction to Global Development (1.0)

GY205 Political Geographies (1.0)

GY206 Urban Geography and Globalisation (0.5)

GY207 Economy, Society and Place (0.5)

GY209 The Economic Geography of Trade, Production and Development (0.5) #

GY210 The Economics of Cities (0.5) #

GY220 Environment: Science and Society (1.0)

GY222 Applied Environmental Economics (1.0)

Language Courses List 2

Year 3

Paper 9 GY350 Dissertation (1.0) #

Papers 10, 11 & 12 Courses to the value of 3.0 unit(s) from the following: H

GY307 Regional Economic Development (0.5)

GY308 The Economic Geography of Growth and Development (0.5) (not available 2020/21)

GY309 The Political Geography of Development (0.5)

GY310 Urban Politics (0.5)

GY311 The Political Economy of Urbanisation (0.5)

GY312 Geographies of Gender in the Global South (0.5) (not available 2020/21)

GY313 Firms and Economic Geography: Location, Technology and Innovation (0.5) #

GY314 The Economics of Housing Markets and Migration (0.5) #

GY315 Geographies of Race (0.5)

GY316 Gender, Space and Power (0.5)

GY326 Sustainable Business and Finance (0.5)

GY327 Global Environmental Governance (0.5)

GY328 Political Ecology of Development (0.5)

GY329 Applied Economics of Environment and Development (0.5) #

GY331 Geographies of Global Migration (0.5)

Language Courses List 3

Notes

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

Paper 3 options list

GY103 Contemporary Europe (1.0)

GY120 Environmental Change: Past, Present and Future (1.0)

GY121 Sustainable Development (1.0)

GY144 The London Lab: Geography in the City (1.0) (not available 2020/21)

Footnotes:

A: LN250 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.
B: LN251 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.
C: LN252 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.
D: LN253 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.
E: LN254 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.
F: LN270 Not available to 2nd and 3rd year students

on the BA/BSc in Social Anthropology programmes.

G: Approved courses to the value of 1.0 unit can be selected from the Language Courses **List 2**. A language option may be chosen if it is a continuation of a language studied at A level (or equivalent) or Year 1. The appropriate course level is determined by the Language Centre.

H: Approved courses to the value of 1.0 unit can be selected from the Language Courses **List 3**, for students wishing to receive a language specialism attached to their degree certificate and transcript. The appropriate course level is determined by the Language Centre and must be a progression from course studied in Year 1 and 2.

means there may be prerequisites for this course. Please view the course guide for more information. Level 1 courses are not permitted as part of this degree programme in Years 2 and 3.

Language Specialism:

Students who have taken and passed one language course in each year of their degree (i.e. 25% of their overall programme of study) will receive a language specialism attached to their degree certificate and transcript. Students must take all courses in the same language (French, Spanish, German, Mandarin or Russian) in order to qualify for the specialism. The three courses must also be consecutively harder in level, for example: beginner, intermediate and advanced. Students who choose language courses in each year according to these rules will receive a language specialism. Degree certificates which include a language specialism will state the language in the title, for example: **BA in Geography with French**.

Note for prospective students:

For changes to undergraduate course and programme information for the next academic session, please see the undergraduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm. Changes to course and programme information for future academic sessions can be found on the undergraduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm.

BSc in Geography with Economics

Programme Code: UBGYWEC

Department: Geography & Environment

For students starting this programme of study in 2020/21

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper Course number, title (unit value)

Year 1

Paper 1 EC100 Economics A (1.0) # **or**
EC102 Economics B (1.0) # A

Paper 2 MA107 Quantitative Methods (Mathematics) (0.5) #
and ST107 Quantitative Methods (Statistics) (0.5) #

Paper 3 GY100 Introduction to Geography (1.0)

Paper 4 One from the following:

GY103 Contemporary Europe (1.0)

GY121 Sustainable Development (1.0)

GY144 The London Lab: Geography in the City (1.0) (not available 2020/21)

Skills Course GY101 Succeeding in your degree: Critical skills for Geography and Environment students (0.0)

Year 2

Paper 5 EC201 Microeconomic Principles I (1.0) #

Paper 6	GY209 The Economic Geography of Trade, Production and Development (0.5) # and GY210 The Economics of Cities (0.5) #
Paper 7	GY245 Quantitative Methods in Geography (0.5) # and GY247 Field Methods in Geography with Economics (0.5)
Paper 8	Courses to the value of 1.0 unit(s) from the following: GY202 Introduction to Global Development (1.0) GY205 Political Geographies (1.0) GY206 Urban Geography and Globalisation (0.5) GY207 Economy, Society and Place (0.5) GY222 Applied Environmental Economics (1.0) GY307 Regional Economic Development (0.5) GY308 The Economic Geography of Growth and Development (0.5) (not available 2020/21)

Year 3

Paper 9	GY313 Firms and Economic Geography: Location, Technology and Innovation (0.5) # and GY314 The Economics of Housing Markets and Migration (0.5) #
Papers 10, 11 & 12	Courses to the value of 3.0 unit(s) from the following:

Students may take the following combinations:
up to 3.0 unit(s) from Level 3 options
up to 2.0 unit(s) from Approved economics options
up to 1.0 unit(s) from Paper 8 options

Level 3 options**Approved economics courses****Paper 8 options list****Level 3 options**

GY307	Regional Economic Development (0.5)
GY308	The Economic Geography of Growth and Development (0.5) (not available 2020/21)
GY309	The Political Geography of Development (0.5)
GY310	Urban Politics (0.5)
GY311	The Political Economy of Urbanisation (0.5)
GY312	Geographies of Gender in the Global South (0.5) (not available 2020/21)
GY315	Geographies of Race (0.5)
GY316	Gender, Space and Power (0.5)
GY326	Sustainable Business and Finance (0.5)
GY327	Global Environmental Governance (0.5)
GY328	Political Ecology of Development (0.5)
GY329	Applied Economics of Environment and Development (0.5) #
GY331	Geographies of Global Migration (0.5)
GY350	Dissertation (1.0) #

Approved economics courses

EC210	Macroeconomic Principles (1.0) #
EC220	Introduction to Econometrics (1.0) #
EC307	Development Economics (1.0) #
EC325	Public Economics (1.0) #

Paper 8 options list

GY202	Introduction to Global Development (1.0)
GY205	Political Geographies (1.0)
GY206	Urban Geography and Globalisation (0.5)
GY207	Economy, Society and Place (0.5)
GY222	Applied Environmental Economics (1.0)
GY307	Regional Economic Development (0.5)
GY308	The Economic Geography of Growth and Development (0.5) (not available 2020/21)

Footnotes: A: EC102 course allocation dependent on Economics A-level or equivalent background. See course guide for further information.

means there may be prerequisites for this course. Please view the course guide for more information. Level 1 courses are not permitted as part of this degree programme in Years 2 and 3. Modern language courses are not permitted in any year. Students wishing to study a modern language are encouraged to take one of the LSE Language Centre's

extra-curricular courses.

Note for prospective students:

For changes to undergraduate course and programme information for the next academic session, please see the undergraduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm. Changes to course and programme information for future academic sessions can be found on the undergraduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm.

BSc in Geography with Economics

Programme Code: UBGYWEC

Department: Geography & Environment

For students starting this programme of study in 2019/20

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course: Understanding the causes of things

Year 1

Paper 1	EC100 Economics A (1.0) # or EC102 Economics B (1.0) # A
Paper 2	MA107 Quantitative Methods (Mathematics) (0.5) # and ST107 Quantitative Methods (Statistics) (0.5) #
Paper 3	GY100 Introduction to Geography (1.0)
Paper 4	One from the following: GY103 Contemporary Europe (1.0) GY121 Sustainable Development (1.0) GY144 The London Lab: Geography in the City (1.0) (not available 2020/21)
Skills Course	GY101 Succeeding in your degree: Critical skills for Geography and Environment students (0.0)

Year 2

Paper 5	EC201 Microeconomic Principles I (1.0) #
Paper 6	GY209 The Economic Geography of Trade, Production and Development (0.5) # and GY210 The Economics of Cities (0.5) #
Paper 7	GY245 Quantitative Methods in Geography (0.5) # and GY247 Field Methods in Geography with Economics (0.5)
Paper 8	Courses to the value of 1.0 unit(s) from the following: GY202 Introduction to Global Development (1.0) GY205 Political Geographies (1.0) GY206 Urban Geography and Globalisation (0.5) GY207 Economy, Society and Place (0.5) GY222 Applied Environmental Economics (1.0) GY307 Regional Economic Development (0.5) GY308 The Economic Geography of Growth and Development (0.5) (not available 2020/21)

Year 3

Paper 9	GY313 Firms and Economic Geography: Location, Technology and Innovation (0.5) # and GY314 The Economics of Housing Markets and Migration (0.5) #
Papers 10, 11 & 12	Courses to the value of 3.0 unit(s) from the following:

Students may take the following combinations:
up to 3.0 unit(s) from Level 3 options
up to 2.0 unit(s) from Approved economics options
up to 1.0 unit(s) from Paper 8 options

Level 3 options**Approved economics courses****Paper 8 options list**

Notes LSE100 is taken by all students in the Lent Term of

	Year 1. The course is compulsory but does not affect the final degree classification.
	Level 3 options
GY307	Regional Economic Development (0.5)
GY308	The Economic Geography of Growth and Development (0.5) (not available 2020/21)
GY309	The Political Geography of Development (0.5)
GY310	Urban Politics (0.5)
GY311	The Political Economy of Urbanisation (0.5)
GY312	Geographies of Gender in the Global South (0.5) (not available 2020/21)
GY315	Geographies of Race (0.5)
GY316	Gender, Space and Power (0.5)
GY326	Sustainable Business and Finance (0.5)
GY327	Global Environmental Governance (0.5)
GY328	Political Ecology of Development (0.5)
GY329	Applied Economics of Environment and Development (0.5) #
GY331	Geographies of Global Migration (0.5)
GY350	Dissertation (1.0) #

Approved economics courses

EC210	Macroeconomic Principles (1.0) #
EC220	Introduction to Econometrics (1.0) #
EC307	Development Economics (1.0) #
EC325	Public Economics (1.0) #

Paper 8 options list

GY202	Introduction to Global Development (1.0)
GY205	Political Geographies (1.0)
GY206	Urban Geography and Globalisation (0.5)
GY207	Economy, Society and Place (0.5)
GY222	Applied Environmental Economics (1.0)
GY307	Regional Economic Development (0.5)
GY308	The Economic Geography of Growth and Development (0.5) (not available 2020/21)

Footnotes: A: EC102 course allocation dependent on Economics A-level or equivalent background. See course guide for further information.

means there may be prerequisites for this course. Please view the course guide for more information.

Level 1 courses are not permitted as part of this degree programme in Years 2 and 3. Modern language courses are not permitted in any year. Students wishing to study a modern language are encouraged to take one of the LSE Language Centre's extra-curricular courses.

Note for prospective students:

For changes to undergraduate course and programme information for the next academic session, please see the undergraduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm. Changes to course and programme information for future academic sessions can be found on the undergraduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm.

BSc in Geography with Economics

Programme Code: UBGYWEC

Department: Geography & Environment

For students starting this programme of study in 2018/19

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course: Understanding the causes of things

Year 1

Paper 1	EC100 Economics A (1.0) # or EC102 Economics B (1.0) # A
Paper 2	MA107 Quantitative Methods (Mathematics) (0.5) # and ST107 Quantitative Methods (Statistics) (0.5) #
Paper 3	GY100 Introduction to Geography (1.0)
Paper 4	One from the following: GY103 Contemporary Europe (1.0) GY121 Sustainable Development (1.0) GY144 The London Lab: Geography in the City (1.0) (not available 2020/21)

Year 2

Paper 5	EC201 Microeconomic Principles I (1.0) #
Paper 6	GY209 The Economic Geography of Trade, Production and Development (0.5) # and GY210 The Economics of Cities (0.5) #
Paper 7	GY245 Quantitative Methods in Geography (0.5) # and GY247 Field Methods in Geography with Economics (0.5)
Paper 8	Courses to the value of 1.0 unit(s) from the following: GY202 Introduction to Global Development (1.0) GY205 Political Geographies (1.0) GY206 Urban Geography and Globalisation (0.5) GY207 Economy, Society and Place (0.5) GY222 Applied Environmental Economics (1.0) GY307 Regional Economic Development (0.5) GY308 The Economic Geography of Growth and Development (0.5) (not available 2020/21)

Year 3

Paper 9	GY313 Firms and Economic Geography: Location, Technology and Innovation (0.5) # and GY314 The Economics of Housing Markets and Migration (0.5) #
Papers 10, 11 & 12	Courses to the value of 3.0 unit(s) from the following:

Students may take the following combinations:

up to 3.0 unit(s) from Level 3 options

up to 2.0 unit(s) from Approved economics options

up to 1.0 unit(s) from Paper 8 options

Level 3 options**Approved economics courses****Paper 8 options list****Notes**

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

Level 3 options

GY307	Regional Economic Development (0.5)
GY308	The Economic Geography of Growth and Development (0.5) (not available 2020/21)
GY309	The Political Geography of Development (0.5)
GY310	Urban Politics (0.5)
GY311	The Political Economy of Urbanisation (0.5)
GY312	Geographies of Gender in the Global South (0.5) (not available 2020/21)
GY315	Geographies of Race (0.5)
GY316	Gender, Space and Power (0.5)
GY326	Sustainable Business and Finance (0.5)
GY327	Global Environmental Governance (0.5)
GY328	Political Ecology of Development (0.5)
GY329	Applied Economics of Environment and Development (0.5) #
GY331	Geographies of Global Migration (0.5)
GY350	Dissertation (1.0) #

Approved economics courses

EC210	Macroeconomic Principles (1.0) #
EC220	Introduction to Econometrics (1.0) #
EC307	Development Economics (1.0) #
EC325	Public Economics (1.0) #

Paper 8 options list

GY202	Introduction to Global Development (1.0)
GY205	Political Geographies (1.0)
GY206	Urban Geography and Globalisation (0.5)
GY207	Economy, Society and Place (0.5)
GY222	Applied Environmental Economics (1.0)
GY307	Regional Economic Development (0.5)
GY308	The Economic Geography of Growth and Development (0.5) (not available 2020/21)

Footnotes: A: EC102 course allocation dependent on Economics A-level or equivalent background. See course guide for further information.

means there may be prerequisites for this course. Please view the course guide for more information. Level 1 courses are not permitted as part of this degree programme in Years 2 and 3. Modern language courses are not permitted in any year. Students wishing to study a modern language are encouraged to take one of the LSE Language Centre's extra-curricular courses.

Note for prospective students:

For changes to undergraduate course and programme information for the next academic session, please see the undergraduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm. Changes to course and programme information for future academic sessions can be found on the undergraduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm.

BA in History

Programme Code: UBHY2

Department: International History

For students starting this programme of study in 2020/21 Students on this programme have the opportunity to receive a language specialism attached to their degree certificate and transcript. See the details at the bottom of this page for more information.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper Course number, title (unit value)

Year 1

Papers 1 & 2 Courses to the value of 2.0 unit(s) from the following:

EH101	The Internationalisation of Economic Growth, 1870 to the present day (1.0)
HY113	From Empire to Independence: The Extra-European World in the Twentieth Century (1.0)
HY116	International Politics since 1914: Peace and War (1.0)
HY118	Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0)

Paper 3 HY120 Historical Approaches to the Modern World (1.0)

Paper 4 Courses to the value of 1.0 unit(s) from the following:
Undergraduate Outside Options List (Year 1)

Year 2

Paper 5 Courses to the value of 1.0 unit(s) from the following:

EH238	The Origins of Growth (1.0)
HY200	The Rights of Man: the History of Human Rights Discourse from the Antigone to Amnesty International (1.0)
HY221	The History of Russia, 1676-1825 (1.0)
HY243	Islamic Empires, 1400 - 1800 (1.0) # (not available 2020/21)
HY244	Britain's Atlantic World, 1688-1837 (1.0) (withdrawn 2020/21)

HY315 The European Enlightenment, c.1680-1799 (1.0)

HY319 Napoleon and Europe (1.0)

HY323 Travel, Pleasure and Politics: The European Grand Tour, 1670-1825 (1.0)

HY330 From Tea to Opium: China and the Global Market in the Long Eighteenth Century (1.0)

HY333 Enslavement, commerce, and political formations in West Africa, c. 1550-1836 (1.0)

Paper 6 Courses to the value of 1.0 unit(s) from the following:

History List A

Paper 7 Courses to the value of 1.0 unit(s) from the following:

EH207 The Making of an Economic Superpower: China since 1850 (1.0) **or**

EH225 Latin America and the International Economy (1.0)

History List A

History List B

Paper 8 Courses to the value of 1.0 unit(s) from the following:

Undergraduate Outside Options List (Years 2 & 3)

Year 3

Papers 9 & 10 Courses to the value of 2.0 unit(s) from the following:
A

History List A

History List B

Paper 11 Courses to the value of 1.0 unit(s) from the following:

History List A

History List B

Undergraduate Outside Options List (Years 2 & 3)

Paper 12 HY300 Dissertation (1.0)

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

Footnotes: A: One course in Papers 9 & 10 must be from History List B if no course from this list was already taken at Paper 5 or Paper 7.

means there may be prerequisites for this course. Please view the course guide for more information.

Language Specialism:

Students who have taken and passed at least one language course in each year of their degree (i.e. 25% of their overall programme of study) will be offered the opportunity to receive a language specialism attached to their degree certificate and transcript. Students must take all courses in the same language (French, Spanish, German, Mandarin or Russian) in order to qualify for the specialism. The three courses must also be consecutively harder in level, for example: beginner, intermediate and advanced. Students who choose to take language courses are not obligated to receive a specialism, but have the option if they wish. Degree certificates which include a language specialism will state the language in the title, for example: **BA in History with French**.

Note for prospective students:

For changes to undergraduate course and programme information for the next academic session, please see the undergraduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm. Changes to course and programme information for future academic sessions can be found on the undergraduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm.

BA in History

Programme Code: UBHY2

Department: International History

For students starting this programme of study in 2019/20
Students on this programme have the opportunity to receive a language specialism attached to their degree certificate and transcript. See the details at the bottom of this page for more information.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper Course number, title (unit value)

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

Year 1

Papers 1 & 2 Students take the following unassessed course which runs during Weeks 3, 4, 5, 7 & 8 of Michaelmas Term only:

HY119 Thinking Like A Historian (0.0) (not available 2020/21)

And courses to the value of 2.0 unit(s) from the following:

EH101 The Internationalisation of Economic Growth, 1870 to the present day (1.0)

HY113 From Empire to Independence: The Extra-European World in the Twentieth Century (1.0)

HY116 International Politics since 1914: Peace and War (1.0)

HY118 Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0)

Paper 3 Courses to the value of 1.0 unit(s) from the following:

Papers 1 & 2 options list

Undergraduate Outside Options List (Year 1)

Paper 4 Courses to the value of 1.0 unit(s) from the following:

Undergraduate Outside Options List (Year 1)

Year 2

Paper 5 Courses to the value of 1.0 unit(s) from the following:

EH238 The Origins of Growth (1.0)

HY200 The Rights of Man: the History of Human Rights Discourse from the Antigone to Amnesty International (1.0)

HY221 The History of Russia, 1676-1825 (1.0)

HY243 Islamic Empires, 1400 - 1800 (1.0) # (not available 2020/21)

HY244 Britaina€™s Atlantic World, 1688-1837 (1.0) (withdrawn 2020/21)

HY315 The European Enlightenment, c.1680-1799 (1.0)

HY319 Napoleon and Europe (1.0)

HY323 Travel, Pleasure and Politics: The European Grand Tour, 1670-1825 (1.0)

HY324 Muslim-Jewish Relations: History and Memory in the Middle East and Europe, 622-1945 (1.0) (withdrawn 2019/20)

HY330 From Tea to Opium: China and the Global Market in the Long Eighteenth Century (1.0)

Paper 6 Courses to the value of 1.0 unit(s) from the following:

History List A

Paper 7 Courses to the value of 1.0 unit(s) from the following:

EH207 The Making of an Economic Superpower: China since 1850 (1.0) **or**

EH225 Latin America and the International Economy (1.0)

History List A

History List B

Paper 8 Courses to the value of 1.0 unit(s) from the following:

Undergraduate Outside Options List (Years 2 & 3)

Year 3

Papers 9 & 10 Courses to the value of 2.0 unit(s) from the following: A

History List A

History List B

Paper 11 Courses to the value of 1.0 unit(s) from the following:

History List A

History List B

Undergraduate Outside Options List (Years 2 & 3)

Paper 12 HY300 Dissertation (1.0)

Notes

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

Papers 1 & 2 options list

EH101 The Internationalisation of Economic Growth, 1870 to the present day (1.0)

HY113 From Empire to Independence: The Extra-European World in the Twentieth Century (1.0)

HY116 International Politics since 1914: Peace and War (1.0)

HY118 Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0)

HY120 Historical Approaches to the Modern World (1.0)

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

Footnotes: A: One course in Papers 9 & 10 must be from History List B if no course from this list was already taken at Paper 5 or Paper 7.

means there may be prerequisites for this course. Please view the course guide for more information.

Language Specialism:

Students who have taken and passed at least one language course in each year of their degree (i.e. 25% of their overall programme of study) will be offered the opportunity to receive a language specialism attached to their degree certificate and transcript. Students must take all courses in the same language (French, Spanish, German, Mandarin or Russian) in order to qualify for the specialism. The three courses must also be consecutively harder in level, for example: beginner, intermediate and advanced. Students who choose to take language courses are not obligated to receive a specialism, but have the option if they wish. Degree certificates which include a language specialism will state the language in the title, for example: **BA in History with French.**

Note for prospective students:

For changes to undergraduate course and programme information for the next academic session, please see the undergraduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm. Changes to course and programme information for future academic sessions can be found on the undergraduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm.

BA in History

Programme Code: UBHY2

Department: International History

For students starting this programme of study in 2018/19
Students on this programme have the opportunity to receive a language specialism attached to their degree certificate and transcript. See the details at the bottom of this page for more information.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper Course number, title (unit value)

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

Year 1

Papers 1 & 2 Students take the following unassessed course which runs during Weeks 3, 4, 5, 7 & 8 of Michaelmas Term only:

HY119 Thinking Like A Historian (0.0) (not available 2020/21)

And courses to the value of 2.0 unit(s) from the following:

EH101 The Internationalisation of Economic Growth, 1870 to the present day (1.0)

HY113 From Empire to Independence: The Extra-European World in the Twentieth Century (1.0)

HY116 International Politics since 1914: Peace and War (1.0)

HY118 Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0)

Paper 3 Courses to the value of 1.0 unit(s) from the following:

Papers 1 & 2 options list

Undergraduate Outside Options List (Year 1)

Paper 4 Courses to the value of 1.0 unit(s) from the following:

Undergraduate Outside Options List (Year 1)

Year 2

Paper 5 Courses to the value of 1.0 unit(s) from the following:

EH238 The Origins of Growth (1.0)

HY200 The Rights of Man: the History of Human Rights Discourse from the Antigone to Amnesty International (1.0)

HY221 The History of Russia, 1676-1825 (1.0)

HY243 Islamic Empires, 1400 - 1800 (1.0) # (not available 2020/21)

HY244 Britain's Atlantic World, 1688-1837 (1.0) (withdrawn 2020/21)

HY315 The European Enlightenment, c.1680-1799 (1.0)

HY319 Napoleon and Europe (1.0)

HY323 Travel, Pleasure and Politics: The European Grand Tour, 1670-1825 (1.0)

HY324 Muslim-Jewish Relations: History and Memory in the Middle East and Europe, 622-1945 (1.0) (withdrawn 2019/20)

HY330 From Tea to Opium: China and the Global Market in the Long Eighteenth Century (1.0)

Paper 6 Courses to the value of 1.0 unit(s) from the following:

History List A

Paper 7 Courses to the value of 1.0 unit(s) from the following:

EH207 The Making of an Economic Superpower: China since 1850 (1.0) **or**

EH225 Latin America and the International Economy (1.0)

History List A

History List B

Paper 8 Courses to the value of 1.0 unit(s) from the following:

Undergraduate Outside Options List (Years 2 & 3)

Year 3

Papers 9 & 10 Courses to the value of 2.0 unit(s) from the following:

History List A

History List B

Paper 11 Courses to the value of 1.0 unit(s) from the following:

History List A

History List B

Undergraduate Outside Options List (Years 2 & 3)

Paper 12 HY300 Dissertation (1.0)

Notes

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

Papers 1 & 2 options list

EH101 The Internationalisation of Economic Growth, 1870 to the present day (1.0)

HY113 From Empire to Independence: The Extra-European

World in the Twentieth Century (1.0)

HY116 International Politics since 1914: Peace and War (1.0)

HY118 Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0)

HY120 Historical Approaches to the Modern World (1.0)

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

Footnotes:

A: One course in Papers 9 & 10 must be from History List B if no course from this list was already taken at Paper 5 or Paper 7.

means there may be prerequisites for this course. Please view the course guide for more information.

Language Specialism:

Students who have taken and passed at least one language course in each year of their degree (i.e. 25% of their overall programme of study) will be offered the opportunity to receive a language specialism attached to their degree certificate and transcript. Students must take all courses in the same language (French, Spanish, German, Mandarin or Russian) in order to qualify for the specialism. The three courses must also be consecutively harder in level, for example: beginner, intermediate and advanced. Students who choose to take language courses are not obligated to receive a specialism, but have the option if they wish. Degree certificates which include a language specialism will state the language in the title, for example: **BA in History with French**.

Note for prospective students: For changes to undergraduate course and programme information for the next academic session, please see the undergraduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm. Changes to course and programme information for future academic sessions can be found on the undergraduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm.

International Exchange (1 Term)

Programme Code: UOMNIMEX3

Department: Management

For students starting this programme of study in 2020/21

A one term (Michaelmas or Lent Term only) exchange programme for visiting BSc in Management students.

Students from partner exchange schools spend one term at LSE and choose 4 half-unit courses from the list below, according to which term they attend. Visiting students should be aware that the term in which these elective courses run may be subject to change. Visiting students will not be required to complete summative assessments or examinations outside of their term of study as they are not here in the main examination period. Therefore, assessment details for visiting students may differ from those listed in the course guide. Assessment methods for visiting students are confirmed no later than Week 6 of the course.

Students take half unit courses to the value of two units. Students are not permitted to take one unit courses.

Where the prerequisite of a course is prior study on a specific LSE course, applications from exchange students with equivalent academic experience will be considered. Decisions regarding admission to courses will be made by the relevant course leader on a case by case basis.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and can be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
MT	Michaelmas Term

LT	MG104	Operations Management (0.5)
	MG212	Marketing (0.5)
	MG214	Human Resource Management (0.5) #
	MG302	Topics in Management Research (0.5) #
	MG305	Innovation and Technology Management (0.5)
	MG307	International Context of Management (0.5) (not available 2020/21)
	MG312	Extreme Organisational Behaviour: Examining behaviour in non-normative organisational contexts (0.5) # (not available 2020/21)
	ST205	Sample Surveys and Experiments (0.5) #
	ST307	Aspects of Market Research (0.5) #
	Lent Term	
	MG105	Organisational Behaviour and Leadership (0.5)
	MG206	Firms, Management and Competitive Advantage (0.5) #
	MG208	Business Transformation and Project Management (0.5) (withdrawn 2020/21)
	MG209	E-business (0.5)
	MG210	Corporate Social Responsibility and International Labour Standards (0.5) # (not available 2020/21)
	MG213	Information Systems (0.5)
	MG228	Managing the Stone-Age Brain (0.5) (not available 2020/21)
	MG303	International Business Strategy and Emerging Markets (0.5) #
	MG308	Simulation Modelling and Analysis (0.5) #
	MG310	Strategic Decision Making (0.5) #
	MG311	Foundations of Behavioural Decision Science (0.5) #
	MG315	Marketing Action Learning Project (0.5) # (not available 2020/21)
	MG316	Brand Strategy (0.5)
	PH225	Business and Organisational Ethics (0.5)
	# means there may be prerequisites for this course. Please view the course guide for more information.	

International Exchange (Full Year)

Programme Code: UOMNIMEX2

Department: Management

For students starting this programme of study in 2020/21

A two term (both Michaelmas and Lent Term) exchange programme for visiting BSc in Management students.

Students from partner exchange schools spend two terms at LSE and choose courses to the value of 4.0 units from the list below.

Visiting students will not be required to complete summative assessments or examinations outside of their term of study as they are not here in the main examination period. Therefore, assessment details for visiting students may differ from those listed in the course guide. Assessment methods for visiting students are confirmed no later than Week 6 of the course.

Where the prerequisite of a course is prior study on a specific LSE course, applications from exchange students with equivalent academic experience will be considered. Decisions regarding admission to courses will be made by the relevant course leader on a case by case basis.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and can be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
MT	Michaelmas Term
	MG104 Operations Management (0.5)
	MG212 Marketing (0.5)
	MG214 Human Resource Management (0.5) #
	MG302 Topics in Management Research (0.5) #

LT	MG305	Innovation and Technology Management (0.5)
	MG307	International Context of Management (0.5) (not available 2020/21)
	MG312	Extreme Organisational Behaviour: Examining behaviour in non-normative organisational contexts (0.5) # (not available 2020/21)
	ST205	Sample Surveys and Experiments (0.5) #
	ST307	Aspects of Market Research (0.5) #
	Lent Term	
	MG105	Organisational Behaviour and Leadership (0.5)
	MG206	Firms, Management and Competitive Advantage (0.5) #
	MG208	Business Transformation and Project Management (0.5) (withdrawn 2020/21)
	MG209	E-business (0.5)
	MG210	Corporate Social Responsibility and International Labour Standards (0.5) # (not available 2020/21)
	MG213	Information Systems (0.5)
	MG228	Managing the Stone-Age Brain (0.5) (not available 2020/21)
	MG303	International Business Strategy and Emerging Markets (0.5) #
	MG308	Simulation Modelling and Analysis (0.5) #
	MG310	Strategic Decision Making (0.5) #
	MG311	Foundations of Behavioural Decision Science (0.5) #
	MG315	Marketing Action Learning Project (0.5) # (not available 2020/21)
	MG316	Brand Strategy (0.5)
	PH225	Business and Organisational Ethics (0.5)
	# means there may be prerequisites for this course. Please view the course guide for more information.	

BSc in International Relations

Programme Code: UBIR

Department: International Relations

For students starting this programme of study in 2020/21

Students on this programme have the opportunity to receive a language specialism attached to their degree certificate and transcript. See the details at the bottom of this page for more information.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Year 1	
	Paper 1 IR100 International Relations: Theories, Concepts and Debates (1.0)
Paper 2	IR101 Contemporary Issues in International Relations (1.0)
Paper 3	Courses to the value of 1.0 unit(s) from the following: HY113 From Empire to Independence: The Extra-European World in the Twentieth Century (1.0) or HY116 International Politics since 1914: Peace and War (1.0)
Paper 4	A course to the value of 1.0 unit relevant to the study of International Relations from outside the Department, approved by the candidate's Academic Mentor and the Departmental Tutor. The following courses are strongly recommended (if not already chosen for Paper 3): EH101 The Internationalisation of Economic Growth, 1870 to the present day (1.0) GV101 Introduction to Political Science (1.0)

- HY113 From Empire to Independence: The Extra-European World in the Twentieth Century (1.0)
 HY116 International Politics since 1914: Peace and War (1.0)
 PH103 The Big Questions: An Introduction to Philosophy (1.0) #
 SO100 Key Concepts: Introduction to Social Theory (1.0)

Undergraduate Outside Options List (Year 1)

Or

An approved foreign language course from the Foreign Language Selection List:

Language Courses

Skills course Students take the following non-assessed course:

- IR102 Thinking Globally: Studying International Relations (0.0)

Year 2

Papers 5, 6 & 7 Courses to the value of 3.0 unit(s) from the following:

- IR200 International Political Theory (1.0) #
 IR202 Foreign Policy Analysis 1 (1.0)
 IR203 International Organisations (1.0) #
 IR205 International Security (1.0)
 IR206 International Political Economy (1.0)

Paper 8

One from:

A further full-unit course from Papers 5, 6 & 7:

- IR200 International Political Theory (1.0) #
 IR202 Foreign Policy Analysis 1 (1.0)
 IR203 International Organisations (1.0) #
 IR205 International Security (1.0)
 IR206 International Political Economy (1.0)

Or

A course to the value of 1.0 unit relevant to the study of International Relations from outside the Department, approved by the candidate's Academic Mentor and the Departmental Tutor. The following courses are strongly recommended:

- GV264 Politics and Institutions in Europe (1.0) #
 HY206 The International History of the Cold War, 1945-1989 (1.0)
 HY235 Modernity and the State in East Asia: China, Japan and Korea since 1840 (1.0)
 LL278 Public International Law (1.0)

Or

An approved foreign language course to the value of 1.0 unit, approved by the candidate's Academic Mentor and the Departmental Tutor.

Language Courses

Year 3

Papers 9, 10 & 11 Courses to the value of 3.0 unit(s) from the following:

- IR305 Strategic Aspects of International Relations (1.0)
 IR312 Genocide (0.5)
 IR313 Managing China's Rise in East Asia (0.5) (not available 2020/21)
 IR314 Southeast Asia: Intra-regional Politics and Security (0.5) (not available 2020/21)
 IR315 The Middle East and International Relations Theory (1.0) #
 IR317 American Grand Strategy (0.5) #
 IR318 Visual International Politics (0.5) (not available 2020/21)
 IR319 Empire and Conflict in World Politics (0.5)
 IR320 Europe's Institutional Order (0.5) # 1 (not available 2020/21)
 IR321 Revolutions and World Politics (0.5) (not available 2020/21)
 IR322 Sovereignty, Rights and Justice: Issues in International Political Theory (0.5) (not available 2020/21)
 IR323 Gendered/ing and International Politics (0.5)

2

- IR324 The Practices of Transitional Justice (0.5) #
 3 (not available 2020/21)
 IR325 The Situations of the International Criminal Court (0.5) 4
 IR326 The Rule of Law: A Global History (0.5) (not available 2020/21)
 IR347 Political Economy of International Labour Migration (0.5) (not available 2020/21)
 IR349 Conflict and Peacebuilding (1.0) #
 IR354 Governing International Political Economy: Lessons from the Past for the Future (0.5) # (not available 2020/21)
 IR355 Economic Diplomacy (0.5) #
 IR367 Global Environmental Politics (0.5) #
 IR368 The Political Economy of Trade (0.5) #
 IR369 Politics of Money in the World Economy (0.5) #
 IR372 Nuclear Non-proliferation and World Politics (Special Topics in International Relations) (0.5) (not available 2020/21)
 IR373 China and the Global South (0.5) #
 IR377 The Politics of Governance, Development and Security in Sub-Saharan Africa (0.5) (not available 2020/21)
 IR378 Critical War Studies (0.5) (not available 2020/21)
 IR398 Dissertation (1.0)

Paper 12

Courses to the value of 1.0 unit from the following: G

- IR200 International Political Theory (1.0) #
 IR202 Foreign Policy Analysis 1 (1.0)
 IR203 International Organisations (1.0) #
 IR205 International Security (1.0)
 IR206 International Political Economy (1.0)
 LL342 International Protection of Human Rights (1.0) # 5

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

Papers 9, 10 & 11 options list

Language Courses (intermediate, advanced or proficiency level)

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

- EC230 Economics in Public Policy (1.0) #
 EH225 Latin America and the International Economy (1.0)
 GV227 The Politics of Economic Policy (1.0) # (not available 2020/21)
 GV245 Democracy and Democratisation (1.0) #
 GV251 Government, Politics and Public Policy in the European Union (1.0) #
 GV262 Contemporary Political Theory (1.0) #
 GV264 Politics and Institutions in Europe (1.0) #
 GY202 Introduction to Global Development (1.0)
 GY220 Environment: Science and Society (1.0)
 HY206 The International History of the Cold War, 1945-1989 (1.0)
 HY226 The Great War 1914-1918 (1.0)
 HY242 The Soviet Union: Domestic, International and Intellectual History (1.0)
 HY319 Napoleon and Europe (1.0)
 LL250 Law and The Environment (1.0)
 LL278 Public International Law (1.0)
 PH203 Philosophy of the Social Sciences (1.0) #

Papers 9, 10 & 11 options list

- IR305 Strategic Aspects of International Relations (1.0)
 IR312 Genocide (0.5)
 IR313 Managing China's Rise in East Asia (0.5) (not available 2020/21)
 IR314 Southeast Asia: Intra-regional Politics and Security (0.5) (not available 2020/21)
 IR315 The Middle East and International Relations Theory

	(1.0) #
IR317	American Grand Strategy (0.5) #
IR318	Visual International Politics (0.5) (not available 2020/21)
IR319	Empire and Conflict in World Politics (0.5)
IR320	Europe's Institutional Order (0.5) # (not available 2020/21)
IR321	Revolutions and World Politics (0.5) (not available 2020/21)
IR322	Sovereignty, Rights and Justice: Issues in International Political Theory (0.5) (not available 2020/21)
IR323	Gendered/ing and International Politics (0.5) #
IR324	The Practices of Transitional Justice (0.5) # (not available 2020/21)
IR325	The Situations of the International Criminal Court (0.5)
IR326	The Rule of Law: A Global History (0.5) (not available 2020/21)
IR347	Political Economy of International Labour Migration (0.5) (not available 2020/21)
IR349	Conflict and Peacebuilding (1.0) #
IR354	Governing International Political Economy: Lessons from the Past for the Future (0.5) # (not available 2020/21)
IR355	Economic Diplomacy (0.5) #
IR367	Global Environmental Politics (0.5) #
IR368	The Political Economy of Trade (0.5) #
IR369	Politics of Money in the World Economy (0.5) #
IR372	Nuclear Non-proliferation and World Politics (Special Topics in International Relations) (0.5) (not available 2020/21)
IR373	China and the Global South (0.5) #
IR377	The Politics of Governance, Development and Security in Sub-Saharan Africa (0.5) (not available 2020/21)
IR378	Critical War Studies (0.5) (not available 2020/21)
IR398	Dissertation (1.0)

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

1: Before taking IR320 you must take IR203

2: Before taking IR323 you must take IR200

3: Before taking IR324 you must take IR203

Before taking IR324 you must take IR200

4: Before taking IR325 you must take IR200

Before taking IR325 you must take IR203

5: Before taking LL342 you must take LL278

Footnotes:

A: LN250 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

B: LN251 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

C: LN252 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

D: LN253 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

E: LN254 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

F: LN270 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

G: Courses selected from the list of language courses must be approved.

means there may be prerequisites for this course.

Please view the course guide for more information.

Language Specialism:

Students who have taken and passed at least one language course in each year of their degree (i.e. 25% of their overall programme of study) will be offered the opportunity to receive a language specialism attached to their degree certificate and transcript. Students must take all courses in the same language (French, Spanish, German, Mandarin or Russian) in order to qualify for the specialism. The three

courses must also be consecutively harder in level, for example: beginner, intermediate and advanced. Students who choose to take language courses are not obligated to receive a specialism, but have the option if they wish. Degree certificates which include a language specialism will state the language in the title, for example: **BSc in International Relations with French**.

Note for prospective students:

For changes to undergraduate course and programme information for the next academic session, please see the undergraduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm. Changes to course and programme information for future academic sessions can be found on the undergraduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm.

BSc in International Relations

Programme Code: UBIR

Department: International Relations

For students starting this programme of study in 2019/20

Students on this programme have the opportunity to receive a language specialism attached to their degree certificate and transcript. See the details at the bottom of this page for more information.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper Course number, title (unit value)

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

Year 1

Paper 1 IR100 International Relations: Theories, Concepts and Debates (1.0)

Paper 2 IR101 Contemporary Issues in International Relations (1.0)

Paper 3 Courses to the value of 1.0 unit(s) from the following:
HY113 From Empire to Independence: The Extra-European World in the Twentieth Century (1.0) **or**

HY116 International Politics since 1914: Peace and War (1.0)

Paper 4 A course to the value of 1.0 unit relevant to the study of International Relations from outside the Department, approved by the candidate's Academic Mentor and the Departmental Tutor. The following courses are strongly recommended (if not already chosen for Paper 3):

EH101 The Internationalisation of Economic Growth, 1870 to the present day (1.0)

GV101 Introduction to Political Science (1.0)

HY113 From Empire to Independence: The Extra-European World in the Twentieth Century (1.0)

HY116 International Politics since 1914: Peace and War (1.0)

PH103 The Big Questions: An Introduction to Philosophy (1.0) #

SO100 Key Concepts: Introduction to Social Theory (1.0)

Undergraduate Outside Options List (Year 1)

Or

An approved foreign language course from the Foreign Language Selection List:

Language Courses

Skills course Students take the following non-assessed course:
IR102 Thinking Globally: Studying International Relations (0.0)

Year 2

Papers 5, 6 & 7 Courses to the value of 3.0 unit(s) from the following:

- IR200 International Political Theory (1.0) #
- IR202 Foreign Policy Analysis 1 (1.0)
- IR203 International Organisations (1.0) #
- IR205 International Security (1.0)
- IR206 International Political Economy (1.0)

Paper 8

One from:

A further full-unit course from Papers 5, 6 & 7:

- IR200 International Political Theory (1.0) #
- IR202 Foreign Policy Analysis 1 (1.0)
- IR203 International Organisations (1.0) #
- IR205 International Security (1.0)
- IR206 International Political Economy (1.0)

Or

A course to the value of 1.0 unit relevant to the study of International Relations from outside the Department, approved by the candidate's Academic Mentor and the Departmental Tutor. The following courses are strongly recommended:

- GV264 Politics and Institutions in Europe (1.0) #
- HY206 The International History of the Cold War, 1945-1989 (1.0)
- HY235 Modernity and the State in East Asia: China, Japan and Korea since 1840 (1.0)
- LL278 Public International Law (1.0)

Or

An approved foreign language course to the value of 1.0 unit, approved by the candidate's Academic Mentor and the Departmental Tutor.

Language Courses

Year 3

Papers 9, 10 & 11 Courses to the value of 3.0 unit(s) from the following:

- IR305 Strategic Aspects of International Relations (1.0)
- IR312 Genocide (0.5)
- IR313 Managing China's Rise in East Asia (0.5) (not available 2020/21)
- IR314 Southeast Asia: Intra-regional Politics and Security (0.5) (not available 2020/21)
- IR315 The Middle East and International Relations Theory (1.0) #
- IR317 American Grand Strategy (0.5) #
- IR318 Visual International Politics (0.5) (not available 2020/21)
- IR319 Empire and Conflict in World Politics (0.5)
- IR320 Europe's Institutional Order (0.5) # 1 (not available 2020/21)
- IR321 Revolutions and World Politics (0.5) (not available 2020/21)
- IR322 Sovereignty, Rights and Justice: Issues in International Political Theory (0.5) (not available 2020/21)
- IR323 Gendered/ing and International Politics (0.5) # 2
- IR324 The Practices of Transitional Justice (0.5) # 3 (not available 2020/21)
- IR325 The Situations of the International Criminal Court (0.5) 4
- IR326 The Rule of Law: A Global History (0.5) (not available 2020/21)
- IR347 Political Economy of International Labour Migration (0.5) (not available 2020/21)
- IR349 Conflict and Peacebuilding (1.0) #
- IR354 Governing International Political Economy: Lessons from the Past for the Future (0.5) # (not available 2020/21)
- IR355 Economic Diplomacy (0.5) #

- IR367 Global Environmental Politics (0.5) #
- IR368 The Political Economy of Trade (0.5) #
- IR369 Politics of Money in the World Economy (0.5) #
- IR372 Nuclear Non-proliferation and World Politics (Special Topics in International Relations) (0.5) (not available 2020/21)
- IR373 China and the Global South (0.5) #
- IR377 The Politics of Governance, Development and Security in Sub-Saharan Africa (0.5) (not available 2020/21)
- IR378 Critical War Studies (0.5) (not available 2020/21)
- IR398 Dissertation (1.0)

Paper 12

Courses to the value of 1.0 unit from the following: G

- IR200 International Political Theory (1.0) #
- IR202 Foreign Policy Analysis 1 (1.0)
- IR203 International Organisations (1.0) #
- IR205 International Security (1.0)
- IR206 International Political Economy (1.0)
- LL342 International Protection of Human Rights (1.0) # 5

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

Papers 9, 10 & 11 options list

Language Courses (intermediate, advanced or proficiency level)

Notes

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

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

- EC230 Economics in Public Policy (1.0) #
- EH225 Latin America and the International Economy (1.0)
- GV227 The Politics of Economic Policy (1.0) # (not available 2020/21)
- GV245 Democracy and Democratisation (1.0) #
- GV251 Government, Politics and Public Policy in the European Union (1.0) #
- GV262 Contemporary Political Theory (1.0) #
- GV264 Politics and Institutions in Europe (1.0) #
- GY202 Introduction to Global Development (1.0)
- GY220 Environment: Science and Society (1.0)
- HY206 The International History of the Cold War, 1945-1989 (1.0)
- HY226 The Great War 1914-1918 (1.0)
- HY242 The Soviet Union: Domestic, International and Intellectual History (1.0)
- HY319 Napoleon and Europe (1.0)
- LL250 Law and The Environment (1.0)
- LL278 Public International Law (1.0)
- PH203 Philosophy of the Social Sciences (1.0) #

Papers 9, 10 & 11 options list

- IR305 Strategic Aspects of International Relations (1.0) **or**
- IR312 Genocide (0.5) **or**
- IR313 Managing China's Rise in East Asia (0.5) (not available 2020/21) **or**
- IR314 Southeast Asia: Intra-regional Politics and Security (0.5) (not available 2020/21) **or**
- IR315 The Middle East and International Relations Theory (1.0) # **or**
- IR317 American Grand Strategy (0.5) # **or**
- IR318 Visual International Politics (0.5) (not available 2020/21) **or**
- IR319 Empire and Conflict in World Politics (0.5) **or**
- IR320 Europe's Institutional Order (0.5) # (not available 2020/21) **or**
- IR321 Revolutions and World Politics (0.5) (not available 2020/21) **or**
- IR322 Sovereignty, Rights and Justice: Issues in International Political Theory (0.5) (not available

	2020/21) or
IR323	Gendered/ing and International Politics (0.5) # or
IR324	The Practices of Transitional Justice (0.5) # (not available 2020/21) or
IR325	The Situations of the International Criminal Court (0.5) or
IR326	The Rule of Law: A Global History (0.5) (not available 2020/21) or
IR347	Political Economy of International Labour Migration (0.5) (not available 2020/21) or
IR349	Conflict and Peacebuilding (1.0) # or
IR354	Governing International Political Economy: Lessons from the Past for the Future (0.5) # (not available 2020/21) or
IR355	Economic Diplomacy (0.5) # or
IR367	Global Environmental Politics (0.5) # or
IR368	The Political Economy of Trade (0.5) # or
IR369	Politics of Money in the World Economy (0.5) # or
IR372	Nuclear Non-proliferation and World Politics (Special Topics in International Relations) (0.5) (not available 2020/21) or
IR373	China and the Global South (0.5) # or
IR377	The Politics of Governance, Development and Security in Sub-Saharan Africa (0.5) (not available 2020/21) or
IR378	Critical War Studies (0.5) (not available 2020/21) or
IR398	Dissertation (1.0)

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

1: Before taking IR320 you must take IR203

2: Before taking IR323 you must take IR200

3: Before taking IR324 you must take IR203

Before taking IR324 you must take IR200

4: Before taking IR325 you must take IR200

Before taking IR325 you must take IR203

5: Before taking LL342 you must take LL278

Footnotes:

A: LN250 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

B: LN251 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

C: LN252 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

D: LN253 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

E: LN254 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

F: LN270 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

G: Courses selected from the list of language courses must be approved.

means there may be prerequisites for this course. Please view the course guide for more information.

Language Specialism:

Students who have taken and passed at least one language course in each year of their degree (i.e. 25% of their overall programme of study) will be offered the opportunity to receive a language specialism attached to their degree certificate and transcript.

Students must take all courses in the same language (French, Spanish, German, Mandarin or Russian) in order to qualify for the specialism. The three courses must also be consecutively harder in level, for example: beginner, intermediate and advanced.

Students who choose to take language courses are not obligated to receive a specialism, but have the option if they wish. Degree certificates which include a language specialism will state the language in the title, for example: **BSc in International Relations with French**.

Note for prospective students:

For changes to undergraduate course and programme information for the next academic

session, please see the undergraduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm. Changes to course and programme information for future academic sessions can be found on the undergraduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm.

BSc in International Relations

Programme Code: UBIR

Department: International Relations

For students starting this programme of study in 2018/19

Students on this programme have the opportunity to receive a language specialism attached to their degree certificate and transcript. See the details at the bottom of this page for more information.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper Course number, title (unit value)

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

Year 1

Paper 1 IR100 International Relations: Theories, Concepts and Debates (1.0)

Paper 2 IR101 Contemporary Issues in International Relations (1.0)

Paper 3 Courses to the value of 1.0 unit(s) from the following:
HY113 From Empire to Independence: The Extra-European World in the Twentieth Century (1.0)

HY116 International Politics since 1914: Peace and War (1.0)

Paper 4 A course to the value of 1.0 unit relevant to the study of International Relations from outside the Department, approved by the candidate's Academic Mentor and the Departmental Tutor. The following courses are strongly recommended (if not already chosen for Paper 3):

EH101 The Internationalisation of Economic Growth, 1870 to the present day (1.0)

GV101 Introduction to Political Science (1.0)

HY113 From Empire to Independence: The Extra-European World in the Twentieth Century (1.0)

HY116 International Politics since 1914: Peace and War (1.0)

PH103 The Big Questions: An Introduction to Philosophy (1.0) #

SO100 Key Concepts: Introduction to Social Theory (1.0)

Undergraduate Outside Options List (Year 1)

Or

An approved foreign language course from the Foreign Language Selection List:

Language Courses

Skills course Students take the following non-assessed course:
IR102 Thinking Globally: Studying International Relations (0.0)

Year 2

Papers 5, 6 & 7 Courses to the value of 3.0 unit(s) from the following:
IR200 International Political Theory (1.0) #

IR202 Foreign Policy Analysis 1 (1.0)

IR203 International Organisations (1.0) #

IR205 International Security (1.0)

IR206 International Political Economy (1.0)

Paper 8 One from:

A further full-unit course from Papers 5, 6 & 7:

IR200 International Political Theory (1.0) #

IR202 Foreign Policy Analysis 1 (1.0)

IR203 International Organisations (1.0) #

IR205 International Security (1.0)

IR206 International Political Economy (1.0)

Or

A course to the value of 1.0 unit relevant to the study of International Relations from outside the Department, approved by the candidate's Academic Mentor and the Departmental Tutor. The following courses are strongly recommended:

GV247 Theories and Problems of Nationalism (1.0) # (withdrawn 2018/19)

GV264 Politics and Institutions in Europe (1.0) #

HY206 The International History of the Cold War, 1945-1989 (1.0)

HY235 Modernity and the State in East Asia: China, Japan and Korea since 1840 (1.0)

LL278 Public International Law (1.0)

Or

An approved foreign language course to the value of 1.0 unit, approved by the candidate's Academic Mentor and the Departmental Tutor.

Language Courses

Year 3

Papers 9, 10 & 11

Courses to the value of 3.0 unit(s) from the following:

IR305 Strategic Aspects of International Relations (1.0)

IR312 Genocide (0.5)

IR313 Managing China's Rise in East Asia (0.5) (not available 2020/21)

IR314 Southeast Asia: Intra-regional Politics and Security (0.5) (not available 2020/21)

IR315 The Middle East and International Relations Theory (1.0) #

IR317 American Grand Strategy (0.5) #

IR318 Visual International Politics (0.5) (not available 2020/21)

IR319 Empire and Conflict in World Politics (0.5)

IR320 Europe's Institutional Order (0.5) # 1 (not available 2020/21)

IR321 Revolutions and World Politics (0.5) (not available 2020/21)

IR322 Sovereignty, Rights and Justice: Issues in International Political Theory (0.5) (not available 2020/21)

IR323 Gendered/ing and International Politics (0.5) # 2

IR324 The Practices of Transitional Justice (0.5) # 3 (not available 2020/21)

IR325 The Situations of the International Criminal Court (0.5) 4

IR326 The Rule of Law: A Global History (0.5) (not available 2020/21)

IR347 Political Economy of International Labour Migration (0.5) (not available 2020/21)

IR349 Conflict and Peacebuilding (1.0) #

IR354 Governing International Political Economy: Lessons from the Past for the Future (0.5) # (not available 2020/21)

IR355 Economic Diplomacy (0.5) #

IR367 Global Environmental Politics (0.5) #

IR368 The Political Economy of Trade (0.5) #

IR369 Politics of Money in the World Economy (0.5) #

IR372 Nuclear Non-proliferation and World Politics (Special Topics in International Relations) (0.5) (not available 2020/21)

IR373 China and the Global South (0.5) #

IR377 The Politics of Governance, Development

and Security in Sub-Saharan Africa (0.5) (not available 2020/21)

IR378 Critical War Studies (0.5) (not available 2020/21)

IR398 Dissertation (1.0)

Paper 12

Courses to the value of 1.0 unit from the following: G
IR200 International Political Theory (1.0) #

IR202 Foreign Policy Analysis 1 (1.0)

IR203 International Organisations (1.0) #

IR205 International Security (1.0)

IR206 International Political Economy (1.0)

LL342 International Protection of Human Rights (1.0) # 5

Selection List of Papers Approved by the Department as Relevant to the Study of International Relations Papers 9, 10 & 11 options list

Language Courses (intermediate, advanced or proficiency level)

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

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

EC230 Economics in Public Policy (1.0) #

EH225 Latin America and the International Economy (1.0)

GV227 The Politics of Economic Policy (1.0) # (not available 2020/21)

GV245 Democracy and Democratisation (1.0) #

GV247 Theories and Problems of Nationalism (1.0) # (withdrawn 2018/19)

GV251 Government, Politics and Public Policy in the European Union (1.0) #

GV262 Contemporary Political Theory (1.0) #

GV264 Politics and Institutions in Europe (1.0) #

GY202 Introduction to Global Development (1.0)

GY220 Environment: Science and Society (1.0)

GY301 The Political Geography of Development and the South (1.0) (withdrawn 2018/19)

HY206 The International History of the Cold War, 1945-1989 (1.0)

HY226 The Great War 1914-1918 (1.0)

HY242 The Soviet Union: Domestic, International and Intellectual History (1.0)

HY319 Napoleon and Europe (1.0)

LL250 Law and The Environment (1.0)

LL278 Public International Law (1.0)

PH203 Philosophy of the Social Sciences (1.0) #

Papers 9, 10 & 11 options list

IR305 Strategic Aspects of International Relations (1.0) **or**

IR312 Genocide (0.5) **or**

IR313 Managing China's Rise in East Asia (0.5) (not available 2020/21) **or**

IR314 Southeast Asia: Intra-regional Politics and Security (0.5) (not available 2020/21) **or**

IR315 The Middle East and International Relations Theory (1.0) # **or**

IR317 American Grand Strategy (0.5) # **or**

IR318 Visual International Politics (0.5) (not available 2020/21) **or**

IR319 Empire and Conflict in World Politics (0.5) **or**

IR320 Europe's Institutional Order (0.5) # (not available 2020/21) **or**

IR321 Revolutions and World Politics (0.5) (not available 2020/21) **or**

IR322 Sovereignty, Rights and Justice: Issues in International Political Theory (0.5) (not available 2020/21) **or**

IR323 Gendered/ing and International Politics (0.5) # **or**

IR324 The Practices of Transitional Justice (0.5) # (not available 2020/21) **or**

IR325	The Situations of the International Criminal Court (0.5) or
IR326	The Rule of Law: A Global History (0.5) (not available 2020/21) or
IR347	Political Economy of International Labour Migration (0.5) (not available 2020/21) or
IR349	Conflict and Peacebuilding (1.0) # or
IR354	Governing International Political Economy: Lessons from the Past for the Future (0.5) # (not available 2020/21) or
IR355	Economic Diplomacy (0.5) # or
IR367	Global Environmental Politics (0.5) # or
IR368	The Political Economy of Trade (0.5) # or
IR369	Politics of Money in the World Economy (0.5) # or
IR372	Nuclear Non-proliferation and World Politics (Special Topics in International Relations) (0.5) (not available 2020/21) or
IR373	China and the Global South (0.5) # or
IR377	The Politics of Governance, Development and Security in Sub-Saharan Africa (0.5) (not available 2020/21) or
IR378	Critical War Studies (0.5) (not available 2020/21) or
IR398	Dissertation (1.0)

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

1: Before taking IR320 you must take IR203

2: Before taking IR323 you must take IR200

3: Before taking IR324 you must take IR203

Before taking IR324 you must take IR200

4: Before taking IR325 you must take IR200

Before taking IR325 you must take IR203

5: Before taking LL342 you must take LL278

Footnotes:

A: LN250 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

B: LN251 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

C: LN252 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

D: LN253 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

E: LN254 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

F: LN270 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

G: Courses selected from the list of language courses must be approved.

means there may be prerequisites for this course. Please view the course guide for more information.

Language Specialism:

Students who have taken and passed at least one language course in each year of their degree (i.e. 25% of their overall programme of study) will be offered the opportunity to receive a language specialism attached to their degree certificate and transcript. Students must take all courses in the same language (French, Spanish, German, Mandarin or Russian) in order to qualify for the specialism. The three courses must also be consecutively harder in level, for example: beginner, intermediate and advanced. Students who choose to take language courses are not obligated to receive a specialism, but have the option if they wish. Degree certificates which include a language specialism will state the language in the title, for example: **BSc in International Relations with French**.

Note for prospective students:

For changes to undergraduate course and programme information for the next academic session, please see the undergraduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm. Changes to course and

programme information for future academic sessions can be found on the undergraduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm.

BSc in International Relations and Chinese

Programme Code: UBIRCHI

Department: Language Centre

For students starting this programme of study in 2020/21

This is a four year programme with a one year abroad element at the end of year two. Students spend years one, two and four at the LSE. The overall degree will be based on marks obtained during those three years at LSE under the three-year classification scheme. In order to be eligible for the award of the degree students must also successfully pass all elements of assessment at Fudan University. Fudan University will provide all successful students with a certificate and transcript with information about their year abroad.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper Course number, title (unit value)

Year 1

Skills Course Students take the following non-assessed course:
IR102 Thinking Globally: Studying International Relations (0.0)

Paper 1 IR100 International Relations: Theories, Concepts and Debates (1.0)

Paper 2 HY113 From Empire to Independence: The Extra-European World in the Twentieth Century (1.0) **or**

HY116 International Politics since 1914: Peace and War (1.0)

Paper 3 LN104 Mandarin Language and Society Level 1 (Beginner) (1.0) #

Paper 4 LN115 Intercultural Communication and Management (1.0) #

Students will complete an 8 week intensive tailor-made language programme at Fudan University, China between Years 1 and 2.

Year 2

Papers 5 & 6 Courses to the value of 2.0 unit(s) from the following:
IR200 International Political Theory (1.0) #
IR202 Foreign Policy Analysis 1 (1.0)
IR203 International Organisations (1.0) #
IR205 International Security (1.0)

Paper 7 IR206 International Political Economy (1.0)
LN140 Mandarin Language and Society 3 (Advanced) (1.0) #

Paper 8 LN241 Mandarin for International Relations (Elementary) (1.0) #

Year 3

The third year of the programme will be a study abroad year hosted by Fudan University, China.

Year 4

Paper 9 One from the full-unit courses from papers 5 & 6 not taken in Year 2:

IR200 International Political Theory (1.0) #

IR202 Foreign Policy Analysis 1 (1.0)

IR203 International Organisations (1.0) #

IR205 International Security (1.0)

IR206 International Political Economy (1.0)

Paper 10 Courses to the value of 1.0 unit(s) from the following:
IR305 Strategic Aspects of International Relations (1.0)

IR312 Genocide (0.5)

IR313 Managing China's Rise in East Asia (0.5) (not available 2020/21)

IR314 Southeast Asia: Intra-regional Politics and

	Security (0.5) (not available 2020/21)
IR315	The Middle East and International Relations Theory (1.0) #
IR317	American Grand Strategy (0.5) #
IR318	Visual International Politics (0.5) (not available 2020/21)
IR319	Empire and Conflict in World Politics (0.5)
IR320	Europe's Institutional Order (0.5) # (not available 2020/21)
IR321	Revolutions and World Politics (0.5) (not available 2020/21)
IR322	Sovereignty, Rights and Justice: Issues in International Political Theory (0.5) (not available 2020/21)
IR323	Gendered/ing and International Politics (0.5) #
IR324	The Practices of Transitional Justice (0.5) # (not available 2020/21)
IR325	The Situations of the International Criminal Court (0.5)
IR326	The Rule of Law: A Global History (0.5) (not available 2020/21)
IR347	Political Economy of International Labour Migration (0.5) (not available 2020/21)
IR349	Conflict and Peacebuilding (1.0) #
IR354	Governing International Political Economy: Lessons from the Past for the Future (0.5) # (not available 2020/21)
IR355	Economic Diplomacy (0.5) #
IR367	Global Environmental Politics (0.5) #
IR368	The Political Economy of Trade (0.5) #
IR369	Politics of Money in the World Economy (0.5) #
IR372	Nuclear Non-proliferation and World Politics (Special Topics in International Relations) (0.5) (not available 2020/21)
IR373	China and the Global South (0.5) #
IR377	The Politics of Governance, Development and Security in Sub-Saharan Africa (0.5) (not available 2020/21)
IR378	Critical War Studies (0.5) (not available 2020/21)
IR398	Dissertation (1.0)
Paper 11	LN342 Academic Chinese for International Relations (1.0) # (not available 2020/21)
Paper 12	LN341 Mandarin in the Global Workplace (1.0) # (not available 2020/21)

means there may be prerequisites for this course. Please view the course guide for more information.

Progression Rules:

Students must satisfy the LSE's progression rules before they are permitted to enrol on their year abroad at Fudan; namely, students must pass 7 out of 8 units of courses that they have attempted in year one and year two.

Failure to progress:

Where a student fails to meet the progression requirements they must resit the failed assessments and cannot progress to Fudan until they have passed 7 out of 8 units. Please note students are allowed three attempts to pass an assessment in year one and only two attempts to pass an assessment in year two. Where a student fails to meet the progression requirements and has run out of attempts to resit, they will fail the degree.

Failure to pass all courses at Fudan University:

Students must pass all assessments set by Fudan University in order to be eligible for the award of the degree. Where a student fails an assessment they will be provided a resit either in Fudan at the end of the year abroad or when they are back in London at the start of the final year of the programme.

Note for prospective students:

For changes to undergraduate course and programme information for the next academic session, please see the undergraduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm. Changes to course and programme information for future academic sessions can be found on the undergraduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm.

BSc in International Relations and Chinese

Programme Code: UBIRCHI

Department: Language Centre

For students starting this programme of study in 2019/20

This is a four year programme with a one year abroad element at the end of year two. Students spend years one, two and four at the LSE. The overall degree will be based on marks obtained during those three years at LSE under the three-year classification scheme. In order to be eligible for the award of the degree students must also successfully pass all elements of assessment at Fudan University. Fudan University will provide all successful students with a certificate and transcript with information about their year abroad.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course: Understanding the causes of things

Year 1

Skills Course	Students take the following non-assessed course:
	IR102 Thinking Globally: Studying International Relations (0.0)
Paper 1	IR100 International Relations: Theories, Concepts and Debates (1.0)
Paper 2	HY113 From Empire to Independence: The Extra-European World in the Twentieth Century (1.0) or
	HY116 International Politics since 1914: Peace and War (1.0)
Paper 3	LN104 Mandarin Language and Society Level 1 (Beginner) (1.0) #
Paper 4	LN115 Intercultural Communication and Management (1.0) #
	Students will complete an 8 week intensive tailor-made language programme at Fudan University, China between Years 1 and 2.

Year 2

Papers 5 & 6	Courses to the value of 2.0 unit(s) from the following:
	IR200 International Political Theory (1.0) #
	IR202 Foreign Policy Analysis 1 (1.0)
	IR203 International Organisations (1.0) #
	IR205 International Security (1.0)
	IR206 International Political Economy (1.0)
Paper 7	LN140 Mandarin Language and Society 3 (Advanced) (1.0) #
Paper 8	LN241 Mandarin for International Relations (Elementary) (1.0) #

Year 3

The third year of the programme will be a study abroad year hosted by Fudan University, China.

Year 4

Paper 9	One from the full-unit courses from papers 5 & 6 not taken in Year 2:
	IR200 International Political Theory (1.0) #
	IR202 Foreign Policy Analysis 1 (1.0)
	IR203 International Organisations (1.0) #

Paper 10	IR205	International Security (1.0)
	IR206	International Political Economy (1.0)
	Courses	to the value of 1.0 unit(s) from the following:
	IR305	Strategic Aspects of International Relations (1.0)
	IR312	Genocide (0.5)
	IR313	Managing China's Rise in East Asia (0.5) (not available 2020/21)
	IR314	Southeast Asia: Intra-regional Politics and Security (0.5) (not available 2020/21)
	IR315	The Middle East and International Relations Theory (1.0) #
	IR317	American Grand Strategy (0.5) #
	IR318	Visual International Politics (0.5) (not available 2020/21)
	IR319	Empire and Conflict in World Politics (0.5)
	IR320	Europe's Institutional Order (0.5) # (not available 2020/21)
	IR321	Revolutions and World Politics (0.5) (not available 2020/21)
	IR322	Sovereignty, Rights and Justice: Issues in International Political Theory (0.5) (not available 2020/21)
	IR323	Gendered/ing and International Politics (0.5) #
	IR324	The Practices of Transitional Justice (0.5) # (not available 2020/21)
	IR325	The Situations of the International Criminal Court (0.5)
	IR326	The Rule of Law: A Global History (0.5) (not available 2020/21)
	IR347	Political Economy of International Labour Migration (0.5) (not available 2020/21)
	IR349	Conflict and Peacebuilding (1.0) #
	IR354	Governing International Political Economy: Lessons from the Past for the Future (0.5) # (not available 2020/21)
	IR355	Economic Diplomacy (0.5) #
	IR367	Global Environmental Politics (0.5) #
	IR368	The Political Economy of Trade (0.5) #
	IR369	Politics of Money in the World Economy (0.5) #
	IR372	Nuclear Non-proliferation and World Politics (Special Topics in International Relations) (0.5) (not available 2020/21)
	IR373	China and the Global South (0.5) #
	IR377	The Politics of Governance, Development and Security in Sub-Saharan Africa (0.5) (not available 2020/21)
	IR378	Critical War Studies (0.5) (not available 2020/21)
	IR398	Dissertation (1.0)
Paper 11	LN342	Academic Chinese for International Relations (1.0) # (not available 2020/21)
Paper 12	LN341	Mandarin in the Global Workplace (1.0) # (not available 2020/21)

Notes LSE100 is taken by all students in the Lent Term of Year 1. The course is compulsory but does not affect the final degree classification.
means there may be prerequisites for this course. Please view the course guide for more information.

Progression Rules:
Students must satisfy the LSE's progression rules before they are permitted to enrol on their year abroad at Fudan; namely, students must pass 7 out of 8 units of courses that they have attempted in year one and year two.

Failure to progress:
Where a student fails to meet the progression requirements they must resit the failed assessments and cannot progress to Fudan until they have passed 7 out of 8 units. Please note students are allowed

three attempts to pass an assessment in year one and only two attempts to pass an assessment in year two. Where a student fails to meet the progression requirements and has run out of attempts to resit, they will fail the degree.

Failure to pass all courses at Fudan University:

Students must pass all assessments set by Fudan University in order to be eligible for the award of the degree. Where a student fails an assessment they will be provided a resit either in Fudan at the end of the year abroad or when they are back in London at the start of the final year of the programme.

Note for prospective students:

For changes to undergraduate course and programme information for the next academic session, please see the undergraduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm. Changes to course and programme information for future academic sessions can be found on the undergraduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm.

BSc in International Relations and History

Programme Code: UBIRHY

Department: International History

For students starting this programme of study in 2020/21

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Year 1	
Paper 1	IR100 International Relations: Theories, Concepts and Debates (1.0)
Paper 2	HY120 Historical Approaches to the Modern World (1.0)
Papers 3 & 4	Courses to the value of 2.0 unit(s) from the following:
	A
	HY113 From Empire to Independence: The Extra-European World in the Twentieth Century (1.0)
	HY116 International Politics since 1914: Peace and War (1.0)
	HY118 Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0)
	IR101 Contemporary Issues in International Relations (1.0)

Language Courses

Undergraduate Outside Options List (Year 1)

Year 2	
Papers 5 & 6	Courses to the value of 2.0 unit(s) from the following:
	IR200 International Political Theory (1.0) #
	IR202 Foreign Policy Analysis 1 (1.0)
	IR203 International Organisations (1.0) #
	IR205 International Security (1.0)
	IR206 International Political Economy (1.0)
Papers 7 & 8	Courses to the value of 2.0 unit(s) from the following:
	HY200 The Rights of Man: the History of Human Rights Discourse from the Antigone to Amnesty International (1.0)
	HY206 The International History of the Cold War, 1945-1989 (1.0)
	HY221 The History of Russia, 1676-1825 (1.0)
	HY226 The Great War 1914-1918 (1.0)
	HY232 War, Genocide and Nation Building. The History of South-Eastern Europe 1914-1990 (1.0)
	HY235 Modernity and the State in East Asia: China,

- Japan and Korea since 1840 (1.0)
- HY238 The Cold War and European Integration, 1947-1992 (1.0) (not available 2020/21)
- HY239 People, Power and Protest in Latin America, c.1895 to the present day (1.0)
- HY240 From Empire to Commonwealth: war, race and imperialism in British History, 1780 to the present day (1.0)
- HY241 What is History? Methods and Debates (1.0)
- HY242 The Soviet Union: Domestic, International and Intellectual History (1.0)
- HY243 Islamic Empires, 1400 - 1800 (1.0) # (not available 2020/21)
- HY244 Britain's Atlantic World, 1688-1837 (1.0) (withdrawn 2020/21)
- HY245 The United States and the World since 1776 (1.0)
- HY246 The Global Caribbean: Colonialism, Race and Revolutions 1780s-1980s (1.0)
- HY247 The History of Modern Turkey, 1789 to the Present (1.0) (not available 2020/21)
- LN251 Comparative Literature and 20th Century Political History (1.0) #

Year 3

Paper 9

Courses to the value of 1.0 unit(s) from the following:

Papers 5 & 6 options list

Paper 10

Courses to the value of 1.0 unit(s) from the following:

- IR305 Strategic Aspects of International Relations (1.0)
- IR312 Genocide (0.5)
- IR313 Managing China's Rise in East Asia (0.5) (not available 2020/21)
- IR314 Southeast Asia: Intra-regional Politics and Security (0.5) (not available 2020/21)
- IR315 The Middle East and International Relations Theory (1.0) #
- IR317 American Grand Strategy (0.5) #
- IR318 Visual International Politics (0.5) (not available 2020/21)
- IR319 Empire and Conflict in World Politics (0.5)
- IR320 Europe's Institutional Order (0.5) # (not available 2020/21)
- IR321 Revolutions and World Politics (0.5) (not available 2020/21)
- IR322 Sovereignty, Rights and Justice: Issues in International Political Theory (0.5) (not available 2020/21)
- IR323 Gendered/ing and International Politics (0.5) #
- IR324 The Practices of Transitional Justice (0.5) # (not available 2020/21)
- IR325 The Situations of the International Criminal Court (0.5)
- IR326 The Rule of Law: A Global History (0.5) (not available 2020/21)
- IR347 Political Economy of International Labour Migration (0.5) (not available 2020/21)
- IR349 Conflict and Peacebuilding (1.0) #
- IR354 Governing International Political Economy: Lessons from the Past for the Future (0.5) # (not available 2020/21)
- IR355 Economic Diplomacy (0.5) #
- IR367 Global Environmental Politics (0.5) #
- IR368 The Political Economy of Trade (0.5) #
- IR369 Politics of Money in the World Economy (0.5) #
- IR372 Nuclear Non-proliferation and World Politics (Special Topics in International Relations) (0.5) (not available 2020/21)
- IR373 China and the Global South (0.5) #
- IR377 The Politics of Governance, Development and Security in Sub-Saharan Africa (0.5) (not available 2020/21)

- IR378 Critical War Studies (0.5) (not available 2020/21)

Papers 5 & 6 options list

Paper 11

Courses to the value of 1.0 unit(s) from the following:

- HY311 Limited War During the Cold War Era: The US in Korea (1950-53) and Vietnam (1954-75) (1.0)
- HY315 The European Enlightenment, c.1680-1799 (1.0)
- HY319 Napoleon and Europe (1.0)
- HY320 The Cold War Endgame (1.0)
- HY322 Nazi Germany's War: Violence and Occupation in Europe, 1939-1945 (1.0)
- HY323 Travel, Pleasure and Politics: The European Grand Tour, 1670-1825 (1.0)
- HY325 Retreat from Power: British foreign and defence policy, 1931-68 (1.0) (not available 2020/21)
- HY327 The Anglo-American Special Relationship, 1939-89 (1.0)
- HY328 The Arab-Israeli Conflict: Nationalism, Territory, Religion (1.0)
- HY329 Independent India: Myths of Freedom and Development (1.0) (not available 2020/21)
- HY330 From Tea to Opium: China and the Global Market in the Long Eighteenth Century (1.0)
- HY331 Henry Kissinger and the Global 1970s (1.0)
- HY332 Interwar worlds: the cultural consequences of the First World War (1.0)
- HY333 Enslavement, commerce, and political formations in West Africa, c. 1550-1836 (1.0)

Paper 12

Courses to the value of 1.0 unit(s) from the following:

- HY300 Dissertation (1.0)

Papers 5 & 6 options list**Paper 10 options list****Paper 11 options list****Undergraduate Outside Options List (Years 2 & 3)****Papers 5 & 6 options list**

- IR200 International Political Theory (1.0) #
- IR202 Foreign Policy Analysis 1 (1.0)
- IR203 International Organisations (1.0) #
- IR205 International Security (1.0)
- IR206 International Political Economy (1.0)

Paper 10 options list

- IR305 Strategic Aspects of International Relations (1.0)
- IR312 Genocide (0.5)
- IR313 Managing China's Rise in East Asia (0.5) (not available 2020/21)
- IR314 Southeast Asia: Intra-regional Politics and Security (0.5) (not available 2020/21)
- IR315 The Middle East and International Relations Theory (1.0) #
- IR317 American Grand Strategy (0.5) #
- IR318 Visual International Politics (0.5) (not available 2020/21)
- IR319 Empire and Conflict in World Politics (0.5)
- IR320 Europe's Institutional Order (0.5) # (not available 2020/21)
- IR321 Revolutions and World Politics (0.5) (not available 2020/21)
- IR322 Sovereignty, Rights and Justice: Issues in International Political Theory (0.5) (not available 2020/21)
- IR323 Gendered/ing and International Politics (0.5) #
- IR324 The Practices of Transitional Justice (0.5) # (not available 2020/21)
- IR325 The Situations of the International Criminal Court (0.5)
- IR326 The Rule of Law: A Global History (0.5) (not available 2020/21)
- IR347 Political Economy of International Labour Migration (0.5) (not available 2020/21)

58 Undergraduate Programme Regulations

IR349	Conflict and Peacebuilding (1.0) #
IR354	Governing International Political Economy: Lessons from the Past for the Future (0.5) # (not available 2020/21)
IR355	Economic Diplomacy (0.5) #
IR367	Global Environmental Politics (0.5) #
IR368	The Political Economy of Trade (0.5) #
IR369	Politics of Money in the World Economy (0.5) #
IR372	Nuclear Non-proliferation and World Politics (Special Topics in International Relations) (0.5) (not available 2020/21)
IR373	China and the Global South (0.5) #
IR377	The Politics of Governance, Development and Security in Sub-Saharan Africa (0.5) (not available 2020/21)
IR378	Critical War Studies (0.5) (not available 2020/21)

Paper 11 options list

HY311	Limited War During the Cold War Era: The US in Korea (1950-53) and Vietnam (1954-75) (1.0)
HY315	The European Enlightenment, c.1680-1799 (1.0)
HY319	Napoleon and Europe (1.0)
HY320	The Cold War Endgame (1.0)
HY322	Nazi Germany's War: Violence and Occupation in Europe, 1939-1945 (1.0)
HY323	Travel, Pleasure and Politics: The European Grand Tour, 1670-1825 (1.0)
HY325	Retreat from Power: British foreign and defence policy, 1931-68 (1.0) (not available 2020/21)
HY326	Slavery, Capital, and Empire in the British World, 1700-1900 (1.0) (withdrawn 2020/21)
HY327	The Anglo-American Special Relationship, 1939-89 (1.0)
HY328	The Arab-Israeli Conflict: Nationalism, Territory, Religion (1.0)
HY329	Independent India: Myths of Freedom and Development (1.0) (not available 2020/21)
HY330	From Tea to Opium: China and the Global Market in the Long Eighteenth Century (1.0)
HY331	Henry Kissinger and the Global 1970s (1.0)
HY332	Interwar worlds: the cultural consequences of the First World War (1.0)
HY333	Enslavement, commerce, and political formations in West Africa, c. 1550-1836 (1.0)

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

Footnotes:	A: Students can select a maximum of one approved language (LN) course and a maximum of one approved paper taught outside the Department.
	B: LN250 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.
	C: LN251 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.
	D: LN252 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.
	E: LN253 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.
	F: LN254 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.
	G: LN270 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.
	# means there may be prerequisites for this course. Please view the course guide for more information.

BSc in International Relations and History

Programme Code: UBIRHY

Department: International History

For students starting this programme of study in 2019/20

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course: Understanding the causes of things
Year 1	
Paper 1	IR100 International Relations: Theories, Concepts and Debates (1.0) And the following unassessed course which runs during Weeks 3, 4, 5, 7 & 8 of Michaelmas Term only: HY119 Thinking Like A Historian (0.0) (not available 2020/21)
Paper 2	HY116 International Politics since 1914: Peace and War (1.0)
Papers 3 & 4	Courses to the value of 2.0 unit(s) from the following: A HY113 From Empire to Independence: The Extra-European World in the Twentieth Century (1.0) HY118 Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0) IR101 Contemporary Issues in International Relations (1.0)
Language Courses	
Undergraduate Outside Options List (Year 1)	
Year 2	
Papers 5 & 6	Courses to the value of 2.0 unit(s) from the following: IR200 International Political Theory (1.0) # IR202 Foreign Policy Analysis 1 (1.0) IR203 International Organisations (1.0) # IR205 International Security (1.0) IR206 International Political Economy (1.0)
Papers 7 & 8	Courses to the value of 2.0 unit(s) from the following: HY200 The Rights of Man: the History of Human Rights Discourse from the Antigone to Amnesty International (1.0) HY206 The International History of the Cold War, 1945-1989 (1.0) HY221 The History of Russia, 1676-1825 (1.0) HY226 The Great War 1914-1918 (1.0) HY232 War, Genocide and Nation Building. The History of South-Eastern Europe 1914-1990 (1.0) HY235 Modernity and the State in East Asia: China, Japan and Korea since 1840 (1.0) HY238 The Cold War and European Integration, 1947-1992 (1.0) (not available 2020/21) HY239 People, Power and Protest in Latin America, c.1895 to the present day (1.0) HY240 From Empire to Commonwealth: war, race and imperialism in British History, 1780 to the present day (1.0) HY241 What is History? Methods and Debates (1.0) HY242 The Soviet Union: Domestic, International and Intellectual History (1.0) HY243 Islamic Empires, 1400 - 1800 (1.0) # (not available 2020/21) HY244 Britain's Atlantic World, 1688-1837 (1.0) (withdrawn 2020/21) HY245 The United States and the World since 1776 (1.0) HY246 The Global Caribbean: Colonialism, Race and Revolutions 1780s-1980s (1.0) HY247 The History of Modern Turkey, 1789 to the Present (1.0) (not available 2020/21) LN251 Comparative Literature and 20th Century Political History (1.0) #
Year 3	
Paper 9	Courses to the value of 1.0 unit(s) from the following: Papers 5 & 6 options list
Paper 10	Courses to the value of 1.0 unit(s) from the following: IR305 Strategic Aspects of International Relations (1.0) IR312 Genocide (0.5)

IR313	Managing China's Rise in East Asia (0.5) (not available 2020/21)
IR314	Southeast Asia: Intra-regional Politics and Security (0.5) (not available 2020/21)
IR315	The Middle East and International Relations Theory (1.0) #
IR317	American Grand Strategy (0.5) #
IR318	Visual International Politics (0.5) (not available 2020/21)
IR319	Empire and Conflict in World Politics (0.5)
IR320	Europe's Institutional Order (0.5) # (not available 2020/21)
IR321	Revolutions and World Politics (0.5) (not available 2020/21)
IR322	Sovereignty, Rights and Justice: Issues in International Political Theory (0.5) (not available 2020/21)
IR323	Gendered/ing and International Politics (0.5) #
IR324	The Practices of Transitional Justice (0.5) # (not available 2020/21)
IR325	The Situations of the International Criminal Court (0.5)
IR326	The Rule of Law: A Global History (0.5) (not available 2020/21)
IR347	Political Economy of International Labour Migration (0.5) (not available 2020/21)
IR349	Conflict and Peacebuilding (1.0) #
IR354	Governing International Political Economy: Lessons from the Past for the Future (0.5) # (not available 2020/21)
IR355	Economic Diplomacy (0.5) #
IR367	Global Environmental Politics (0.5) #
IR368	The Political Economy of Trade (0.5) #
IR369	Politics of Money in the World Economy (0.5) #
IR372	Nuclear Non-proliferation and World Politics (Special Topics in International Relations) (0.5) (not available 2020/21)
IR373	China and the Global South (0.5) #
IR377	The Politics of Governance, Development and Security in Sub-Saharan Africa (0.5) (not available 2020/21)
IR378	Critical War Studies (0.5) (not available 2020/21)

Papers 5 & 6 options list

Paper 11

Courses to the value of 1.0 unit(s) from the following:	
HY311	Limited War During the Cold War Era: The US in Korea (1950-53) and Vietnam (1954-75) (1.0)
HY315	The European Enlightenment, c.1680-1799 (1.0)
HY319	Napoleon and Europe (1.0)
HY320	The Cold War Endgame (1.0)
HY321	The Struggle for the Persian Gulf, 1945-2003 (1.0) (withdrawn 2019/20)
HY322	Nazi Germany's War: Violence and Occupation in Europe, 1939-1945 (1.0)
HY323	Travel, Pleasure and Politics: The European Grand Tour, 1670-1825 (1.0)
HY324	Muslim-Jewish Relations: History and Memory in the Middle East and Europe, 622-1945 (1.0) (withdrawn 2019/20)
HY325	Retreat from Power: British foreign and defence policy, 1931-68 (1.0) (not available 2020/21)
HY327	The Anglo-American Special Relationship, 1939-89 (1.0)
HY328	The Arab-Israeli Conflict: Nationalism, Territory, Religion (1.0)
HY329	Independent India: Myths of Freedom and Development (1.0) (not available 2020/21)

HY330	From Tea to Opium: China and the Global Market in the Long Eighteenth Century (1.0)
HY331	Henry Kissinger and the Global 1970s (1.0)
HY332	Interwar worlds: the cultural consequences of the First World War (1.0)
HY333	https://www.lse.ac.uk/resources/calendar/courseGuides/HY/2020_HY333.htm Enslavement, commerce, and political formations in West Africa, c. 1550-1836 (1.0)

Paper 12 Courses to the value of 1.0 unit(s) from the following:
HY300 Dissertation (1.0)

Papers 5 & 6 options list

Paper 10 options list

Paper 11 options list

Undergraduate Outside Options List (Years 2 & 3)

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

Notes

Papers 5 & 6 options list

IR200	International Political Theory (1.0) #
IR202	Foreign Policy Analysis 1 (1.0)
IR203	International Organisations (1.0) #
IR205	International Security (1.0)
IR206	International Political Economy (1.0)

Paper 10 options list

IR305	Strategic Aspects of International Relations (1.0)
IR312	Genocide (0.5)
IR313	Managing China's Rise in East Asia (0.5) (not available 2020/21)
IR314	Southeast Asia: Intra-regional Politics and Security (0.5) (not available 2020/21)
IR315	The Middle East and International Relations Theory (1.0) #
IR317	American Grand Strategy (0.5) #
IR318	Visual International Politics (0.5) (not available 2020/21)
IR319	Empire and Conflict in World Politics (0.5)
IR320	Europe's Institutional Order (0.5) # (not available 2020/21)
IR321	Revolutions and World Politics (0.5) (not available 2020/21)
IR322	Sovereignty, Rights and Justice: Issues in International Political Theory (0.5) (not available 2020/21)
IR323	Gendered/ing and International Politics (0.5) #
IR324	The Practices of Transitional Justice (0.5) # (not available 2020/21)
IR325	The Situations of the International Criminal Court (0.5)
IR326	The Rule of Law: A Global History (0.5) (not available 2020/21)
IR347	Political Economy of International Labour Migration (0.5) (not available 2020/21)
IR349	Conflict and Peacebuilding (1.0) #
IR354	Governing International Political Economy: Lessons from the Past for the Future (0.5) # (not available 2020/21)
IR355	Economic Diplomacy (0.5) #
IR367	Global Environmental Politics (0.5) #
IR368	The Political Economy of Trade (0.5) #
IR369	Politics of Money in the World Economy (0.5) #
IR372	Nuclear Non-proliferation and World Politics (Special Topics in International Relations) (0.5) (not available 2020/21)
IR373	China and the Global South (0.5) #
IR377	The Politics of Governance, Development and Security in Sub-Saharan Africa (0.5) (not available 2020/21)
IR378	Critical War Studies (0.5) (not available 2020/21)

Paper 11 options list

HY311	Limited War During the Cold War Era: The US in Korea (1950-53) and Vietnam (1954-75) (1.0)
HY315	The European Enlightenment, c.1680-1799 (1.0)

HY319	Napoleon and Europe (1.0)
HY320	The Cold War Endgame (1.0)
HY321	The Struggle for the Persian Gulf, 1945-2003 (1.0) (withdrawn 2019/20)
HY322	Nazi Germany's War: Violence and Occupation in Europe, 1939-1945 (1.0)
HY323	Travel, Pleasure and Politics: The European Grand Tour, 1670-1825 (1.0)
HY324	Muslim-Jewish Relations: History and Memory in the Middle East and Europe, 622-1945 (1.0) (withdrawn 2019/20)
HY325	Retreat from Power: British foreign and defence policy, 1931-68 (1.0) (not available 2020/21)
HY326	Slavery, Capital, and Empire in the British World, 1700-1900 (1.0) (withdrawn 2020/21)
HY327	The Anglo-American Special Relationship, 1939-89 (1.0)
HY328	The Arab-Israeli Conflict: Nationalism, Territory, Religion (1.0)
HY329	Independent India: Myths of Freedom and Development (1.0) (not available 2020/21)
HY330	From Tea to Opium: China and the Global Market in the Long Eighteenth Century (1.0)
HY331	Henry Kissinger and the Global 1970s (1.0)
HY332	Interwar worlds: the cultural consequences of the First World War (1.0)

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

Footnotes: A: Students can select a maximum of one approved language (LN) course and a maximum of one approved paper taught outside the Department.
B: LN250 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.
C: LN251 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.
D: LN252 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.
E: LN253 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.
F: LN254 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.
G: LN270 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.
means there may be prerequisites for this course. Please view the course guide for more information.

BSc in International Relations and History

Programme Code: UBIRHY

Department: International History

For students starting this programme of study in 2018/19

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course: Understanding the causes of things

Year 1

Paper 1	IR100 International Relations: Theories, Concepts and Debates (1.0) And the following unassessed course which runs during Weeks 3, 4, 5, 7 & 8 of Michaelmas Term only: HY119 Thinking Like A Historian (0.0) (not available 2020/21)
Paper 2	HY116 International Politics since 1914: Peace and War (1.0)
Papers 3 & 4	Courses to the value of 2.0 unit(s) from the following: A HY113 From Empire to Independence: The Extra-

European World in the Twentieth Century (1.0)

HY118 Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0)

IR101 Contemporary Issues in International Relations (1.0)

Language Courses

Undergraduate Outside Options List (Year 1)

Year 2

Papers 5 & 6	Courses to the value of 2.0 unit(s) from the following: IR200 International Political Theory (1.0) # IR202 Foreign Policy Analysis 1 (1.0) IR203 International Organisations (1.0) # IR205 International Security (1.0) IR206 International Political Economy (1.0)
Papers 7 & 8	Courses to the value of 2.0 unit(s) from the following: HY200 The Rights of Man: the History of Human Rights Discourse from the Antigone to Amnesty International (1.0) HY206 The International History of the Cold War, 1945-1989 (1.0) HY221 The History of Russia, 1676-1825 (1.0) HY226 The Great War 1914-1918 (1.0) HY232 War, Genocide and Nation Building. The History of South-Eastern Europe 1914-1990 (1.0) HY235 Modernity and the State in East Asia: China, Japan and Korea since 1840 (1.0) HY238 The Cold War and European Integration, 1947-1992 (1.0) (not available 2020/21) HY239 People, Power and Protest in Latin America, c.1895 to the present day (1.0) HY240 From Empire to Commonwealth: war, race and imperialism in British History, 1780 to the present day (1.0) HY241 What is History? Methods and Debates (1.0) HY242 The Soviet Union: Domestic, International and Intellectual History (1.0) HY243 Islamic Empires, 1400 - 1800 (1.0) # (not available 2020/21) HY244 Britain's Atlantic World, 1688-1837 (1.0) (withdrawn 2020/21) HY245 The United States and the World since 1776 (1.0) HY246 The Global Caribbean: Colonialism, Race and Revolutions 1780s-1980s (1.0) HY247 The History of Modern Turkey, 1789 to the Present (1.0) (not available 2020/21) LN251 Comparative Literature and 20th Century Political History (1.0) #

Year 3

Paper 9	Courses to the value of 1.0 unit(s) from the following: Papers 5 & 6 options list
Paper 10	Courses to the value of 1.0 unit(s) from the following: GV247 Theories and Problems of Nationalism (1.0) # (withdrawn 2018/19) IR305 Strategic Aspects of International Relations (1.0) IR312 Genocide (0.5) IR313 Managing China's Rise in East Asia (0.5) (not available 2020/21) IR314 Southeast Asia: Intra-regional Politics and Security (0.5) (not available 2020/21) IR315 The Middle East and International Relations Theory (1.0) # IR317 American Grand Strategy (0.5) # IR318 Visual International Politics (0.5) (not available 2020/21) IR319 Empire and Conflict in World Politics (0.5) IR320 Europe's Institutional Order (0.5) # (not available 2020/21) IR321 Revolutions and World Politics (0.5) (not

	available 2020/21)		course is compulsory but does not affect the final degree classification.
IR322	Sovereignty, Rights and Justice: Issues in International Political Theory (0.5) (not available 2020/21)	Papers 5 & 6 options list	
IR323	Gendered/ing and International Politics (0.5) #	IR200	International Political Theory (1.0) #
IR324	The Practices of Transitional Justice (0.5) # (not available 2020/21)	IR202	Foreign Policy Analysis 1 (1.0)
IR325	The Situations of the International Criminal Court (0.5)	IR203	International Organisations (1.0) #
IR326	The Rule of Law: A Global History (0.5) (not available 2020/21)	IR205	International Security (1.0)
IR347	Political Economy of International Labour Migration (0.5) (not available 2020/21)	IR206	International Political Economy (1.0)
IR349	Conflict and Peacebuilding (1.0) #	Paper 10 options list	
IR354	Governing International Political Economy: Lessons from the Past for the Future (0.5) # (not available 2020/21)	GV247	Theories and Problems of Nationalism (1.0) # (withdrawn 2018/19)
IR355	Economic Diplomacy (0.5) #	IR305	Strategic Aspects of International Relations (1.0)
IR367	Global Environmental Politics (0.5) #	IR312	Genocide (0.5)
IR368	The Political Economy of Trade (0.5) #	IR313	Managing China's Rise in East Asia (0.5) (not available 2020/21)
IR369	Politics of Money in the World Economy (0.5) #	IR314	Southeast Asia: Intra-regional Politics and Security (0.5) (not available 2020/21)
IR372	Nuclear Non-proliferation and World Politics (Special Topics in International Relations) (0.5) (not available 2020/21)	IR315	The Middle East and International Relations Theory (1.0) #
IR373	China and the Global South (0.5) #	IR317	American Grand Strategy (0.5) #
IR377	The Politics of Governance, Development and Security in Sub-Saharan Africa (0.5) (not available 2020/21)	IR318	Visual International Politics (0.5) (not available 2020/21)
IR378	Critical War Studies (0.5) (not available 2020/21)	IR319	Empire and Conflict in World Politics (0.5)
	Papers 5 & 6 options list	IR320	Europe's Institutional Order (0.5) # (not available 2020/21)
Paper 11	Courses to the value of 1.0 unit(s) from the following:	IR321	Revolutions and World Politics (0.5) (not available 2020/21)
HY311	Limited War During the Cold War Era: The US in Korea (1950-53) and Vietnam (1954-75) (1.0)	IR322	Sovereignty, Rights and Justice: Issues in International Political Theory (0.5) (not available 2020/21)
HY315	The European Enlightenment, c.1680-1799 (1.0)	IR323	Gendered/ing and International Politics (0.5) #
HY319	Napoleon and Europe (1.0)	IR324	The Practices of Transitional Justice (0.5) # (not available 2020/21)
HY320	The Cold War Endgame (1.0)	IR325	The Situations of the International Criminal Court (0.5)
HY321	The Struggle for the Persian Gulf, 1945-2003 (1.0) (withdrawn 2019/20)	IR326	The Rule of Law: A Global History (0.5) (not available 2020/21)
HY322	Nazi Germany's War: Violence and Occupation in Europe, 1939-1945 (1.0)	IR347	Political Economy of International Labour Migration (0.5) (not available 2020/21)
HY323	Travel, Pleasure and Politics: The European Grand Tour, 1670-1825 (1.0)	IR349	Conflict and Peacebuilding (1.0) #
HY324	Muslim-Jewish Relations: History and Memory in the Middle East and Europe, 622-1945 (1.0) (withdrawn 2019/20)	IR354	Governing International Political Economy: Lessons from the Past for the Future (0.5) # (not available 2020/21)
HY325	Retreat from Power: British foreign and defence policy, 1931-68 (1.0) (not available 2020/21)	IR355	Economic Diplomacy (0.5) #
HY327	The Anglo-American Special Relationship, 1939-89 (1.0)	IR367	Global Environmental Politics (0.5) #
HY328	The Arab-Israeli Conflict: Nationalism, Territory, Religion (1.0)	IR368	The Political Economy of Trade (0.5) #
HY329	Independent India: Myths of Freedom and Development (1.0) (not available 2020/21)	IR369	Politics of Money in the World Economy (0.5) #
HY330	From Tea to Opium: China and the Global Market in the Long Eighteenth Century (1.0)	IR372	Nuclear Non-proliferation and World Politics (Special Topics in International Relations) (0.5) (not available 2020/21)
HY331	Henry Kissinger and the Global 1970s (1.0)	IR373	China and the Global South (0.5) #
HY332	Interwar worlds: the cultural consequences of the First World War (1.0)	IR377	The Politics of Governance, Development and Security in Sub-Saharan Africa (0.5) (not available 2020/21)
	Papers 5 & 6 options list	IR378	Critical War Studies (0.5) (not available 2020/21)
	Paper 10 options list	Paper 11 options list	
	Paper 11 options list	HY311	Limited War During the Cold War Era: The US in Korea (1950-53) and Vietnam (1954-75) (1.0)
Paper 12	Courses to the value of 1.0 unit(s) from the following:	HY315	The European Enlightenment, c.1680-1799 (1.0)
HY300	Dissertation (1.0)	HY319	Napoleon and Europe (1.0)
	Papers 5 & 6 options list	HY320	The Cold War Endgame (1.0)
	Paper 10 options list	HY321	The Struggle for the Persian Gulf, 1945-2003 (1.0) (withdrawn 2019/20)
	Paper 11 options list	HY322	Nazi Germany's War: Violence and Occupation in Europe, 1939-1945 (1.0)
	Undergraduate Outside Options List (Years 2 & 3)	HY323	Travel, Pleasure and Politics: The European Grand Tour, 1670-1825 (1.0)
	LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The	HY324	Muslim-Jewish Relations: History and Memory in the Middle East and Europe, 622-1945 (1.0) (withdrawn 2019/20)
		HY325	Retreat from Power: British foreign and defence policy, 1931-68 (1.0) (not available 2020/21)
		HY326	Slavery, Capital, and Empire in the British World, 1700-
Notes			

	1900 (1.0) (withdrawn 2020/21)
HY327	The Anglo-American Special Relationship, 1939-89 (1.0)
HY328	The Arab-Israeli Conflict: Nationalism, Territory, Religion (1.0)
HY329	Independent India: Myths of Freedom and Development (1.0) (not available 2020/21)
HY330	From Tea to Opium: China and the Global Market in the Long Eighteenth Century (1.0)
HY331	Henry Kissinger and the Global 1970s (1.0)
HY332	Interwar worlds: the cultural consequences of the First World War (1.0)

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

Footnotes: A: Students can select a maximum of one approved language (LN) course and a maximum of one approved paper taught outside the Department.
B: LN250 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.
C: LN251 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.
D: LN252 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.
E: LN253 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.
F: LN254 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.
G: LN270 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.
means there may be prerequisites for this course. Please view the course guide for more information.

BSc in International Social and Public Policy

Programme Code: UBISPP

Department: Social Policy

For students starting this programme of study in 2020/21
Students may elect to qualify for a specialism in Development and to have this title attached to their degree certificate and transcript. See the details at the bottom of this page for more information.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Year 1	
Paper 1	SP100 Understanding International Social and Public Policy (1.0)
Paper 2	SP101 Foundations of Social Policy Research (1.0)
Papers 3 & 4	Courses to the value of 2.0 unit(s) from the following: SP110 Sociology and Social Policy (1.0) SP111 Social Economics and Policy (1.0) # SP112 Politics of Social Policy Making (1.0)
Year 2	
Paper 5	SP200 Comparative and International Social Policy (1.0) # 1
Paper 6	SP201 Research Methods for Social Policy (1.0)
Papers 7 & 8	Courses to the value of 2.0 unit(s) from the following: (up to one full unit of approved outside options only) ISPP Selection List 1 ISPP Selection List 2 Recommended Year 2 Outside Options List (ISPP) Undergraduate Outside Options List (Years 2 & 3)
Year 3	
Paper 9	SP399 Dissertation (1.0)
Papers 10, 11 & 12	Social Policy students are not normally permitted to take level 100 (ie 1st year) courses in their final year of study. Any requests to take a level 100 course will need explicit permission from your Academic

Mentor and you should, therefore, ensure you discuss the reasons for your request with them before submitting your course selection on LSE for You.

Courses to the value of 3.0 unit(s) from the following:
(up to one full unit of approved outside options only)

ISPP Selection List 2

ISPP Selection List 3

Undergraduate Outside Options List (Years 2 & 3)

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

1: Before taking SP200 you must take SP100

means there may be prerequisites for this course.

Please view the course guide for more information.

It is not always possible to offer students a place on each of their preferred courses. This is particularly

the case where courses are offered outside the

Department of Social Policy (ie not prefixed with 'SP').

Development Specialism

In order to qualify for the Development Specialism, students must meet two requirements:

- Completion of SP210 Development and Social Change; and
- Their dissertation will need to focus on a question relevant to the specialism

Degree certificates which include a Development specialism will state the following in the title: **BSc in International Social and Public Policy (Development).**

Note for prospective students:

For changes to undergraduate course and programme information for the next academic session, please see the undergraduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm. Changes to course and programme information for future academic sessions can be found on the undergraduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm.

BSc in International Social and Public Policy

Programme Code: UBISPP

Department: Social Policy

For students starting this programme of study in 2019/20

Students may elect to qualify for a specialism in Development and to have this title attached to their degree certificate and transcript. See the details at the bottom of this page for more information.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course: Understanding the causes of things
Year 1	
Paper 1	SP100 Understanding International Social and Public Policy (1.0)
Paper 2	SP101 Foundations of Social Policy Research (1.0)
Papers 3 & 4	Courses to the value of 2.0 unit(s) from the following: SP110 Sociology and Social Policy (1.0) SP111 Social Economics and Policy (1.0) # SP112 Politics of Social Policy Making (1.0)
Year 2	
Paper 5	SP200 Comparative and International Social Policy (1.0) # 1
Paper 6	SP201 Research Methods for Social Policy (1.0)
Papers 7 & 8	Courses to the value of 2.0 unit(s) from the following:

<p>(up to one full unit of approved outside options only) ISPP Selection List 1 ISPP Selection List 2 Recommended Year 2 Outside Options List (ISPP) Undergraduate Outside Options List (Years 2 & 3)</p>	
Year 3	
Paper 9	SP399 Dissertation (1.0)
Papers 10, 11 & 12	Social Policy students are not normally permitted to take level 100 (ie 1st year) courses in their final year of study. Any requests to take a level 100 course will need explicit permission from your Academic Mentor and you should, therefore, ensure you discuss the reasons for your request with them before submitting your course selection on LSE for You. Courses to the value of 3.0 unit(s) from the following: (up to one full unit of approved outside options only) ISPP Selection List 2 ISPP Selection List 3 Undergraduate Outside Options List (Years 2 & 3)
Notes	<p>LSE100 is taken by all students in the Lent Term of Year 1. The course is compulsory but does not affect the final degree classification.</p> <p>Prerequisite Requirements and Mutually Exclusive Options:</p> <p>* means available with permission 1: Before taking SP200 you must take SP100 # means there may be prerequisites for this course. Please view the course guide for more information. It is not always possible to offer students a place on each of their preferred courses. This is particularly the case where courses are offered outside the Department of Social Policy (ie not prefixed with 'SP').</p> <p>Development Specialism In order to qualify for the Development Specialism, students must meet two requirements:</p> <ul style="list-style-type: none"> • Completion of SP210 Development and Social Change; and • Their dissertation will need to focus on a question relevant to the specialism. <p>Degree certificates which include a Development specialism will state the following in the title: BSc in International Social and Public Policy (Development).</p> <p>Note for prospective students: For changes to undergraduate course and programme information for the next academic session, please see the undergraduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm. Changes to course and programme information for future academic sessions can be found on the undergraduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm.</p>

BSc in International Social and Public Policy and Economics

Programme Code: UBISPPEC

Department: Social Policy

For students starting this programme of study in 2020/21

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper Course number, title (unit value)

Year 1

Paper 1 SP100 Understanding International Social and Public Policy (1.0)

Paper 2 EC100 Economics A (1.0) # **or**

Paper 3	EC102 Economics B (1.0) # A MA107 Quantitative Methods (Mathematics) (0.5) # and ST107 Quantitative Methods (Statistics) (0.5) #
Paper 4	SP101 Foundations of Social Policy Research (1.0)
Year 2	
Paper 5	SP200 Comparative and International Social Policy (1.0) #
Paper 6	EC201 Microeconomic Principles I (1.0) #
Paper 7	One of the following: B EC210 Macroeconomic Principles (1.0) # or EC220 Introduction to Econometrics (1.0) # SP201 Research Methods for Social Policy (1.0)
Paper 8	
Year 3	
Paper 9	SP399 Dissertation (1.0)
Paper 10	EC325 Public Economics (1.0) #
Papers 11	If EC210 was taken under Paper 7, then courses to the value of 1.0 unit from the following: EC230 Economics in Public Policy (1.0) # EC301 Advanced Economic Analysis (1.0) # EC302 Political Economy (1.0) # EC311 History of Economics: How Theories Change (1.0) EC315 International Economics (1.0) # FM212 Principles of Finance (1.0) #
	Or If EC220 was taken under Paper 7, then courses to the value of 1.0 unit from the following: EC230 Economics in Public Policy (1.0) # EC302 Political Economy (1.0) # EC311 History of Economics: How Theories Change (1.0) EC313 Industrial Economics (1.0) # EC317 Labour Economics (1.0) # FM212 Principles of Finance (1.0) #
Paper 12	Social Policy students are not normally permitted to take level 100 (ie 1st year) courses in their final year of study. Any requests to take a level 100 course will need explicit permission from your Academic Mentor and you should, therefore, ensure you discuss the reasons for your request with them before submitting your course selection on LSE for You. Courses to the value of 1.0 unit(s) from the following: Paper 11 options list ISPP Selection List 2 ISPP Selection List 3 Undergraduate Outside Options List (Years 2 & 3)
	Paper 11 options list EC230 Economics in Public Policy (1.0) # EC301 Advanced Economic Analysis (1.0) # EC302 Political Economy (1.0) # EC311 History of Economics: How Theories Change (1.0) EC313 Industrial Economics (1.0) # EC315 International Economics (1.0) # EC317 Labour Economics (1.0) # FM212 Principles of Finance (1.0) #

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

Footnotes:

A: EC102 course allocation dependent on Economics A-level or equivalent background. See course guides for further information.

B: The course chosen at Paper 7 will determine the choice of options in Year 3. See Papers 11 and 12 for more information.

means there may be prerequisites for this course. Please view the course guide for more information. It is not always possible to offer students a place on each of their preferred courses. This is particularly the case where courses are offered outside the Department of Social Policy (ie not prefixed with 'SP').

Note for prospective students:

For changes to undergraduate course and programme information for the next academic session, please see the undergraduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm. Changes to course and programme information for future academic sessions can be found on the undergraduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm.

BSc in International Social and Public Policy and Economics

Programme Code: UBISPPEC

Department: Social Policy

For students starting this programme of study in 2019/20

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course: Understanding the causes of things
Year 1	
Paper 1	SP100 Understanding International Social and Public Policy (1.0)
Paper 2	EC100 Economics A (1.0) # or EC102 Economics B (1.0) # A
Paper 3	MA107 Quantitative Methods (Mathematics) (0.5) # and ST107 Quantitative Methods (Statistics) (0.5) #
Paper 4	SP101 Foundations of Social Policy Research (1.0)
Year 2	
Paper 5	SP200 Comparative and International Social Policy (1.0) #
Paper 6	EC201 Microeconomic Principles I (1.0) #
Paper 7	One of the following: B EC210 Macroeconomic Principles (1.0) # or EC220 Introduction to Econometrics (1.0) #
Paper 8	SP201 Research Methods for Social Policy (1.0)
Year 3	
Paper 9	SP399 Dissertation (1.0)
Paper 10	EC325 Public Economics (1.0) #
Papers 11	If EC210 was taken under Paper 7, then courses to the value of 1.0 unit from the following: EC230 Economics in Public Policy (1.0) # EC301 Advanced Economic Analysis (1.0) # EC302 Political Economy (1.0) # EC311 History of Economics: How Theories Change (1.0) EC315 International Economics (1.0) # FM212 Principles of Finance (1.0) # Or If EC220 was taken under Paper 7, then courses to the value of 1.0 unit from the following: EC230 Economics in Public Policy (1.0) # EC302 Political Economy (1.0) # EC311 History of Economics: How Theories Change (1.0) EC313 Industrial Economics (1.0) # EC317 Labour Economics (1.0) # FM212 Principles of Finance (1.0) #
Paper 12	Social Policy students are not normally permitted to take level 100 (ie 1st year) courses in their final year of study. Any requests to take a level 100 course will need explicit permission from your Academic Mentor and you should, therefore, ensure you discuss the reasons for your request with them before submitting

your course selection on LSE for You.

Courses to the value of 1.0 unit(s) from the following:

Paper 11 options list

ISPP Selection List 2

ISPP Selection List 3

Undergraduate Outside Options List (Years 2 & 3)

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

Notes

Paper 11 options list

EC230	Economics in Public Policy (1.0) #
EC301	Advanced Economic Analysis (1.0) #
EC302	Political Economy (1.0) #
EC311	History of Economics: How Theories Change (1.0)
EC313	Industrial Economics (1.0) #
EC315	International Economics (1.0) #
EC317	Labour Economics (1.0) #
FM212	Principles of Finance (1.0) #

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

Footnotes:

A: EC102 course allocation dependent on Economics A-level or equivalent background. See course guides for further information.

B: The course chosen at Paper 7 will determine the choice of options in Year 3. See Papers 11 and 12 for more information.

means there may be prerequisites for this course. Please view the course guide for more information. It is not always possible to offer students a place on each of their preferred courses. This is particularly the case where courses are offered outside the Department of Social Policy (ie not prefixed with 'SP').

Note for prospective students:

For changes to undergraduate course and programme information for the next academic session, please see the undergraduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm. Changes to course and programme information for future academic sessions can be found on the undergraduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm.

BSc in International Social and Public Policy with Politics

Programme Code: UBISPPPOL

Department: Social Policy

For students starting this programme of study in 2020/21

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Year 1	
Paper 1	SP100 Understanding International Social and Public Policy (1.0)
Paper 2	GV101 Introduction to Political Science (1.0)
Paper 3	GV100 Introduction to Political Theory (1.0)
Paper 4	SP101 Foundations of Social Policy Research (1.0)
Year 2	
Paper 5	SP200 Comparative and International Social Policy (1.0) #
Paper 6	SP201 Research Methods for Social Policy (1.0)
Paper 7	Courses to the value of 1.0 unit(s) from the following: ISPP Selection List 1 ISPP Selection List 2 Undergraduate Outside Options List (Years 2 & 3)

Paper 8	Courses to the value of 1.0 unit(s) from the following: Government Selection List 1
Year 3	A
Paper 9	SP399 Dissertation (1.0)
Paper 10	Courses to the value of 1.0 unit(s) from the following: ISPP Selection List 2 ISPP Selection List 3
Paper 11	Courses to the value of 1.0 unit(s) from the following: Government Selection List 2
Paper 12	Social Policy students are not normally permitted to take level 100 (ie 1st year) courses in their final year of study. Any requests to take a level 100 course will need explicit permission from your Academic Mentor and you should, therefore, ensure you discuss the reasons for your request with them before submitting your course selection on LSE for You. Courses to the value of 1.0 unit(s) from the following: Government Selection List 1 Government Selection List 2 Government Selection List 3 ISPP Selection List 2 ISPP Selection List 3 Undergraduate Outside Options List (Years 2 & 3)

Government Selection List 1

GV245	Democracy and Democratisation (1.0) #
GV251	Government, Politics and Public Policy in the European Union (1.0) #
GV264	Politics and Institutions in Europe (1.0) #

Government Selection List 2

GV225	Public Choice and Politics (1.0) #
GV227	The Politics of Economic Policy (1.0) # (not available 2020/21)
GV262	Contemporary Political Theory (1.0) #
GV263	Public Policy Analysis (1.0) #

Government Selection List 3

GV302	Key Themes in the History of Political Thought (1.0) #
GV312	Advanced Topics in Government: Executive Politics (1.0) # (not available 2020/21)
GV317	The Modern State - Theory and Practice (0.5) # (withdrawn 2020/21)
GV318	Building Democracies from Conflict? Violence, Power-Sharing and Institutional Design (0.5) #
GV320	Populism (0.5)
GV321	Concepts and Controversies in Political Theory (0.5) #
GV322	Knowledge Economies: Global Innovation Networks and Segregated Societies (0.5) (withdrawn 2020/21)
GV323	Transparency and Accountability in Government (0.5) (not available 2020/21)
GV325	Topics in Political Economy (0.5) #
GV327	Governance and Corruption (0.5) # (not available 2020/21)
GV328	Middle East Politics in Transnational Perspective (0.5) #
GV329	Making Democracy Work (0.5) # (not available 2020/21)
GV335	African Political Economy (0.5)

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

Footnotes:	A: Unless explicitly noted, no first year Social Policy course can be taken in Year 3 by Social Policy students. # means there may be prerequisites for this course. Please view the course guide for more information. It is not always possible to offer students a place on each of their preferred courses. This is particularly the case where courses are offered outside the Department of Social Policy (ie not prefixed with 'SP'). Note for prospective students: For changes to undergraduate course and programme information for the next academic session, please see the undergraduate summary
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page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm. Changes to course and programme information for future academic sessions can be found on the undergraduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm.

BSc in International Social and Public Policy with Politics**Programme Code:** UBISPPPOL**Department:** Social Policy

For students starting this programme of study in 2019/20

Please note that places are limited on some optional courses.**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course: Understanding the causes of things

Year 1

Paper 1	SP100 Understanding International Social and Public Policy (1.0)
Paper 2	GV101 Introduction to Political Science (1.0)
Paper 3	GV100 Introduction to Political Theory (1.0)
Paper 4	SP101 Foundations of Social Policy Research (1.0)

Year 2

Paper 5	SP200 Comparative and International Social Policy (1.0) #
Paper 6	SP201 Research Methods for Social Policy (1.0)
Paper 7	Courses to the value of 1.0 unit(s) from the following: ISPP Selection List 1 ISPP Selection List 2 Undergraduate Outside Options List (Years 2 & 3)

Paper 8	Courses to the value of 1.0 unit(s) from the following: Government Selection List 1
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Year 3

A	
Paper 9	SP399 Dissertation (1.0)
Paper 10	Courses to the value of 1.0 unit(s) from the following: ISPP Selection List 2 ISPP Selection List 3

Paper 11	Courses to the value of 1.0 unit(s) from the following: Government Selection List 2
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Paper 12	Social Policy students are not normally permitted to take level 100 (ie 1st year) courses in their final year of study. Any requests to take a level 100 course will need explicit permission from your Academic Mentor and you should, therefore, ensure you discuss the reasons for your request with them before submitting your course selection on LSE for You. Courses to the value of 1.0 unit(s) from the following: Government Selection List 1 Government Selection List 2 Government Selection List 3 ISPP Selection List 2 ISPP Selection List 3 Undergraduate Outside Options List (Years 2 & 3)
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Notes

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

Government Selection List 1

GV245	Democracy and Democratisation (1.0) #
GV251	Government, Politics and Public Policy in the European Union (1.0) #
GV264	Politics and Institutions in Europe (1.0) #

Government Selection List 2

GV225	Public Choice and Politics (1.0) #
GV227	The Politics of Economic Policy (1.0) # (not available 2020/21)

GV262	Contemporary Political Theory (1.0) #
GV263	Public Policy Analysis (1.0) #
Government Selection List 3	
GV302	Key Themes in the History of Political Thought (1.0) #
GV312	Advanced Topics in Government: Executive Politics (1.0) # (not available 2020/21)
GV317	The Modern State - Theory and Practice (0.5) # (withdrawn 2020/21)
GV318	Building Democracies from Conflict? Violence, Power-Sharing and Institutional Design (0.5) #
GV320	Populism (0.5)
GV321	Concepts and Controversies in Political Theory (0.5) #
GV322	Knowledge Economies: Global Innovation Networks and Segregated Societies (0.5) (withdrawn 2020/21)
GV323	Transparency and Accountability in Government (0.5) (not available 2020/21)
GV325	Topics in Political Economy (0.5) #
GV327	Governance and Corruption (0.5) # (not available 2020/21)
GV328	Middle East Politics in Transnational Perspective (0.5) #
GV329	Making Democracy Work (0.5) # (not available 2020/21)
GV335	African Political Economy (0.5)
Prerequisite Requirements and Mutually Exclusive Options:	
* means available with permission	
Footnotes:	A: Unless explicitly noted, no first year Social Policy course can be taken in Year 3 by Social Policy students.
	# means there may be prerequisites for this course. Please view the course guide for more information. It is not always possible to offer students a place on each of their preferred courses. This is particularly the case where courses are offered outside the Department of Social Policy (ie not prefixed with 'SP').
Note for prospective students:	
For changes to undergraduate course and programme information for the next academic session, please see the undergraduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm . Changes to course and programme information for future academic sessions can be found on the undergraduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm .	

BSc in Language, Culture and Society

Programme Code: UBLNCUSO

Department: Language Centre

For students starting this programme of study in 2020/21

This is a four year programme with a one year abroad element at the end of year two. Students spend years one, two and four at the LSE. The overall degree will be based on marks obtained during those three years at LSE under the three-year classification scheme. In order to be eligible for the award of the degree students must also successfully pass all elements of assessment at the overseas Institution. The overseas Institution will provide all successful students with a certificate and transcript with information about their year abroad.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper **Course number, title (unit value)**

Year 1

Paper 1	SO100	Key Concepts: Introduction to Social Theory (1.0)
Paper 2	SO110	Power, Inequality, and Difference:

Paper 3	Contemporary Themes in Sociology (1.0)	
	Courses to the value of 1.0 unit(s) from the following:	
	French:	
	LN130	French Language and Society 3 (advanced) (1.0) #
	LN131	French Language and Society 1 (beginner) (1.0) #
	LN132	French Language and Society 2 (intermediate) (1.0) #
	German:	
	LN110	German Language and Society 3 (advanced) (1.0) #
	LN112	German Language and Society 2 (Intermediate) (1.0) #
	Mandarin:	
	LN104	Mandarin Language and Society Level 1 (Beginner) (1.0) #
	LN140	Mandarin Language and Society 3 (Advanced) (1.0) #
	LN142	Mandarin Language and Society 2 (Intermediate) (1.0) #
	Russian:	
	LN100	Russian Language and Society 3 (advanced) (1.0) #
	LN101	Russian Language and Society 1 (beginner) (1.0) #
	LN102	Russian Language and Society 2 (intermediate) (1.0) #
	Spanish:	
	LN120	Spanish Language and Society 3 (advanced) (1.0) #
	LN121	Spanish Language and Society 1 (beginner) (1.0) #
	LN122	Spanish Language and Society 2 (intermediate) (1.0) #
Paper 4	One from:	
	LN115	Intercultural Communication and Management (1.0) # or
	LN250	English Literature and Society (1.0) #
Year 2		
Paper 5	SO201	Key Concepts: Advanced Social Theory (1.0)
Paper 6	Courses to the value of 1.0 unit(s) from the following:	
	SO203	Political Sociology (1.0)
	SO208	Gender and Society (1.0)
	SO210	Crime, Deviance and Control (1.0) (not available 2020/21)
	SO221	Researching London: Advanced Social Research Methods (1.0)
	SO224	The Sociology of Race and Empire (1.0)
Paper 7	French:	
	LN130	French Language and Society 3 (advanced) (1.0) #
	LN132	French Language and Society 2 (intermediate) (1.0) #
	LN230	French Language and Society 4 (proficiency) (1.0) #
	German:	
	LN110	German Language and Society 3 (advanced) (1.0) #
	LN112	German Language and Society 2 (Intermediate) (1.0) #
	LN210	German Language and Society 4 (proficiency) (1.0) #
	Mandarin:	
	LN140	Mandarin Language and Society 3 (Advanced) (1.0) #
	LN142	Mandarin Language and Society 2 (Intermediate) (1.0) #
	LN240	Mandarin Language and Society 4 (Proficiency) (1.0) #
	Russian:	
	LN100	Russian Language and Society 3 (advanced)

	(1.0) #
LN102	Russian Language and Society 2 (intermediate) (1.0) #
LN200	Russian Language and Society 4 (proficiency) (1.0) #
Spanish:	
LN120	Spanish Language and Society 3 (advanced) (1.0) #
LN122	Spanish Language and Society 2 (intermediate) (1.0) #
LN220	Spanish Language and Society 4 (proficiency) (1.0) #
Paper 8	One from: LN251 Comparative Literature and 20th Century Political History (1.0) # LN254 Literature and Aspects of Ethics (1.0) # LN270 Society and Language: Linguistics for Social Scientists (1.0)
Year 3	The third year of the programme will be a study abroad year hosted by one of LSE Language Centre's partner institutions.
Year 4	
Papers 9 & 10	Courses to the value of 2.0 unit(s) from the following: SO302 The Sociological Dissertation (1.0) # SO308 Personal Life, Intimacy and the Family (1.0) SO310 The Sociology of Elites (0.5) # SO311 Law and Violence (0.5) SO312 Work, Inequality and Society (0.5) #
Paper 11	Courses to the value of 1.0 unit(s) from the following: French: LN230 French Language and Society 4 (proficiency) (1.0) # LN330 French Language and Society 5 (mastery) (1.0) # German: LN210 German Language and Society 4 (proficiency) (1.0) # Mandarin: LN240 Mandarin Language and Society 4 (Proficiency) (1.0) # LN340 Mandarin Language and Society 5 (Mastery) (1.0) # (not available 2020/21) Russian: LN200 Russian Language and Society 4 (proficiency) (1.0) # Spanish: LN220 Spanish Language and Society 4 (proficiency) (1.0) # LN320 Spanish Language and Society 5 (mastery) (1.0) #
Paper 12	Courses to the value of 1.0 unit(s) from the following: LN252 Contemporary Literature and Global Society (1.0) # LN253 European Literature and Philosophy (1.0) # LN270 Society and Language: Linguistics for Social Scientists (1.0) A
Footnotes:	A: As long as not previously selected as paper 8. # means there may be prerequisites for this course. Please view the course guide for more information. Progression Rules: Students must satisfy the LSE's progression rules before they are permitted to enrol on their year abroad; namely, students must pass 7 out of 8 units of courses that they have attempted in year one and year two. Failure to progress: Where a student fails to meet the progression requirements they must resit the failed assessments and cannot progress to the overseas Institution until they have passed 7 out of 8 units. Please note students are allowed three attempts to pass an assessment in year one and only two attempts to

pass an assessment in year two. Where a student fails to meet the progression requirements and has run out of attempts to resit, they will fail the degree.

Failure to pass all courses at the overseas Institution:

Students must pass all assessments set by the overseas Institution in order to be eligible for the award of the degree. Where a student fails an assessment they will be provided a resit either at the overseas Institution at the end of the year abroad or when they are back in London at the start of the final year of the programme.

Note for prospective students:

For changes to undergraduate course and programme information for the next academic session, please see the undergraduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm. Changes to course and programme information for future academic sessions can be found on the undergraduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm.

BSc in Language, Culture and Society

Programme Code: UBLNCUSO

Department: Language Centre

For students starting this programme of study in 2019/20

This is a four year programme with a one year abroad element at the end of year two. Students spend years one, two and four at the LSE. The overall degree will be based on marks obtained during those three years at LSE under the three-year classification scheme. In order to be eligible for the award of the degree students must also successfully pass all elements of assessment at the overseas Institution. The overseas Institution will provide all successful students with a certificate and transcript with information about their year abroad.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course: Understanding the causes of things
Year 1	
Paper 1	SO100 Key Concepts: Introduction to Social Theory (1.0)
Paper 2	SO110 Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0)
Paper 3	Courses to the value of 1.0 unit(s) from the following: French: LN130 French Language and Society 3 (advanced) (1.0) # LN131 French Language and Society 1 (beginner) (1.0) # LN132 French Language and Society 2 (intermediate) (1.0) # German: LN110 German Language and Society 3 (advanced) (1.0) # LN112 German Language and Society 2 (Intermediate) (1.0) # Mandarin: LN104 Mandarin Language and Society Level 1 (Beginner) (1.0) # LN140 Mandarin Language and Society 3 (Advanced) (1.0) # LN142 Mandarin Language and Society 2 (Intermediate) (1.0) # Russian: LN100 Russian Language and Society 3 (advanced)

	(1.0) #
LN101	Russian Language and Society 1 (beginner) (1.0) #
LN102	Russian Language and Society 2 (intermediate) (1.0) #
	Spanish:
LN120	Spanish Language and Society 3 (advanced) (1.0) #
LN121	Spanish Language and Society 1 (beginner) (1.0) #
LN122	Spanish Language and Society 2 (intermediate) (1.0) #
Paper 4	One from:
LN115	Intercultural Communication and Management (1.0) # or
LN250	English Literature and Society (1.0) #
Year 2	
Paper 5	SO201 Key Concepts: Advanced Social Theory (1.0)
Paper 6	Courses to the value of 1.0 unit(s) from the following:
	SO203 Political Sociology (1.0)
	SO208 Gender and Society (1.0)
	SO210 Crime, Deviance and Control (1.0) (not available 2020/21)
	SO221 Researching London: Advanced Social Research Methods (1.0)
	SO224 The Sociology of Race and Empire (1.0)
Paper 7	French:
LN130	French Language and Society 3 (advanced) (1.0) #
LN132	French Language and Society 2 (intermediate) (1.0) #
LN230	French Language and Society 4 (proficiency) (1.0) #
	German:
LN110	German Language and Society 3 (advanced) (1.0) #
LN112	German Language and Society 2 (Intermediate) (1.0) #
LN210	German Language and Society 4 (proficiency) (1.0) #
	Mandarin:
LN140	Mandarin Language and Society 3 (Advanced) (1.0) #
LN142	Mandarin Language and Society 2 (Intermediate) (1.0) #
LN240	Mandarin Language and Society 4 (Proficiency) (1.0) #
	Russian:
LN100	Russian Language and Society 3 (advanced) (1.0) #
LN102	Russian Language and Society 2 (intermediate) (1.0) #
LN200	Russian Language and Society 4 (proficiency) (1.0) #
	Spanish:
LN120	Spanish Language and Society 3 (advanced) (1.0) #
LN122	Spanish Language and Society 2 (intermediate) (1.0) #
LN220	Spanish Language and Society 4 (proficiency) (1.0) #
Paper 8	One from:
LN251	Comparative Literature and 20th Century Political History (1.0) #
LN254	Literature and Aspects of Ethics (1.0) #
LN270	Society and Language: Linguistics for Social Scientists (1.0)
Year 3	The third year of the programme will be a study abroad year hosted by one of LSE Language Centre's partner institutions.
Year 4	Papers 9 & 10 Courses to the value of 2.0 unit(s) from the following:

	SO302 The Sociological Dissertation (1.0) #
	SO308 Personal Life, Intimacy and the Family (1.0)
	SO310 The Sociology of Elites (0.5) #
	SO311 Law and Violence (0.5)
	SO312 Work, Inequality and Society (0.5) #
Paper 11	Courses to the value of 1.0 unit(s) from the following:
	French:
LN230	French Language and Society 4 (proficiency) (1.0) #
LN330	French Language and Society 5 (mastery) (1.0) #
	German:
LN210	German Language and Society 4 (proficiency) (1.0) #
	Mandarin:
LN240	Mandarin Language and Society 4 (Proficiency) (1.0) #
LN340	Mandarin Language and Society 5 (Mastery) (1.0) # (not available 2020/21)
	Russian:
LN200	Russian Language and Society 4 (proficiency) (1.0) #
	Spanish:
LN220	Spanish Language and Society 4 (proficiency) (1.0) #
LN320	Spanish Language and Society 5 (mastery) (1.0) #
Paper 12	Courses to the value of 1.0 unit(s) from the following:
LN252	Contemporary Literature and Global Society (1.0) #
LN253	European Literature and Philosophy (1.0) #
LN270	Society and Language: Linguistics for Social Scientists (1.0) A
Notes	LSE100 is taken by all students in the Lent Term of Year 1. The course is compulsory but does not affect the final degree classification.
Footnotes:	A: As long as not previously selected as paper 8. # means there may be prerequisites for this course. Please view the course guide for more information.
	Progression Rules: Students must satisfy the LSE's progression rules before they are permitted to enrol on their year abroad; namely, students must pass 7 out of 8 units of courses that they have attempted in year one and year two.
	Failure to progress: Where a student fails to meet the progression requirements they must resit the failed assessments and cannot progress to the overseas Institution until they have passed 7 out of 8 units. Please note students are allowed three attempts to pass an assessment in year one and only two attempts to pass an assessment in year two. Where a student fails to meet the progression requirements and has run out of attempts to resit, they will fail the degree.
	Failure to pass all courses at the overseas Institution: Students must pass all assessments set by the overseas Institution in order to be eligible for the award of the degree. Where a student fails an assessment they will be provided a resit either at the overseas Institution at the end of the year abroad or when they are back in London at the start of the final year of the programme.
	Note for prospective students: For changes to undergraduate course and programme information for the next academic session, please see the undergraduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm . Changes to course and programme information for future academic sessions can be found on the undergraduate summary page

for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm.

LLB in Laws

Programme Code: UBLL

Department: Law

For students starting this programme of study in 2020/21

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper Course number, title (unit value)

Year 1

Paper 1	LL104	Law of Obligations (1.0)
Paper 2	LL105	Property I (0.5) and LL109 Introduction to the Legal System (0.5)
Paper 3	LL106	Public Law (1.0)
Paper 4	LL108	Criminal Law (1.0)
Skills course	LL100	Foundational Legal Skills (0.0)

Year 2

Papers 5, 6 & 7 Courses to the value of 3.0 units from the following.

Please note that a maximum of 1.0 unit can be selected from the Undergraduate Outside Options List over Years 2 and 3 and students cannot select courses that are on the exclusion list.

LLB Selection List A

Undergraduate Outside Options List (Years 2 & 3)

Paper 8	Courses to the value of 1.0 unit from the following. Please note that a maximum of 1.0 unit can be selected from the Undergraduate Outside Options List over Years 2 and 3, and students cannot select courses that are on the exclusion list.	
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LLB Selection List A

LLB Selection List B

Undergraduate Outside Options List (Years 2 & 3)

Year 3

Paper 9	LL305	Jurisprudence (1.0)
Paper 10	Courses to the value of 1.0 unit from the following. Students can take courses to the value of 1.0 unit from the Undergraduate Outside Options List in Year 3 but only if they did not take any Outside Options in Year 2.	

LLB Selection List A

Undergraduate Outside Options List (Years 2 & 3)

Papers 11 & 12	Courses to the value of 2.0 unit from the following. Students can take courses to the value of 1.0 unit from the Undergraduate Outside Options List in Year 3 but only if they did not take any Outside Options in Year 2.	
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LLB Selection List A

LLB Selection List B

Undergraduate Outside Options List (Years 2 & 3)

LLB Selection List A

AN226	Political and Legal Anthropology (1.0)	
LL201	Administrative Law (1.0) (not available 2020/21)	
LL202	Commercial Contracts (1.0) #	
LL203	Law of Business Associations (Company Law) (1.0) #	
LL204	Advanced Torts (1.0) #	
LL205	Medical Law (1.0)	
LL207	Civil Liberties and Human Rights (1.0) (not available 2020/21)	
LL210	Information Technology and the Law (1.0) #	
LL212	Conflict of Laws (1.0)	
LL221	Family Law (1.0)	
LL232	Law and Institutions of the European Union (1.0)	
LL233	Law of Evidence (1.0)	
LL241	European Legal History (1.0) (not available 2020/21)	
LL250	Law and The Environment (1.0)	
LL251	Intellectual Property Law (1.0)	
LL253	The Law of Corporate Insolvency (1.0)	

LL257	Employment Law (1.0)
LL259	Legal and Social Change since 1750 (1.0)
LL275	Property II (1.0)
LL278	Public International Law (1.0)
LL293	Tax and Tax Avoidance (1.0)
LL295	Media Law (1.0) (not available 2020/21)
LL300	Competition Law (1.0) ~A
LL301	Global Commodities Law (1.0) (not available 2020/21)
LL342	International Protection of Human Rights (1.0) # ~B
LL399	Full-unit Dissertation on an approved legal topic (1.0) ~C
Footnotes for LLB Selection List A ~A : LL300 is available to students in Year 3 only. ~B : LL342 can be taken in Year 3 only. ~C : LL399 is available to students in Year 3 only; it cannot be taken in the same year as LL398.	

LLB Selection List B

IR326	The Rule of Law: A Global History (0.5) (not available 2020/21)
LL272	Outlines of Modern Criminology (0.5)
LL284	Topics in Sentencing and Criminal Justice (0.5)
LL398	Half-Unit Dissertation on an approved legal topic (0.5) ~A Footnotes for LLB Selection List B ~A : LL398 is available to students in Year 3; it may be taken in Year 2 in exceptional circumstances with permission of the Departmental Tutor; it cannot be taken in the same year as LL399.

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

means there may be prerequisites for this course.

Please view the course guide for more information.

Accreditation:

The qualifying law degree (QLD) is recognised by the Solicitors Regulation Authority www.sra.org.uk/consumers/consumers.page (SRA) for the purposes of satisfying the academic stage of training. Accredited by the Bar Standards Board www.barstandardsboard.org.uk/ for the purpose of a Qualifying Law Degree. For further information contact the Law Department lawdepartment@lse.ac.uk.

LLB in Laws

Programme Code: UBLL

Department: Law

For students starting this programme of study in 2019/20

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper Course number, title (unit value)

See note	LSE100	The LSE Course: Understanding the causes of things
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Year 1

Paper 1	LL104	Law of Obligations (1.0)
Paper 2	LL105	Property I (0.5) and LL109 Introduction to the Legal System (0.5)
Paper 3	LL106	Public Law (1.0)
Paper 4	LL108	Criminal Law (1.0)
Skills course	LL100	Foundational Legal Skills (0.0)

Year 2

Papers 5, 6 & 7 Courses to the value of 3.0 units from the following.

Please note that a maximum of 1.0 unit can be selected from the Undergraduate Outside Options List over Years 2 and 3 and students cannot select courses that are on the exclusion list.

LLB Selection List A

Undergraduate Outside Options List (Years 2 & 3)

70 Undergraduate Programme Regulations

Paper 8 Courses to the value of 1.0 unit from the following. Please note that a maximum of 1.0 unit can be selected from the Undergraduate Outside Options List over Years 2 and 3, and students cannot select courses that are on the exclusion list.

LLB Selection List A

LLB Selection List B

Undergraduate Outside Options List (Years 2 & 3)

Year 3

Paper 9 LL305 Jurisprudence (1.0)
Paper 10 Courses to the value of 1.0 unit from the following. Students can take courses to the value of 1.0 unit from the Undergraduate Outside Options List in Year 3 but only if they did not take any Outside Options in Year 2.

LLB Selection List A

Undergraduate Outside Options List (Years 2 & 3)

Papers 11 & 12 Courses to the value of 2.0 unit from the following. Students can take courses to the value of 1.0 unit from the Undergraduate Outside Options List in Year 3 but only if they did not take any Outside Options in Year 2.

LLB Selection List A

LLB Selection List B

Undergraduate Outside Options List (Years 2 & 3)

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

LLB Selection List A

AN226 Political and Legal Anthropology (1.0)
LL201 Administrative Law (1.0) (not available 2020/21)
LL202 Commercial Contracts (1.0) #
LL203 Law of Business Associations (Company Law) (1.0) #
LL204 Advanced Torts (1.0) #
LL205 Medical Law (1.0)
LL207 Civil Liberties and Human Rights (1.0) (not available 2020/21)

LL210 Information Technology and the Law (1.0) #
LL212 Conflict of Laws (1.0)
LL221 Family Law (1.0)
LL232 Law and Institutions of the European Union (1.0)
LL233 Law of Evidence (1.0)
LL241 European Legal History (1.0) (not available 2020/21)
LL250 Law and The Environment (1.0)
LL251 Intellectual Property Law (1.0)
LL253 The Law of Corporate Insolvency (1.0)
LL257 Employment Law (1.0)
LL259 Legal and Social Change since 1750 (1.0)
LL275 Property II (1.0)
LL278 Public International Law (1.0)
LL293 Tax and Tax Avoidance (1.0)
LL295 Media Law (1.0) (not available 2020/21)
LL300 Competition Law (1.0) ~A
LL301 Global Commodities Law (1.0) (not available 2020/21)
LL342 International Protection of Human Rights (1.0) # ~B
LL399 Full-unit Dissertation on an approved legal topic (1.0) ~C

Footnotes for LLB Selection List A ~A : LL300 is available to students in Year 3 only. ~B : LL342 can be taken in Year 3 only. ~C : LL399 is available to students in Year 3 only; it cannot be taken in the same year as LL398.

LLB Selection List B

IR326 The Rule of Law: A Global History (0.5) (not available 2020/21)

LL272 Outlines of Modern Criminology (0.5)
LL284 Topics in Sentencing and Criminal Justice (0.5)
LL398 Half-Unit Dissertation on an approved legal topic (0.5) ~A

Footnotes for LLB Selection List B ~A : LL398 is available to students in Year 3; it may be taken in Year 2 in exceptional circumstances with permission of the

Departmental Tutor; it cannot be taken in the same year as LL399.

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

means there may be prerequisites for this course.

Please view the course guide for more information.

Accreditation:

The qualifying law degree (QLD) is recognised by the Solicitors Regulation Authority www.sra.org.uk/consumers/consumers.page (SRA) for the purposes of satisfying the academic stage of training. Accredited by the Bar Standards Board www.barstandardsboard.org.uk/ for the purpose of a Qualifying Law Degree. For further information contact the Law Department lawdepartment@lse.ac.uk.

LLB in Laws

Programme Code: UBLL

Department: Law

For students starting this programme of study in 2018/19

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course: Understanding the causes of things

Year 1

Paper 1	LL104 Law of Obligations (1.0)
Paper 2	LL105 Property I (0.5) and LL109 Introduction to the Legal System (0.5)
Paper 3	LL106 Public Law (1.0)
Paper 4	LL108 Criminal Law (1.0)
Skills course	LL100 Foundational Legal Skills (0.0)

Year 2

Papers 5, 6 & 7 Courses to the value of 3.0 units from the following. Please note that a maximum of 1.0 unit can be selected from the Undergraduate Outside Options List over Years 2 and 3 and students cannot select courses that are on the exclusion list.

LLB Selection List A

Undergraduate Outside Options List (Years 2 & 3)

Paper 8 Courses to the value of 1.0 unit from the following. Please note that a maximum of 1.0 unit can be selected from the Undergraduate Outside Options List over Years 2 and 3, and students cannot select courses that are on the exclusion list.

LLB Selection List A

LLB Selection List B

Undergraduate Outside Options List (Years 2 & 3)

Year 3

Paper 9 LL305 Jurisprudence (1.0)
Paper 10 Courses to the value of 1.0 unit from the following. Students can take courses to the value of 1.0 unit from the Undergraduate Outside Options List in Year 3 but only if they did not take any Outside Options in Year 2.

LLB Selection List A

Undergraduate Outside Options List (Years 2 & 3)

Papers 11 & 12 Courses to the value of 2.0 unit from the following. Students can take courses to the value of 1.0 unit from the Undergraduate Outside Options List in Year 3 but only if they did not take any Outside Options in Year 2.

LLB Selection List A

LLB Selection List B

Undergraduate Outside Options List (Years 2 & 3)

Notes LSE100 is taken by all students in the Lent Term

of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.

LLB Selection List A

AN226	Political and Legal Anthropology (1.0)
LL201	Administrative Law (1.0) (not available 2020/21)
LL202	Commercial Contracts (1.0) #
LL203	Law of Business Associations (Company Law) (1.0) #
LL204	Advanced Torts (1.0) #
LL205	Medical Law (1.0)
LL207	Civil Liberties and Human Rights (1.0) (not available 2020/21)
LL210	Information Technology and the Law (1.0) #
LL212	Conflict of Laws (1.0)
LL221	Family Law (1.0)
LL232	Law and Institutions of the European Union (1.0)
LL233	Law of Evidence (1.0)
LL241	European Legal History (1.0) (not available 2020/21)
LL250	Law and The Environment (1.0)
LL251	Intellectual Property Law (1.0)
LL253	The Law of Corporate Insolvency (1.0)
LL257	Employment Law (1.0)
LL259	Legal and Social Change since 1750 (1.0)
LL275	Property II (1.0)
LL278	Public International Law (1.0)
LL293	Tax and Tax Avoidance (1.0)
LL295	Media Law (1.0) (not available 2020/21)
LL300	Competition Law (1.0) ~A
LL301	Global Commodities Law (1.0) (not available 2020/21)
LL342	International Protection of Human Rights (1.0) # ~B
LL399	Full-unit Dissertation on an approved legal topic (1.0) ~C

Footnotes for LLB Selection List A ~A : LL300 is available to students in Year 3 only. ~B : LL342 can be taken in Year 3 only. ~C : LL399 is available to students in Year 3 only; it cannot be taken in the same year as LL398.

LLB Selection List B

IR326	The Rule of Law: A Global History (0.5) (not available 2020/21)
LL272	Outlines of Modern Criminology (0.5)
LL284	Topics in Sentencing and Criminal Justice (0.5)
LL398	Half-Unit Dissertation on an approved legal topic (0.5) ~A

Footnotes for LLB Selection List B ~A : LL398 is available to students in Year 3; it may be taken in Year 2 in exceptional circumstances with permission of the Departmental Tutor; it cannot be taken in the same year as LL399.

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

means there may be prerequisites for this course.

Please view the course guide for more information.

Accreditation:

The qualifying law degree (QLD) is recognised by the Solicitors Regulation Authority www.sra.org.uk/consumers/consumers.page (SRA) for the purposes of satisfying the academic stage of training. Accredited by the Bar Standards Board www.barstandardsboard.org.uk/ for the purpose of a Qualifying Law Degree. For further information contact the Law Department lawdepartment@lse.ac.uk.

BSc in Management

Programme Code: UBMG

Department: Management

For students starting this programme of study in 2020/21 Students who have taken and passed all courses in their first year of the BSc in Management programme will be offered the opportunity to apply to take an international exchange year between the second and third years of the programme. See the details at the bottom of this page for more information.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Year 1	
Paper 1	FM101 Finance (0.5) AND one of the following: AC102 Elements of Financial Accounting (0.5) or AC103 Elements of Management Accounting, Financial Management and Financial Institutions (0.5)
Paper 2	EC100 Economics A (1.0) # or EC102 Economics B (1.0) # A
Paper 3	MA107 Quantitative Methods (Mathematics) (0.5) # and ST107 Quantitative Methods (Statistics) (0.5) #
Paper 4	MG104 Operations Management (0.5) and MG105 Organisational Behaviour and Leadership (0.5)

Year 2

Paper 5	Courses to the value of 1.0 unit(s) from the following: MG212 Marketing (0.5) MG213 Information Systems (0.5) MG214 Human Resource Management (0.5) #
Paper 6	MG207 Managerial Economics (1.0) #
Paper 7	MG205 Econometrics: Theory and Applications (1.0) #
Paper 8	Courses to the value of 1.0 unit(s) from the following:

Methods Electives List

Or

Applications Electives List

Year 3

Paper 9	MG301 Strategy (1.0) #
Paper 10	Courses to the value of 1.0 unit(s) from the following:
Paper 11	Courses to the value of 1.0 unit(s) from the following:
Paper 12	Courses to the value of 1.0 unit(s) from the following:

Methods Electives List

Or

Applications Electives List

Or

Languages List

Methods Electives List

AC102	Elements of Financial Accounting (0.5) AA
AC103	Elements of Management Accounting, Financial Management and Financial Institutions (0.5) AB
AC330	Financial Accounting, Analysis and Valuation. (1.0) # AC (withdrawn 2020/21)
AC331	Contemporary Issues in Financial Accounting (0.5) # *AD
AC332	Financial Statement Analysis and Valuation (0.5) # *AE
EC210	Macroeconomic Principles (1.0) #
FM212	Principles of Finance (1.0) #
FM213	Principles of Finance (1.0) # AF
MA207	Further Quantitative Methods (Mathematics) (0.5) #
MA212	Further Mathematical Methods (1.0) # AG
MA231	Operational Research Methods (1.0) #
MA301	Game Theory I (0.5) # AH

MA314	Algorithms and Programming (0.5) # AI
MG206	Firms, Management and Competitive Advantage (0.5) #
MG302	Topics in Management Research (0.5) # AJ
MG308	Simulation Modelling and Analysis (0.5) #
MG310	Strategic Decision Making (0.5) # AK
MG311	Foundations of Behavioural Decision Science (0.5) # AL

Footnotes for Methods Electives List AA : If not taken under Paper 1. AB : If not taken under Paper 1. AC : Third year only. AD : Third year only. AE : Third year only. AF : FM212 and FM213 are mutually exclusive and course choice depends on the Mathematics and Statistics courses taken by students in their first year. See course guides for further information. AG : Third year only. AH : Third year only. AI : Third year only. AJ : Third year only. AK : Third year only. AL : Third year only.

Applications Electives List

AC200	Accounting Theory and Practice (1.0) # BA
EH240	Business and Economic Performance since 1945: Britain in International Context (1.0)
FM300	Corporate Finance, Investments and Financial Markets (1.0) # B1BB
MA331	Practical Optimisation Modelling (0.5) # BC (withdrawn 2020/21)
MG208	Business Transformation and Project Management (0.5) (withdrawn 2020/21)
MG209	E-business (0.5)
MG210	Corporate Social Responsibility and International Labour Standards (0.5) # (not available 2020/21)
MG212	Marketing (0.5) BD
MG213	Information Systems (0.5) BE
MG214	Human Resource Management (0.5) # BF
MG228	Managing the Stone-Age Brain (0.5) (not available 2020/21)
MG303	International Business Strategy and Emerging Markets (0.5) # B2BG
MG305	Innovation and Technology Management (0.5)
MG307	International Context of Management (0.5) B3 (not available 2020/21)
MG312	Extreme Organisational Behaviour: Examining behaviour in non-normative organisational contexts (0.5) # (not available 2020/21)
MG315	Marketing Action Learning Project (0.5) # BH (not available 2020/21)
MG316	Brand Strategy (0.5)
PH104	Formal Methods of Philosophical Argumentation (1.0) # (withdrawn 2020/21)
PH225	Business and Organisational Ethics (0.5)
ST205	Sample Surveys and Experiments (0.5) #
ST327	Market Research: An Integrated Approach (1.0) # BI
	Footnotes for Applications Electives List BA : Third year only. BB : Third year only. BC : Third year only. BD : If not already taken under Paper 5 BE : If not already taken under Paper 5 BF : If not already taken under Paper 5 BG : Third year only. BH : Third year only. BI : Third year only.
	Prerequisite Requirements and Mutually Exclusive Options for Applications Electives List B1: Before taking FM300 you must take FM212 B2: MG303 can not be taken with MG307 B3: MG307 can not be taken with MG303

Languages List

LN200	Russian Language and Society 4 (proficiency) (1.0) #
LN210	German Language and Society 4 (proficiency) (1.0) #
LN220	Spanish Language and Society 4 (proficiency) (1.0) #
LN230	French Language and Society 4 (proficiency) (1.0) #
LN240	Mandarin Language and Society 4 (Proficiency) (1.0) #
LN320	Spanish Language and Society 5 (mastery) (1.0) #
LN330	French Language and Society 5 (mastery) (1.0) #
LN340	Mandarin Language and Society 5 (Mastery) (1.0) #

(not available 2020/21)

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

Footnotes:

A: EC102 course allocation dependent on Economics A-level or equivalent background. See course guides for further information.

B: If not already taken under Papers 8, 10 or 11

means there may be prerequisites for this course. Please view the course guide for more information.

International Exchange Year

Students successful in securing a place on the optional exchange will spend a full academic year studying on one of the leading business programmes in Asia, Europe or the USA. Students carrying any failed or deferred assessments for first or second year courses studied at LSE will not be eligible for the exchange. The exchange year will not count towards the classification of the BSc in Management programme and courses studied abroad will not be credit bearing, however the exchange year will be recognised on students' LSE transcripts providing they meet the standards set by their host institution. Partner schools will issue a separate transcript to confirm marks and grades achieved on courses studied overseas. Students will not have the option to resit assessment they have failed or been unable to attempt while overseas. Following the exchange, students will return to LSE to complete the third year of the BSc in Management programme.

Note for prospective students:

For changes to undergraduate course and programme information for the next academic session, please see the undergraduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm. Changes to course and programme information for future academic sessions can be found on the undergraduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm.

BSc in Management

Programme Code: UBMG

Department: Management

For students starting this programme of study in 2019/20

Students who have taken and passed all courses in their first year of the BSc in Management programme will be offered the opportunity to apply to take an international exchange year between the second and third years of the programme. See the details at the bottom of this page for more information.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course: Understanding the causes of things

Year 1

Paper 1	FM101 Finance (0.5) And one of the following: AC102 Elements of Financial Accounting (0.5) or AC103 Elements of Management Accounting, Financial Management and Financial Institutions (0.5)
Paper 2	EC100 Economics A (1.0) # or EC102 Economics B (1.0) # A
Paper 3	MA107 Quantitative Methods (Mathematics) (0.5) # and ST107 Quantitative Methods (Statistics) (0.5) #

Paper 4	MG104 Operations Management (0.5) and MG105 Organisational Behaviour and Leadership (0.5)	MG208 BC (withdrawn 2020/21) Business Transformation and Project Management (0.5) (withdrawn 2020/21)
Year 2		MG209 E-business (0.5)
Paper 5	Courses to the value of 1.0 unit(s) from the following: MG212 Marketing (0.5) MG213 Information Systems (0.5) MG214 Human Resource Management (0.5) #	MG210 Corporate Social Responsibility and International Labour Standards (0.5) # (not available 2020/21)
Paper 6	MG207 Managerial Economics (1.0) #	MG212 Marketing (0.5) BD
Paper 7	MG205 Econometrics: Theory and Applications (1.0) #	MG213 Information Systems (0.5) BE
Paper 8	Courses to the value of 1.0 unit(s) from the following: Methods Electives List Or Applications Electives List	MG214 Human Resource Management (0.5) # BF
Year 3		MG228 Managing the Stone-Age Brain (0.5) (not available 2020/21)
Paper 9	MG301 Strategy (1.0) #	MG303 International Business Strategy and Emerging Markets (0.5) # B2BG
Paper 10	Courses to the value of 1.0 unit(s) from the following: Methods Electives List	MG305 Innovation and Technology Management (0.5)
Paper 11	Courses to the value of 1.0 unit(s) from the following: Applications Electives List	MG307 International Context of Management (0.5) B3 (not available 2020/21)
Paper 12	Courses to the value of 1.0 unit(s) from the following: B Methods Electives List Or Applications Electives List Or Languages List	MG312 Extreme Organisational Behaviour: Examining behaviour in non-normative organisational contexts (0.5) # (not available 2020/21)
Notes	LSE100 is taken by all students in the Lent Term of Year 1. The course is compulsory but does not affect the final degree classification.	MG315 Marketing Action Learning Project (0.5) # BH (not available 2020/21)
Methods Electives List		MG316 Brand Strategy (0.5)
AC102	Elements of Financial Accounting (0.5) AA	PH104 Formal Methods of Philosophical Argumentation (1.0) # (withdrawn 2020/21)
AC103	Elements of Management Accounting, Financial Management and Financial Institutions (0.5) AB	PH225 Business and Organisational Ethics (0.5)
AC330	Financial Accounting, Analysis and Valuation. (1.0) # AC (withdrawn 2020/21)	ST205 Sample Surveys and Experiments (0.5) #
AC331	Contemporary Issues in Financial Accounting (0.5) # *AD	ST327 Market Research: An Integrated Approach (1.0) # BI
AC332	Financial Statement Analysis and Valuation (0.5) # *AE	Footnotes for Applications Electives List BA : Third year only. BB : Third year only. BC : Third year only. BD : If not already taken under Paper 5 BE : If not already taken under Paper 5 BF : If not already taken under Paper 5 BG : Third year only. BH : Third year only. BI : Third year only.
EC210	Macroeconomic Principles (1.0) #	Prerequisite Requirements and Mutually Exclusive Options for Applications Electives ListB1: Before taking FM300 you must take FM212B2: MG303 can not be taken with MG307B3: MG307 can not be taken with MG303
FM212	Principles of Finance (1.0) #	
FM213	Principles of Finance (1.0) # AF	Languages List
MA207	Further Quantitative Methods (Mathematics) (0.5) #	LN200 Russian Language and Society 4 (proficiency) (1.0) #
MA212	Further Mathematical Methods (1.0) # AG	LN210 German Language and Society 4 (proficiency) (1.0) #
MA231	Operational Research Methods (1.0) #	LN220 Spanish Language and Society 4 (proficiency) (1.0) #
MA301	Game Theory I (0.5) # AH	LN230 French Language and Society 4 (proficiency) (1.0) #
MA314	Algorithms and Programming (0.5) # AI	LN240 Mandarin Language and Society 4 (Proficiency) (1.0) #
MG206	Firms, Management and Competitive Advantage (0.5) #	LN320 Spanish Language and Society 5 (mastery) (1.0) #
MG302	Topics in Management Research (0.5) # AJ	LN330 French Language and Society 5 (mastery) (1.0) #
MG308	Simulation Modelling and Analysis (0.5) #	LN340 Mandarin Language and Society 5 (Mastery) (1.0) # (not available 2020/21)
MG310	Strategic Decision Making (0.5) # AK	Prerequisite Requirements and Mutually Exclusive Options:
MG311	Foundations of Behavioural Decision Science (0.5) # AL Footnotes for Methods Electives List AA : If not taken under Paper 1. AB : If not taken under Paper 1. AC : Third year only. AD : Third year only. AE : Third year only. AF : FM212 and FM213 are mutually exclusive and course choice depends on the Mathematics and Statistics courses taken by students in their first year. See course guides for further information. AG : Third year only. AH : Third year only. AI : Third year only. AJ : Third year only. AK : Third year only. AL : Third year only.	* means available with permission
		Footnotes:
		A: EC102 course allocation dependent on Economics A-level or equivalent background. See course guides for further information.
		B: If not already taken under Papers 8, 10 or 11
		# means there may be prerequisites for this course. Please view the course guide for more information.
		International Exchange Year
		Students successful in securing a place on the optional exchange will spend a full academic year studying on one of the leading business programmes in Asia, Europe or the USA. Students carrying any failed or deferred assessments for first or second year courses studied at LSE will not be eligible for the exchange. The exchange year will not count towards the classification of the BSc in Management programme and courses studied abroad will not be credit bearing, however the exchange year will be recognised on students' LSE transcripts providing they meet the standards set by their host institution. Partner schools will issue a separate transcript to confirm marks and grades achieved on courses
Applications Electives List		
AC200	Accounting Theory and Practice (1.0) # BA	
AC211	Managerial Accounting (1.0) # (withdrawn 2019/20)	
EH240	Business and Economic Performance since 1945: Britain in International Context (1.0)	
FM300	Corporate Finance, Investments and Financial Markets (1.0) # B1BB	
MA331	Practical Optimisation Modelling (0.5) #	

studied overseas. Students will not have the option to resit assessment they have failed or been unable to attempt while overseas. Following the exchange, students will return to LSE to complete the third year of the BSc in Management programme.

Note for prospective students:

For changes to undergraduate course and programme information for the next academic session, please see the undergraduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm. Changes to course and programme information for future academic sessions can be found on the undergraduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm.

BSc in Management

Programme Code: UBMG

Department: Management

For students starting this programme of study in 2018/19

Students who have taken and passed all courses in their first year of the BSc in Management programme will be offered the opportunity to apply to take an international exchange year between the second and third years of the programme. See the details at the bottom of this page for more information.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper Course number, title (unit value)

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

Year 1

Paper 1 One of the following combinations:
AC102 Elements of Financial Accounting (0.5) **and** FM101 Finance (0.5)
Or
AC103 Elements of Management Accounting, Financial Management and Financial Institutions (0.5) **and** FM101 Finance (0.5)

Paper 2 EC100 Economics A (1.0) # **or** EC102 Economics B (1.0) # A

Paper 3 MA107 Quantitative Methods (Mathematics) (0.5) # **and** ST107 Quantitative Methods (Statistics) (0.5) #

Paper 4 MG104 Operations Management (0.5) **and** MG105 Organisational Behaviour and Leadership (0.5)

Year 2

Paper 5 Courses to the value of 1.0 unit(s) from the following:
MG212 Marketing (0.5)
MG213 Information Systems (0.5)
MG214 Human Resource Management (0.5) #

Paper 6 MG207 Managerial Economics (1.0) #

Paper 7 MG205 Econometrics: Theory and Applications (1.0) #

Paper 8 Courses to the value of 1.0 unit(s) from the following:
Methods Electives List
Or
Applications Electives List

Year 3

Paper 9 MG301 Strategy (1.0) #

Paper 10 Courses to the value of 1.0 unit(s) from the following:
Methods Electives List

Paper 11 Courses to the value of 1.0 unit(s) from the following:
Applications Electives List

Paper 12 Courses to the value of 1.0 unit(s) from the following:
B
Methods Electives List

Or

Applications Electives List

Or

Languages List

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

Notes

Methods Electives List

AC102 Elements of Financial Accounting (0.5) AA
AC103 Elements of Management Accounting, Financial Management and Financial Institutions (0.5) AB
AC330 Financial Accounting, Analysis and Valuation. (1.0) # AC (withdrawn 2020/21)
AC331 Contemporary Issues in Financial Accounting (0.5) # *AD
AC332 Financial Statement Analysis and Valuation (0.5) # *AE
EC210 Macroeconomic Principles (1.0) #
FM212 Principles of Finance (1.0) #
FM213 Principles of Finance (1.0) # AF
MA207 Further Quantitative Methods (Mathematics) (0.5) #
MA212 Further Mathematical Methods (1.0) # AG
MA231 Operational Research Methods (1.0) #
MA301 Game Theory I (0.5) # AH
MA314 Algorithms and Programming (0.5) # AI
MG206 Firms, Management and Competitive Advantage (0.5) #
MG302 Topics in Management Research (0.5) # AJ
MG308 Simulation Modelling and Analysis (0.5) #
MG310 Strategic Decision Making (0.5) # AK
MG311 Foundations of Behavioural Decision Science (0.5) # AL

Applications Electives List

AC200 Accounting Theory and Practice (1.0) # BA
AC211 Managerial Accounting (1.0) # (withdrawn 2019/20)
EH240 Business and Economic Performance since 1945: Britain in International Context (1.0)
FM300 Corporate Finance, Investments and Financial Markets (1.0) # B1BB
MA331 Practical Optimisation Modelling (0.5) # BC (withdrawn 2020/21)
MG208 Business Transformation and Project Management (0.5) (withdrawn 2020/21)
MG209 E-business (0.5)
MG210 Corporate Social Responsibility and International Labour Standards (0.5) # (not available 2020/21)
MG212 Marketing (0.5) BD
MG213 Information Systems (0.5) BE
MG214 Human Resource Management (0.5) # BF
MG228 Managing the Stone-Age Brain (0.5) (not available 2020/21)
MG303 International Business Strategy and Emerging Markets (0.5) # B2BG
MG304 Digital Platform Innovation (0.5) (withdrawn 2018/19)
MG305 Innovation and Technology Management (0.5)
MG307 International Context of Management (0.5) B3 (not available 2020/21)
MG309 International Human Resource Management (0.5) # (withdrawn 2018/19)
MG312 Extreme Organisational Behaviour: Examining behaviour in non-normative organisational contexts (0.5) # (not available 2020/21)

MG315	Marketing Action Learning Project (0.5) # BH (not available 2020/21)
MG316	Brand Strategy (0.5)
PH104	Formal Methods of Philosophical Argumentation (1.0) # (withdrawn 2020/21)
PH225	Business and Organisational Ethics (0.5)
ST205	Sample Surveys and Experiments (0.5) #
ST327	Market Research: An Integrated Approach (1.0) # BI Footnotes for Applications Electives List BA : Third year only. BB : Third year only. BC : Third year only. BD : If not already taken under Paper 5 BE : If not already taken under Paper 5 BF : If not already taken under Paper 5 BG : Third year only. BH : Third year only. BI : Third year only. Prerequisite Requirements and Mutually Exclusive Options for Applications Electives ListB1: Before taking FM300 you must take FM212B2: MG303 can not be taken with MG307B3: MG307 can not be taken with MG303

Languages List

LN200	Russian Language and Society 4 (proficiency) (1.0) #
LN210	German Language and Society 4 (proficiency) (1.0) #
LN220	Spanish Language and Society 4 (proficiency) (1.0) #
LN230	French Language and Society 4 (proficiency) (1.0) #
LN240	Mandarin Language and Society 4 (Proficiency) (1.0) #
LN320	Spanish Language and Society 5 (mastery) (1.0) #
LN330	French Language and Society 5 (mastery) (1.0) #
LN340	Mandarin Language and Society 5 (Mastery) (1.0) # (not available 2020/21)

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

Footnotes: A: EC102 course allocation dependent on Economics A-level or equivalent background. See course guides for further information.

B: If not already taken under Papers 8, 10 or 11

means there may be prerequisites for this course.

Please view the course guide for more information.

International Exchange Year

Students successful in securing a place on the optional exchange will spend a full academic year studying on one of the leading business programmes in Asia, Europe or the USA. Students carrying any failed or deferred assessments for first or second year courses studied at LSE will not be eligible for the exchange. The exchange year will not count towards the classification of the BSc in Management programme and courses studied abroad will not be credit bearing, however the exchange year will be recognised on students' LSE transcripts providing they meet the standards set by their host institution. Partner schools will issue a separate transcript to confirm marks and grades achieved on courses studied overseas. Students will not have the option to resit assessment they have failed or been unable to attempt while overseas. Following the exchange, students will return to LSE to complete the third year of the BSc in Management programme.

Note for prospective students:

For changes to undergraduate course and programme information for the next academic session, please see the undergraduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm. Changes to course and programme information for future academic sessions can be found on the undergraduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm.

BSc in Mathematics, Statistics and Business

Programme Code: UBMSB

Department: Statistics

For students starting this programme of study in 2020/21

This programme was previously titled **BSc in Business Mathematics and Statistics**.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Year 1	
Paper 1	ST102 Elementary Statistical Theory (1.0) #
Paper 2	MA100 Mathematical Methods (1.0) #
Paper 3	EC100 Economics A (1.0) # or EC102 Economics B (1.0) # A
Paper 4	Either MA103 Introduction to Abstract Mathematics (1.0) # Or Two half unit courses from the following: AC102 Elements of Financial Accounting (0.5) AC103 Elements of Management Accounting, Financial Management and Financial Institutions (0.5) FM101 Finance (0.5) MA102 Mathematical Proof and Analysis (0.5) # ST101 Programming for Data Science (0.5)

Year 2

Paper 5	MA212 Further Mathematical Methods (1.0) #
Papers 6 & 7	Either ST202 Probability, Distribution Theory and Inference (1.0) # and ST211 Applied Regression (0.5) #

And courses to the value of 0.5 unit(s) from List 1 or List 2:

List 1 - For students who took MA103 under Paper 4:

MA203	Real Analysis (0.5) #
MA208	Optimisation Theory (0.5) #
MA209	Differential Equations (0.5) #
MA210	Discrete Mathematics (0.5) #
MA211	Algebra and Number Theory (0.5) #
ST205	Sample Surveys and Experiments (0.5) #
ST207	Databases (0.5) # * (not available 2020/21)
ST226	Actuarial Investigations: Financial (0.5) #
ST227	Survival Models (0.5) #

List 2 - For students who did not take MA103 under Paper 4:

MA102	Mathematical Proof and Analysis (0.5) #
ST205	Sample Surveys and Experiments (0.5) #
ST207	Databases (0.5) # * (not available 2020/21)
ST226	Actuarial Investigations: Financial (0.5) #
ST227	Survival Models (0.5) #

Or

ST206	Probability and Distribution Theory (0.5) # and ST211 Applied Regression (0.5) #
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And courses to the value of 1.0 unit from List 1 or List 2:

List 1- For students who took MA103 under Paper 4:

MA203	Real Analysis (0.5) #
MA208	Optimisation Theory (0.5) #
MA209	Differential Equations (0.5) #
MA210	Discrete Mathematics (0.5) #
MA211	Algebra and Number Theory (0.5) #
ST205	Sample Surveys and Experiments (0.5) #
ST207	Databases (0.5) # * (not available 2020/21)
ST226	Actuarial Investigations: Financial (0.5) #
ST227	Survival Models (0.5) #

List 2 - For students who did not take MA103 under Paper 4:

MA102	Mathematical Proof and Analysis (0.5) #
MA208	Optimisation Theory (0.5) #

Paper 8	MA209	Differential Equations (0.5) #
	MA210	Discrete Mathematics (0.5) #
	ST205	Sample Surveys and Experiments (0.5) #
	ST207	Databases (0.5) # * (not available 2020/21)
	ST226	Actuarial Investigations: Financial (0.5) #
	ST227	Survival Models (0.5) #
	Courses to the value of 1.0 unit(s) from the following: B	
	AC102	Elements of Financial Accounting (0.5)
	AC103	Elements of Management Accounting, Financial Management and Financial Institutions (0.5)
	AC200	Accounting Theory and Practice (1.0) #
	EC201	Microeconomic Principles I (1.0) #
	EC202	Microeconomic Principles II (1.0) #
	EC210	Macroeconomic Principles (1.0) #
	EC221	Principles of Econometrics (1.0) #
	FM213	Principles of Finance (1.0) #

Undergraduate Outside Options List (Years 2 & 3)**Year 3**

Paper 9	Courses to the value of 1.0 unit(s) from the following: Paper 9 options list	
Paper 10	Courses to the value of 1.0 unit(s) from the following: Paper 9 options list Paper 10 options list	
Paper 11	Courses to the value of 1.0 unit(s) from the following: Paper 9 options list Paper 10 options list Paper 11 options list	
Paper 12	Courses to the value of 1.0 unit(s) from the following: Paper 9 options list Paper 10 options list Paper 11 options list Undergraduate Outside Options List (Years 2 & 3)	

Paper 9 options list

ST300	Regression and Generalised Linear Models (0.5) #
ST301	Actuarial Mathematics (Life) (0.5) # ~1
ST302	Stochastic Processes (0.5) #
ST304	Time Series and Forecasting (0.5) #
ST306	Actuarial Mathematics (General) (0.5) # ~2
ST308	Bayesian Inference (0.5) # ~A
ST326	Financial Statistics (0.5) #
ST330	Stochastic and Actuarial Methods in Finance (1.0) # ~3~B
Footnotes for Paper 9 options list ~A : ST202 is a desirable prerequisite for ST308. ~B : ST330 can only be taken if ST302 is taken under Paper 10.	
Prerequisite Requirements and Mutually Exclusive Options for Paper 9 options list~1: Before taking ST301 you must take ST227~2: Before taking ST306 you must take ST202	
Before taking ST306 you must take ST302~3: ST330 can not be taken with FM320	

Paper 10 options list

MA203	Real Analysis (0.5) # ~1
MA208	Optimisation Theory (0.5) # ~2~A
MA209	Differential Equations (0.5) # ~3~B
MA210	Discrete Mathematics (0.5) # ~4
MA211	Algebra and Number Theory (0.5) # ~5
MA300	Game Theory (1.0) # ~6~C
MA301	Game Theory I (0.5) # ~7
MA303	Chaos in Dynamical Systems (0.5) # ~D (not available 2020/21)
MA305	Optimisation in Function Spaces (0.5) # (withdrawn 2020/21)
MA314	Algorithms and Programming (0.5) # ~8
MA315	Algebra and its Applications (0.5) # ~9
MA316	Graph Theory (0.5) # (not available 2020/21)
MA317	Complex Analysis (0.5) #
MA318	History of Mathematics in Finance and Economics (0.5) #
MA319	Partial Differential Equations (0.5) # ~10
MA320	Mathematics of Networks (0.5) #

MA331	Practical Optimisation Modelling (0.5) # ~E (withdrawn 2020/21)
ST302	Stochastic Processes (0.5) # ~F
ST303	Stochastic Simulation (0.5) #
ST307	Aspects of Market Research (0.5) # ~11
ST309	Elementary Data Analytics (0.5) #
ST310	Machine Learning (0.5) # *
ST312	Applied Statistics Project (0.5) # (not available 2020/21)
ST327	Market Research: An Integrated Approach (1.0) # ~12
Footnotes for Paper 10 options list ~A : MA203 is a desirable prerequisite for MA208. ~B : MA203 is a desirable prerequisite for MA209. ~C : EC201 or EC202 are desirable prerequisites for MA300. ~D : MA103 is a desirable prerequisite for MA303. ~E : Third year only ~F : ST302 must be taken if ST330 was taken under Paper 9.	
Prerequisite Requirements and Mutually Exclusive Options for Paper 10 options list~1: Before taking MA203 you must take MA103~2: Before taking MA208 you must take MA103~3: Before taking MA209 you must take MA103~4: Before taking MA210 you must take MA103~5: Before taking MA211 you must take MA103~6: MA300 can not be taken with MA301~7: MA301 can not be taken with MA300~8: Before taking MA314 you must take MA103~9: Before taking MA315 you must take MA103~10 : Before taking MA319 you must take MA203~11: ST307 can not be taken with ST205, ST327~12: ST327 can not be taken with ST307	

Paper 11 options list

AC200	Accounting Theory and Practice (1.0) #
AC330	Financial Accounting, Analysis and Valuation. (1.0) # ~1 (withdrawn 2020/21)
AC331	Contemporary Issues in Financial Accounting (0.5) #
AC332	Financial Statement Analysis and Valuation (0.5) #
EC202	Microeconomic Principles II (1.0) #
EC210	Macroeconomic Principles (1.0) #
EC221	Principles of Econometrics (1.0) #
EC302	Political Economy (1.0) # ~A
EC310	Behavioural Economics (1.0) # ~B
EC319	Games and Economic Behaviour (1.0) # ~C (not available 2020/21)
EC325	Public Economics (1.0) # ~D
FM213	Principles of Finance (1.0) #
FM300	Corporate Finance, Investments and Financial Markets (1.0) # ~E
FM320	Quantitative Finance (1.0) # ~2~F
Footnotes for Paper 11 options list ~A : EC302 can be taken if either EC201 or EC202 has been taken under Paper 8. ~B : EC310 can be taken if EC202, or EC201 with a good mark, has been taken under Paper 8. ~C : EC319 can be taken if EC201 or EC202 has been taken under Paper 8. ~D : EC325 can be taken if EC201 or EC202 has been taken under Paper 8. ~E : FM300 can be taken if FM213 has been taken under Paper 8. ~F : FM320 can be taken if FM213 has been taken under Paper 8.	
Prerequisite Requirements and Mutually Exclusive Options for Paper 11 options list~1: Before taking AC330 you must take AC102~2: FM320 can not be taken with ST330	

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

Footnotes:

A: EC102 course allocation dependent on Economics A-level or equivalent background. See course guides for further information.

B: Students may take certain courses from the Undergraduate Outside Options List, with the approval of the Course Tutor.

means there may be prerequisites for this course.

Please view the course guide for more information.

Accreditation:

Accredited by the Chartered Institute of Management Accountants (CIMA) for the purpose of exemption from some professional examinations through the Accredited degree accelerated route. Accredited by the Royal Statistical Society (RSS) for the purpose of eligibility for Graduate Statistician status. Further information is available from the BSc in Mathematics, Statistics, and Business homepage lse.ac.uk/Statistics/Study/BSc-programmes/BSc-Mathematics-Statistics-and-Business.

Either EC100 or EC102 needs to be chosen for exemption of BA1 Fundamentals of Business Economics.

Either AC100, AC102, AC103 or AC104 needs to be chosen for exemption of BA2 Fundamentals of Management Accounting.

Either AC100, AC102, AC103 or AC104 needs to be chosen for exemption of BA3 Fundamentals of Financial Accounting.

Note for prospective students:

For changes to undergraduate course and programme information for the next academic session, please see the undergraduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm. Changes to course and programme information for future academic sessions can be found on the undergraduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm.

BSc in Mathematics, Statistics and Business

Programme Code: UBMSB

Department: Statistics

For students starting this programme of study in 2019/20

This programme was previously titled **BSc in Business Mathematics and Statistics**.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course: Understanding the causes of things
Year 1	
Paper 1	ST102 Elementary Statistical Theory (1.0) #
Paper 2	MA100 Mathematical Methods (1.0) #
Paper 3	EC100 Economics A (1.0) # or EC102 Economics B (1.0) # A
Paper 4	Either AC102 Elements of Financial Accounting (0.5) and AC103 Elements of Management Accounting, Financial Management and Financial Institutions (0.5) Or MA103 Introduction to Abstract Mathematics (1.0) #
Year 2	
Paper 5	MA212 Further Mathematical Methods (1.0) #
Papers 6 & 7	Either ST202 Probability, Distribution Theory and Inference (1.0) # and ST211 Applied Regression (0.5) # And courses to the value of 0.5 units from List 1 or List 2: List 1 - For students who took MA103 under Paper 4: MA203 Real Analysis (0.5) # MA208 Optimisation Theory (0.5) # B MA209 Differential Equations (0.5) # C MA210 Discrete Mathematics (0.5) #

- MA211 Algebra and Number Theory (0.5) #
- ST205 Sample Surveys and Experiments (0.5) #
- ST207 Databases (0.5) # * (not available 2020/21)
- ST226 Actuarial Investigations: Financial (0.5) #
- ST227 Survival Models (0.5) #

List 2 - For students who took AC102 and AC103 under Paper 4:

- MA102 Mathematical Proof and Analysis (0.5) #
- ST205 Sample Surveys and Experiments (0.5) #
- ST207 Databases (0.5) # * (not available 2020/21)
- ST226 Actuarial Investigations: Financial (0.5) #
- ST227 Survival Models (0.5) #

Or

- ST206 Probability and Distribution Theory (0.5) #
and ST211 Applied Regression (0.5) #

And courses to the value of 1.0 unit from List 1 or List 2:

List 1 - For students who took MA103 under Paper 4:

- MA203 Real Analysis (0.5) #
- MA208 Optimisation Theory (0.5) #
- MA209 Differential Equations (0.5) #
- MA210 Discrete Mathematics (0.5) #
- MA211 Algebra and Number Theory (0.5) #
- ST205 Sample Surveys and Experiments (0.5) #
- ST207 Databases (0.5) # * (not available 2020/21)
- ST226 Actuarial Investigations: Financial (0.5) #
- ST227 Survival Models (0.5) #

List 2 - For students who took AC102 and AC103 under Paper 4:

- MA102 Mathematical Proof and Analysis (0.5) #
- MA208 Optimisation Theory (0.5) #
- MA209 Differential Equations (0.5) #
- MA210 Discrete Mathematics (0.5) #
- ST205 Sample Surveys and Experiments (0.5) #
- ST207 Databases (0.5) # * (not available 2020/21)
- ST226 Actuarial Investigations: Financial (0.5) #
- ST227 Survival Models (0.5) #

Paper 8

Courses to the value of 1.0 unit(s) from the following: D

AC102 Elements of Financial Accounting (0.5)

AC103 Elements of Management Accounting, Financial Management and Financial Institutions (0.5)

AC200 Accounting Theory and Practice (1.0) #

EC201 Microeconomic Principles I (1.0) #

EC202 Microeconomic Principles II (1.0) #

EC210 Macroeconomic Principles (1.0) #

EC221 Principles of Econometrics (1.0) #

FM213 Principles of Finance (1.0) #

Undergraduate Outside Options List (Years 2 & 3)

Year 3

Paper 9

Courses to the value of 1.0 unit(s) from the following:

Paper 9 options list

Paper 10

Courses to the value of 1.0 unit(s) from the following:

Paper 9 options list

Paper 10 options list

Paper 11

Courses to the value of 1.0 unit(s) from the following:

Paper 9 options list

Paper 10 options list

Paper 11 options list

Paper 12

Courses to the value of 1.0 unit(s) from the following:

Paper 9 options list

Paper 10 options list

Paper 11 options list

Undergraduate Outside Options List (Years 2 & 3)

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

Notes

Paper 9 options list

- ST300 Regression and Generalised Linear Models (0.5) #
- ST301 Actuarial Mathematics (Life) (0.5) # ~1
- ST302 Stochastic Processes (0.5) #

ST304	Time Series and Forecasting (0.5) #
ST306	Actuarial Mathematics (General) (0.5) # ~2
ST308	Bayesian Inference (0.5) # ~A
ST326	Financial Statistics (0.5) #
ST330	Stochastic and Actuarial Methods in Finance (1.0) # ~3~B
Footnotes for Paper 9 options list ~A : ST202 is a desirable prerequisite for ST308. ~B : ST330 can only be taken if ST302 is taken under Paper 10.	
Prerequisite Requirements and Mutually Exclusive Options for Paper 9 options list~1: Before taking ST301 you must take ST227~2: Before taking ST306 you must take ST202	
Before taking ST306 you must take ST302~3: ST330 can not be taken with FM320	

Paper 10 options list

MA203	Real Analysis (0.5) # ~1
MA208	Optimisation Theory (0.5) # ~2~A
MA209	Differential Equations (0.5) # ~3~B
MA210	Discrete Mathematics (0.5) # ~4
MA211	Algebra and Number Theory (0.5) # ~5
MA300	Game Theory (1.0) # ~6~C
MA301	Game Theory I (0.5) # ~7
MA303	Chaos in Dynamical Systems (0.5) # ~D (not available 2020/21)
MA305	Optimisation in Function Spaces (0.5) # (withdrawn 2020/21)
MA310	Mathematics of Finance and Valuation (0.5) # ~E (withdrawn 2019/20)
MA313	Probability for Finance (0.5) # ~8 (withdrawn 2019/20)
MA314	Algorithms and Programming (0.5) # ~9
MA315	Algebra and its Applications (0.5) # ~10
MA316	Graph Theory (0.5) # (not available 2020/21)
MA317	Complex Analysis (0.5) #
MA318	History of Mathematics in Finance and Economics (0.5) #
MA319	Partial Differential Equations (0.5) # ~11
MA320	Mathematics of Networks (0.5) #
MA331	Practical Optimisation Modelling (0.5) # ~F (withdrawn 2020/21)
ST302	Stochastic Processes (0.5) # ~G
ST303	Stochastic Simulation (0.5) #
ST307	Aspects of Market Research (0.5) # ~12
ST309	Elementary Data Analytics (0.5) #
ST310	Machine Learning (0.5) # *
ST312	Applied Statistics Project (0.5) # (not available 2020/21)
ST327	Market Research: An Integrated Approach (1.0) # ~13
Footnotes for Paper 10 options list ~A : MA203 is a desirable prerequisite for MA208. ~B : MA203 is a desirable prerequisite for MA209. ~C : EC201 or EC202 are desirable prerequisites for MA300. ~D : MA103 is a desirable prerequisite for MA303. ~E : MA310 can be taken if MA313 is taken in MT. ~F : Third year only ~G : ST302 must be taken if ST330 was taken under Paper 9.	
Prerequisite Requirements and Mutually Exclusive Options for Paper 10 options list~1: Before taking MA203 you must take MA103~2: Before taking MA208 you must take MA103~3: Before taking MA209 you must take MA103~4: Before taking MA210 you must take MA103~5: Before taking MA211 you must take MA103~6: MA300 can not be taken with MA301~7: MA301 can not be taken with MA300~8: Before taking MA313 you must take MA203~9: Before taking MA314 you must take MA103~10 : Before taking MA315 you must take MA103~11: Before taking MA319 you must take MA203~12: ST307 can not be taken with ST205, ST327~13: ST327 can not be taken with ST307	

Paper 11 options list

AC200	Accounting Theory and Practice (1.0) #
AC330	Financial Accounting, Analysis and Valuation. (1.0) # ~1 (withdrawn 2020/21)
AC331	Contemporary Issues in Financial Accounting (0.5) #
AC332	Financial Statement Analysis and Valuation (0.5) #
EC202	Microeconomic Principles II (1.0) #
EC210	Macroeconomic Principles (1.0) #
EC221	Principles of Econometrics (1.0) #
EC302	Political Economy (1.0) # ~A
EC310	Behavioural Economics (1.0) # ~B
EC319	Games and Economic Behaviour (1.0) # ~C (not available 2020/21)
EC325	Public Economics (1.0) # ~D
FM213	Principles of Finance (1.0) #
FM300	Corporate Finance, Investments and Financial Markets (1.0) # ~E
FM320	Quantitative Finance (1.0) # ~2~F
Footnotes for Paper 11 options list ~A : EC302 can be taken if either EC201 or EC202 has been taken under Paper 8. ~B : EC310 can be taken if EC202, or EC201 with a good mark, has been taken under Paper 8. ~C : EC319 can be taken if EC201 or EC202 has been taken under Paper 8. ~D : EC325 can be taken if EC201 or EC202 has been taken under Paper 8. ~E : FM300 can be taken if FM213 has been taken under Paper 8. ~F : FM320 can be taken if FM213 has been taken under Paper 8.	
Prerequisite Requirements and Mutually Exclusive Options for Paper 11 options list~1: Before taking AC330 you must take AC102~2: FM320 can not be taken with ST330	

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

Footnotes:

A: EC102 course allocation dependent on Economics A-level or equivalent background. See course guides for further information.

B: If MA208 is taken, then it is also desirable that MA203 is taken under Papers 6 & 7.

C: If MA209 is taken, then it is also desirable that MA203 is taken under Papers 6 & 7.

D: Students may take certain courses from the Undergraduate Outside Options List, with the approval of the Course Tutor.

means there may be prerequisites for this course. Please view the course guide for more information.

Accreditation:

Accredited by the Chartered Institute of Management Accountants (CIMA) for the purpose of exemption from some professional examinations through the Accredited degree accelerated route. Accredited by the Royal Statistical Society (RSS) for the purpose of eligibility for Graduate Statistician status. Further information is available from the BSc in Mathematics, Statistics, and Business homepage lse.ac.uk/Statistics/Study/BSc-programmes/BSc-Mathematics-Statistics-and-Business.

Either EC100 or EC102 needs to be chosen for exemption of BA1 Fundamentals of Business Economics.

Either AC100, AC102, AC103 or AC104 needs to be chosen for exemption of BA2 Fundamentals of Management Accounting.

Either AC100, AC102, AC103 or AC104 needs to be chosen for exemption of BA3 Fundamentals of Financial Accounting.

Note for prospective students:

For changes to undergraduate course and programme information for the next academic session, please see the undergraduate summary

page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm. Changes to course and programme information for future academic sessions can be found on the undergraduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm.

BSc in Mathematics, Statistics and Business

Programme Code: UBMSB

Department: Statistics

For students starting this programme of study in 2018/19

This programme was previously titled **BSc in Business Mathematics and Statistics**.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course: Understanding the causes of things
Year 1	
Paper 1	ST102 Elementary Statistical Theory (1.0) #
Paper 2	MA100 Mathematical Methods (1.0) #
Paper 3	EC100 Economics A (1.0) # or EC102 Economics B (1.0) # A
Paper 4	Either AC102 Elements of Financial Accounting (0.5) and AC103 Elements of Management Accounting, Financial Management and Financial Institutions (0.5) Or MA103 Introduction to Abstract Mathematics (1.0) #
Year 2	
Paper 5	MA212 Further Mathematical Methods (1.0) #
Papers 6 & 7	Either ST202 Probability, Distribution Theory and Inference (1.0) # and ST211 Applied Regression (0.5) # And courses to the value of 0.5 units from List 1 or List 2: List 1 - For students who took MA103 under Paper 4: MA203 Real Analysis (0.5) # MA208 Optimisation Theory (0.5) # B MA209 Differential Equations (0.5) # C MA210 Discrete Mathematics (0.5) # MA211 Algebra and Number Theory (0.5) # ST205 Sample Surveys and Experiments (0.5) # ST226 Actuarial Investigations: Financial (0.5) # ST227 Survival Models (0.5) # List 2 - For students who took AC102 and AC103 under Paper 4: ST205 Sample Surveys and Experiments (0.5) # ST226 Actuarial Investigations: Financial (0.5) # ST227 Survival Models (0.5) # Or ST206 Probability and Distribution Theory (0.5) # and ST211 Applied Regression (0.5) # And courses to the value of 1.0 unit from List 1 or List 2: List 1 - For students who took MA103 under Paper 4: MA203 Real Analysis (0.5) # MA208 Optimisation Theory (0.5) # MA209 Differential Equations (0.5) # MA210 Discrete Mathematics (0.5) # MA211 Algebra and Number Theory (0.5) # ST205 Sample Surveys and Experiments (0.5) # ST226 Actuarial Investigations: Financial (0.5) # ST227 Survival Models (0.5) # List 2 - For students who took AC102 and AC103 under Paper 4: ST205 Sample Surveys and Experiments (0.5) #

Paper 8	ST226 Actuarial Investigations: Financial (0.5) #
	ST227 Survival Models (0.5) #
	Courses to the value of 1.0 unit(s) from the following:
	AC102 Elements of Financial Accounting (0.5)
	AC103 Elements of Management Accounting, Financial Management and Financial Institutions (0.5)
	AC211 Managerial Accounting (1.0) # 1 (withdrawn 2019/20)
Year 3	EC201 Microeconomic Principles I (1.0) #
	EC202 Microeconomic Principles II (1.0) #
	EC210 Macroeconomic Principles (1.0) #
	EC221 Principles of Econometrics (1.0) #
	FM213 Principles of Finance (1.0) #
	Undergraduate Outside Options List (Years 2 & 3)
Paper 9	Courses to the value of 1.0 unit(s) from the following: Paper 9 options list
Paper 10	Courses to the value of 1.0 unit(s) from the following: Paper 9 options list Paper 10 options list
Paper 11	Courses to the value of 1.0 unit(s) from the following: Paper 9 options list Paper 10 options list Paper 11 options list
Paper 12	Courses to the value of 1.0 unit(s) from the following: Paper 9 options list Paper 10 options list Paper 11 options list Undergraduate Outside Options List (Years 2 & 3)
Notes	
LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.	
Paper 9 options list	
ST300	Regression and Generalised Linear Models (0.5) #
ST301	Actuarial Mathematics (Life) (0.5) # ~1
ST302	Stochastic Processes (0.5) #
ST304	Time Series and Forecasting (0.5) #
ST306	Actuarial Mathematics (General) (0.5) # ~2
ST308	Bayesian Inference (0.5) # ~A
ST326	Financial Statistics (0.5) #
ST330	Stochastic and Actuarial Methods in Finance (1.0) # ~3~B
Footnotes for Paper 9 options list ~A : ST202 is a desirable prerequisite for ST308. ~B : ST330 can only be taken if ST302 is taken under Paper 10. Prerequisite Requirements and Mutually Exclusive Options for Paper 9 options list~1: Before taking ST301 you must take ST227~2: Before taking ST306 you must take ST202 Before taking ST306 you must take ST302~3: ST330 can not be taken with FM320	
Paper 10 options list	
MA203	Real Analysis (0.5) # ~1
MA208	Optimisation Theory (0.5) # ~2~A
MA209	Differential Equations (0.5) # ~3~B
MA210	Discrete Mathematics (0.5) # ~4
MA211	Algebra and Number Theory (0.5) # ~5
MA300	Game Theory (1.0) # ~6~C
MA301	Game Theory I (0.5) # ~7
MA303	Chaos in Dynamical Systems (0.5) # ~D (not available 2020/21)
MA305	Optimisation in Function Spaces (0.5) # (withdrawn 2020/21)
MA310	Mathematics of Finance and Valuation (0.5) # ~E (withdrawn 2019/20)
MA313	Probability for Finance (0.5) # ~8 (withdrawn 2019/20)
MA314	Algorithms and Programming (0.5) # ~9
MA315	Algebra and its Applications (0.5) # ~10
MA316	Graph Theory (0.5) # (not available 2020/21)

MA317	Complex Analysis (0.5) #
MA318	History of Mathematics in Finance and Economics (0.5) #
MA319	Partial Differential Equations (0.5) # ~11
MA320	Mathematics of Networks (0.5) #
MA331	Practical Optimisation Modelling (0.5) # ~F (withdrawn 2020/21)
ST302	Stochastic Processes (0.5) # ~G
ST303	Stochastic Simulation (0.5) #
ST307	Aspects of Market Research (0.5) # ~12
ST309	Elementary Data Analytics (0.5) #
ST310	Machine Learning (0.5) # *
ST312	Applied Statistics Project (0.5) # (not available 2020/21)
ST327	Market Research: An Integrated Approach (1.0) # ~13

Footnotes for Paper 10 options list ~A : MA203 is a desirable prerequisite for MA208. ~B : MA203 is a desirable prerequisite for MA209. ~C : EC201 or EC202 are desirable prerequisites for MA300. ~D : MA103 is a desirable prerequisite for MA303. ~E : MA310 can be taken if MA313 is taken in MT. ~F : Third year only ~G : ST302 must be taken if ST330 was taken under Paper 9.

Prerequisite Requirements and Mutually Exclusive Options for Paper 10 options list~1: Before taking MA203 you must take MA103~2: Before taking MA208 you must take MA103~3: Before taking MA209 you must take MA103~4: Before taking MA210 you must take MA103~5: Before taking MA211 you must take MA103~6: MA300 can not be taken with MA301~7: MA301 can not be taken with MA300~8: Before taking MA313 you must take MA203~9: Before taking MA314 you must take MA103~10 : Before taking MA315 you must take MA103~11: Before taking MA319 you must take MA203~12: ST307 can not be taken with ST205, ST327~13: ST327 can not be taken with ST307

Paper 11 options list

AC211	Managerial Accounting (1.0) # ~1 (withdrawn 2019/20)
AC330	Financial Accounting, Analysis and Valuation. (1.0) # ~2 (withdrawn 2020/21)
AC331	Contemporary Issues in Financial Accounting (0.5) #
AC332	Financial Statement Analysis and Valuation (0.5) #
EC202	Microeconomic Principles II (1.0) #
EC210	Macroeconomic Principles (1.0) #
EC221	Principles of Econometrics (1.0) #
EC302	Political Economy (1.0) # ~A
EC310	Behavioural Economics (1.0) # ~B
EC319	Games and Economic Behaviour (1.0) # ~C (not available 2020/21)
EC325	Public Economics (1.0) # ~D
FM213	Principles of Finance (1.0) #
FM300	Corporate Finance, Investments and Financial Markets (1.0) # ~E
FM320	Quantitative Finance (1.0) # ~3~F

Footnotes for Paper 11 options list ~A : EC302 can be taken if either EC201 or EC202 has been taken under Paper 8. ~B : EC310 can be taken if EC202, or EC201 with a good mark, has been taken under Paper 8. ~C : EC319 can be taken if EC201 or EC202 has been taken under Paper 8. ~D : EC325 can be taken if EC201 or EC202 has been taken under Paper 8. ~E : FM300 can be taken if FM213 has been taken under Paper 8. ~F : FM320 can be taken if FM213 has been taken under Paper 8.

Prerequisite Requirements and Mutually Exclusive Options for Paper 11 options list~1: Before taking AC211 you must take AC103~2: Before taking AC330 you must take AC102~3: FM320 can not be taken with ST330

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

1: Before taking AC211 you must take AC102

Before taking AC211 you must take AC103

A: EC102 course allocation dependent on Economics A-level or equivalent background. See course guides for further information.

B: If MA208 is taken, then it is also desirable that MA203 is taken under Papers 6 & 7.

C: If MA209 is taken, then it is also desirable that MA203 is taken under Papers 6 & 7.

D: Students may take certain courses from the Undergraduate Outside Options List, with the approval of the Course Tutor.

means there may be prerequisites for this course.

Please view the course guide for more information.

Accreditation:

Accredited by the Chartered Institute of Management Accountants (CIMA) for the purpose of exemption from some professional examinations through the Accredited degree accelerated route. Accredited by the Royal Statistical Society (RSS) for the purpose of eligibility for Graduate Statistician status. Further information is available from the BSc in Mathematics, Statistics, and Business homepage lse.ac.uk/Statistics/Study/BSc-programmes/BSc-Mathematics-Statistics-and-Business.

Either EC100 or EC102 needs to be chosen for exemption of BA1 Fundamentals of Business Economics.

Either AC100, AC102, AC103 or AC104 needs to be chosen for exemption of BA2 Fundamentals of Management Accounting.

Either AC100, AC102, AC103 or AC104 needs to be chosen for exemption of BA3 Fundamentals of Financial Accounting.

Note for prospective students:

For changes to undergraduate course and programme information for the next academic session, please see the undergraduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm. Changes to course and programme information for future academic sessions can be found on the undergraduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm.

BSc in Mathematics and Economics

Programme Code: UBMAEC

Department: Mathematics

For students starting this programme of study in 2020/21

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Year 1	
Paper 1	EC100 Economics A (1.0) # or EC102 Economics B (1.0) # A
Paper 2	MA100 Mathematical Methods (1.0) #
Paper 3	ST102 Elementary Statistical Theory (1.0) #
Paper 4	MA103 Introduction to Abstract Mathematics (1.0) #
Year 2	
Paper 5	EC201 Microeconomic Principles I (1.0) # or EC202 Microeconomic Principles II (1.0) # MA212 Further Mathematical Methods (1.0) # Courses to the value of 1.0 unit(s) from the following: EC210 Macroeconomic Principles (1.0) # EC221 Principles of Econometrics (1.0) # FM213 Principles of Finance (1.0) #

Paper 8	MA203 Real Analysis (0.5) # And courses to the value of 0.5 unit(s) from the following: MA208 Optimisation Theory (0.5) # MA209 Differential Equations (0.5) # MA210 Discrete Mathematics (0.5) # MA211 Algebra and Number Theory (0.5) #	third year paper in Mathematics or Economics (MA3** or EC3**) with the approval of the Departmental Tutor:
Year 3		Paper 9 options list
Paper 9	Courses to the value of 1.0 unit(s) from the following: EC301 Advanced Economic Analysis (1.0) # 1 EC302 Political Economy (1.0) # EC309 Econometric Theory (1.0) # 2 EC310 Behavioural Economics (1.0) # EC313 Industrial Economics (1.0) # EC319 Games and Economic Behaviour (1.0) # (not available 2020/21) EC321 Monetary Economics and Aggregate Fluctuations (1.0) # 3 EC325 Public Economics (1.0) # EC333 Problems of Applied Econometrics (1.0) # 4	Economics Third Year Options List Mathematics Third Year Options List
Paper 10	Courses to the value of 0.5 unit(s) from the following: MA208 Optimisation Theory (0.5) # MA209 Differential Equations (0.5) # MA210 Discrete Mathematics (0.5) # MA211 Algebra and Number Theory (0.5) # MA301 Game Theory I (0.5) # 5 MA303 Chaos in Dynamical Systems (0.5) # (not available 2020/21) MA305 Optimisation in Function Spaces (0.5) # (withdrawn 2020/21) MA314 Algorithms and Programming (0.5) # MA315 Algebra and its Applications (0.5) # MA316 Graph Theory (0.5) # (not available 2020/21) MA317 Complex Analysis (0.5) # MA319 Partial Differential Equations (0.5) # MA320 Mathematics of Networks (0.5) # MA321 Measure Theoretic Probability (0.5) # MA322 Mathematics of Finance and Valuation (0.5) # MA334 Dissertation in Mathematics (0.5) # And courses to the value of 0.5 unit(s) from the following: MA301 Game Theory I (0.5) # MA303 Chaos in Dynamical Systems (0.5) # (not available 2020/21) MA305 Optimisation in Function Spaces (0.5) # (withdrawn 2020/21) MA314 Algorithms and Programming (0.5) # MA315 Algebra and its Applications (0.5) # MA316 Graph Theory (0.5) # (not available 2020/21) MA317 Complex Analysis (0.5) # MA319 Partial Differential Equations (0.5) # MA320 Mathematics of Networks (0.5) # MA321 Measure Theoretic Probability (0.5) # MA322 Mathematics of Finance and Valuation (0.5) # MA334 Dissertation in Mathematics (0.5) # If FM213 was taken at Paper 7 then one of the following: EC210 Macroeconomic Principles (1.0) # EC221 Principles of Econometrics (1.0) # Or If EC210 or EC221 was taken under Paper 7 then one of the following: EC210 Macroeconomic Principles (1.0) # EC221 Principles of Econometrics (1.0) # FM213 Principles of Finance (1.0) # FM320 Quantitative Finance (1.0) # MA300 Game Theory (1.0) # 6 ST202 Probability, Distribution Theory and Inference (1.0) # Any paper from the Paper 9 options list, or another	Courses to the value of 1.0 unit(s) from the following: B MA231 Operational Research Methods (1.0) # MA318 History of Mathematics in Finance and Economics (0.5) # Paper 9 options list Paper 10 options list Paper 11 options list Undergraduate Outside Options List (Years 2 & 3)
		Paper 9 options list
		EC301 Advanced Economic Analysis (1.0) # 7 EC302 Political Economy (1.0) # 8 EC309 Econometric Theory (1.0) # EC310 Behavioural Economics (1.0) # EC313 Industrial Economics (1.0) # EC319 Games and Economic Behaviour (1.0) # (not available 2020/21) EC321 Monetary Economics and Aggregate Fluctuations (1.0) # 9 EC325 Public Economics (1.0) # EC333 Problems of Applied Econometrics (1.0) # 10
		Economics Third Year Options List
		EC301 Advanced Economic Analysis (1.0) # EC302 Political Economy (1.0) # EC307 Development Economics (1.0) # EC309 Econometric Theory (1.0) # EC310 Behavioural Economics (1.0) # EC311 History of Economics: How Theories Change (1.0) EC313 Industrial Economics (1.0) # EC315 International Economics (1.0) # EC317 Labour Economics (1.0) # EC319 Games and Economic Behaviour (1.0) # (not available 2020/21) EC321 Monetary Economics and Aggregate Fluctuations (1.0) # 11 EC325 Public Economics (1.0) # EC331 Quantitative Thesis (1.0) # EC333 Problems of Applied Econometrics (1.0) #
		Paper 10 options list
		MA208 Optimisation Theory (0.5) # MA209 Differential Equations (0.5) # MA210 Discrete Mathematics (0.5) # MA211 Algebra and Number Theory (0.5) # MA301 Game Theory I (0.5) # 12 MA303 Chaos in Dynamical Systems (0.5) # (not available 2020/21) MA305 Optimisation in Function Spaces (0.5) # (withdrawn 2020/21) MA314 Algorithms and Programming (0.5) # MA315 Algebra and its Applications (0.5) # MA316 Graph Theory (0.5) # (not available 2020/21) MA317 Complex Analysis (0.5) # MA319 Partial Differential Equations (0.5) # MA320 Mathematics of Networks (0.5) # MA334 Dissertation in Mathematics (0.5) #
		Paper 11 options list
		EC210 Macroeconomic Principles (1.0) # EC221 Principles of Econometrics (1.0) # FM213 Principles of Finance (1.0) # FM320 Quantitative Finance (1.0) # MA300 Game Theory (1.0) # ST202 Probability, Distribution Theory and Inference (1.0) #
		Prerequisite Requirements and Mutually Exclusive Options: * means available with permission 1: Before taking EC301 you must take EC210 2: Before taking EC309 you must take EC221 3: Before taking EC321 you must take EC210

- 4: Before taking EC333 you must take EC221
 5: MA301 can not be taken with MA300
 6: MA300 can not be taken with MA301
 7: Before taking EC301 you must take EC210
 8: Before taking EC302 you must take EC221
 9: Before taking EC321 you must take EC210
 10 : Before taking EC333 you must take EC221
 11: Before taking EC321 you must take EC210
 12: MA301 can not be taken with MA300

Footnotes: A: EC102 course allocation dependent on Economics A-level or equivalent background. See course guides for further information.
 B: No more than one from MA208, MA209, MA210 or MA211 can be taken in Year 3.
 # means there may be prerequisites for this course. Please view the course guide for more information.

BSc in Mathematics and Economics

Programme Code: UBMAEC

Department: Mathematics

For students starting this programme of study in 2019/20

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper Course number, title (unit value)

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

Year 1

Paper 1 EC100 Economics A (1.0) # **or**
 EC102 Economics B (1.0) # A
 Paper 2 MA100 Mathematical Methods (1.0) #
 Paper 3 ST102 Elementary Statistical Theory (1.0) #
 Paper 4 MA103 Introduction to Abstract Mathematics (1.0) #

Year 2

Paper 5 EC201 Microeconomic Principles I (1.0) # **or**
 EC202 Microeconomic Principles II (1.0) #
 Paper 6 MA212 Further Mathematical Methods (1.0) #
 Paper 7 Courses to the value of 1.0 unit(s) from the following:
 EC210 Macroeconomic Principles (1.0) #
 EC221 Principles of Econometrics (1.0) #
 FM213 Principles of Finance (1.0) #
 Paper 8 MA203 Real Analysis (0.5) #
And courses to the value of 0.5 unit(s) from the following:
 MA208 Optimisation Theory (0.5) #
 MA209 Differential Equations (0.5) #
 MA210 Discrete Mathematics (0.5) #
 MA211 Algebra and Number Theory (0.5) #

Year 3

Paper 9 Courses to the value of 1.0 unit(s) from the following:
 EC301 Advanced Economic Analysis (1.0) # 1
 EC302 Political Economy (1.0) #
 EC309 Econometric Theory (1.0) # 2
 EC310 Behavioural Economics (1.0) #
 EC313 Industrial Economics (1.0) #
 EC319 Games and Economic Behaviour (1.0) # (not available 2020/21)
 EC321 Monetary Policy and Aggregate Fluctuations (1.0) # 3
 EC325 Public Economics (1.0) #
 EC333 Problems of Applied Econometrics (1.0) # 4
 Paper 10 Courses to the value of 0.5 unit(s) from the following:
 MA208 Optimisation Theory (0.5) #
 MA209 Differential Equations (0.5) #
 MA210 Discrete Mathematics (0.5) #
 MA211 Algebra and Number Theory (0.5) #
 MA301 Game Theory I (0.5) # 5
 MA303 Chaos in Dynamical Systems (0.5) # (not available 2020/21)

MA305 Optimisation in Function Spaces (0.5) # (withdrawn 2020/21)
 MA314 Algorithms and Programming (0.5) #
 MA315 Algebra and its Applications (0.5) #
 MA316 Graph Theory (0.5) # (not available 2020/21)
 MA317 Complex Analysis (0.5) #
 MA319 Partial Differential Equations (0.5) #
 MA320 Mathematics of Networks (0.5) #
 MA321 Measure Theoretic Probability (0.5) #
 MA322 Mathematics of Finance and Valuation (0.5) #

And courses to the value of 0.5 unit(s) from the following:

MA301 Game Theory I (0.5) #
 MA303 Chaos in Dynamical Systems (0.5) # (not available 2020/21)
 MA305 Optimisation in Function Spaces (0.5) # (withdrawn 2020/21)
 MA310 Mathematics of Finance and Valuation (0.5) # (withdrawn 2019/20)
 MA313 Probability for Finance (0.5) # (withdrawn 2019/20)
 MA314 Algorithms and Programming (0.5) #
 MA315 Algebra and its Applications (0.5) #
 MA316 Graph Theory (0.5) # (not available 2020/21)
 MA317 Complex Analysis (0.5) #
 MA319 Partial Differential Equations (0.5) #
 MA320 Mathematics of Networks (0.5) #
 MA321 Measure Theoretic Probability (0.5) #
 MA322 Mathematics of Finance and Valuation (0.5) #
 If FM213 was taken at Paper 7 then one of the following:
 EC210 Macroeconomic Principles (1.0) #
 EC221 Principles of Econometrics (1.0) #

Or

If EC210 or EC221 was taken under Paper 7 then one of the following:
 EC210 Macroeconomic Principles (1.0) #
 EC221 Principles of Econometrics (1.0) #
 FM213 Principles of Finance (1.0) #
 FM320 Quantitative Finance (1.0) #
 MA300 Game Theory (1.0) # 6
 ST202 Probability, Distribution Theory and Inference (1.0) #

Any paper from the Paper 9 options list, or another third year paper in Mathematics or Economics (MA3** or EC3**) with the approval of the Departmental Tutor:

Paper 9 options list

Economics Third Year Options List

Mathematics Third Year Options List

Paper 12 Courses to the value of 1.0 unit(s) from the following:
 B
 MA231 Operational Research Methods (1.0) #
 MA318 History of Mathematics in Finance and Economics (0.5) #

Paper 9 options list

Paper 10 options list

Paper 11 options list

Undergraduate Outside Options List (Years 2 & 3)

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

Paper 9 options list

EC301 Advanced Economic Analysis (1.0) # 7
 EC302 Political Economy (1.0) # 8
 EC309 Econometric Theory (1.0) #
 EC310 Behavioural Economics (1.0) #
 EC313 Industrial Economics (1.0) #
 EC319 Games and Economic Behaviour (1.0) # (not available 2020/21)
 EC321 Monetary Policy and Aggregate Fluctuations (1.0) # 9
 EC325 Public Economics (1.0) #

EC333	Problems of Applied Econometrics (1.0) # 10
Economics Third Year Options List	
EC301	Advanced Economic Analysis (1.0) #
EC302	Political Economy (1.0) #
EC307	Development Economics (1.0) #
EC309	Econometric Theory (1.0) #
EC310	Behavioural Economics (1.0) #
EC311	History of Economics: How Theories Change (1.0)
EC313	Industrial Economics (1.0) #
EC315	International Economics (1.0) #
EC317	Labour Economics (1.0) #
EC319	Games and Economic Behaviour (1.0) # (not available 2020/21)
EC321	Monetary Policy and Aggregate Fluctuations (1.0) # 11
EC325	Public Economics (1.0) #
EC331	Quantitative Thesis (1.0) #
EC333	Problems of Applied Econometrics (1.0) #

Paper 10 options list

MA208	Optimisation Theory (0.5) #
MA209	Differential Equations (0.5) #
MA210	Discrete Mathematics (0.5) #
MA211	Algebra and Number Theory (0.5) #
MA301	Game Theory I (0.5) # 12
MA303	Chaos in Dynamical Systems (0.5) # (not available 2020/21)
MA305	Optimisation in Function Spaces (0.5) # (withdrawn 2020/21)
MA310	Mathematics of Finance and Valuation (0.5) # (withdrawn 2019/20)
MA313	Probability for Finance (0.5) # (withdrawn 2019/20)
MA314	Algorithms and Programming (0.5) #
MA315	Algebra and its Applications (0.5) #
MA316	Graph Theory (0.5) # (not available 2020/21)
MA317	Complex Analysis (0.5) #
MA319	Partial Differential Equations (0.5) #
MA320	Mathematics of Networks (0.5) #

Paper 11 options list

EC210	Macroeconomic Principles (1.0) #
EC221	Principles of Econometrics (1.0) #
FM213	Principles of Finance (1.0) #
FM320	Quantitative Finance (1.0) #
MA300	Game Theory (1.0) #
ST202	Probability, Distribution Theory and Inference (1.0) #

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

- 1: Before taking EC301 you must take EC210
- 2: Before taking EC309 you must take EC221
- 3: Before taking EC321 you must take EC210
- 4: Before taking EC333 you must take EC221
- 5: MA301 can not be taken with MA300
- 6: MA300 can not be taken with MA301
- 7: Before taking EC301 you must take EC210
- 8: Before taking EC302 you must take EC221
- 9: Before taking EC321 you must take EC210
- 10 : Before taking EC333 you must take EC221
- 11: Before taking EC321 you must take EC210
- 12: MA301 can not be taken with MA300

Footnotes: A: EC102 course allocation dependent on Economics A-level or equivalent background. See course guides for further information.

B: No more than one from MA208, MA209, MA210 or MA211 can be taken in Year 3.

means there may be prerequisites for this course. Please view the course guide for more information.

BSc in Mathematics and Economics

Programme Code: UBMAEC

Department: Mathematics

For students starting this programme of study in 2018/19

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course: Understanding the causes of things
Year 1	
Paper 1	EC100 Economics A (1.0) # or EC102 Economics B (1.0) # A
Paper 2	MA100 Mathematical Methods (1.0) #
Paper 3	ST102 Elementary Statistical Theory (1.0) #
Paper 4	MA103 Introduction to Abstract Mathematics (1.0) #
Year 2	
Paper 5	EC201 Microeconomic Principles I (1.0) # or EC202 Microeconomic Principles II (1.0) #
Paper 6	MA212 Further Mathematical Methods (1.0) #
Paper 7	Courses to the value of 1.0 unit(s) from the following: EC210 Macroeconomic Principles (1.0) # EC221 Principles of Econometrics (1.0) # FM213 Principles of Finance (1.0) #
Paper 8	MA203 Real Analysis (0.5) # And courses to the value of 0.5 unit(s) from the following: MA208 Optimisation Theory (0.5) # MA209 Differential Equations (0.5) # MA210 Discrete Mathematics (0.5) # MA211 Algebra and Number Theory (0.5) #
Year 3	
Paper 9	Courses to the value of 1.0 unit(s) from the following: EC301 Advanced Economic Analysis (1.0) # 1 EC302 Political Economy (1.0) # EC309 Econometric Theory (1.0) # 2 EC310 Behavioural Economics (1.0) # EC313 Industrial Economics (1.0) # EC319 Games and Economic Behaviour (1.0) # (not available 2020/21) EC321 Monetary Policy and Aggregate Fluctuations (1.0) # 3 EC325 Public Economics (1.0) # EC333 Problems of Applied Econometrics (1.0) # 4
Paper 10	Courses to the value of 0.5 unit(s) from the following: MA208 Optimisation Theory (0.5) # MA209 Differential Equations (0.5) # MA210 Discrete Mathematics (0.5) # MA211 Algebra and Number Theory (0.5) # MA301 Game Theory I (0.5) # 5 MA303 Chaos in Dynamical Systems (0.5) # (not available 2020/21) MA305 Optimisation in Function Spaces (0.5) # (withdrawn 2020/21) MA314 Algorithms and Programming (0.5) # MA315 Algebra and its Applications (0.5) # MA316 Graph Theory (0.5) # (not available 2020/21) MA317 Complex Analysis (0.5) # MA319 Partial Differential Equations (0.5) # MA320 Mathematics of Networks (0.5) # MA321 Measure Theoretic Probability (0.5) # MA322 Mathematics of Finance and Valuation (0.5) # And courses to the value of 0.5 unit(s) from the following: MA301 Game Theory I (0.5) # MA303 Chaos in Dynamical Systems (0.5) # (not available 2020/21) MA305 Optimisation in Function Spaces (0.5) # (withdrawn 2020/21)

	MA314 Algorithms and Programming (0.5) #
	MA315 Algebra and its Applications (0.5) #
	MA316 Graph Theory (0.5) # (not available 2020/21)
	MA317 Complex Analysis (0.5) #
	MA319 Partial Differential Equations (0.5) #
	MA320 Mathematics of Networks (0.5) #
	MA321 Measure Theoretic Probability (0.5) #
	MA322 Mathematics of Finance and Valuation (0.5) #
Paper 11	If FM213 was taken at Paper 7 then one of the following: EC210 Macroeconomic Principles (1.0) # EC221 Principles of Econometrics (1.0) # Or If EC210 or EC221 was taken under Paper 7 then one of the following: EC210 Macroeconomic Principles (1.0) # EC221 Principles of Econometrics (1.0) # FM213 Principles of Finance (1.0) # FM320 Quantitative Finance (1.0) # MA300 Game Theory (1.0) # 6 ST202 Probability, Distribution Theory and Inference (1.0) #

Any paper from the Paper 9 options list, or another third year paper in Mathematics or Economics (MA3** or EC3**) with the approval of the Departmental Tutor.

Paper 9 options list

Economics Third Year Options List

Mathematics Third Year Options List

Paper 12	Courses to the value of 1.0 unit(s) from the following: B MA231 Operational Research Methods (1.0) # MA318 History of Mathematics in Finance and Economics (0.5) #
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Paper 9 options list

Paper 10 options list

Paper 11 options list

Undergraduate Outside Options List (Years 2 & 3)

Notes	LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.
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Paper 9 options list

EC301	Advanced Economic Analysis (1.0) # 7
EC302	Political Economy (1.0) # 8
EC309	Econometric Theory (1.0) #
EC310	Behavioural Economics (1.0) #
EC313	Industrial Economics (1.0) #
EC319	Games and Economic Behaviour (1.0) # (not available 2020/21)
EC321	Monetary Policy and Aggregate Fluctuations (1.0) # 9
EC325	Public Economics (1.0) #
EC333	Problems of Applied Econometrics (1.0) # 10

Economics Third Year Options List

EC301	Advanced Economic Analysis (1.0) #
EC302	Political Economy (1.0) #
EC303	Economic Policy Analysis (1.0) # (withdrawn 2018/19)
EC307	Development Economics (1.0) #
EC309	Econometric Theory (1.0) #
EC310	Behavioural Economics (1.0) #
EC311	History of Economics: How Theories Change (1.0)
EC313	Industrial Economics (1.0) #
EC315	International Economics (1.0) #
EC317	Labour Economics (1.0) #
EC319	Games and Economic Behaviour (1.0) # (not available 2020/21)
EC321	Monetary Policy and Aggregate Fluctuations (1.0) # 11
EC325	Public Economics (1.0) #
EC331	Quantitative Thesis (1.0) #
EC333	Problems of Applied Econometrics (1.0) #

Paper 10 options list

MA208	Optimisation Theory (0.5) #
MA209	Differential Equations (0.5) #
MA210	Discrete Mathematics (0.5) #
MA211	Algebra and Number Theory (0.5) #
MA301	Game Theory I (0.5) # 12
MA303	Chaos in Dynamical Systems (0.5) # (not available 2020/21)
MA305	Optimisation in Function Spaces (0.5) # (withdrawn 2020/21)
MA310	Mathematics of Finance and Valuation (0.5) # (withdrawn 2019/20)
MA313	Probability for Finance (0.5) # (withdrawn 2019/20)
MA314	Algorithms and Programming (0.5) #
MA315	Algebra and its Applications (0.5) #
MA316	Graph Theory (0.5) # (not available 2020/21)
MA317	Complex Analysis (0.5) #
MA319	Partial Differential Equations (0.5) #
MA320	Mathematics of Networks (0.5) #

Paper 11 options list

EC210	Macroeconomic Principles (1.0) #
EC221	Principles of Econometrics (1.0) #
FM213	Principles of Finance (1.0) #
FM320	Quantitative Finance (1.0) #
MA300	Game Theory (1.0) #
ST202	Probability, Distribution Theory and Inference (1.0) #

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

- 1: Before taking EC301 you must take EC210
- 2: Before taking EC309 you must take EC221
- 3: Before taking EC321 you must take EC210
- 4: Before taking EC333 you must take EC221
- 5: MA301 can not be taken with MA300
- 6: MA300 can not be taken with MA301
- 7: Before taking EC301 you must take EC210
- 8: Before taking EC302 you must take EC221
- 9: Before taking EC321 you must take EC210
- 10: Before taking EC333 you must take EC221
- 11: Before taking EC321 you must take EC210
- 12: MA301 can not be taken with MA300

Footnotes:

A: EC102 course allocation dependent on Economics A-level or equivalent background. See course guides for further information.

B: No more than one from MA208, MA209, MA210 or MA211 can be taken in Year 3.

means there may be prerequisites for this course. Please view the course guide for more information.

BSc in Mathematics with Economics

Programme Code: UBMAWEC

Department: Mathematics

For students starting this programme of study in 2020/21

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Year 1	
Paper 1	EC100 Economics A (1.0) # or EC102 Economics B (1.0) # A
Paper 2	MA100 Mathematical Methods (1.0) #
Paper 3	ST102 Elementary Statistical Theory (1.0) #
Paper 4	MA103 Introduction to Abstract Mathematics (1.0) #
Year 2	
Paper 5	EC201 Microeconomic Principles I (1.0) # or EC202 Microeconomic Principles II (1.0) #
Paper 6	MA212 Further Mathematical Methods (1.0) #
Paper 7	MA203 Real Analysis (0.5) #
And courses to the value of 0.5 unit(s) from the following:	

Paper 8	MA208	Optimisation Theory (0.5) #
	MA209	Differential Equations (0.5) #
	MA210	Discrete Mathematics (0.5) #
	MA211	Algebra and Number Theory (0.5) #
	Courses to the value of 1.0 unit(s) from the following if not taken under Paper 7: B	
	MA208	Optimisation Theory (0.5) #
	MA209	Differential Equations (0.5) #
	MA210	Discrete Mathematics (0.5) #
	MA211	Algebra and Number Theory (0.5) #
	MA231	Operational Research Methods (1.0) #
	ST202	Probability, Distribution Theory and Inference (1.0) #

Undergraduate Outside Options List (Years 2 & 3)

Year 3

Paper 9	Courses to the value of 1.0 unit(s) from the following:	
	EC210	Macroeconomic Principles (1.0) #
	EC221	Principles of Econometrics (1.0) #
	EC302	Political Economy (1.0) #
	EC310	Behavioural Economics (1.0) #
	EC319	Games and Economic Behaviour (1.0) # (not available 2020/21)

Papers 10 & 11	EC325	Public Economics (1.0) #
	Courses to the value of 2.0 unit(s) from the following: C	
	MA208	Optimisation Theory (0.5) #
	MA209	Differential Equations (0.5) #
	MA210	Discrete Mathematics (0.5) #
	MA211	Algebra and Number Theory (0.5) #
	MA231	Operational Research Methods (1.0) #
	MA300	Game Theory (1.0) #
	MA301	Game Theory I (0.5) #
	MA303	Chaos in Dynamical Systems (0.5) # (not available 2020/21)
	MA305	Optimisation in Function Spaces (0.5) # (withdrawn 2020/21)
	MA314	Algorithms and Programming (0.5) #
	MA315	Algebra and its Applications (0.5) #
	MA316	Graph Theory (0.5) # (not available 2020/21)
	MA317	Complex Analysis (0.5) #
	MA318	History of Mathematics in Finance and Economics (0.5) #
	MA319	Partial Differential Equations (0.5) #
	MA320	Mathematics of Networks (0.5) #
	MA321	Measure Theoretic Probability (0.5) #
	MA322	Mathematics of Finance and Valuation (0.5) #
	MA334	Dissertation in Mathematics (0.5) #
	ST300	Regression and Generalised Linear Models (0.5) #
	ST302	Stochastic Processes (0.5) #
	ST304	Time Series and Forecasting (0.5) #
	ST308	Bayesian Inference (0.5) #

Paper 12	If course(s) from the Undergraduate Outside Options List were chosen under Paper 8, then courses to the value of 1.0 unit(s) from the following:	
	MA208	Optimisation Theory (0.5) #
	MA209	Differential Equations (0.5) #
	MA210	Discrete Mathematics (0.5) #
	MA211	Algebra and Number Theory (0.5) #
	MA231	Operational Research Methods (1.0) #
	ST202	Probability, Distribution Theory and Inference (1.0) #

Or

If MA208, MA209, MA210, MA211, MA231 or ST202 were chosen under Paper 8, then courses to the value of 1.0 unit(s) from the following: D

Undergraduate Outside Options List (Years 2 & 3)

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

A: EC102 course allocation dependent on Economics

A-level or equivalent background. See course guides for further information.

B: Courses selected from the Undergraduate Outside Options List require the approval of the Departmental Tutor.

C: Courses selected in Papers 10 & 11 must include at most one MA2xx course, at most two STxxx courses, and at least one MA3xx course.

D: Courses selected from the Undergraduate Outside Options List require the approval of the Departmental Tutor.

means there may be prerequisites for this course.

Please view the course guide for more information.

BSc in Mathematics with Economics

Programme Code: UBMAWEC

Department: Mathematics

For students starting this programme of study in 2019/20

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course: Understanding the causes of things

Year 1

Paper 1	EC100	Economics A (1.0) # or
	EC102	Economics B (1.0) # A
Paper 2	MA100	Mathematical Methods (1.0) #
Paper 3	ST102	Elementary Statistical Theory (1.0) #
Paper 4	MA103	Introduction to Abstract Mathematics (1.0) #

Year 2

Paper 5	EC201	Microeconomic Principles I (1.0) # or
	EC202	Microeconomic Principles II (1.0) #
Paper 6	MA212	Further Mathematical Methods (1.0) #
Paper 7	MA203	Real Analysis (0.5) #

And courses to the value of 0.5 unit(s) from the following:

Paper 8	MA208	Optimisation Theory (0.5) #
	MA209	Differential Equations (0.5) #
	MA210	Discrete Mathematics (0.5) #
	MA211	Algebra and Number Theory (0.5) #
	Courses to the value of 1.0 unit(s) from the following if not taken under Paper 7: B	
	MA208	Optimisation Theory (0.5) #
	MA209	Differential Equations (0.5) #
	MA210	Discrete Mathematics (0.5) #
	MA211	Algebra and Number Theory (0.5) #
	MA231	Operational Research Methods (1.0) #
	ST202	Probability, Distribution Theory and Inference (1.0) #

Undergraduate Outside Options List (Years 2 & 3)

Year 3

Paper 9	Courses to the value of 1.0 unit(s) from the following:	
	EC210	Macroeconomic Principles (1.0) #
	EC221	Principles of Econometrics (1.0) #
	EC302	Political Economy (1.0) #
	EC310	Behavioural Economics (1.0) #
	EC319	Games and Economic Behaviour (1.0) # (not available 2020/21)

Papers 10 & 11	EC325	Public Economics (1.0) #
	Courses to the value of 2.0 unit(s) from the following: C	
	MA208	Optimisation Theory (0.5) #
	MA209	Differential Equations (0.5) #
	MA210	Discrete Mathematics (0.5) #
	MA211	Algebra and Number Theory (0.5) #
	MA231	Operational Research Methods (1.0) #
	MA300	Game Theory (1.0) #
	MA301	Game Theory I (0.5) #

Footnotes:

	MA303	Chaos in Dynamical Systems (0.5) # (not available 2020/21)
	MA305	Optimisation in Function Spaces (0.5) # (withdrawn 2020/21)
	MA314	Algorithms and Programming (0.5) #
	MA315	Algebra and its Applications (0.5) #
	MA316	Graph Theory (0.5) # (not available 2020/21)
	MA317	Complex Analysis (0.5) #
	MA318	History of Mathematics in Finance and Economics (0.5) #
	MA319	Partial Differential Equations (0.5) #
	MA320	Mathematics of Networks (0.5) #
	MA321	Measure Theoretic Probability (0.5) #
	MA322	Mathematics of Finance and Valuation (0.5) #
	MA334	Dissertation in Mathematics (0.5) #
	ST300	Regression and Generalised Linear Models (0.5) #
	ST302	Stochastic Processes (0.5) #
	ST304	Time Series and Forecasting (0.5) #
	ST308	Bayesian Inference (0.5) #
Paper 12	If course(s) from the Undergraduate Outside Options List were chosen under Paper 8, then courses to the value of 1.0 unit(s) from the following:	
	MA208	Optimisation Theory (0.5) #
	MA209	Differential Equations (0.5) #
	MA210	Discrete Mathematics (0.5) #
	MA211	Algebra and Number Theory (0.5) #
	MA231	Operational Research Methods (1.0) #
	ST202	Probability, Distribution Theory and Inference (1.0) #

Or

If MA208, MA209, MA210, MA211, MA231 or ST202 were chosen under Paper 8, then courses to the value of 1.0 unit(s) from the following: D

Undergraduate Outside Options List (Years 2 & 3)

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

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

Footnotes:	A:	EC102 course allocation dependent on Economics A-level or equivalent background. See course guides for further information.
	B:	Courses selected from the Undergraduate Outside Options List require the approval of the Departmental Tutor.
	C:	Courses selected in Papers 10 & 11 must include at most one MA2xx course, at most two STxxx courses, and at least one MA3xx course.
	D:	Courses selected from the Undergraduate Outside Options List require the approval of the Departmental Tutor.
	#	means there may be prerequisites for this course. Please view the course guide for more information.

BSc in Mathematics with Economics

Programme Code: UBMAWEC

Department: Mathematics

For students starting this programme of study in 2018/19

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course: Understanding the causes of things

Year 1

Paper 1	EC100 Economics A (1.0) # or
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	EC102	Economics B (1.0) # A
Paper 2	MA100	Mathematical Methods (1.0) #
Paper 3	ST102	Elementary Statistical Theory (1.0) #
Paper 4	MA103	Introduction to Abstract Mathematics (1.0) #

Year 2

Paper 5	EC201	Microeconomic Principles I (1.0) # or
	EC202	Microeconomic Principles II (1.0) #
Paper 6	MA212	Further Mathematical Methods (1.0) #
Paper 7	MA203	Real Analysis (0.5) #

And courses to the value of 0.5 unit(s) from the following:

MA208	Optimisation Theory (0.5) #
MA209	Differential Equations (0.5) #
MA210	Discrete Mathematics (0.5) #
MA211	Algebra and Number Theory (0.5) #

Courses to the value of 1.0 unit(s) from the following if not taken under Paper 7: B

MA208	Optimisation Theory (0.5) #
MA209	Differential Equations (0.5) #
MA210	Discrete Mathematics (0.5) #
MA211	Algebra and Number Theory (0.5) #
MA231	Operational Research Methods (1.0) #
ST202	Probability, Distribution Theory and Inference (1.0) #

Undergraduate Outside Options List (Years 2 & 3)**Year 3**

Courses to the value of 1.0 unit(s) from the following:

EC210	Macroeconomic Principles (1.0) #
EC221	Principles of Econometrics (1.0) #
EC302	Political Economy (1.0) #
EC310	Behavioural Economics (1.0) #
EC319	Games and Economic Behaviour (1.0) # (not available 2020/21)

EC325	Public Economics (1.0) #
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Papers 10 & 11 Courses to the value of 2.0 unit(s) from the following: C

MA208	Optimisation Theory (0.5) #
MA209	Differential Equations (0.5) #
MA210	Discrete Mathematics (0.5) #
MA211	Algebra and Number Theory (0.5) #
MA231	Operational Research Methods (1.0) #
MA300	Game Theory (1.0) #
MA301	Game Theory I (0.5) #
MA303	Chaos in Dynamical Systems (0.5) # (not available 2020/21)
MA305	Optimisation in Function Spaces (0.5) # (withdrawn 2020/21)
MA314	Algorithms and Programming (0.5) #
MA315	Algebra and its Applications (0.5) #
MA316	Graph Theory (0.5) # (not available 2020/21)
MA317	Complex Analysis (0.5) #
MA318	History of Mathematics in Finance and Economics (0.5) #
MA319	Partial Differential Equations (0.5) #
MA320	Mathematics of Networks (0.5) #
MA321	Measure Theoretic Probability (0.5) #
MA322	Mathematics of Finance and Valuation (0.5) #

MA334	Dissertation in Mathematics (0.5) #
ST300	Regression and Generalised Linear Models (0.5) #

ST302	Stochastic Processes (0.5) #
ST304	Time Series and Forecasting (0.5) #
ST308	Bayesian Inference (0.5) #

Paper 12 If course(s) from the Undergraduate Outside Options List were chosen under Paper 8, then courses to the value of 1.0 unit(s) from the following:

MA208	Optimisation Theory (0.5) #
MA209	Differential Equations (0.5) #
MA210	Discrete Mathematics (0.5) #
MA211	Algebra and Number Theory (0.5) #
MA231	Operational Research Methods (1.0) #

ST202 Probability, Distribution Theory and Inference (1.0) #

Or

If MA208, MA209, MA210, MA211, MA231 or ST202 were chosen under Paper 8, then courses to the value of 1.0 unit(s) from the following: D

Undergraduate Outside Options List (Years 2 & 3)

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

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

Footnotes: A: EC102 course allocation dependent on Economics A-level or equivalent background. See course guides for further information.

B: Courses selected from the Undergraduate Outside Options List require the approval of the Departmental Tutor.

C: Courses selected in Papers 10 & 11 must include at most one MA2xx course, at most two STxxx courses, and at least one MA3xx course.

D: Courses selected from the Undergraduate Outside Options List require the approval of the Departmental Tutor.

means there may be prerequisites for this course. Please view the course guide for more information.

PH203
PH214
PH217
PH221

Philosophy of the Social Sciences (1.0) #
Philosophy, Morals and Politics (1.0) #
Set Theory and Further Logic (1.0) #
Problems of Analytic Philosophy (1.0) # (withdrawn 2020/21)

PH222 Philosophy and Public Policy (1.0)
PH223 Mind and Metaphysics (0.5) #
PH224 Epistemology (0.5) #
PH225 Business and Organisational Ethics (0.5)
PH227 Genes, Brains and Society (0.5) #
PH230 Einstein for Everyone: From time travel to the edge of the universe (0.5) #

PH232 Physics and the City: From Quantum Jumps to Stock Market Crashes (0.5) #
PH238 Philosophy of Language (0.5) # (not available 2020/21)

PH311 Philosophy of Economics (1.0) #
PH332 Effective Philanthropy: Ethics and Evidence (0.5) (withdrawn 2020/21)

PH333 Philosophy of Gender and Race (0.5) #
PH399 Dissertation in Philosophy (1.0) B

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

Footnotes: A: LL305 can be taken in the third year only.

B: PH399 cannot be taken in Year 1 or Year 2.

means there may be prerequisites for this course. Please view the course guide for more information.

Language Specialism:

Students who have taken and passed at least one language course in each year of their degree (i.e. 25% of their overall programme of study) will be offered the opportunity to receive a language specialism attached to their degree certificate and transcript.

Students must take all courses in the same language (French, Spanish, German, Mandarin or Russian) in order to qualify for the specialism. The three courses must also be consecutively harder in level, for example: beginner, intermediate and advanced.

Students who choose to take language courses are not obligated to receive a specialism, but have the option if they wish. Degree certificates which include a language specialism will state the language in the title, for example: **BSc in Philosophy, Logic and Scientific Method with French.**

Note for prospective students:

For changes to undergraduate course and programme information for the next academic session, please see the undergraduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm. Changes to course and programme information for future academic sessions can be found on the undergraduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm.

BSc in Philosophy, Logic and Scientific Method

Programme Code: UBPHS3

Department: Philosophy, Logic and Scientific Method

For students starting this programme of study in 2020/21 Students on this programme have the opportunity to receive a language specialism attached to their degree certificate and transcript. See the details at the bottom of this page for more information.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper Course number, title (unit value)

Year 1

Paper 1 PH103 The Big Questions: An Introduction to Philosophy (1.0) #

Paper 2 PH111 Introduction to Logic (0.5)

And either:

PH105 Historical and Global Perspectives on Philosophy (0.5) **or**

PH112 Intermediate Logic (0.5) #

Papers 3 & 4 Courses to the value of 2.0 unit(s) from the following: **Undergraduate Outside Options List (Year 1)**

Year 2

Paper 5 PH201 Philosophy of Science (1.0) #

Papers 6 & 7 Courses to the value of 2.0 unit(s) from the following: **Philosophy Options List**

Paper 8 Courses to the value of 1.0 unit(s) from the following: **Philosophy Options List**

Undergraduate Outside Options List (Years 2 & 3)

Year 3

Papers 9, 10 & 11 Courses to the value of 3.0 unit(s) from the following:

Philosophy Options List

Paper 12 Courses to the value of 1.0 unit(s) from the following:

Philosophy Options List

Undergraduate Outside Options List (Years 2 & 3)

Philosophy Options List

LL305 Jurisprudence (1.0) A

LN253 European Literature and Philosophy (1.0) #

LN254 Literature and Aspects of Ethics (1.0) #

BSc in Philosophy, Logic and Scientific Method

Programme Code: UBPHS3

Department: Philosophy, Logic and Scientific Method

For students starting this programme of study in 2019/20 Students on this programme have the opportunity to receive a language specialism attached to their degree certificate and transcript. See the details at the bottom of this page for more information.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper Course number, title (unit value)

88 Undergraduate Programme Regulations

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

Year 1

Paper 1 PH103 The Big Questions: An Introduction to Philosophy (1.0) #

Paper 2 PH101 Logic (1.0) (withdrawn 2020/21) **or** PH104 Formal Methods of Philosophical Argumentation (1.0) # (withdrawn 2020/21)

Papers 3 & 4 Courses to the value of 2.0 unit(s) from the following: **Undergraduate Outside Options List (Year 1)**

Year 2

Paper 5 PH201 Philosophy of Science (1.0) #

Papers 6 & 7 Courses to the value of 2.0 unit(s) from the following: **Philosophy Options List**

Paper 8 Courses to the value of 1.0 unit(s) from the following: **Philosophy Options List**

Undergraduate Outside Options List (Years 2 & 3)

Year 3

Papers 9, 10 & 11 Courses to the value of 3.0 unit(s) from the following:

Philosophy Options List

Paper 12 Courses to the value of 1.0 unit(s) from the following: **Philosophy Options List**

Undergraduate Outside Options List (Years 2 & 3)

Notes

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

Philosophy Options List

LL305 Jurisprudence (1.0) A

LN253 European Literature and Philosophy (1.0) #

LN254 Literature and Aspects of Ethics (1.0) #

PH203 Philosophy of the Social Sciences (1.0) #

PH213 Scientific Revolutions: Philosophical and Historical Issues (1.0) # (withdrawn 2019/20)

PH214 Philosophy, Morals and Politics (1.0) #

PH217 Set Theory and Further Logic (1.0) #

PH220 Scientific Method and Policy (1.0) (withdrawn 2019/20)

PH221 Problems of Analytic Philosophy (1.0) # (withdrawn 2020/21)

PH222 Philosophy and Public Policy (1.0)

PH223 Mind and Metaphysics (0.5) #

PH224 Epistemology (0.5) #

PH225 Business and Organisational Ethics (0.5)

PH227 Genes, Brains and Society (0.5) #

PH228 Emotion, Cognition and Behaviour: Science and Policy (0.5) (withdrawn 2019/20)

PH230 Einstein for Everyone: From time travel to the edge of the universe (0.5) #

PH232 Physics and the City: From Quantum Jumps to Stock Market Crashes (0.5) #

PH238 Philosophy of Language (0.5) # (not available 2020/21)

PH311 Philosophy of Economics (1.0) #

PH332 Effective Philanthropy: Ethics and Evidence (0.5) (withdrawn 2020/21)

PH333 Philosophy of Gender and Race (0.5) #

PH399 Dissertation in Philosophy (1.0) B

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

Footnotes:

A: LL305 can be taken in the third year only.
B: PH399 cannot be taken in Year 1 or Year 2.
means there may be prerequisites for this course. Please view the course guide for more information.

Language Specialism:

Students who have taken and passed at least one language course in each year of their degree (i.e. 25% of their overall programme of study) will be offered the opportunity to receive a language specialism attached to their degree certificate and transcript. Students must take all courses in the same language

(French, Spanish, German, Mandarin or Russian) in order to qualify for the specialism. The three courses must also be consecutively harder in level, for example: beginner, intermediate and advanced. Students who choose to take language courses are not obligated to receive a specialism, but have the option if they wish. Degree certificates which include a language specialism will state the language in the title, for example: **BSc in Philosophy, Logic and Scientific Method with French.**

Note for prospective students:

For changes to undergraduate course and programme information for the next academic session, please see the undergraduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm. Changes to course and programme information for future academic sessions can be found on the undergraduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm.

BSc in Philosophy, Logic and Scientific Method

Programme Code: UBPHS3

Department: Philosophy, Logic and Scientific Method

For students starting this programme of study in 2018/19 Students on this programme have the opportunity to receive a language specialism attached to their degree certificate and transcript. See the details at the bottom of this page for more information.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper Course number, title (unit value)

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

Year 1

Paper 1 PH103 The Big Questions: An Introduction to Philosophy (1.0) #

Paper 2 PH101 Logic (1.0) (withdrawn 2020/21) **or** PH104 Formal Methods of Philosophical Argumentation (1.0) # (withdrawn 2020/21)

Papers 3 & 4 Courses to the value of 2.0 unit(s) from the following: **Undergraduate Outside Options List (Year 1)**

Year 2

Paper 5 PH201 Philosophy of Science (1.0) #

Papers 6 & 7 Courses to the value of 2.0 unit(s) from the following: **Philosophy Options List**

Paper 8 Courses to the value of 1.0 unit(s) from the following: **Philosophy Options List**

Undergraduate Outside Options List (Years 2 & 3)

Year 3

Papers 9, 10 & 11 Courses to the value of 3.0 unit(s) from the following:

Philosophy Options List

Paper 12 Courses to the value of 1.0 unit(s) from the following: **Philosophy Options List**

Undergraduate Outside Options List (Years 2 & 3)

Notes

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

Philosophy Options List

LL305 Jurisprudence (1.0) A

LN253 European Literature and Philosophy (1.0) #

LN254 Literature and Aspects of Ethics (1.0) #

PH203 Philosophy of the Social Sciences (1.0) #

PH213 Scientific Revolutions: Philosophical and Historical

PH214	Issues (1.0) # (withdrawn 2019/20)
PH217	Philosophy, Morals and Politics (1.0) #
PH220	Set Theory and Further Logic (1.0) #
PH221	Scientific Method and Policy (1.0) (withdrawn 2019/20)
PH221	Problems of Analytic Philosophy (1.0) # (withdrawn 2020/21)
PH222	Philosophy and Public Policy (1.0)
PH223	Mind and Metaphysics (0.5) # 1
PH224	Epistemology (0.5) # 2
PH225	Business and Organisational Ethics (0.5)
PH227	Genes, Brains and Society (0.5) #
PH228	Emotion, Cognition and Behaviour: Science and Policy (0.5) (withdrawn 2019/20)
PH230	Einstein for Everyone: From time travel to the edge of the universe (0.5) #
PH232	Physics and the City: From Quantum Jumps to Stock Market Crashes (0.5) #
PH238	Philosophy of Language (0.5) # (not available 2020/21)
PH311	Philosophy of Economics (1.0) #
PH332	Effective Philanthropy: Ethics and Evidence (0.5) (withdrawn 2020/21)
PH333	Philosophy of Gender and Race (0.5) #
PH399	Dissertation in Philosophy (1.0) B

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

1: PH223 can not be taken with PH221

2: PH224 can not be taken with PH221

A: LL305 can be taken in the third year only.

B: PH399 cannot be taken in Year 1 or Year 2.

means there may be prerequisites for this course.

Please view the course guide for more information.

Language Specialism:

Students who have taken and passed at least one language course in each year of their degree (i.e. 25% of their overall programme of study) will be offered the opportunity to receive a language specialism attached to their degree certificate and transcript. Students must take all courses in the same language (French, Spanish, German, Mandarin or Russian) in order to qualify for the specialism. The three courses must also be consecutively harder in level, for example: beginner, intermediate and advanced. Students who choose to take language courses are not obligated to receive a specialism, but have the option if they wish. Degree certificates which include a language specialism will state the language in the title, for example: **BSc in Philosophy, Logic and Scientific Method with French**.

Note for prospective students:

For changes to undergraduate course and programme information for the next academic session, please see the undergraduate summary page for prospective students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/](https://info.lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/) updatedUGProspective.htm. Changes to course and programme information for future academic sessions can be found on the undergraduate summary page for future students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm](https://info.lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm).

BSc in Philosophy, Politics and Economics

Programme Code: UBPHPOLEC

Department: Philosophy, Logic and Scientific Method

For students starting this programme of study in 2020/21

Four-year Classification Scheme for BA/BSc degrees for all students from the 2018/19 academic year <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance->

and-Review-Office/Assets/Documents/Calendar/BA-BSc-Four-Year-scheme-for-students-from-2018.19.pdf

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper Course number, title (unit value)

Year 1

Paper 1

Either

MA107 Quantitative Methods (Mathematics) (0.5) #
and ST107 Quantitative Methods (Statistics) (0.5) #

Or

MA100 Mathematical Methods (1.0) #

Paper 2

GV101 Introduction to Political Science (1.0)

Paper 3

PH103 The Big Questions: An Introduction to Philosophy (1.0) # A

Paper 4

EC100 Economics A (1.0) # **or**
EC102 Economics B (1.0) # B

Year 2

Paper 5

If MA107 and ST107 were taken under Paper 1

then students may select the following:

GV249 Research Design in Political Science (1.0)

Or

If MA107 and ST107 were taken under Paper 1 (and if a grade of 65 or above is achieved on both courses), then students may select the following:

EC220 Introduction to Econometrics (1.0) #

Or

If MA100 was taken under Paper 1, then students must select the following:

ST102 Elementary Statistical Theory (1.0) #

Paper 6

GV100 Introduction to Political Theory (1.0)

Paper 7

EC241 PPE Interdisciplinary Research Seminar (0.5)
and PH111 Introduction to Logic (0.5)

Paper 8

If MA107 and ST107 were taken under Paper 1, then students must select the following:

EC201 Microeconomic Principles I (1.0) #

Or

If MA100 was taken under Paper 1, then students must select one of the following:

EC201 Microeconomic Principles I (1.0) #

EC202 Microeconomic Principles II (1.0) #

Year 3

Paper 9

Courses to the value of 1.0 unit(s) from the following:

Government List A

Government List B

Paper 10

Courses to the value of 1.0 unit(s) from the following:

Philosophy Options List

Paper 11

EC210 Macroeconomic Principles (1.0) #

Paper 12

If MA107 and ST107 were taken under Paper 1, then courses to the value of 1.0 unit(s) from the following:

Economics Options List

Philosophy Options List

Government List A

Government List B

Or

If MA100 was taken under Paper 1, then students must select one of the following:

EC220 Introduction to Econometrics (1.0) #

EC221 Principles of Econometrics (1.0) #

Additional course

In addition, students will also take the following course in MT & LT:

PH340 PPE Research Seminar (0.0) I

Year 4

Paper 13

PH341 Philosophy, Politics and Economics: Applications (1.0) #

Paper 14

GV342L Philosophy, Politics and Economics: Research Project (0.5) **and** GV342M Philosophy, Politics and Economics: Capstone (0.5)

Paper 15

Courses to the value of 1.0 unit(s) from the following: J

Paper 16	Economics Options List Philosophy Options List Government List B
	Courses to the value of 1.0 unit(s) from the following: K Economics Options List Philosophy Options List Government List B Or Courses to the value of 1.0 unit(s) from the following: L Undergraduate Outside Options List (Years 2 & 3)
Economics Options List	
EC301	Advanced Economic Analysis (1.0) #
EC302	Political Economy (1.0) #
EC307	Development Economics (1.0) #
EC311	History of Economics: How Theories Change (1.0)
EC313	Industrial Economics (1.0) #
EC315	International Economics (1.0) #
EC317	Labour Economics (1.0) #
EC321	Monetary Economics and Aggregate Fluctuations (1.0) #
EC325	Public Economics (1.0) #
EC333	Problems of Applied Econometrics (1.0) #
Philosophy Options List	
LL305	Jurisprudence (1.0) F
LN253	European Literature and Philosophy (1.0) #
LN254	Literature and Aspects of Ethics (1.0) #
PH201	Philosophy of Science (1.0) #
PH203	Philosophy of the Social Sciences (1.0) #
PH214	Philosophy, Morals and Politics (1.0) #
PH217	Set Theory and Further Logic (1.0) #
PH221	Problems of Analytic Philosophy (1.0) # (withdrawn 2020/21)
PH222	Philosophy and Public Policy (1.0)
PH223	Mind and Metaphysics (0.5) # 1
PH224	Epistemology (0.5) # 2
PH225	Business and Organisational Ethics (0.5)
PH227	Genes, Brains and Society (0.5) #
PH230	Einstein for Everyone: From time travel to the edge of the universe (0.5) #
PH232	Physics and the City: From Quantum Jumps to Stock Market Crashes (0.5) #
PH238	Philosophy of Language (0.5) # (not available 2020/21)
PH301	Rationality and Choice (1.0) # G (not available 2020/21)
PH311	Philosophy of Economics (1.0) #
PH332	Effective Philanthropy: Ethics and Evidence (0.5) (withdrawn 2020/21)
PH333	Philosophy of Gender and Race (0.5) #
PH399	Dissertation in Philosophy (1.0) H
Prerequisite Requirements and Mutually Exclusive Options:	
* means available with permission	
1: PH223 can not be taken with PH221	
2: PH224 can not be taken with PH221	
Footnotes:	A: PH103 includes a supplementary five week Philosophy and Argumentative Writing Seminar.
	B: EC102 course allocation dependent on Economics A-level or equivalent background. See course guides for further information.
	C: GV308 can be taken in Year 3 only.
	D: GV319 can be taken in Year 3 only.
	E: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations.
	F: LL305 can be taken in the third year only.
	G: PH301 is only available to students in Year 4 of the BSc in Philosophy, Politics and Economics.
	H: PH399 cannot be taken in Year 1 or Year 2.
	I: EC240 and EC340 will be assessed in the same manner as LSE100. Marks of F, P, M, DI appear on the transcript but do not affect progression or the final degree classification.
	J: Selection from the Government, Philosophy or Economics Options Lists is subject to timetabling constraints.
	K : Selection from the Government, Philosophy or Economics Options Lists is subject to timetabling constraints.
	L: Courses selected from the Undergraduate Outside Options List require permission. Selection from the Undergraduate Outside Options List is subject to timetabling constraints.
	# means there may be prerequisites for this course. Please view the course guide for more information.

BSc in Philosophy, Politics and Economics

Programme Code: UBPHPOLEC

Department: Philosophy, Logic and Scientific Method

For students starting this programme of study in 2019/20

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course: Understanding the causes of things
Year 1	
Paper 1	Either MA107 Quantitative Methods (Mathematics) (0.5) # and ST107 Quantitative Methods (Statistics) (0.5) # Or MA100 Mathematical Methods (1.0) #
Paper 2	GV101 Introduction to Political Science (1.0)
Paper 3	PH103 The Big Questions: An Introduction to Philosophy (1.0) # A
Paper 4	EC100 Economics A (1.0) # or EC102 Economics B (1.0) # B
Year 2	
Paper 5	If MA107 and ST107 were taken under Paper 1 then students may select the following: GV249 Research Design in Political Science (1.0) Or If MA107 and ST107 were taken under Paper 1 (and if a grade of 65 or above is achieved on both courses), then students may select the following: EC220 Introduction to Econometrics (1.0) # Or If MA100 was taken under Paper 1, then students must select the following: ST102 Elementary Statistical Theory (1.0) # GV100 Introduction to Political Theory (1.0) PH111 Introduction to Logic (0.5) and EC241 PPE Interdisciplinary Research Seminar (0.5)
Paper 6	
Paper 7	If MA107 and ST107 were taken under Paper 1, then students must select the following: EC201 Microeconomic Principles I (1.0) # Or If MA100 was taken under Paper 1, then students must select one of the following: EC201 Microeconomic Principles I (1.0) # EC202 Microeconomic Principles II (1.0) #
Year 3	
Paper 9	Courses to the value of 1.0 unit(s) from the following: Government List A Government List B
Paper 10	Courses to the value of 1.0 unit(s) from the following: Philosophy Options List

Paper 11 EC210 Macroeconomic Principles (1.0) #
 Paper 12 If MA107 and ST107 were taken under Paper 1, then courses to the value of 1.0 unit(s) from the following:

Economics Options List

Philosophy Options List

Government List A

Government List B

Or

If MA100 was taken under Paper 1, then students must select one of the following:

EC220 Introduction to Econometrics (1.0) #

EC221 Principles of Econometrics (1.0) #

Additional course In addition, students will also take the following course in MT & LT:

PH340 PPE Research Seminar (0.0) I

Year 4

Paper 13 PH341 Philosophy, Politics and Economics: Applications (1.0) #

Paper 14 GV342 Philosophy, Politics and Economics: Capstone and Research Project (1.0) (withdrawn 2020/21)

Paper 15 Courses to the value of 1.0 unit(s) from the following: J

Economics Options List

Philosophy Options List

Government List B

Paper 16 Courses to the value of 1.0 unit(s) from the following: K

Economics Options List

Philosophy Options List

Government List B

Or

Courses to the value of 1.0 unit(s) from the following: L

Undergraduate Outside Options List (Years 2 & 3)

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

Economics Options List

EC301 Advanced Economic Analysis (1.0) #

EC302 Political Economy (1.0) #

EC307 Development Economics (1.0) #

EC311 History of Economics: How Theories Change (1.0)

EC313 Industrial Economics (1.0) #

EC315 International Economics (1.0) #

EC317 Labour Economics (1.0) #

EC321 Monetary Policy and Aggregate Fluctuations (1.0) #

EC325 Public Economics (1.0) #

EC333 Problems of Applied Econometrics (1.0) #

Philosophy Options List

LL305 Jurisprudence (1.0) F

LN253 European Literature and Philosophy (1.0) #

LN254 Literature and Aspects of Ethics (1.0) #

PH201 Philosophy of Science (1.0) #

PH203 Philosophy of the Social Sciences (1.0) #

PH213 Scientific Revolutions: Philosophical and Historical Issues (1.0) # (withdrawn 2019/20)

PH214 Philosophy, Morals and Politics (1.0) #

PH217 Set Theory and Further Logic (1.0) #

PH220 Scientific Method and Policy (1.0) (withdrawn 2019/20)

PH221 Problems of Analytic Philosophy (1.0) # (withdrawn 2020/21)

PH222 Philosophy and Public Policy (1.0)

PH223 Mind and Metaphysics (0.5) # 1

PH224 Epistemology (0.5) # 2

PH225 Business and Organisational Ethics (0.5)

PH227 Genes, Brains and Society (0.5) #

PH228 Emotion, Cognition and Behaviour: Science and Policy (0.5) (withdrawn 2019/20)

PH230 Einstein for Everyone: From time travel to the edge of the universe (0.5) #

PH232 Physics and the City: From Quantum Jumps to Stock Market Crashes (0.5) #

PH238 Philosophy of Language (0.5) # (not available 2020/21)

PH301 Rationality and Choice (1.0) # G (not available 2020/21)

PH311 Philosophy of Economics (1.0) #

PH332 Effective Philanthropy: Ethics and Evidence (0.5) (withdrawn 2020/21)

PH333 Philosophy of Gender and Race (0.5) #

PH399 Dissertation in Philosophy (1.0) H

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

1: PH223 can not be taken with PH221

2: PH224 can not be taken with PH221

Footnotes: A: PH103 includes a supplementary five week Philosophy and Argumentative Writing Seminar.

B: EC102 course allocation dependent on Economics A-level or equivalent background. See course guides for further information.

C: GV308 can be taken in Year 3 only.

D: GV319 can be taken in Year 3 only.

E: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations.

F: LL305 can be taken in the third year only.

G: PH301 is only available to students in Year 4 of the BSc in Philosophy, Politics and Economics.

H: PH399 cannot be taken in Year 1 or Year 2.

I: EC240 and EC340 will be assessed in the same manner as LSE100. Marks of F, P, M, DI appear on the transcript but do not affect progression or the final degree classification.

J: Selection from the Government, Philosophy or Economics Options Lists is subject to timetabling constraints.

K: Selection from the Government, Philosophy or Economics Options Lists is subject to timetabling constraints.

L: Courses selected from the Undergraduate Outside Options List require permission. Selection from the Undergraduate Outside Options List is subject to timetabling constraints.

means there may be prerequisites for this course.

Please view the course guide for more information.

BSc in Philosophy, Politics and Economics

Programme Code: UBPHPOLEC

Department: Philosophy, Logic and Scientific Method

For students starting this programme of study in 2018/19

Four-year classification scheme for BA/BSc degrees for all students from the 2018/19 academic year <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/BA-BSc-Four-Year-scheme-for-students-from-2018.19.pdf%20>

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper Course number, title (unit value)

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

Year 1

Paper 1

Either

MA107 Quantitative Methods (Mathematics) (0.5) #
and ST107 Quantitative Methods (Statistics)

	(0.5) #
	Or
Paper 2	MA100 Mathematical Methods (1.0) #
Paper 3	GV101 Introduction to Political Science (1.0)
	PH103 The Big Questions: An Introduction to Philosophy (1.0) # A
Paper 4	EC100 Economics A (1.0) # or
	EC102 Economics B (1.0) # B
Year 2	
Paper 5	If MA107 and ST107 were taken under Paper 1 then students may select the following: GV249 Research Design in Political Science (1.0)
	Or
	If MA107 and ST107 were taken under Paper 1 (and if a grade of 65 or above is achieved on both courses), then students may select the following: EC220 Introduction to Econometrics (1.0) #
	Or
	If MA100 was taken under Paper 1, then students must select the following: ST102 Elementary Statistical Theory (1.0) #
Paper 6	GV100 Introduction to Political Theory (1.0)
Paper 7	If MA100 was taken under Paper 1, then students must select the following: PH104 Formal Methods of Philosophical Argumentation (1.0) # (withdrawn 2020/21)
	Or
	If MA107 and ST107 were taken under Paper 1, then students may select either of the following: PH101 Logic (1.0) (withdrawn 2020/21) or
	PH104 Formal Methods of Philosophical Argumentation (1.0) # (withdrawn 2020/21)
Paper 8	If MA107 and ST107 were taken under Paper 1, then students must select the following: EC201 Microeconomic Principles I (1.0) #
	Or
	If MA100 was taken under Paper 1, then students must select one of the following: EC201 Microeconomic Principles I (1.0) #
	EC202 Microeconomic Principles II (1.0) #
Additional course	In addition, students will also take the following course in LT: EC240 PPE Interdisciplinary Research Seminar (0.5) C (withdrawn 2020/21)
Year 3	
Paper 9	Courses to the value of 1.0 unit(s) from the following: Government List A Government List B
Paper 10	Courses to the value of 1.0 unit(s) from the following: Philosophy Options List
Paper 11	EC210 Macroeconomic Principles (1.0) #
Paper 12	If MA107 and ST107 were taken under Paper 1, then courses to the value of 1.0 unit(s) from the following: Economics Options List Philosophy Options List Government List A Government List B
	Or
	If MA100 was taken under Paper 1, then students must select one of the following: EC220 Introduction to Econometrics (1.0) #
	EC221 Principles of Econometrics (1.0) #
Additional course	In addition, students will also take the following course in MT & LT: PH340 PPE Research Seminar (0.0) J
Year 4	
Paper 13	PH341 Philosophy, Politics and Economics: Applications (1.0) #
Paper 14	GV342 Philosophy, Politics and Economics: Capstone and Research Project (1.0) (withdrawn 2020/21)
Paper 15	Courses to the value of 1.0 unit(s) from the following: K

	Economics Options List Philosophy Options List Government List B
Paper 16	Courses to the value of 1.0 unit(s) from the following: L Economics Options List Philosophy Options List Government List B
	Or
	Courses to the value of 1.0 unit(s) from the following: M Undergraduate Outside Options List (Years 2 & 3)
	LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.
Notes	
	Economics Options List
	EC301 Advanced Economic Analysis (1.0) #
	EC302 Political Economy (1.0) #
	EC303 Economic Policy Analysis (1.0) # (withdrawn 2018/19)
	EC307 Development Economics (1.0) #
	EC311 History of Economics: How Theories Change (1.0)
	EC313 Industrial Economics (1.0) #
	EC315 International Economics (1.0) #
	EC317 Labour Economics (1.0) #
	EC321 Monetary Policy and Aggregate Fluctuations (1.0) #
	EC325 Public Economics (1.0) #
	EC333 Problems of Applied Econometrics (1.0) #
	Philosophy Options List
	LL305 Jurisprudence (1.0) G
	LN253 European Literature and Philosophy (1.0) #
	LN254 Literature and Aspects of Ethics (1.0) #
	PH201 Philosophy of Science (1.0) #
	PH203 Philosophy of the Social Sciences (1.0) #
	PH213 Scientific Revolutions: Philosophical and Historical Issues (1.0) # (withdrawn 2019/20)
	PH214 Philosophy, Morals and Politics (1.0) #
	PH217 Set Theory and Further Logic (1.0) #
	PH220 Scientific Method and Policy (1.0) (withdrawn 2019/20)
	PH221 Problems of Analytic Philosophy (1.0) # (withdrawn 2020/21)
	PH222 Philosophy and Public Policy (1.0)
	PH223 Mind and Metaphysics (0.5) # 1
	PH224 Epistemology (0.5) # 2
	PH225 Business and Organisational Ethics (0.5)
	PH227 Genes, Brains and Society (0.5) #
	PH228 Emotion, Cognition and Behaviour: Science and Policy (0.5) (withdrawn 2019/20)
	PH230 Einstein for Everyone: From time travel to the edge of the universe (0.5) #
	PH232 Physics and the City: From Quantum Jumps to Stock Market Crashes (0.5) #
	PH238 Philosophy of Language (0.5) # (not available 2020/21)
	PH301 Rationality and Choice (1.0) # H (not available 2020/21)
	PH311 Philosophy of Economics (1.0) #
	PH332 Effective Philanthropy: Ethics and Evidence (0.5) (withdrawn 2020/21)
	PH333 Philosophy of Gender and Race (0.5) #
	PH399 Dissertation in Philosophy (1.0) I
	Prerequisite Requirements and Mutually Exclusive Options:
	* means available with permission
	1: PH223 can not be taken with PH221
	2: PH224 can not be taken with PH221
Footnotes:	A: PH103 includes a supplementary five week Philosophy and Argumentative Writing Seminar. B: EC102 course allocation dependent on Economics A-level or equivalent background. See course guides for further information.

C: EC240 and EC340 will be assessed in the same manner as LSE100. Marks of F, P, M, DI appear on the transcript but do not affect progression or the final degree classification.

D: GV308 can be taken in Year 3 only.

E: GV319 can be taken in Year 3 only.

F: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations.

G: LL305 can be taken in the third year only.

H: PH301 is only available to students in Year 4 of the BSc in Philosophy, Politics and Economics.

I: PH399 cannot be taken in Year 1 or Year 2.

J: EC240 and EC340 will be assessed in the same manner as LSE100. Marks of F, P, M, DI appear on the transcript but do not affect progression or the final degree classification.

K: Selection from the Government, Philosophy or Economics Options Lists is subject to timetabling constraints.

L: Selection from the Government, Philosophy or Economics Options Lists is subject to timetabling constraints.

M: Courses selected from the Undergraduate Outside Options List require permission. Selection from the Undergraduate Outside Options List is subject to timetabling constraints.

means there may be prerequisites for this course. Please view the course guide for more information.

BSc in Philosophy, Politics and Economics

Programme Code: UBPHPOLEC

Department: Philosophy, Logic and Scientific Method

For students starting this programme of study in 2017/18

Four-year classification scheme for BA/BSc degrees for all students from the 2018/19 academic year <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/BA-BSc-Four-Year-scheme-for-students-from-2018.19.pdf>

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
See note of things	LSE100 The LSE Course: Understanding the causes
Year 1	
Paper 1	Either
	MA107 Quantitative Methods (Mathematics) (0.5) #
	and ST107 Quantitative Methods (Statistics) (0.5) #
	Or
	MA100 Mathematical Methods (1.0) #
Paper 2	GV100 Introduction to Political Theory (1.0)
Paper 3	PH103 The Big Questions: An Introduction to Philosophy (1.0) # A
Paper 4	EC100 Economics A (1.0) # or
	EC102 Economics B (1.0) # B
Year 2	
Paper 5	If MA107 and ST107 were taken under Paper 1, then students may select the following:
	GV249 Research Design in Political Science (1.0)
	Or
	If MA107 and ST107 were taken under Paper 1 (and if a grade of 65 or above is achieved on both courses), then students may select the following:
	EC220 Introduction to Econometrics (1.0) #
	Or

	If MA100 was taken under Paper 1, then students must select the following:
	ST102 Elementary Statistical Theory (1.0) #
	GV101 Introduction to Political Science (1.0)
	If MA100 was taken under Paper 1, then students must select the following:
	PH104 Formal Methods of Philosophical Argumentation (1.0) # (withdrawn 2020/21)
	Or
	If MA107 and ST107 were taken under Paper 1, then students may select either of the following:
	PH101 Logic (1.0) (withdrawn 2020/21) or
	PH104 Formal Methods of Philosophical Argumentation (1.0) # (withdrawn 2020/21)
Paper 8	If MA107 and ST107 were taken under Paper 1, then students must select the following:
	EC201 Microeconomic Principles I (1.0) #
	Or
	If MA100 was taken under Paper 1, then students must select one of the following:
	EC201 Microeconomic Principles I (1.0) #
	EC202 Microeconomic Principles II (1.0) #
Additional course	In addition, students will also take the following course in LT:
	EC240 PPE Interdisciplinary Research Seminar (0.5) C (withdrawn 2020/21)
Year 3	
Paper 9	Courses to the value of 1.0 unit(s) from the following:
	Government List A
	Government List B
Paper 10	Courses to the value of 1.0 unit(s) from the following:
	Philosophy Options List
Paper 11	EC210 Macroeconomic Principles (1.0) #
Paper 12	If MA107 and ST107 were taken under Paper 1, then courses to the value of 1.0 unit(s) from the following:
	Economics Options List
	Philosophy Options List
	Government List A
	Government List B
	Or
	If MA100 was taken under Paper 1, then students must select one of the following:
	EC220 Introduction to Econometrics (1.0) #
	EC221 Principles of Econometrics (1.0) #
Additional course	In addition, students will also take the following course in MT & LT:
	EC340 PPE Interdisciplinary Research Seminar (1.0) J (withdrawn 2020/21)
Year 4	
Paper 13	PH341 Philosophy, Politics and Economics: Applications (1.0) #
Paper 14	GV342 Philosophy, Politics and Economics: Capstone and Research Project (1.0) (withdrawn 2020/21)
Paper 15	Courses to the value of 1.0 unit(s) from the following:
	Economics Options List
	Philosophy Options List
	Government List B
Paper 16	Courses to the value of 1.0 unit(s) from the following:
	L
	Economics Options List
	Philosophy Options List
	Government List B
	Or
	Courses to the value of 1.0 unit(s) from the following:
	M
	Undergraduate Outside Options List (Years 2 & 3)
Notes	LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.
Economics Options List	

EC301	Advanced Economic Analysis (1.0) #
EC302	Political Economy (1.0) #
EC303	Economic Policy Analysis (1.0) # (withdrawn 2018/19)
EC307	Development Economics (1.0) #
EC311	History of Economics: How Theories Change (1.0)
EC313	Industrial Economics (1.0) #
EC315	International Economics (1.0) #
EC317	Labour Economics (1.0) #
EC321	Monetary Policy and Aggregate Fluctuations (1.0) #
EC325	Public Economics (1.0) #
EC333	Problems of Applied Econometrics (1.0) #
Philosophy Options List	
LL305	Jurisprudence (1.0) G
LN253	European Literature and Philosophy (1.0) #
LN254	Literature and Aspects of Ethics (1.0) #
PH201	Philosophy of Science (1.0) #
PH203	Philosophy of the Social Sciences (1.0) #
PH213	Scientific Revolutions: Philosophical and Historical Issues (1.0) # (withdrawn 2019/20)
PH214	Philosophy, Morals and Politics (1.0) #
PH217	Set Theory and Further Logic (1.0) #
PH220	Scientific Method and Policy (1.0) (withdrawn 2019/20)
PH221	Problems of Analytic Philosophy (1.0) # (withdrawn 2020/21)
PH222	Philosophy and Public Policy (1.0)
PH223	Mind and Metaphysics (0.5) # 1
PH224	Epistemology (0.5) # 2
PH225	Business and Organisational Ethics (0.5)
PH227	Genes, Brains and Society (0.5) #
PH228	Emotion, Cognition and Behaviour: Science and Policy (0.5) (withdrawn 2019/20)
PH230	Einstein for Everyone: From time travel to the edge of the universe (0.5) #
PH232	Physics and the City: From Quantum Jumps to Stock Market Crashes (0.5) #
PH238	Philosophy of Language (0.5) # (not available 2020/21)
PH301	Rationality and Choice (1.0) # H (not available 2020/21)
PH311	Philosophy of Economics (1.0) #
PH332	Effective Philanthropy: Ethics and Evidence (0.5) (withdrawn 2020/21)
PH333	Philosophy of Gender and Race (0.5) #
PH399	Dissertation in Philosophy (1.0) I

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

1: PH223 can not be taken with PH221

2: PH224 can not be taken with PH221

Footnotes:	A: PH103 includes a supplementary five week Philosophy and Argumentative Writing Seminar.
	B: EC102 course allocation dependent on Economics A-level or equivalent background. See course guides for further information.
	C: EC240 and EC340 will be assessed in the same manner as LSE100. Marks of F, P, M, DI appear on the transcript but do not affect progression or the final degree classification.
	D: GV308 can be taken in Year 3 only.
	E: GV319 can be taken in Year 3 only.
	F: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations.
	G: LL305 can be taken in the third year only.
	H: PH301 is only available to students in Year 4 of the BSc in Philosophy, Politics and Economics.
	I: PH399 cannot be taken in Year 1 or Year 2.
	J: EC240 and EC340 will be assessed in the same

manner as LSE100. Marks of F, P, M, DI appear on the transcript but do not affect progression or the final degree classification.

K: Selection from the Government, Philosophy or Economics Options Lists is subject to timetabling constraints.

L: Selection from the Government, Philosophy or Economics Options Lists is subject to timetabling constraints.

M: Courses selected from the Undergraduate Outside Options List require permission. Selection from the Undergraduate Outside Options List is subject to timetabling constraints.

means there may be prerequisites for this course.

Please view the course guide for more information.

BSc in Philosophy and Economics

Programme Code: UBPHEC

Department: Philosophy, Logic and Scientific Method

For students starting this programme of study in 2020/21

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper Course number, title (unit value)

Year 1

Paper 1 EC100 Economics A (1.0) # **or**
EC102 Economics B (1.0) # A

Papers 2 & 3

Either

MA107 Quantitative Methods (Mathematics) (0.5) #
and ST107 Quantitative Methods (Statistics) (0.5) #
and PH111 Introduction to Logic (0.5)

And:

PH105 Historical and Global Perspectives on
Philosophy (0.5) **or**

PH112 Intermediate Logic (0.5) #

Or

MA100 Mathematical Methods (1.0) # **and** ST102
Elementary Statistical Theory (1.0) #

Paper 4

PH103 The Big Questions: An Introduction to
Philosophy (1.0) #

Year 2

Paper 5

Courses to the value of 1.0 unit(s) from the following:

Philosophy Options List

If PH111 was not taken under Papers 2 & 3, then
students must take:

PH111 Introduction to Logic (0.5) **and** PH112
Intermediate Logic (0.5) #

Or

If PH111 was taken under Paper 3, then courses to
the value of 1.0 unit(s) from the following:

Philosophy Options List

EC201 Microeconomic Principles I (1.0) # **or**

EC202 Microeconomic Principles II (1.0) #

One of the following options:

EC210 Macroeconomic Principles (1.0) #

Or

If a grade of 65 or above on both ST107 and MA107
has been received, or if MA100 and ST102 were taken
in Year 1, then students can select the following:

EC220 Introduction to Econometrics (1.0) #

Or

If MA100 and ST102 were taken in Year 1, then
students can select the following:

EC221 Principles of Econometrics (1.0) #

Year 3

Paper 9

Courses to the value of 1.0 unit(s) from the following:

Philosophy Options List

Paper 10

Courses to the value of 1.0 unit(s) from the following:

Undergraduate Outside Options List (Years 2 & 3)**Or**

Courses to the value of 1.0 unit(s) from the following:

Philosophy Options List**Or**

Courses to the value of 1.0 unit(s) from the following:

Economics Options List

Courses to the value of 1.0 unit(s) from the following:

Economics Options List

Paper 12 PH311 Philosophy of Economics (1.0) #

Economics Options List

EC220	Introduction to Econometrics (1.0) # 3
EC221	Principles of Econometrics (1.0) # 4
EC301	Advanced Economic Analysis (1.0) #
EC302	Political Economy (1.0) #
EC307	Development Economics (1.0) #
EC310	Behavioural Economics (1.0) #
EC311	History of Economics: How Theories Change (1.0)
EC315	International Economics (1.0) #
EC317	Labour Economics (1.0) #
EC319	Games and Economic Behaviour (1.0) # (not available 2020/21)
EC321	Monetary Economics and Aggregate Fluctuations (1.0) #
EC325	Public Economics (1.0) #

Philosophy Options List

LL305	Jurisprudence (1.0) B
LN253	European Literature and Philosophy (1.0) #
LN254	Literature and Aspects of Ethics (1.0) #
PH201	Philosophy of Science (1.0) #
PH203	Philosophy of the Social Sciences (1.0) #
PH214	Philosophy, Morals and Politics (1.0) #
PH217	Set Theory and Further Logic (1.0) #
PH221	Problems of Analytic Philosophy (1.0) # (withdrawn 2020/21)
PH222	Philosophy and Public Policy (1.0)
PH223	Mind and Metaphysics (0.5) # 1
PH224	Epistemology (0.5) # 2
PH225	Business and Organisational Ethics (0.5)
PH227	Genes, Brains and Society (0.5) #
PH230	Einstein for Everyone: From time travel to the edge of the universe (0.5) #
PH232	Physics and the City: From Quantum Jumps to Stock Market Crashes (0.5) #
PH238	Philosophy of Language (0.5) # (not available 2020/21)
PH311	Philosophy of Economics (1.0) #
PH332	Effective Philanthropy: Ethics and Evidence (0.5) (withdrawn 2020/21)
PH333	Philosophy of Gender and Race (0.5) #
PH399	Dissertation in Philosophy (1.0) C

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

1: PH223 can not be taken with PH221

2: PH224 can not be taken with PH221

3: EC220 can not be taken with EC221

4: EC221 can not be taken with EC220

Footnotes: A: EC102 course allocation dependent on Economics A-level or equivalent background. See course guides for further information.

B: LL305 can be taken in the third year only.

C: PH399 cannot be taken in Year 1 or Year 2.

means there may be prerequisites for this course.

Please view the course guide for more information.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper

See note

Course number, title (unit value)

LSE100 The LSE Course: Understanding the causes of things

Year 1

Paper 1

EC100 Economics A (1.0) # **or**
EC102 Economics B (1.0) # A

Papers 2 & 3

EitherMA107 Quantitative Methods (Mathematics) (0.5) #
and PH101 Logic (1.0) (withdrawn 2020/21)
and ST107 Quantitative Methods (Statistics) (0.5) #**Or**MA100 Mathematical Methods (1.0) # **and** ST102
Elementary Statistical Theory (1.0) #

Paper 4

PH103 The Big Questions: An Introduction to
Philosophy (1.0) #**Year 2**

Paper 5

Courses to the value of 1.0 unit(s) from the following:

Philosophy Options List

Paper 6

If PH101 was not taken under Paper 3, then students
must take:PH111 Introduction to Logic (0.5) **and** PH112
Intermediate Logic (0.5) # 3**Or**If PH101 was taken under Paper 3, then courses to the
value of 1.0 unit(s) from the following:**Philosophy Options List**

Paper 7

EC201 Microeconomic Principles I (1.0) # **or**
EC202 Microeconomic Principles II (1.0) #

Paper 8

One of the following options:
EC210 Macroeconomic Principles (1.0) #**Or**If a grade of 65 or above on both ST107 and MA107
has been received, or if MA100 and ST102 were taken
in Year 1, then students can select the following:
EC220 Introduction to Econometrics (1.0) #**Or**If MA100 and ST102 were taken in Year 1, then
students can select the following:
EC221 Principles of Econometrics (1.0) #**Year 3**

Paper 9

Courses to the value of 1.0 unit(s) from the following:

Philosophy Options List

Paper 10

Courses to the value of 1.0 unit(s) from the following:
Undergraduate Outside Options List (Years 2 & 3)**Or**

Courses to the value of 1.0 unit(s) from the following:

Philosophy Options List**Or**

Courses to the value of 1.0 unit(s) from the following:

Economics Options List

Paper 11

Courses to the value of 1.0 unit(s) from the following:

Economics Options List

Paper 12

PH311 Philosophy of Economics (1.0) #

NotesLSE100 is taken by all students in the Lent Term of
Year 1. The course is compulsory but does not affect
the final degree classification.**Economics Options List**

EC220	Introduction to Econometrics (1.0) # 4
EC221	Principles of Econometrics (1.0) # 5
EC301	Advanced Economic Analysis (1.0) #
EC302	Political Economy (1.0) #
EC307	Development Economics (1.0) #
EC310	Behavioural Economics (1.0) #
EC311	History of Economics: How Theories Change (1.0)
EC315	International Economics (1.0) #
EC317	Labour Economics (1.0) #
EC319	Games and Economic Behaviour (1.0) # (not available 2020/21)

BSc in Philosophy and Economics**Programme Code:** UBPHEC**Department:** Philosophy, Logic and Scientific Method

For students starting this programme of study in 2019/20

Please note that places are limited on some optional courses.

EC321	Monetary Policy and Aggregate Fluctuations (1.0) #
EC325	Public Economics (1.0) #

Philosophy Options List

LL305	Jurisprudence (1.0) B
LN253	European Literature and Philosophy (1.0) #
LN254	Literature and Aspects of Ethics (1.0) #
PH201	Philosophy of Science (1.0) #
PH203	Philosophy of the Social Sciences (1.0) #
PH213	Scientific Revolutions: Philosophical and Historical Issues (1.0) # (withdrawn 2019/20)
PH214	Philosophy, Morals and Politics (1.0) #
PH217	Set Theory and Further Logic (1.0) #
PH220	Scientific Method and Policy (1.0) (withdrawn 2019/20)
PH221	Problems of Analytic Philosophy (1.0) # (withdrawn 2020/21)
PH222	Philosophy and Public Policy (1.0)
PH223	Mind and Metaphysics (0.5) # 1
PH224	Epistemology (0.5) # 2
PH225	Business and Organisational Ethics (0.5)
PH227	Genes, Brains and Society (0.5) #
PH228	Emotion, Cognition and Behaviour: Science and Policy (0.5) (withdrawn 2019/20)
PH230	Einstein for Everyone: From time travel to the edge of the universe (0.5) #
PH232	Physics and the City: From Quantum Jumps to Stock Market Crashes (0.5) #
PH238	Philosophy of Language (0.5) # (not available 2020/21)
PH311	Philosophy of Economics (1.0) #
PH332	Effective Philanthropy: Ethics and Evidence (0.5) (withdrawn 2020/21)
PH333	Philosophy of Gender and Race (0.5) #
PH399	Dissertation in Philosophy (1.0) C

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

1: PH223 can not be taken with PH221

2: PH224 can not be taken with PH221

3: PH111, PH112 can not be taken with PH101, PH104

4: EC220 can not be taken with EC221

5: EC221 can not be taken with EC220

Footnotes: A: EC102 course allocation dependent on Economics A-level or equivalent background. See course guides for further information.

B: LL305 can be taken in the third year only.

C: PH399 cannot be taken in Year 1 or Year 2.

means there may be prerequisites for this course.

Please view the course guide for more information.

BSc in Philosophy and Economics**Programme Code:** UBPHEC**Department:** Philosophy, Logic and Scientific Method

For students starting this programme of study in 2018/19

Please note that places are limited on some optional courses.**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course: Understanding the causes of things
Year 1	
Paper 1	EC100 Economics A (1.0) # or EC102 Economics B (1.0) # A
Papers 2 & 3	Either MA107 Quantitative Methods (Mathematics) (0.5) # and PH101 Logic (1.0) (withdrawn 2020/21) and ST107 Quantitative Methods (Statistics) (0.5) #

OrMA100 Mathematical Methods (1.0) # **and** ST102 Elementary Statistical Theory (1.0) #

Paper 4	PH103 The Big Questions: An Introduction to Philosophy (1.0) #
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Year 2

Paper 5	Courses to the value of 1.0 unit(s) from the following: Philosophy Options List
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Paper 6	If PH101 was not taken under Paper 3, then students must take:
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	PH104 Formal Methods of Philosophical Argumentation (1.0) # (withdrawn 2020/21)
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Or

If PH101 was taken under Paper 3, then courses to the value of 1.0 unit(s) from the following:

Philosophy Options List

Paper 7	EC201 Microeconomic Principles I (1.0) # or
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Paper 8	EC202 Microeconomic Principles II (1.0) #
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One of the following options:

EC210 Macroeconomic Principles (1.0) #

Or

If a grade of 65 or above on both ST107 and MA107 has been received, or if MA100 and ST102 were taken in Year 1, then students can select the following:

EC220 Introduction to Econometrics (1.0) #

Or

If MA100 and ST102 were taken in Year 1, then students can select the following:

EC221 Principles of Econometrics (1.0) #

Year 3

Paper 9	Courses to the value of 1.0 unit(s) from the following: Philosophy Options List
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Paper 10	Courses to the value of 1.0 unit(s) from the following: Undergraduate Outside Options List (Years 2 & 3)
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OrCourses to the value of 1.0 unit(s) from the following:
Philosophy Options List**Or**Courses to the value of 1.0 unit(s) from the following:
Economics Options List

Paper 11	Courses to the value of 1.0 unit(s) from the following: Economics Options List
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Paper 12	PH311 Philosophy of Economics (1.0) #
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Notes

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

Economics Options List

EC220	Introduction to Econometrics (1.0) # 3
EC221	Principles of Econometrics (1.0) # 4
EC301	Advanced Economic Analysis (1.0) #
EC302	Political Economy (1.0) #
EC303	Economic Policy Analysis (1.0) # (withdrawn 2018/19)
EC307	Development Economics (1.0) #
EC310	Behavioural Economics (1.0) #
EC311	History of Economics: How Theories Change (1.0)
EC315	International Economics (1.0) #
EC317	Labour Economics (1.0) #
EC319	Games and Economic Behaviour (1.0) # (not available 2020/21)
EC321	Monetary Policy and Aggregate Fluctuations (1.0) #
EC325	Public Economics (1.0) #
Philosophy Options List	
LL305	Jurisprudence (1.0) B
LN253	European Literature and Philosophy (1.0) #
LN254	Literature and Aspects of Ethics (1.0) #
PH201	Philosophy of Science (1.0) #
PH203	Philosophy of the Social Sciences (1.0) #
PH213	Scientific Revolutions: Philosophical and Historical Issues (1.0) # (withdrawn 2019/20)
PH214	Philosophy, Morals and Politics (1.0) #

PH217	Set Theory and Further Logic (1.0) #
PH220	Scientific Method and Policy (1.0) (withdrawn 2019/20)
PH221	Problems of Analytic Philosophy (1.0) # (withdrawn 2020/21)
PH222	Philosophy and Public Policy (1.0)
PH223	Mind and Metaphysics (0.5) # 1
PH224	Epistemology (0.5) # 2
PH225	Business and Organisational Ethics (0.5)
PH227	Genes, Brains and Society (0.5) #
PH228	Emotion, Cognition and Behaviour: Science and Policy (0.5) (withdrawn 2019/20)
PH230	Einstein for Everyone: From time travel to the edge of the universe (0.5) #
PH232	Physics and the City: From Quantum Jumps to Stock Market Crashes (0.5) #
PH238	Philosophy of Language (0.5) # (not available 2020/21)
PH311	Philosophy of Economics (1.0) #
PH332	Effective Philanthropy: Ethics and Evidence (0.5) (withdrawn 2020/21)
PH333	Philosophy of Gender and Race (0.5) #
PH399	Dissertation in Philosophy (1.0) C

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

1: PH223 can not be taken with PH221

2: PH224 can not be taken with PH221

3: EC220 can not be taken with EC221

4: EC221 can not be taken with EC220

Footnotes: A: EC102 course allocation dependent on Economics A-level or equivalent background. See course guides for further information.

B: LL305 can be taken in the third year only.

C: PH399 cannot be taken in Year 1 or Year 2.

means there may be prerequisites for this course.

Please view the course guide for more information.

BSc in Politics

Programme Code: UBPOL

Department: Government

For students starting this programme of study in 2020/21

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Year 1	
Paper 1	GV100 Introduction to Political Theory (1.0)
Paper 2	GV101 Introduction to Political Science (1.0)
Paper 3	Courses to the value of 1.0 unit(s) from the following:
	EC100 Economics A (1.0) #
	EC102 Economics B (1.0) # A
	EH101 The Internationalisation of Economic Growth, 1870 to the present day (1.0)
	GY103 Contemporary Europe (1.0)
	HY113 From Empire to Independence: The Extra-European World in the Twentieth Century (1.0)
	HY116 International Politics since 1914: Peace and War (1.0)
	HY118 Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0)
	IR100 International Relations: Theories, Concepts and Debates (1.0)
	PH101 Logic (1.0) (withdrawn 2020/21)
	PH103 The Big Questions: An Introduction to Philosophy (1.0) #
	PH104 Formal Methods of Philosophical Argumentation (1.0) # (withdrawn 2020/21)

SO100	Key Concepts: Introduction to Social Theory (1.0)
SO110	Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0)
SP100	Understanding International Social and Public Policy (1.0)
SP110	Sociology and Social Policy (1.0)
SP111	Social Economics and Policy (1.0) #

Paper 4 Approved courses to the value of 1.0 unit from the following:

Undergraduate Outside Options List (Year 1)

Year 2

Papers 5, 6 & 7 Courses to the value of 3.0 unit(s) from the following:

Government List A

Paper 8 Courses to the value of 1.0 unit from the following:

Government List A

Undergraduate Outside Options List (Years 2 & 3)

Year 3

Paper 9 Courses to the value of 1.0 unit(s) from the following:

Government List B

Paper 10 Courses to the value of 1.0 unit(s) from the following:

Government List B

Paper 11 Courses to the value of 1.0 unit from the following:

Government List B

Undergraduate Outside Options List (Years 2 & 3)

Paper 12 GV390 Government Dissertation Option (1.0)

Or

Courses to the value of 1.0 unit(s) from the following:

Government List B

Or

Courses to the value of 1.0 unit from the following:

Undergraduate Outside Options List (Years 2 & 3)

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

Footnotes: A: EC102 course allocation dependent on Economics A-level or equivalent background. See course guide for further information.

B: GV308 can be taken in Year 3 only.

C: GV319 can be taken in Year 3 only.

D: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations.

means there may be prerequisites for this course.

Please view the course guide for more information.

BSc in Politics

Programme Code: UBPOL

Department: Government

For students starting this programme of study in 2019/20

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course: Understanding the causes of things
Year 1	
Paper 1	GV100 Introduction to Political Theory (1.0)
Paper 2	GV101 Introduction to Political Science (1.0)
Paper 3	Courses to the value of 1.0 unit(s) from the following:
	EC100 Economics A (1.0) #
	EC102 Economics B (1.0) # A
	EH101 The Internationalisation of Economic Growth, 1870 to the present day (1.0)
	GY103 Contemporary Europe (1.0)
	HY113 From Empire to Independence: The Extra-European World in the Twentieth Century

	(1.0)
	HY116 International Politics since 1914: Peace and War (1.0)
	HY118 Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0)
	IR100 International Relations: Theories, Concepts and Debates (1.0)
	PH101 Logic (1.0) (withdrawn 2020/21)
	PH103 The Big Questions: An Introduction to Philosophy (1.0) #
	PH104 Formal Methods of Philosophical Argumentation (1.0) # (withdrawn 2020/21)
	SO100 Key Concepts: Introduction to Social Theory (1.0)
	SO110 Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0)
	SP100 Understanding International Social and Public Policy (1.0)
	SP110 Sociology and Social Policy (1.0)
	SP111 Social Economics and Policy (1.0) #
Paper 4	Approved courses to the value of 1.0 unit from the following: Undergraduate Outside Options List (Year 1)
Year 2	
Papers 5, 6 & 7	Courses to the value of 3.0 unit(s) from the following: Government List A
Paper 8	Courses to the value of 1.0 unit from the following: Government List A Undergraduate Outside Options List (Years 2 & 3)
Year 3	
Paper 9	Courses to the value of 1.0 unit(s) from the following: Government List B
Paper 10	Courses to the value of 1.0 unit(s) from the following: Government List B
Paper 11	Courses to the value of 1.0 unit from the following: Government List B Undergraduate Outside Options List (Years 2 & 3)
Paper 12	GV390 Government Dissertation Option (1.0) Or Courses to the value of 1.0 unit(s) from the following: Government List B Or Courses to the value of 1.0 unit from the following: Undergraduate Outside Options List (Years 2 & 3)
Notes	LSE100 is taken by all students in the Lent Term of Year 1. The course is compulsory but does not affect the final degree classification. Prerequisite Requirements and Mutually Exclusive Options: * means available with permission
Footnotes:	A: EC102 course allocation dependent on Economics A-level or equivalent background. See course guide for further information. B: GV308 can be taken in Year 3 only. C: GV319 can be taken in Year 3 only. D: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations. # means there may be prerequisites for this course. Please view the course guide for more information.

BSc in Politics

Programme Code: UBPOL

Department: Government

For students starting this programme of study in 2018/19

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course: Understanding the causes of things
Year 1	
Paper 1	GV100 Introduction to Political Theory (1.0)
Paper 2	GV101 Introduction to Political Science (1.0)
Paper 3	Courses to the value of 1.0 unit(s) from the following: EC100 Economics A (1.0) # EC102 Economics B (1.0) # A EH101 The Internationalisation of Economic Growth, 1870 to the present day (1.0) GY103 Contemporary Europe (1.0) HY113 From Empire to Independence: The Extra-European World in the Twentieth Century (1.0) HY116 International Politics since 1914: Peace and War (1.0) HY118 Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0) IR100 International Relations: Theories, Concepts and Debates (1.0) MG103 Management, Labour and Work (1.0) (withdrawn 2018/19) PH101 Logic (1.0) (withdrawn 2020/21) PH103 The Big Questions: An Introduction to Philosophy (1.0) # PH104 Formal Methods of Philosophical Argumentation (1.0) # (withdrawn 2020/21) SO100 Key Concepts: Introduction to Social Theory (1.0) SO110 Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0) SP100 Understanding International Social and Public Policy (1.0) SP110 Sociology and Social Policy (1.0) SP111 Social Economics and Policy (1.0) #
Paper 4	Approved courses to the value of 1.0 unit from the following: Undergraduate Outside Options List (Year 1)
Year 2	
Papers 5, 6 & 7	Courses to the value of 3.0 unit(s) from the following: Government List A
Paper 8	Courses to the value of 1.0 unit from the following: Government List A Undergraduate Outside Options List (Years 2 & 3)
Year 3	
Paper 9	Courses to the value of 1.0 unit(s) from the following: Government List B
Paper 10	Courses to the value of 1.0 unit(s) from the following: Government List B
Paper 11	Courses to the value of 1.0 unit from the following: Government List B Undergraduate Outside Options List (Years 2 & 3)
Paper 12	GV390 Government Dissertation Option (1.0) Or Courses to the value of 1.0 unit(s) from the following: Government List B Or Courses to the value of 1.0 unit from the following: Undergraduate Outside Options List (Years 2 & 3)
Notes	LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final

degree classification.

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

Footnotes: A: EC102 course allocation dependent on Economics A-level or equivalent background. See course guide for further information.

B: GV308 can be taken in Year 3 only.

C: GV319 can be taken in Year 3 only.

D: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations.

means there may be prerequisites for this course.

Please view the course guide for more information.

BSc in Politics and Economics

Programme Code: UBPOLEC

Department: Government

For students starting this programme of study in 2020/21

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper Course number, title (unit value)

Year 1

Paper 1	GV100	Introduction to Political Theory (1.0)
Paper 2	GV101	Introduction to Political Science (1.0)
Paper 3	EC100	Economics A (1.0) # or
	EC102	Economics B (1.0) # A
Paper 4	MA107	Quantitative Methods (Mathematics) (0.5) # and ST107 Quantitative Methods (Statistics) (0.5) #

Year 2

Paper 5	Courses to the value of 1.0 unit(s) from the following: Government List A	
Paper 6	Courses to the value of 1.0 unit(s) from the following: Government List A	
Papers 7 & 8	Courses to the value of 2.0 unit(s) from the following: EC201 Microeconomic Principles I (1.0) # 1 EC202 Microeconomic Principles II (1.0) # EC210 Macroeconomic Principles (1.0) # EC220 Introduction to Econometrics (1.0) # B	

Year 3

Paper 9	Courses to the value of 1.0 unit(s) from the following: Government List B	
Paper 10	Courses to the value of 1.0 unit from the following (if not taken in Year 2): EC201 Microeconomic Principles I (1.0) # 2 EC202 Microeconomic Principles II (1.0) # EC210 Macroeconomic Principles (1.0) # EC220 Introduction to Econometrics (1.0) # F Or Courses to the value of 1.0 unit(s) from the following: Economics List	
Paper 11	Courses to the value of 1.0 unit from the following: G Government List B Or Economics List Or Undergraduate Outside Options List (Years 2 & 3)	
Paper 12	GV390 Government Dissertation Option (1.0) Or Courses to the value of 1.0 unit(s) from the following: Economics List Government List B Undergraduate Outside Options List (Years 2 & 3)	

Economics List

EC301	Advanced Economic Analysis (1.0) #
EC302	Political Economy (1.0) #
EC307	Development Economics (1.0) #
EC311	History of Economics: How Theories Change (1.0)
EC315	International Economics (1.0) #
EC321	Monetary Economics and Aggregate Fluctuations (1.0) #
EC325	Public Economics (1.0) #

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

1: EC201 can not be taken with EC202

2: EC201 can not be taken with EC202

Footnotes: A: EC102 course allocation dependent on Economics A-level or equivalent background. See course guides for further information.

B: Access to EC220 is dependent on performance in ST107 and MA107 in Year 1.

C: GV308 can be taken in Year 3 only.

D: GV319 can be taken in Year 3 only.

E: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations.

F: Access to EC220 is dependent on performance in ST107 and MA107 in Year 1.

G: Courses selected from the Undergraduate Outside Options List must be approved.

means there may be prerequisites for this course.

Please view the course guide for more information.

BSc in Politics and Economics

Programme Code: UBPOLEC

Department: Government

For students starting this programme of study in 2019/20

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper Course number, title (unit value)

See note	LSE100	The LSE Course: Understanding the causes of things
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Year 1

Paper 1	GV100	Introduction to Political Theory (1.0)
Paper 2	GV101	Introduction to Political Science (1.0)
Paper 3	EC100	Economics A (1.0) # or
	EC102	Economics B (1.0) # A
Paper 4	MA107	Quantitative Methods (Mathematics) (0.5) # and ST107 Quantitative Methods (Statistics) (0.5) #

Year 2

Paper 5	Courses to the value of 1.0 unit(s) from the following: Government List A	
Paper 6	Courses to the value of 1.0 unit(s) from the following: Government List A	
Papers 7 & 8	Courses to the value of 2.0 unit(s) from the following: EC201 Microeconomic Principles I (1.0) # 1 EC202 Microeconomic Principles II (1.0) # EC210 Macroeconomic Principles (1.0) # EC220 Introduction to Econometrics (1.0) # B	

Year 3

Paper 9	Courses to the value of 1.0 unit(s) from the following: Government List B	
Paper 10	Courses to the value of 1.0 unit from the following (if not taken in Year 2): EC201 Microeconomic Principles I (1.0) # 2 EC202 Microeconomic Principles II (1.0) # EC210 Macroeconomic Principles (1.0) # EC220 Introduction to Econometrics (1.0) # F Or	

	Courses to the value of 1.0 unit(s) from the following: Economics List
Paper 11	Courses to the value of 1.0 unit from the following: G Government List B Or Economics List Or Undergraduate Outside Options List (Years 2 & 3)
Paper 12	GV390 Government Dissertation Option (1.0) Or Courses to the value of 1.0 unit(s) from the following: Economics List Government List B Undergraduate Outside Options List (Years 2 & 3)
Notes	LSE100 is taken by all students in the Lent Term of Year 1. The course is compulsory but does not affect the final degree classification.
Economics List	
EC301	Advanced Economic Analysis (1.0) #
EC302	Political Economy (1.0) #
EC307	Development Economics (1.0) #
EC311	History of Economics: How Theories Change (1.0)
EC315	International Economics (1.0) #
EC321	Monetary Policy and Aggregate Fluctuations (1.0) #
EC325	Public Economics (1.0) #
	Prerequisite Requirements and Mutually Exclusive Options:
	* means available with permission
	1: EC201 can not be taken with EC202
	2: EC201 can not be taken with EC202
Footnotes:	A: EC102 course allocation dependent on Economics A-level or equivalent background. See course guides for further information. B: Access to EC220 is dependent on performance in ST107 and MA107 in Year 1. C: GV308 can be taken in Year 3 only. D: GV319 can be taken in Year 3 only. E: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations. F: Access to EC220 is dependent on performance in ST107 and MA107 in Year 1. G: Courses selected from the Undergraduate Outside Options List must be approved. # means there may be prerequisites for this course. Please view the course guide for more information.

BSc in Politics and Economics

Programme Code: UBPOLEC

Department: Government

For students starting this programme of study in 2018/19

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course: Understanding the causes of things

Year 1

Paper 1	GV100 Introduction to Political Theory (1.0)
Paper 2	GV101 Introduction to Political Science (1.0)
Paper 3	EC100 Economics A (1.0) # or EC102 Economics B (1.0) # A
Paper 4	MA107 Quantitative Methods (Mathematics) (0.5) # and ST107 Quantitative Methods (Statistics) (0.5) #

Year 2

Paper 5	Courses to the value of 1.0 unit(s) from the following: Government List A
Paper 6	Courses to the value of 1.0 unit(s) from the following: Government List A
Papers 7 & 8	Courses to the value of 2.0 unit(s) from the following: EC201 Microeconomic Principles I (1.0) # 1 EC202 Microeconomic Principles II (1.0) # EC210 Macroeconomic Principles (1.0) # EC220 Introduction to Econometrics (1.0) # B
Year 3	
Paper 9	Courses to the value of 1.0 unit(s) from the following: Government List B
Paper 10	Courses to the value of 1.0 unit from the following (if not taken in Year 2): EC201 Microeconomic Principles I (1.0) # 2 EC202 Microeconomic Principles II (1.0) # EC210 Macroeconomic Principles (1.0) # EC220 Introduction to Econometrics (1.0) # F Or Courses to the value of 1.0 unit(s) from the following: Economics List
Paper 11	Courses to the value of 1.0 unit from the following: G Government List B Or Economics List Or Undergraduate Outside Options List (Years 2 & 3)
Paper 12	GV390 Government Dissertation Option (1.0) Or Courses to the value of 1.0 unit(s) from the following: Economics List Government List B Undergraduate Outside Options List (Years 2 & 3)
Notes	LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.
Economics List	
EC301	Advanced Economic Analysis (1.0) #
EC302	Political Economy (1.0) #
EC303	Economic Policy Analysis (1.0) # (withdrawn 2018/19)
EC307	Development Economics (1.0) #
EC311	History of Economics: How Theories Change (1.0)
EC315	International Economics (1.0) #
EC321	Monetary Policy and Aggregate Fluctuations (1.0) #
EC325	Public Economics (1.0) #
	Prerequisite Requirements and Mutually Exclusive Options:
	* means available with permission
	1: EC201 can not be taken with EC202
	2: EC201 can not be taken with EC202
Footnotes:	A: EC102 course allocation dependent on Economics A-level or equivalent background. See course guides for further information. B: Access to EC220 is dependent on performance in ST107 and MA107 in Year 1. C: GV308 can be taken in Year 3 only. D: GV319 can be taken in Year 3 only. E: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations. F: Access to EC220 is dependent on performance in ST107 and MA107 in Year 1. G: Courses selected from the Undergraduate Outside Options List must be approved. # means there may be prerequisites for this course. Please view the course guide for more information.

BSc in Politics and History

Programme Code: UBPOLHY

Department: Government

For students starting this programme of study in 2020/21

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Year 1	
Paper 1	GV100 Introduction to Political Theory (1.0)
Paper 2	GV101 Introduction to Political Science (1.0)
Papers 3 & 4	Courses to the value of 2.0 unit(s) from the following: HY113 From Empire to Independence: The Extra-European World in the Twentieth Century (1.0) HY116 International Politics since 1914: Peace and War (1.0) HY118 Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0) HY120 Historical Approaches to the Modern World (1.0)
Optional course	Students may also take the following optional unassessed course which runs during Weeks 3, 4, 5, 7 & 8 of Michaelmas Term only: HY119 Thinking Like A Historian (0.0) (not available 2020/21)

Year 2	
Paper 5	Courses to the value of 1.0 unit(s) from the following: Government List A
Paper 6	Courses to the value of 1.0 unit(s) from the following: Government List A
Papers 7 & 8	Courses to the value of 2.0 unit(s) from the following: History List A

Year 3	
Paper 9	Courses to the value of 1.0 unit(s) from the following: Government List B
Paper 10	Courses to the value of 1.0 unit(s) from the following: History List B
Paper 11	Courses to the value of 1.0 unit from the following: D Government List B History List B Undergraduate Outside Options List (Years 2 & 3)
Paper 12	Courses to the value of 1.0 unit from the following: E GV390 Government Dissertation Option (1.0) HY300 Dissertation (1.0) Government List B History List B Undergraduate Outside Options List (Years 2 & 3) Prerequisite Requirements and Mutually Exclusive Options:

Footnotes:	<p>* means available with permission</p> <p>A: GV308 can be taken in Year 3 only.</p> <p>B: GV319 can be taken in Year 3 only.</p> <p>C: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations.</p> <p>D: Courses selected from the Undergraduate Outside Options list must be approved.</p> <p>E: Courses selected from the Undergraduate Outside Options List must be approved.</p> <p># means there may be prerequisites for this course. Please view the course guide for more information.</p>
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BSc in Politics and History

Programme Code: UBPOLHY

Department: Government

For students starting this programme of study in 2019/20

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course: Understanding the causes of things
Year 1	
Paper 1	GV100 Introduction to Political Theory (1.0)
Paper 2	GV101 Introduction to Political Science (1.0)
Papers 3 & 4	Courses to the value of 2.0 unit(s) from the following: HY113 From Empire to Independence: The Extra-European World in the Twentieth Century (1.0) HY116 International Politics since 1914: Peace and War (1.0) HY118 Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0)
Optional course	Students may also take the following optional unassessed course which runs during Weeks 3, 4, 5, 7 & 8 of Michaelmas Term only: HY119 Thinking Like A Historian (0.0) (not available 2020/21)

Year 2	
Paper 5	Courses to the value of 1.0 unit(s) from the following: Government List A
Paper 6	Courses to the value of 1.0 unit(s) from the following: Government List A
Papers 7 & 8	Courses to the value of 2.0 unit(s) from the following: History List A

Year 3	
Paper 9	Courses to the value of 1.0 unit(s) from the following: Government List B
Paper 10	Courses to the value of 1.0 unit(s) from the following: History List B
Paper 11	Courses to the value of 1.0 unit from the following: D Government List B History List B Undergraduate Outside Options List (Years 2 & 3)
Paper 12	Courses to the value of 1.0 unit from the following: E GV390 Government Dissertation Option (1.0) HY300 Dissertation (1.0) Government List B History List B Undergraduate Outside Options List (Years 2 & 3)

Notes	<p>LSE100 is taken by all students in the Lent Term of Year 1. The course is compulsory but does not affect the final degree classification.</p> <p>Prerequisite Requirements and Mutually Exclusive Options:</p>
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Footnotes:	<p>* means available with permission</p> <p>A: GV308 can be taken in Year 3 only.</p> <p>B: GV319 can be taken in Year 3 only.</p> <p>C: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations.</p> <p>D: Courses selected from the Undergraduate Outside Options list must be approved.</p> <p>E: Courses selected from the Undergraduate Outside Options List must be approved.</p> <p># means there may be prerequisites for this course. Please view the course guide for more information.</p>
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BSc in Politics and History

Programme Code: UBPOLHY

Department: Government

For students starting this programme of study in 2018/19

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course: Understanding the causes of things
Year 1	
Paper 1	GV100 Introduction to Political Theory (1.0)
Paper 2	GV101 Introduction to Political Science (1.0)
Papers 3 & 4	Courses to the value of 2.0 unit(s) from the following: HY113 From Empire to Independence: The Extra-European World in the Twentieth Century (1.0) HY116 International Politics since 1914: Peace and War (1.0) HY118 Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0)
Optional course	Students may also take the following optional unassessed course which runs during Weeks 3, 4, 5, 7 & 8 of Michaelmas Term only: HY119 Thinking Like A Historian (0.0) (not available 2020/21)
Year 2	
Paper 5	Courses to the value of 1.0 unit(s) from the following: Government List A
Paper 6	Courses to the value of 1.0 unit(s) from the following: Government List A
Papers 7 & 8	Courses to the value of 2.0 unit(s) from the following: History List A
Year 3	
Paper 9	Courses to the value of 1.0 unit(s) from the following: Government List B
Paper 10	Courses to the value of 1.0 unit(s) from the following: History List B
Paper 11	Courses to the value of 1.0 unit from the following: D Government List B History List B
Paper 12	Undergraduate Outside Options List (Years 2 & 3) Courses to the value of 1.0 unit from the following: E GV390 Government Dissertation Option (1.0) HY300 Dissertation (1.0) Government List B History List B Undergraduate Outside Options List (Years 2 & 3)
Notes	LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification. Prerequisite Requirements and Mutually Exclusive Options: * means available with permission
Footnotes:	A: GV308 can be taken in Year 3 only. B: GV319 can be taken in Year 3 only. C: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations. D: Courses selected from the Undergraduate Outside Options list must be approved. E: Courses selected from the Undergraduate Outside Options List must be approved. # means there may be prerequisites for this course. Please view the course guide for more information.

BSc in Politics and International Relations

Programme Code: UBPOLIR

Department: Government

For students starting this programme of study in 2020/21

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Year 1	
Paper 1	GV100 Introduction to Political Theory (1.0)
Paper 2	GV101 Introduction to Political Science (1.0)
Paper 3	IR100 International Relations: Theories, Concepts and Debates (1.0)
Paper 4	Courses to the value of 1.0 unit(s) from the following: EC100 Economics A (1.0) # EC102 Economics B (1.0) # A EH101 The Internationalisation of Economic Growth, 1870 to the present day (1.0) GY103 Contemporary Europe (1.0) HY113 From Empire to Independence: The Extra-European World in the Twentieth Century (1.0) HY116 International Politics since 1914: Peace and War (1.0) HY118 Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0) IR101 Contemporary Issues in International Relations (1.0) PH101 Logic (1.0) (withdrawn 2020/21) PH103 The Big Questions: An Introduction to Philosophy (1.0) # PH104 Formal Methods of Philosophical Argumentation (1.0) # (withdrawn 2020/21) SO100 Key Concepts: Introduction to Social Theory (1.0) SO110 Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0) SP100 Understanding International Social and Public Policy (1.0) SP110 Sociology and Social Policy (1.0) SP111 Social Economics and Policy (1.0) #
Optional course	In addition, students may also take the following optional non-assessed course which runs during Weeks 3, 4, 5, 7 & 8 of Michaelmas Term only: IR102 Thinking Globally: Studying International Relations (0.0)
Year 2	
Paper 5	Courses to the value of 1.0 unit(s) from the following: Government List A
Paper 6	Courses to the value of 1.0 unit(s) from the following: Government List A
Paper 7	Courses to the value of 1.0 unit(s) from the following: IR200 International Political Theory (1.0) # IR202 Foreign Policy Analysis 1 (1.0) IR203 International Organisations (1.0) # IR205 International Security (1.0) IR206 International Political Economy (1.0)
Paper 8	Courses to the value of 1.0 unit(s) from the following (if not already taken under Paper 7): IR200 International Political Theory (1.0) # IR202 Foreign Policy Analysis 1 (1.0) IR203 International Organisations (1.0) # IR205 International Security (1.0) IR206 International Political Economy (1.0)
Year 3	
Paper 9	Courses to the value of 1.0 unit(s) from the following: Government List B
Paper 10	Courses to the value of 1.0 unit(s) from the following: International Relations Options List

Paper 11	Courses to the value of 1.0 unit(s) from the following: International Relations Options List Government List B Undergraduate Outside Options List (Years 2 & 3)
Paper 12	Courses to the value of 1.0 unit from the following: E GV390 Government Dissertation Option (1.0) IR398 Dissertation (1.0) International Relations Options List Government List B Undergraduate Outside Options List (Years 2 & 3)
International Relations Options List	
IR205	International Security (1.0)
IR206	International Political Economy (1.0)
IR305	Strategic Aspects of International Relations (1.0)
IR312	Genocide (0.5)
IR313	Managing China's Rise in East Asia (0.5) (not available 2020/21)
IR314	Southeast Asia: Intra-regional Politics and Security (0.5) (not available 2020/21)
IR315	The Middle East and International Relations Theory (1.0) #
IR317	American Grand Strategy (0.5) #
IR318	Visual International Politics (0.5) (not available 2020/21)
IR319	Empire and Conflict in World Politics (0.5)
IR320	Europe's Institutional Order (0.5) # (not available 2020/21)
IR321	Revolutions and World Politics (0.5) (not available 2020/21)
IR322	Sovereignty, Rights and Justice: Issues in International Political Theory (0.5) (not available 2020/21)
IR323	Gendered/ing and International Politics (0.5) #
IR324	The Practices of Transitional Justice (0.5) # (not available 2020/21)
IR325	The Situations of the International Criminal Court (0.5)
IR326	The Rule of Law: A Global History (0.5) (not available 2020/21)
IR347	Political Economy of International Labour Migration (0.5) (not available 2020/21)
IR349	Conflict and Peacebuilding (1.0) #
IR354	Governing International Political Economy: Lessons from the Past for the Future (0.5) # (not available 2020/21)
IR355	Economic Diplomacy (0.5) #
IR367	Global Environmental Politics (0.5) #
IR368	The Political Economy of Trade (0.5) #
IR369	Politics of Money in the World Economy (0.5) #
IR372	Nuclear Non-proliferation and World Politics (Special Topics in International Relations) (0.5) (not available 2020/21)
IR373	China and the Global South (0.5) #
IR377	The Politics of Governance, Development and Security in Sub-Saharan Africa (0.5) (not available 2020/21)
IR378	Critical War Studies (0.5) (not available 2020/21)
Prerequisite Requirements and Mutually Exclusive Options:	
* means available with permission	
Footnotes:	A: EC102 course allocation dependent on Economics A-level or equivalent background. See course guide for further information.
	B: GV308 can be taken in Year 3 only.
	C: GV319 can be taken in Year 3 only.
	D: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations.
	E: Courses selected from the Undergraduate Outside Options List must be approved.
	# means there may be prerequisites for this course.

Please view the course guide for more information.

BSc in Politics and International Relations

Programme Code: UBPOLIR

Department: Government

For students starting this programme of study in 2019/20

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course: Understanding the causes of things
Year 1	
Paper 1	GV100 Introduction to Political Theory (1.0)
Paper 2	GV101 Introduction to Political Science (1.0)
Paper 3	IR100 International Relations: Theories, Concepts and Debates (1.0)
Paper 4	Courses to the value of 1.0 unit(s) from the following: EC100 Economics A (1.0) # EC102 Economics B (1.0) # A EH101 The Internationalisation of Economic Growth, 1870 to the present day (1.0) GY103 Contemporary Europe (1.0) HY113 From Empire to Independence: The Extra-European World in the Twentieth Century (1.0) HY116 International Politics since 1914: Peace and War (1.0) HY118 Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0) IR101 Contemporary Issues in International Relations (1.0) PH101 Logic (1.0) (withdrawn 2020/21) PH103 The Big Questions: An Introduction to Philosophy (1.0) # PH104 Formal Methods of Philosophical Argumentation (1.0) # (withdrawn 2020/21) SO100 Key Concepts: Introduction to Social Theory (1.0) SO110 Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0) SP100 Understanding International Social and Public Policy (1.0) SP110 Sociology and Social Policy (1.0) SP111 Social Economics and Policy (1.0) #
Optional course	In addition, students may also take the following optional non-assessed course which runs during Weeks 3, 4, 5, 7 & 8 of Michaelmas Term only: IR102 Thinking Globally: Studying International Relations (0.0)

Year 2

Paper 5	Courses to the value of 1.0 unit(s) from the following: Government List A
Paper 6	Courses to the value of 1.0 unit(s) from the following: Government List A
Paper 7	Courses to the value of 1.0 unit(s) from the following: IR200 International Political Theory (1.0) # IR202 Foreign Policy Analysis 1 (1.0) IR203 International Organisations (1.0) # IR205 International Security (1.0) IR206 International Political Economy (1.0)
Paper 8	Courses to the value of 1.0 unit(s) from the following (if not already taken under Paper 7): IR200 International Political Theory (1.0) # IR202 Foreign Policy Analysis 1 (1.0) IR203 International Organisations (1.0) # IR205 International Security (1.0) IR206 International Political Economy (1.0)

Year 3

Paper 9	Courses to the value of 1.0 unit(s) from the following: Government List B
Paper 10	Courses to the value of 1.0 unit(s) from the following: International Relations Options List
Paper 11	Courses to the value of 1.0 unit(s) from the following: International Relations Options List Government List B Undergraduate Outside Options List (Years 2 & 3)
Paper 12	Courses to the value of 1.0 unit from the following: E GV390 Government Dissertation Option (1.0) IR398 Dissertation (1.0) International Relations Options List Government List B Undergraduate Outside Options List (Years 2 & 3)

Notes

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

International Relations Options List

IR205	International Security (1.0)
IR206	International Political Economy (1.0)
IR305	Strategic Aspects of International Relations (1.0)
IR312	Genocide (0.5)
IR313	Managing China's Rise in East Asia (0.5) (not available 2020/21)
IR314	Southeast Asia: Intra-regional Politics and Security (0.5) (not available 2020/21)
IR315	The Middle East and International Relations Theory (1.0) #
IR317	American Grand Strategy (0.5) #
IR318	Visual International Politics (0.5) (not available 2020/21)
IR319	Empire and Conflict in World Politics (0.5)
IR320	Europe's Institutional Order (0.5) # (not available 2020/21)
IR321	Revolutions and World Politics (0.5) (not available 2020/21)
IR322	Sovereignty, Rights and Justice: Issues in International Political Theory (0.5) (not available 2020/21)
IR323	Gendered/ing and International Politics (0.5) #
IR324	The Practices of Transitional Justice (0.5) # (not available 2020/21)
IR325	The Situations of the International Criminal Court (0.5)
IR326	The Rule of Law: A Global History (0.5) (not available 2020/21)
IR347	Political Economy of International Labour Migration (0.5) (not available 2020/21)
IR349	Conflict and Peacebuilding (1.0) #
IR354	Governing International Political Economy: Lessons from the Past for the Future (0.5) # (not available 2020/21)
IR355	Economic Diplomacy (0.5) #
IR367	Global Environmental Politics (0.5) #
IR368	The Political Economy of Trade (0.5) #
IR369	Politics of Money in the World Economy (0.5) #
IR372	Nuclear Non-proliferation and World Politics (Special Topics in International Relations) (0.5) (not available 2020/21)
IR373	China and the Global South (0.5) #
IR377	The Politics of Governance, Development and Security in Sub-Saharan Africa (0.5) (not available 2020/21)
IR378	Critical War Studies (0.5) (not available 2020/21)

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

Footnotes:	A: EC102 course allocation dependent on Economics A-level or equivalent background. See course guide for further information. B: GV308 can be taken in Year 3 only. C: GV319 can be taken in Year 3 only.
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D: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations.

E: Courses selected from the Undergraduate Outside Options List must be approved.

means there may be prerequisites for this course. Please view the course guide for more information.

BSc in Politics and International Relations

Programme Code: UBPOLIR

Department: Government

For students starting this programme of study in 2018/19

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper Course number, title (unit value)

See note	LSE100 The LSE Course: Understanding the causes of things
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Year 1

Paper 1	GV100 Introduction to Political Theory (1.0)
Paper 2	GV101 Introduction to Political Science (1.0)
Paper 3	IR100 International Relations: Theories, Concepts and Debates (1.0)
Paper 4	Courses to the value of 1.0 unit(s) from the following: EC100 Economics A (1.0) # EC102 Economics B (1.0) # A EH101 The Internationalisation of Economic Growth, 1870 to the present day (1.0) GY103 Contemporary Europe (1.0) HY113 From Empire to Independence: The Extra-European World in the Twentieth Century (1.0) HY116 International Politics since 1914: Peace and War (1.0) HY118 Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0) IR101 Contemporary Issues in International Relations (1.0) MG103 Management, Labour and Work (1.0) (withdrawn 2018/19) PH101 Logic (1.0) (withdrawn 2020/21) PH103 The Big Questions: An Introduction to Philosophy (1.0) # PH104 Formal Methods of Philosophical Argumentation (1.0) # (withdrawn 2020/21) SO100 Key Concepts: Introduction to Social Theory (1.0) SO110 Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0) SP100 Understanding International Social and Public Policy (1.0) SP110 Sociology and Social Policy (1.0) SP111 Social Economics and Policy (1.0) #
Optional course	In addition, students may also take the following optional non-assessed course which runs during Weeks 3, 4, 5, 7 & 8 of Michaelmas Term only: IR102 Thinking Globally: Studying International Relations (0.0)

Year 2

Paper 5	Courses to the value of 1.0 unit(s) from the following: Government List A
Paper 6	Courses to the value of 1.0 unit(s) from the following: Government List A
Paper 7	Courses to the value of 1.0 unit(s) from the following: IR200 International Political Theory (1.0) # IR202 Foreign Policy Analysis 1 (1.0)

Paper 8	IR203	International Organisations (1.0) #
	IR205	International Security (1.0)
	IR206	International Political Economy (1.0)
	Courses to the value of 1.0 unit(s) from the following (if not already taken under Paper 7):	
	IR200	International Political Theory (1.0) #
	IR202	Foreign Policy Analysis 1 (1.0)
Year 3	IR203	International Organisations (1.0) #
	IR205	International Security (1.0)
	IR206	International Political Economy (1.0)

Paper 9 Courses to the value of 1.0 unit(s) from the following:
Government List B

Paper 10 Courses to the value of 1.0 unit(s) from the following:
International Relations Options List

Paper 11 Courses to the value of 1.0 unit(s) from the following:
International Relations Options List
Government List B

Paper 12 Courses to the value of 1.0 unit from the following: E
GV390 Government Dissertation Option (1.0)
IR398 Dissertation (1.0)

International Relations Options List

Government List B

Undergraduate Outside Options List (Years 2 & 3)

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

International Relations Options List

IR205	International Security (1.0)
IR206	International Political Economy (1.0)
IR305	Strategic Aspects of International Relations (1.0)
IR312	Genocide (0.5)
IR313	Managing China's Rise in East Asia (0.5) (not available 2020/21)
IR314	Southeast Asia: Intra-regional Politics and Security (0.5) (not available 2020/21)
IR315	The Middle East and International Relations Theory (1.0) #
IR317	American Grand Strategy (0.5) #
IR318	Visual International Politics (0.5) (not available 2020/21)
IR319	Empire and Conflict in World Politics (0.5)
IR320	Europe's Institutional Order (0.5) # (not available 2020/21)
IR321	Revolutions and World Politics (0.5) (not available 2020/21)
IR322	Sovereignty, Rights and Justice: Issues in International Political Theory (0.5) (not available 2020/21)
IR323	Gendered/ing and International Politics (0.5) #
IR324	The Practices of Transitional Justice (0.5) # (not available 2020/21)
IR325	The Situations of the International Criminal Court (0.5)
IR326	The Rule of Law: A Global History (0.5) (not available 2020/21)
IR347	Political Economy of International Labour Migration (0.5) (not available 2020/21)
IR349	Conflict and Peacebuilding (1.0) #
IR354	Governing International Political Economy: Lessons from the Past for the Future (0.5) # (not available 2020/21)
IR355	Economic Diplomacy (0.5) #
IR367	Global Environmental Politics (0.5) #
IR368	The Political Economy of Trade (0.5) #
IR369	Politics of Money in the World Economy (0.5) #
IR372	Nuclear Non-proliferation and World Politics (Special Topics in International Relations) (0.5) (not available 2020/21)
IR373	China and the Global South (0.5) #

IR377	The Politics of Governance, Development and Security in Sub-Saharan Africa (0.5) (not available 2020/21)
IR378	Critical War Studies (0.5) (not available 2020/21)

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

Footnotes: A: EC102 course allocation dependent on Economics A-level or equivalent background. See course guide for further information.

B: GV308 can be taken in Year 3 only.

C: GV319 can be taken in Year 3 only.

D: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations.

E: Courses selected from the Undergraduate Outside Options List must be approved.

means there may be prerequisites for this course. Please view the course guide for more information.

BSc in Politics and Philosophy

Programme Code: UBPOLPH

Department: Government

For students starting this programme of study in 2020/21

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper Course number, title (unit value)

Year 1

Paper 1	GV100	Introduction to Political Theory (1.0)
Paper 2	GV101	Introduction to Political Science (1.0)
Paper 3	PH111	Introduction to Logic (0.5)

And either:

	PH105	Historical and Global Perspectives on Philosophy (0.5) or
	PH112	Intermediate Logic (0.5) #
Paper 4	PH103	The Big Questions: An Introduction to Philosophy (1.0) #

Year 2

Paper 5 Courses to the value of 1.0 unit(s) from the following:

Government List A

Paper 6	GV262	Contemporary Political Theory (1.0) # or
	PH214	Philosophy, Morals and Politics (1.0) #

Paper 7 PH201 Philosophy of Science (1.0) # **or**

PH203 Philosophy of the Social Sciences (1.0) #

Paper 8 Courses to the value of 1.0 unit(s) from the following:

	PH201	Philosophy of Science (1.0) #
	PH203	Philosophy of the Social Sciences (1.0) #
	PH223	Mind and Metaphysics (0.5) #
	PH224	Epistemology (0.5) #
	PH238	Philosophy of Language (0.5) # (not available 2020/21)

Or

If PH214 was taken under Paper 6, then courses to the value of 1.0 unit from the following:

Government List A

Or

If GV262 was taken under Paper 6, then courses to the value of 1.0 unit from the following:

Philosophy Options List

Year 3

Paper 9 Courses to the value of 1.0 unit(s) from the following:

Government List B

Paper 10 PH222 Philosophy and Public Policy (1.0)

Paper 11 Courses to the value of 1.0 unit from the following: E

Philosophy Options List

Government List B

Undergraduate Outside Options List (Years 2 & 3)

Paper 12 Courses to the value of 1.0 unit from the following: F
GV390 Government Dissertation Option (1.0)
PH399 Dissertation in Philosophy (1.0)

Philosophy Options List**Government List B****Undergraduate Outside Options List (Years 2 & 3)****Philosophy Options List**

LL305 Jurisprudence (1.0) A
LN253 European Literature and Philosophy (1.0) #
LN254 Literature and Aspects of Ethics (1.0) #
PH201 Philosophy of Science (1.0) #
PH203 Philosophy of the Social Sciences (1.0) #
PH214 Philosophy, Morals and Politics (1.0) #
PH217 Set Theory and Further Logic (1.0) #
PH221 Problems of Analytic Philosophy (1.0) # (withdrawn 2020/21)
PH223 Mind and Metaphysics (0.5) #
PH224 Epistemology (0.5) #
PH225 Business and Organisational Ethics (0.5)
PH227 Genes, Brains and Society (0.5) #
PH230 Einstein for Everyone: From time travel to the edge of the universe (0.5) #
PH232 Physics and the City: From Quantum Jumps to Stock Market Crashes (0.5) #
PH238 Philosophy of Language (0.5) # (not available 2020/21)
PH311 Philosophy of Economics (1.0) #
PH332 Effective Philanthropy: Ethics and Evidence (0.5) (withdrawn 2020/21)
PH333 Philosophy of Gender and Race (0.5) #

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

Footnotes:

A: LL305 can be taken in the third year only.
B: GV308 can be taken in Year 3 only.
C: GV319 can be taken in Year 3 only.
D: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations.
E: Courses selected from the Undergraduate Outside Options List must be approved.
F: Courses selected from the Undergraduate Outside Options List must be approved.
means there may be prerequisites for this course. Please view the course guide for more information.

BSc in Politics and Philosophy

Programme Code: UBPOLPH

Department: Government

For students starting this programme of study in 2019/20

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper Course number, title (unit value)

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

Year 1

Paper 1 GV100 Introduction to Political Theory (1.0)
Paper 2 GV101 Introduction to Political Science (1.0)
Paper 3 PH101 Logic (1.0) (withdrawn 2020/21) **or**
PH104 Formal Methods of Philosophical Argumentation (1.0) # (withdrawn 2020/21)
Paper 4 PH103 The Big Questions: An Introduction to Philosophy (1.0) #

Year 2

Paper 5 Courses to the value of 1.0 unit(s) from the following:
Government List A

Paper 6

GV262 Contemporary Political Theory (1.0) # **or**

Paper 7

PH214 Philosophy, Morals and Politics (1.0) #

Paper 8

PH201 Philosophy of Science (1.0) # **or**

PH203 Philosophy of the Social Sciences (1.0) #

Courses to the value of 1.0 unit(s) from the following:

PH201 Philosophy of Science (1.0) #

PH203 Philosophy of the Social Sciences (1.0) #

PH213 Scientific Revolutions: Philosophical and Historical Issues (1.0) # (withdrawn 2019/20)

PH220 Scientific Method and Policy (1.0) (withdrawn 2019/20)

PH223 Mind and Metaphysics (0.5) #

PH224 Epistemology (0.5) #

PH238 Philosophy of Language (0.5) # (not available 2020/21)

Or

If PH214 was taken under Paper 6, then courses to the value of 1.0 unit from the following:

Government List A**Or**

If GV262 was taken under Paper 6, then courses to the value of 1.0 unit from the following:

Philosophy Options List**Year 3**

Paper 9

Courses to the value of 1.0 unit(s) from the following:

Government List B

Paper 10

PH222 Philosophy and Public Policy (1.0)

Paper 11

Courses to the value of 1.0 unit from the following: E

Philosophy Options List**Government List B****Undergraduate Outside Options List (Years 2 & 3)**

Paper 12

Courses to the value of 1.0 unit from the following: F

GV390 Government Dissertation Option (1.0)

PH399 Dissertation in Philosophy (1.0)

Philosophy Options List**Government List B****Undergraduate Outside Options List (Years 2 & 3)****Notes**

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

Philosophy Options List

LL305 Jurisprudence (1.0) A
LN253 European Literature and Philosophy (1.0) #
LN254 Literature and Aspects of Ethics (1.0) #
PH201 Philosophy of Science (1.0) #
PH203 Philosophy of the Social Sciences (1.0) #
PH213 Scientific Revolutions: Philosophical and Historical Issues (1.0) # (withdrawn 2019/20)
PH214 Philosophy, Morals and Politics (1.0) #
PH217 Set Theory and Further Logic (1.0) #
PH220 Scientific Method and Policy (1.0) (withdrawn 2019/20)
PH221 Problems of Analytic Philosophy (1.0) # (withdrawn 2020/21)
PH223 Mind and Metaphysics (0.5) #
PH224 Epistemology (0.5) #
PH225 Business and Organisational Ethics (0.5)
PH227 Genes, Brains and Society (0.5) #
PH228 Emotion, Cognition and Behaviour: Science and Policy (0.5) (withdrawn 2019/20)
PH230 Einstein for Everyone: From time travel to the edge of the universe (0.5) #
PH232 Physics and the City: From Quantum Jumps to Stock Market Crashes (0.5) #
PH238 Philosophy of Language (0.5) # (not available 2020/21)
PH311 Philosophy of Economics (1.0) #
PH332 Effective Philanthropy: Ethics and Evidence (0.5) (withdrawn 2020/21)
PH333 Philosophy of Gender and Race (0.5) #

Prerequisite Requirements and Mutually Exclusive

Options:

* means available with permission

Footnotes:

A: LL305 can be taken in the third year only.

B: GV308 can be taken in Year 3 only.

C: GV319 can be taken in Year 3 only.

D: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations.

E: Courses selected from the Undergraduate Outside Options List must be approved.

F: Courses selected from the Undergraduate Outside Options List must be approved.

means there may be prerequisites for this course.

Please view the course guide for more information.

BSc in Politics and Philosophy

Programme Code: UBPOLPH

Department: Government

For students starting this programme of study in 2018/19

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course: Understanding the causes of things
Year 1	
Paper 1	GV100 Introduction to Political Theory (1.0)
Paper 2	GV101 Introduction to Political Science (1.0)
Paper 3	PH101 Logic (1.0) (withdrawn 2020/21) or PH104 Formal Methods of Philosophical Argumentation (1.0) # (withdrawn 2020/21)
Paper 4	PH103 The Big Questions: An Introduction to Philosophy (1.0) #
Year 2	
Paper 5	Courses to the value of 1.0 unit(s) from the following: Government List A
Paper 6	GV262 Contemporary Political Theory (1.0) # or PH214 Philosophy, Morals and Politics (1.0) #
Paper 7	PH201 Philosophy of Science (1.0) # or PH203 Philosophy of the Social Sciences (1.0) #
Paper 8	Courses to the value of 1.0 unit(s) from the following: PH201 Philosophy of Science (1.0) # PH203 Philosophy of the Social Sciences (1.0) # PH213 Scientific Revolutions: Philosophical and Historical Issues (1.0) # (withdrawn 2019/20) PH220 Scientific Method and Policy (1.0) (withdrawn 2019/20)
	Or If PH214 was taken under Paper 6, then courses to the value of 1.0 unit from the following: Government List A Or If GV262 was taken under Paper 6, then courses to the value of 1.0 unit from the following: Philosophy Options List
Year 3	
Paper 9	Courses to the value of 1.0 unit(s) from the following: Government List B
Paper 10	PH222 Philosophy and Public Policy (1.0)
Paper 11	Courses to the value of 1.0 unit from the following: E Philosophy Options List Government List B Undergraduate Outside Options List (Years 2 & 3)
Paper 12	Courses to the value of 1.0 unit from the following: F GV390 Government Dissertation Option (1.0) PH399 Dissertation in Philosophy (1.0)

Philosophy Options List**Government List B****Undergraduate Outside Options List (Years 2 & 3)**

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

Notes**Philosophy Options List**

LL305	Jurisprudence (1.0) A
LN253	European Literature and Philosophy (1.0) #
LN254	Literature and Aspects of Ethics (1.0) #
PH201	Philosophy of Science (1.0) #
PH203	Philosophy of the Social Sciences (1.0) #
PH213	Scientific Revolutions: Philosophical and Historical Issues (1.0) # (withdrawn 2019/20)
PH214	Philosophy, Morals and Politics (1.0) #
PH217	Set Theory and Further Logic (1.0) #
PH220	Scientific Method and Policy (1.0) (withdrawn 2019/20)
PH221	Problems of Analytic Philosophy (1.0) # (withdrawn 2020/21)
PH223	Mind and Metaphysics (0.5) # 1
PH224	Epistemology (0.5) # 2
PH225	Business and Organisational Ethics (0.5)
PH227	Genes, Brains and Society (0.5) #
PH228	Emotion, Cognition and Behaviour: Science and Policy (0.5) (withdrawn 2019/20)
PH230	Einstein for Everyone: From time travel to the edge of the universe (0.5) #
PH232	Physics and the City: From Quantum Jumps to Stock Market Crashes (0.5) #
PH238	Philosophy of Language (0.5) # (not available 2020/21)
PH311	Philosophy of Economics (1.0) #
PH332	Effective Philanthropy: Ethics and Evidence (0.5) (withdrawn 2020/21)
PH333	Philosophy of Gender and Race (0.5) #

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

1: PH223 can not be taken with PH221

2: PH224 can not be taken with PH221

Footnotes:

A: LL305 can be taken in the third year only.

B: GV308 can be taken in Year 3 only.

C: GV319 can be taken in Year 3 only.

D: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations.

E: Courses selected from the Undergraduate Outside Options List must be approved.

F: Courses selected from the Undergraduate Outside Options List must be approved.

means there may be prerequisites for this course.

Please view the course guide for more information.

BSc in Psychological and Behavioural Science

Programme Code: UBPBS

Department: Psychological and Behavioural Science

For students starting this programme of study in 2020/21

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Year 1	
Paper 1	PB101 Foundations of Psychological Science (1.0)
Paper 2	PB100 Foundations of Behavioural Science (1.0)
Paper 3	PB130 Statistics and Research Methods for

		Psychological and Behavioural Science (1.0)
Paper 4		One of the following options: AN100 Introduction to Social Anthropology (1.0) EC100 Economics A (1.0) # EC102 Economics B (1.0) # GV101 Introduction to Political Science (1.0) PB102 Social Psychology (1.0) (not available 2020/21) PH103 The Big Questions: An Introduction to Philosophy (1.0) # SO100 Key Concepts: Introduction to Social Theory (1.0) SP111 Social Economics and Policy (1.0) #
Year 2		
Paper 5	PB230	Intermediate Statistics and Research Methods for Psychological and Behavioural Science (1.0) #
Paper 6	PB200	Biological Psychology (0.5) # and PB201 Cognitive Psychology (0.5) #
Paper 7	PB202	Developmental Psychology (0.5) # and PB204 Social Psychology: Individuals, Groups and Culture (0.5) #
Paper 8	PB205	Individual Differences and Why They Matter (0.5) # And one half unit from the Undergraduate Outside Options List (Years 2 & 3) below: Undergraduate Outside Options List (Years 2 & 3)
Year 3		
Paper 9	PB310	Independent Research Project (1.0) # (not available 2020/21)
Paper 10	PB300	Advances in Psychological and Behavioural Science (1.0) # (not available 2020/21)
Paper 11	PB311	Advanced Quantitative Methods for Psychological and Behavioural Science (0.5) # (not available 2020/21) And one of the following options: PB301 Cognition and Culture (0.5) # (not available 2020/21) PB302 Creativity and Innovation (0.5) # (not available 2020/21) PB303 Group Dynamics (0.5) # (not available 2020/21) PB304 Organisational and Social Decision-Making (0.5) # (not available 2020/21) PB305 Social Neuroscience of Economic Life (0.5) # (not available 2020/21) PB312 Advanced Research Methods for Psychological and Behavioural Science: Laboratory Apprenticeship (0.5) # (not available 2020/21)
Paper 12		A total of one full unit (or two half units) from inside or outside the Department: chosen from the selection list of preferred courses below or from the Undergraduate Outside Options List (Years 2 & 3) (subject to appropriate pre-requisites): Selection list of preferred courses for Year 3 Undergraduate Outside Options List (Years 2 & 3) Selection list of preferred courses for Year 3
AN216		Cognition and Anthropology: Human Development in Cultural Environments (0.5) # (withdrawn 2020/21)
AN251		Cognition and Anthropology: Learning and Thinking in Relation to Social Institutions (0.5) # (withdrawn 2020/21)
EC310		Behavioural Economics (1.0) #
GV225		Public Choice and Politics (1.0) #
GV325		Topics in Political Economy (0.5) #
GY222		Applied Environmental Economics (1.0)
MA301		Game Theory I (0.5) #
MG310		Strategic Decision Making (0.5) #
MG311		Foundations of Behavioural Decision Science (0.5) # Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

means there may be prerequisites for this course. Please view the course guide for more information.

The BSc in Psychological and Behavioural Science is accredited by the British Psychological Society
<https://www.lse.ac.uk/PBS/Study/BSc/BPS-accreditation>. Students will be eligible for Graduate Basis for Chartered Membership if have gained a lower second classification (2:2) overall and passed PB310 Independent Research Project at the point of classification.

BSc in Psychological and Behavioural Science

Programme Code: UBPBS

Department: Psychological and Behavioural Science

For students starting this programme of study in 2019/20

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)	
See note	LSE100	The LSE Course: Understanding the causes of things
Year 1		
Paper 1	PB101	Foundations of Psychological Science (1.0)
Paper 2	PB100	Foundations of Behavioural Science (1.0)
Paper 3	PB130	Statistics and Research Methods for Psychological and Behavioural Science (1.0)
Paper 4	One of the following options:	
	AN100	Introduction to Social Anthropology (1.0)
	EC100	Economics A (1.0) #
	EC102	Economics B (1.0) #
	GV101	Introduction to Political Science (1.0)
	PB102	Social Psychology (1.0) (not available 2020/21)
	PH103	The Big Questions: An Introduction to Philosophy (1.0) #
	SO100	Key Concepts: Introduction to Social Theory (1.0)
	SP111	Social Economics and Policy (1.0) #
Year 2		
Paper 5	PB230	Intermediate Statistics and Research Methods for Psychological and Behavioural Science (1.0) #
Paper 6	PB200	Biological Psychology (0.5) # and PB201 Cognitive Psychology (0.5) #
Paper 7	PB202	Developmental Psychology (0.5) # and PB204 Social Psychology: Individuals, Groups and Culture (0.5) #
Paper 8	PB205	Individual Differences and Why They Matter (0.5) #
And one half unit from the Undergraduate Outside Options List (Years 2 & 3) below:		
Undergraduate Outside Options List (Years 2 & 3)		
Year 3		
Paper 9	PB310	Independent Research Project (1.0) # (not available 2020/21)
Paper 10	PB300	Advances in Psychological and Behavioural Science (1.0) # (not available 2020/21)
Paper 11	PB311	Advanced Quantitative Methods for Psychological and Behavioural Science (0.5) # (not available 2020/21)
And one of the following options:		
	PB301	Cognition and Culture (0.5) # (not available 2020/21)
	PB302	Creativity and Innovation (0.5) # (not available 2020/21)
	PB303	Group Dynamics (0.5) # (not available 2020/21)
	PB304	Organisational and Social Decision-Making

	(0.5) # (not available 2020/21)
PB305	Social Neuroscience of Economic Life (0.5) # (not available 2020/21)
PB312	Advanced Research Methods for Psychological and Behavioural Science: Laboratory Apprenticeship (0.5) # (not available 2020/21)
Paper 12	A total of one full unit (or two half units) from inside or outside the Department: chosen from the selection list of preferred courses below or from the Undergraduate Outside Options List (Years 2 & 3) (subject to appropriate pre-requisites): Selection list of preferred courses for Year 3 Undergraduate Outside Options List (Years 2 & 3) LSE100 is taken by all students in the Lent Term of Year 1. The course is compulsory but does not affect the final degree classification. Selection list of preferred courses for Year 3
Notes	
AN216	Cognition and Anthropology: Human Development in Cultural Environments (0.5) # (withdrawn 2020/21)
AN251	Cognition and Anthropology: Learning and Thinking in Relation to Social Institutions (0.5) # (withdrawn 2020/21)
EC310	Behavioural Economics (1.0) #
GV225	Public Choice and Politics (1.0) #
GV325	Topics in Political Economy (0.5) #
GY222	Applied Environmental Economics (1.0)
MA301	Game Theory I (0.5) #
MG310	Strategic Decision Making (0.5) #
MG311	Foundations of Behavioural Decision Science (0.5) #
	Prerequisite Requirements and Mutually Exclusive Options: * means available with permission # means there may be prerequisites for this course. Please view the course guide for more information. The BSc in Psychological and Behavioural Science is accredited by the British Psychological Society https://www.lse.ac.uk/PBS/Study/BSc/BPS-accreditation . Students will be eligible for Graduate Basis for Chartered Membership if have gained a lower second classification (2:2) overall and passed PB310 Independent Research Project at the point of classification.

BA in Social Anthropology

Programme Code: UBANA2

Department: Anthropology

For students starting this programme of study in 2020/21
Students on this programme have the opportunity to receive a language specialism attached to their degree certificate and transcript. See the details at the bottom of this page for more information.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper Course number, title (unit value)

Year 1

Paper 1	AN100 Introduction to Social Anthropology (1.0)
Paper 2	AN101 Ethnography and Theory: Selected Texts (1.0)
Paper 3	AN102 Anthropology, Text and Film (1.0)
Paper 4	Courses to the value of 1.0 unit(s) from the following: Note that in addition to this list of courses offered in outside departments, any available language course run by the Language Centre will also be approved. Approved Outside Options (Year 1) Language Courses

Note: Students wishing to graduate with a language specialism should refer to the requirements set out in

the Language Specialism footnote.

Year 2

Paper 5	AN200 The Anthropology of Kinship, Sex and Gender (1.0)
Paper 6	AN226 Political and Legal Anthropology (1.0)
Paper 7	AN256 Economic Anthropology (1): Production and Exchange (0.5) and AN298 Research Methods in Social Anthropology (0.5)
Paper 8	Courses to the value of 1.0 unit(s) from the following: Anthropology Selection List A Ethnographic options Language Courses
Note:	Students are strongly encouraged to take ethnographic options to the value of at least one half unit under Papers 8 and 12. See footnotes for details of the language specialism requirement. H

Year 3

Paper 9	AN357 Economic Anthropology (2): Transformation and Globalisation (0.5) and AN303 Advanced Theory of Social Anthropology (0.5) #
Paper 10	AN301 The Anthropology of Religion (1.0) #
Paper 11	AN397 Special Essay Paper in Social Anthropology (1.0)
Paper 12	Courses to the value of 1.0 unit(s) from the following: Anthropology Selection List A Ethnographic options Language Courses
	Note: Students are strongly encouraged to take ethnographic options to the value of at least one half unit under Paper 8 and 12. See footnotes for details of the language specialism requirements. I

Anthropology Selection List A

AN216	Cognition and Anthropology: Human Development in Cultural Environments (0.5) # (withdrawn 2020/21)
AN221	The Anthropology of Christianity (0.5) #
AN237	The Anthropology of Development (0.5)
AN243	Children and Youth in Contemporary Ethnography (0.5) # (not available 2020/21)
AN245	Borders and Boundaries: Ethnographic Approaches (0.5) (not available 2020/21)
AN247	Anthropological Approaches to Questions of Being (0.5) (not available 2020/21)
AN251	Cognition and Anthropology: Learning and Thinking in Relation to Social Institutions (0.5) # (withdrawn 2020/21)
AN252	Anthropological Approaches to Value (0.5) (not available 2020/21)
AN274	Subjectivity and Anthropology (0.5) # (withdrawn 2020/21)
AN275	The Anthropology of Revolution (0.5) # (not available 2020/21)
AN276	Anthropology and the Anthropocene (0.5) (not available 2020/21)
AN278	Anthropology and Global History (0.5) (not available 2020/21)
AN280	Public Anthropology (0.5) # (not available 2020/21)
AN281	Health and Welfare: Anthropological Perspectives (0.5) (not available 2020/21)

Approved Outside Options (Year 1)

GV100	Introduction to Political Theory (1.0)
GV101	Introduction to Political Science (1.0)
GY100	Introduction to Geography (1.0)
GY121	Sustainable Development (1.0)
HY113	From Empire to Independence: The Extra-European World in the Twentieth Century (1.0)
HY116	International Politics since 1914: Peace and War (1.0)
HY118	Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0)
LN252	Contemporary Literature and Global Society (1.0) #
LN270	Society and Language: Linguistics for Social Scientists (1.0)
PB102	Social Psychology (1.0) (not available 2020/21)

PH103	The Big Questions: An Introduction to Philosophy (1.0) #
SO110	Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0)

Ethnographic options

Courses to the value of 0.5 unit(s) from the following:

AN205	The Anthropology of Melanesia (0.5) (not available 2020/21)
AN223	The Anthropology of Southeast Asia (0.5) (not available 2020/21)
AN240	Investigating the Philippines - New Approaches and Ethnographic Contexts (0.5) (not available 2020/21)
AN250	The Anthropology of South Asia (0.5) # (not available 2020/21)
AN269	The Anthropology of Amazonia (0.5) # (not available 2020/21)
AN277	Topics in the Anthropology of sub-Saharan Africa (0.5) #

Footnotes:

A: LN250 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.
 B: LN251 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.
 C: LN252 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.
 D: LN253 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.
 E: LN254 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.
 F: LN270 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.
 G:

Language Specialism:

Students who have taken and passed one language course in each year of their degree (i.e. 25% of their overall programme of study) will receive a language specialism attached to their degree certificate and transcript. Students must take all courses in the same language (French, Spanish, German, Mandarin or Russian) in order to qualify for the specialism. The three courses must also be consecutively harder in level, for example: beginner, intermediate and advanced. Students who choose language courses in each year according to these rules will receive a language specialism. Degree certificates which include a language specialism will state the language in the title, for example: BA in Social Anthropology with French.

H: Approved courses to the value of 1.0 unit can be selected from the Language Courses list. Language options may be chosen if they are a continuation of a language studied in Year 1, and must be above Level 1.

I: Approved courses to the value of 1.0 unit can be selected from the Language Courses list for students wishing to receive a language specialism attached to their degree certificate and transcript. Language options may be chosen if they are a continuation of a language studied in Years 1 and 2. Language options must be above Level 2.

means there may be prerequisites for this course. Please view the course guide for more information.

Level 1 courses are not permitted as part of this degree programme in Years 2 and 3.

transcript. See the details at the bottom of this page for more information.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course: Understanding the causes of things

Year 1

Paper 1	AN100 Introduction to Social Anthropology (1.0)
Paper 2	AN101 Ethnography and Theory: Selected Texts (1.0)
Paper 3	AN102 Anthropology, Text and Film (1.0)
Paper 4	Courses to the value of 1.0 unit(s) from the following:

Note that in addition to this list of courses offered in outside departments, any available language course run by the Language Centre will also be approved.

Approved Outside Options (Year 1)**Language Courses**

Note: Students wishing to graduate with a language specialism should refer to the requirements set out in the Language Specialism footnote. G

Year 2

Paper 5	AN200 The Anthropology of Kinship, Sex and Gender (1.0)
Paper 6	AN226 Political and Legal Anthropology (1.0)
Paper 7	AN256 Economic Anthropology (1): Production and Exchange (0.5) and AN298 Research Methods in Social Anthropology (0.5)
Paper 8	Courses to the value of 1.0 unit(s) from the following:

Anthropology Selection List A**Ethnographic options****Language Courses**

Note: Students are strongly encouraged to take ethnographic options to the value of at least one half unit under Papers 8 and 12. See footnotes for details of the language specialism requirement H

Year 3

Paper 9	AN303 Advanced Theory of Social Anthropology (0.5) # and AN357 Economic Anthropology (2): Transformation and Globalisation (0.5)
Paper 10	AN301 The Anthropology of Religion (1.0) #
Paper 11	AN397 Special Essay Paper in Social Anthropology (1.0)
Paper 12	Courses to the value of 1.0 unit(s) from the following:

Anthropology Selection List A**Ethnographic options****Language Courses**

Note: Students are strongly encouraged to take ethnographic options to the value of at least one half unit under Papers 8 and 12. See footnotes for details of the language specialism requirement. I

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

Anthropology Selection List A

AN216	Cognition and Anthropology: Human Development in Cultural Environments (0.5) # (withdrawn 2020/21)
AN221	The Anthropology of Christianity (0.5) #
AN237	The Anthropology of Development (0.5)
AN243	Children and Youth in Contemporary Ethnography (0.5) # (not available 2020/21)
AN244	Anthropology and Media (0.5) (withdrawn 2019/20)
AN245	Borders and Boundaries: Ethnographic Approaches (0.5)
AN247	Anthropological Approaches to Questions of Being (0.5) (not available 2020/21)
AN251	Cognition and Anthropology: Learning and Thinking in Relation to Social Institutions (0.5) # (withdrawn 2020/21)
AN252	Anthropological Approaches to Value (0.5) (not

BA in Social Anthropology

Programme Code: UBANA2

Department: Anthropology

For students starting this programme of study in 2019/20

Students on this programme have the opportunity to receive a language specialism attached to their degree certificate and

	available 2020/21)
AN274	Subjectivity and Anthropology (0.5) # (withdrawn 2020/21)
AN275	The Anthropology of Revolution (0.5) # (not available 2020/21)
AN276	Anthropology and the Anthropocene (0.5) (not available 2020/21)
AN278	Anthropology and Global History (0.5) (not available 2020/21)
AN280	Public Anthropology (0.5) # (not available 2020/21)
AN281	Health and Welfare: Anthropological Perspectives (0.5) (not available 2020/21)

Approved Outside Options (Year 1)

GV100	Introduction to Political Theory (1.0)
GV101	Introduction to Political Science (1.0)
GY100	Introduction to Geography (1.0)
GY121	Sustainable Development (1.0)
HY113	From Empire to Independence: The Extra-European World in the Twentieth Century (1.0)
HY116	International Politics since 1914: Peace and War (1.0)
HY118	Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0)
LN252	Contemporary Literature and Global Society (1.0) #
LN270	Society and Language: Linguistics for Social Scientists (1.0)
PB102	Social Psychology (1.0) (not available 2020/21)
PH103	The Big Questions: An Introduction to Philosophy (1.0) #
SO110	Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0)

Ethnographic options

Courses to the value of 0.5 unit(s) from the following:

AN205	The Anthropology of Melanesia (0.5) (not available 2020/21)
AN223	The Anthropology of Southeast Asia (0.5) (not available 2020/21)
AN240	Investigating the Philippines - New Approaches and Ethnographic Contexts (0.5) (not available 2020/21)
AN250	The Anthropology of South Asia (0.5) # (not available 2020/21)
AN269	The Anthropology of Amazonia (0.5) # (not available 2020/21)
AN277	Topics in the Anthropology of sub-Saharan Africa (0.5) #

Footnotes: A: LN250 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes. B: LN251 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes. C: LN252 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes. D: LN253 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes. E: LN254 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes. F: LN270 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes. G: **Language Specialism:** Students who have taken and passed one language course in each year of their degree (i.e. 25% of their overall programme of study) will receive a language specialism attached to their degree certificate and transcript. Students must take all courses in the same language (French, Spanish, German, Mandarin or Russian) in order to qualify for the specialism. The three courses must also be consecutively harder in level, for example: beginner, intermediate and advanced. Students who choose language courses in each year according to these rules will receive a language specialism. Degree certificates which include a language specialism will state the language in the title, for example: BA in Social Anthropology with French. H: Approved courses to the value of 1.0 unit can be

selected from the Language Courses list. Language options may be chosen if they are a continuation of a language studied in Year 1, and must be above Level 1. I: Approved courses to the value of 1.0 unit can be selected from the Language Courses list for students wishing to receive a language specialism attached to their degree certificate and transcript. Language options may be chosen if they are a continuation of a language studied in Years 1 and 2. Language options must be above Level 2.

means there may be prerequisites for this course. Please view the course guide for more information.

Level 1 courses are not permitted as part of this degree programme in Years 2 and 3.

BA in Social Anthropology

Programme Code: UBANA2

Department: Anthropology

For students starting this programme of study in 2018/19 Students on this programme have the opportunity to receive a language specialism attached to their degree certificate and transcript. See the details at the bottom of this page for more information.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course: Understanding the causes of things

Year 1

Paper 1	AN100 Introduction to Social Anthropology (1.0)
Paper 2	AN101 Ethnography and Theory: Selected Texts (1.0)
Paper 3	AN102 Anthropology, Text and Film (1.0)
Paper 4	Courses to the value of 1.0 unit(s) from the following:

Note that in addition to this list of courses offered in outside departments, any available language course run by the Language Centre will also be approved.

Approved Outside Options (Year 1)

Language Courses

Note: Students wishing to graduate with a language specialism should refer to the requirements set out in the Language Specialism footnote. G

Year 2

Paper 5	AN200 The Anthropology of Kinship, Sex and Gender (1.0)
Paper 6	AN226 Political and Legal Anthropology (1.0)
Papers 7 & 8	AN256 Economic Anthropology (1): Production and Exchange (0.5) and AN298 Research Methods in Social Anthropology (0.5)

Courses to the value of 1.0 unit from the following:

Anthropology Selection List A

Ethnographic options

Language Courses

Note: Students are strongly encouraged to take ethnographic options to the value of at least one half unit under Papers 7 & 8 and Papers 11 & 12. See footnotes for details of the language specialism requirement. H

Year 3

Paper 9	AN303 Advanced Theory of Social Anthropology (0.5) # and AN357 Economic Anthropology (2): Transformation and Globalisation (0.5)
Paper 10	AN301 The Anthropology of Religion (1.0) #
Paper 11	AN397 Special Essay Paper in Social Anthropology (1.0)
Paper 12	Courses to the value of 1.0 unit(s) from the following:

Anthropology Selection List A

Ethnographic options

Language Courses

Note: Students are strongly encouraged to take ethnographic options to the value of at least one half unit under Papers 8 and 12. See footnotes for details of the language specialism requirement. I

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

Anthropology Selection List A

AN216	Cognition and Anthropology: Human Development in Cultural Environments (0.5) # (withdrawn 2020/21)
AN221	The Anthropology of Christianity (0.5) #
AN237	The Anthropology of Development (0.5)
AN243	Children and Youth in Contemporary Ethnography (0.5) # (not available 2020/21)
AN244	Anthropology and Media (0.5) (withdrawn 2019/20)
AN245	Borders and Boundaries: Ethnographic Approaches (0.5)
AN247	Anthropological Approaches to Questions of Being (0.5) (not available 2020/21)
AN251	Cognition and Anthropology: Learning and Thinking in Relation to Social Institutions (0.5) # (withdrawn 2020/21)
AN252	Anthropological Approaches to Value (0.5) (not available 2020/21)
AN274	Subjectivity and Anthropology (0.5) # (withdrawn 2020/21)
AN275	The Anthropology of Revolution (0.5) # (not available 2020/21)
AN276	Anthropology and the Anthropocene (0.5) (not available 2020/21)
AN278	Anthropology and Global History (0.5) (not available 2020/21)
AN280	Public Anthropology (0.5) # (not available 2020/21)
AN281	Health and Welfare: Anthropological Perspectives (0.5) (not available 2020/21)

Approved Outside Options (Year 1)

GV100	Introduction to Political Theory (1.0)
GV101	Introduction to Political Science (1.0)
GY100	Introduction to Geography (1.0)
GY121	Sustainable Development (1.0)
HY113	From Empire to Independence: The Extra-European World in the Twentieth Century (1.0)
HY116	International Politics since 1914: Peace and War (1.0)
HY118	Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0)
LN252	Contemporary Literature and Global Society (1.0) #
LN270	Society and Language: Linguistics for Social Scientists (1.0)
PB102	Social Psychology (1.0) (not available 2020/21)
PH103	The Big Questions: An Introduction to Philosophy (1.0) #
SO110	Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0)

Ethnographic options

Courses to the value of 0.5 unit(s) from the following:

AN205	The Anthropology of Melanesia (0.5) (not available 2020/21)
AN223	The Anthropology of Southeast Asia (0.5) (not available 2020/21)
AN240	Investigating the Philippines - New Approaches and Ethnographic Contexts (0.5) (not available 2020/21)
AN250	The Anthropology of South Asia (0.5) # (not available 2020/21)
AN269	The Anthropology of Amazonia (0.5) # (not available 2020/21)
AN277	Topics in the Anthropology of sub-Saharan Africa (0.5) #

Footnotes: A: LN250 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.
B: LN251 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.
C: LN252 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

D: LN253 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.
E: LN254 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.
F: LN270 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.
G:

Language Specialism:

Students who have taken and passed one language course in each year of their degree (i.e. 25% of their overall programme of study) will receive a language specialism attached to their degree certificate and transcript. Students must take all courses in the same language (French, Spanish, German, Mandarin or Russian) in order to qualify for the specialism. The three courses must also be consecutively harder in level, for example: beginner, intermediate and advanced. Students who choose language courses in each year according to these rules will receive a language specialism. Degree certificates which include a language specialism will state the language in the title, for example: BA in Social Anthropology with French.

H: Approved courses to the value of 1.0 unit can be selected from the Language Courses list. Language options may be chosen if they are a continuation of a language studied in Year 1, and must be above Level 1.

I: Approved courses to the value of 1.0 unit can be selected from the Language Courses list for students wishing to receive a language specialism attached to their degree certificate and transcript. Language options may be chosen if they are a continuation of a language studied in Years 1 and 2. Language options must be above Level 2.

means there may be prerequisites for this course. Please view the course guide for more information.

Level 1 courses are not permitted as part of this degree programme in Years 2 and 3.

BSc in Social Anthropology

Programme Code: UBANS2

Department: Anthropology

For students starting this programme of study in 2020/21

Students on this programme have the opportunity to receive a language specialism attached to their degree certificate and transcript. See the details at the bottom of this page for more information.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper Course number, title (unit value)

Year 1

Paper 1	AN100	Introduction to Social Anthropology (1.0)
Paper 2	AN101	Ethnography and Theory: Selected Texts (1.0)

Paper 3 AN102 Anthropology, Text and Film (1.0)

Paper 4 Courses to the value of 1.0 unit(s) from the following:

Note that in addition to this list of courses offered in outside departments, any available language course run by the Language Centre will also be approved.

Approved Outside Options (Year 1)**Language Courses**

Note: Students wishing to graduate with a language specialism should refer to the requirements set out in the Language Specialism footnote. G

Year 2

Paper 5	AN200	The Anthropology of Kinship, Sex and Gender (1.0)
Paper 6	AN226	Political and Legal Anthropology (1.0)

Paper 7	AN256 Economic Anthropology (1): Production and Exchange (0.5) and AN298 Research Methods in Social Anthropology (0.5)
Paper 8	Courses to the value of 1.0 unit(s) from the following: Anthropology Selection List A Ethnographic options Language Courses Note: Students are strongly encouraged to take ethnographic options to the value of at least one half unit under Papers 8 and 12. See footnotes for details of the language specialism requirement. H

Year 3

Paper 9	AN303 Advanced Theory of Social Anthropology (0.5) # and AN357 Economic Anthropology (2): Transformation and Globalisation (0.5)
Paper 10	AN301 The Anthropology of Religion (1.0) #
Paper 11	AN397 Special Essay Paper in Social Anthropology (1.0)
Paper 12	Courses to the value of 1.0 unit(s) from the following: Anthropology Selection List A Ethnographic options Language Courses Note: Students are strongly encouraged to take ethnographic options to the value of at least one half unit under Papers 8 and 12. See footnotes for details of the language specialism requirement. I

Anthropology Selection List A

AN216	Cognition and Anthropology: Human Development in Cultural Environments (0.5) # (withdrawn 2020/21)
AN221	The Anthropology of Christianity (0.5) #
AN237	The Anthropology of Development (0.5)
AN243	Children and Youth in Contemporary Ethnography (0.5) # (not available 2020/21)
AN245	Borders and Boundaries: Ethnographic Approaches (0.5) (not available 2020/21)
AN247	Anthropological Approaches to Questions of Being (0.5) (not available 2020/21)
AN251	Cognition and Anthropology: Learning and Thinking in Relation to Social Institutions (0.5) # (withdrawn 2020/21)
AN252	Anthropological Approaches to Value (0.5) (not available 2020/21)
AN274	Subjectivity and Anthropology (0.5) # (withdrawn 2020/21)
AN275	The Anthropology of Revolution (0.5) # (not available 2020/21)
AN276	Anthropology and the Anthropocene (0.5) (not available 2020/21)
AN278	Anthropology and Global History (0.5) (not available 2020/21)
AN280	Public Anthropology (0.5) # (not available 2020/21)
AN281	Health and Welfare: Anthropological Perspectives (0.5) (not available 2020/21)

Approved Outside Options (Year 1)

GV100	Introduction to Political Theory (1.0)
GV101	Introduction to Political Science (1.0)
GY100	Introduction to Geography (1.0)
GY121	Sustainable Development (1.0)
HY113	From Empire to Independence: The Extra-European World in the Twentieth Century (1.0)
HY116	International Politics since 1914: Peace and War (1.0)
HY118	Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0)
LN252	Contemporary Literature and Global Society (1.0) #
LN270	Society and Language: Linguistics for Social Scientists (1.0)
PB102	Social Psychology (1.0) (not available 2020/21)
PH103	The Big Questions: An Introduction to Philosophy (1.0) #
SO110	Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0)

Ethnographic options

Courses to the value of 0.5 unit(s) from the following:	
AN205	The Anthropology of Melanesia (0.5) (not available 2020/21)
AN223	The Anthropology of Southeast Asia (0.5) (not available 2020/21)
AN240	Investigating the Philippines - New Approaches and Ethnographic Contexts (0.5) (not available 2020/21)
AN250	The Anthropology of South Asia (0.5) # (not available 2020/21)
AN269	The Anthropology of Amazonia (0.5) # (not available 2020/21)
AN277	Topics in the Anthropology of sub-Saharan Africa (0.5) #

Footnotes:

A: LN250 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.
 B: LN251 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.
 C: LN252 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.
 D: LN253 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.
 E: LN254 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.
 F: LN270 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.
 G:

Language Specialism:

Students who have taken and passed one language course in each year of their degree (i.e. 25% of their overall programme of study) will receive a language specialism attached to their degree certificate and transcript. Students must take all courses in the same language (French, Spanish, German, Mandarin or Russian) in order to qualify for the specialism. The three courses must also be consecutively harder in level, for example: beginner, intermediate and advanced. Students who choose language courses in each year according to these rules will receive a language specialism. Degree certificates which include a language specialism will state the language in the title, for example: BSc in Social Anthropology with French.

H: Approved courses to the value of 1.0 unit can be selected from the Language Courses list. Language options may be chosen if they are a continuation of a language studied in Year 1, and must be above Level 1.

I: Approved courses to the value of 1.0 unit can be selected from the Language Courses list for students wishing to receive a language specialism attached to their degree certificate and transcript. Language options may be chosen if they are a continuation of a language studied in Years 1 and 2. Language options must be above Level 2.

means there may be prerequisites for this course. Please view the course guide for more information.

Level 1 courses are not permitted as part of this degree programme in Years 2 and 3.**Note for prospective students:**

For changes to undergraduate course and programme information for the next academic session, please see the undergraduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm. Changes to course and programme information for future academic sessions can be found on the undergraduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm.

BSc in Social Anthropology

Programme Code: UBANS2

Department: Anthropology

For students starting this programme of study in 2019/20
Students on this programme have the opportunity to receive a language specialism attached to their degree certificate and transcript. See the details at the bottom of this page for more information.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper Course number, title (unit value)

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

Year 1

Paper 1 AN100 Introduction to Social Anthropology (1.0)

Paper 2 AN101 Ethnography and Theory: Selected Texts (1.0)

Paper 3 AN102 Anthropology, Text and Film (1.0)

Paper 4 Courses to the value of 1.0 unit(s) from the following:

Note that in addition to this list of courses offered in outside departments, any available language course run by the Language Centre will also be approved.

Approved Outside Options (Year 1)

Language Courses

Note: Students wishing to graduate with a language specialism should refer to the requirements set out in the Language Specialism footnote. G

Year 2

Paper 5 AN200 The Anthropology of Kinship, Sex and Gender (1.0)

Paper 6 AN226 Political and Legal Anthropology (1.0)

Paper 7 AN256 Economic Anthropology (1): Production and Exchange (0.5) **and** AN298 Research Methods in Social Anthropology (0.5)

Paper 8 Courses to the value of 1.0 unit(s) from the following:

Anthropology Selection List A

Ethnographic options

Language Courses

Note: Students are strongly encouraged to take ethnographic options to the value of at least one half unit under Papers 8 and 12. See footnotes for details of the language specialism requirement. H

Year 3

Paper 9 AN303 Advanced Theory of Social Anthropology (0.5) # **and** AN357 Economic Anthropology (2): Transformation and Globalisation (0.5)

Paper 10 AN301 The Anthropology of Religion (1.0) #

Paper 11 AN397 Special Essay Paper in Social Anthropology (1.0)

Paper 12 Courses to the value of 1.0 unit(s) from the following:

Anthropology Selection List A

Ethnographic options

Language Courses

Note: Students are strongly encouraged to take ethnographic options to the value of at least one half unit under Papers 8 and 12. See footnotes for details of the language specialism requirement.

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

Anthropology Selection List A

AN216 Cognition and Anthropology: Human Development in Cultural Environments (0.5) # (withdrawn 2020/21)

AN221 The Anthropology of Christianity (0.5) #

AN237 The Anthropology of Development (0.5)

AN243 Children and Youth in Contemporary Ethnography (0.5) # (not available 2020/21)

AN244 Anthropology and Media (0.5) (withdrawn 2019/20)

AN245 Borders and Boundaries: Ethnographic Approaches (0.5)

AN247 Anthropological Approaches to Questions of Being (0.5) (not available 2020/21)

AN251 Cognition and Anthropology: Learning and Thinking in Relation to Social Institutions (0.5) # (withdrawn 2020/21)

AN252 Anthropological Approaches to Value (0.5) (not available 2020/21)

AN274 Subjectivity and Anthropology (0.5) # (withdrawn 2020/21)

AN275 The Anthropology of Revolution (0.5) # (not available 2020/21)

AN276 Anthropology and the Anthropocene (0.5) (not available 2020/21)

AN278 Anthropology and Global History (0.5) (not available 2020/21)

AN280 Public Anthropology (0.5) # (not available 2020/21)

AN281 Health and Welfare: Anthropological Perspectives (0.5) (not available 2020/21)

Approved Outside Options (Year 1)

GV100 Introduction to Political Theory (1.0)

GV101 Introduction to Political Science (1.0)

GY100 Introduction to Geography (1.0)

GY121 Sustainable Development (1.0)

HY113 From Empire to Independence: The Extra-European World in the Twentieth Century (1.0)

HY116 International Politics since 1914: Peace and War (1.0)

HY118 Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0)

LN252 Contemporary Literature and Global Society (1.0) #

LN270 Society and Language: Linguistics for Social Scientists (1.0)

PB102 Social Psychology (1.0) (not available 2020/21)

PH103 The Big Questions: An Introduction to Philosophy (1.0) #

SO110 Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0)

Ethnographic options

Courses to the value of 0.5 unit(s) from the following:

AN205 The Anthropology of Melanesia (0.5) (not available 2020/21)

AN223 The Anthropology of Southeast Asia (0.5) (not available 2020/21)

AN240 Investigating the Philippines - New Approaches and Ethnographic Contexts (0.5) (not available 2020/21)

AN250 The Anthropology of South Asia (0.5) # (not available 2020/21)

AN269 The Anthropology of Amazonia (0.5) # (not available 2020/21)

AN277 Topics in the Anthropology of sub-Saharan Africa (0.5) #

Footnotes:

A: LN250 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

B: LN251 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

C: LN252 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

D: LN253 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

E: LN254 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

F: LN270 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

G:

Language Specialism:

Students who have taken and passed one language course in each year of their degree (i.e. 25% of their overall programme of study) will receive a language specialism attached to their degree certificate and transcript. Students must take all courses in the same language (French, Spanish, German, Mandarin or Russian) in order to qualify for the specialism. The three courses must also be consecutively harder

in level, for example: beginner, intermediate and advanced. Students who choose language courses in each year according to these rules will receive a language specialism. Degree certificates which include a language specialism will state the language in the title, for example: BSc in Social Anthropology with French.

H: Approved courses to the value of 1.0 unit can be selected from the Language Courses list. Language options may be chosen if they are a continuation of a language studied in Year 1, and must be above Level 1.

I: Approved courses to the value of 1.0 unit can be selected from the Language Courses list for students wishing to receive a language specialism attached to their degree certificate and transcript. Language options may be chosen if they are a continuation of a language studied in Years 1 and 2. Language options must be above Level 2.

means there may be prerequisites for this course. Please view the course guide for more information.

Level 1 courses are not permitted as part of this degree programme in Years 2 and 3.

Note for prospective students:

For changes to undergraduate course and programme information for the next academic session, please see the undergraduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm. Changes to course and programme information for future academic sessions can be found on the undergraduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm.

BSc in Social Anthropology

Programme Code: UBANS2

Department: Anthropology

For students starting this programme of study in 2018/19 Students on this programme have the opportunity to receive a language specialism attached to their degree certificate and transcript. See the details at the bottom of this page for more information.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course: Understanding the causes of things

Year 1

Paper 1	AN100 Introduction to Social Anthropology (1.0)
Paper 2	AN101 Ethnography and Theory: Selected Texts (1.0)
Paper 3	AN102 Anthropology, Text and Film (1.0)
Paper 4	Courses to the value of 1.0 unit(s) from the following:

Note that in addition to this list of courses offered in outside departments, any available language course run by the Language Centre will also be approved.

Approved Outside Options (Year 1)

Language Courses

Note: Students wishing to graduate with a language specialism should refer to the requirements set out in the Language Specialism footnote. G

Year 2

Paper 5	AN200 The Anthropology of Kinship, Sex and Gender (1.0)
Paper 6	AN226 Political and Legal Anthropology (1.0)
Papers 7 & 8	AN256 Economic Anthropology (1): Production and Exchange (0.5) and AN298 Research Methods in Social Anthropology (0.5)

Courses to the value of 1.0 unit from the following:

Anthropology Selection List A

Ethnographic options

Language Courses

Note: Students are strongly encouraged to take ethnographic options to the value of at least one half unit under Papers 7 & 8 and Papers 11 & 12. See footnotes for details of the language specialism requirement. H

Year 3

Paper 9	AN303 Advanced Theory of Social Anthropology (0.5) # and AN357 Economic Anthropology (2): Transformation and Globalisation (0.5)
Paper 10	AN301 The Anthropology of Religion (1.0) #
Paper 11	AN397 Special Essay Paper in Social Anthropology (1.0)

Paper 12 Courses to the value of 1.0 unit(s) from the following:

Anthropology Selection List A

Ethnographic options

Language Courses

Note: Students are strongly encouraged to take ethnographic options to the value of at least one half unit under Papers 8 and 12. See footnotes for details of the language specialism requirement. I

Notes

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

Anthropology Selection List A

AN216	Cognition and Anthropology: Human Development in Cultural Environments (0.5) # (withdrawn 2020/21)
AN221	The Anthropology of Christianity (0.5) #
AN237	The Anthropology of Development (0.5)
AN243	Children and Youth in Contemporary Ethnography (0.5) # (not available 2020/21)
AN244	Anthropology and Media (0.5) (withdrawn 2019/20)
AN245	Borders and Boundaries: Ethnographic Approaches (0.5)
AN247	Anthropological Approaches to Questions of Being (0.5) (not available 2020/21)
AN251	Cognition and Anthropology: Learning and Thinking in Relation to Social Institutions (0.5) # (withdrawn 2020/21)
AN252	Anthropological Approaches to Value (0.5) (not available 2020/21)
AN274	Subjectivity and Anthropology (0.5) # (withdrawn 2020/21)
AN275	The Anthropology of Revolution (0.5) # (not available 2020/21)
AN276	Anthropology and the Anthropocene (0.5) (not available 2020/21)
AN278	Anthropology and Global History (0.5) (not available 2020/21)
AN280	Public Anthropology (0.5) # (not available 2020/21)
AN281	Health and Welfare: Anthropological Perspectives (0.5) (not available 2020/21)

Approved Outside Options (Year 1)

GV100	Introduction to Political Theory (1.0)
GV101	Introduction to Political Science (1.0)
GY100	Introduction to Geography (1.0)
GY121	Sustainable Development (1.0)
HY113	From Empire to Independence: The Extra-European World in the Twentieth Century (1.0)
HY116	International Politics since 1914: Peace and War (1.0)
HY118	Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0)
LN252	Contemporary Literature and Global Society (1.0) #
LN270	Society and Language: Linguistics for Social Scientists (1.0)
PB102	Social Psychology (1.0) (not available 2020/21)
PH103	The Big Questions: An Introduction to Philosophy (1.0) #

SO110 Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0)

Ethnographic options

Courses to the value of 0.5 unit(s) from the following:

AN205	The Anthropology of Melanesia (0.5) (not available 2020/21)
AN223	The Anthropology of Southeast Asia (0.5) (not available 2020/21)
AN240	Investigating the Philippines - New Approaches and Ethnographic Contexts (0.5) (not available 2020/21)
AN250	The Anthropology of South Asia (0.5) # (not available 2020/21)
AN269	The Anthropology of Amazonia (0.5) # (not available 2020/21)
AN277	Topics in the Anthropology of sub-Saharan Africa (0.5) #

Footnotes: A: LN250 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes. B: LN251 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes. C: LN252 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes. D: LN253 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes. E: LN254 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes. F: LN270 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes. G:

Language Specialism:

Students who have taken and passed one language course in each year of their degree (i.e. 25% of their overall programme of study) will receive a language specialism attached to their degree certificate and transcript. Students must take all courses in the same language (French, Spanish, German, Mandarin or Russian) in order to qualify for the specialism. The three courses must also be consecutively harder in level, for example: beginner, intermediate and advanced. Students who choose language courses in each year according to these rules will receive a language specialism. Degree certificates which include a language specialism will state the language in the title, for example: BSc in Social Anthropology with French. H: Approved courses to the value of 1.0 unit can be selected from the Language Courses list. Language options may be chosen if they are a continuation of a language studied in Year 1, and must be above Level 1. I: Approved courses to the value of 1.0 unit can be selected from the Language Courses list for students wishing to receive a language specialism attached to their degree certificate and transcript. Language options may be chosen if they are a continuation of a language studied in Years 1 and 2. Language options must be above Level 2.

means there may be prerequisites for this course. Please view the course guide for more information.

Level 1 courses are not permitted as part of this degree programme in Years 2 and 3.

Note for prospective students:

For changes to undergraduate course and programme information for the next academic session, please see the undergraduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm. Changes to course and programme information for future academic sessions can be found on the undergraduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm.

BSc in Social Policy

Programme Code: UBSPA3

Department: Social Policy

For students starting this programme of study in 2018/19

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper Course number, title (unit value)

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

Year 1

Paper 1	SP100	Understanding International Social and Public Policy (1.0)
Paper 2	SP111	Social Economics and Policy (1.0) #
Paper 3	SP110	Sociology and Social Policy (1.0)
Paper 4	Courses to the value of 1.0 unit(s) from the following:	
	EC100	Economics A (1.0) #
	GV100	Introduction to Political Theory (1.0)
	GV101	Introduction to Political Science (1.0)
	PH103	The Big Questions: An Introduction to Philosophy (1.0) #
	SO100	Key Concepts: Introduction to Social Theory (1.0)
	SO110	Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0)

Year 2

Paper 5	SP200	Comparative and International Social Policy (1.0) #
Paper 6	SP201	Research Methods for Social Policy (1.0)
Paper 7	Courses to the value of 1.0 unit(s) from the following:	
	Social Policy Selection List	
Paper 8	Courses to the value of 1.0 unit(s) from the following:	
	Social Policy Selection List	
	Undergraduate Outside Options List (Years 2 & 3)	

Year 3

Paper 9	SP399	Dissertation (1.0)
Paper 10	Courses to the value of 1.0 unit(s) from the following:	
	Social Policy Selection List	
Paper 11	Courses to the value of 1.0 unit(s) from the following:	
	Social Policy Selection List	
Paper 12	Courses to the value of 1.0 unit(s) from the following:	
	Social Policy Selection List	
	Undergraduate Outside Options List (Years 2 & 3)	

Notes

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

Social Policy Selection List

SP230	Education Policy (1.0)
SP231	Poverty, Inequality, and Social Policy (1.0) (not available 2020/21)
SP232	Health and Social Care Policy (1.0)
SP233	Introduction to Global Population Change (1.0) # (withdrawn 2019/20)
SP270	Understanding Crime and Punishment (1.0) (not available 2020/21)
SP271	Psychology of Crime and Criminal Justice (1.0) (not available 2020/21)
SP331	Sexuality, Everyday Lives and Social Policy in Developing Countries (0.5) (not available 2020/21)
SP332	Social Security Policies (0.5) ~A (not available 2020/21)
SP335	Migration: Current Research, Critical Approaches (0.5) ~B
SP374	Riots, Disorder and Urban Violence (0.5) #
	Footnotes for Social Policy Selection List ~A: SP332 can be taken by third year students only. ~B: SP335 can be taken by third year students only.

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission
means there may be prerequisites for this course.
Please view the course guide for more information.
It is not always possible to offer students a place on each of their preferred courses. This is particularly the case where courses are offered outside the Department of Social Policy (ie not prefixed with 'SP').

Note for prospective students:

For changes to undergraduate course and programme information for the next academic session, please see the undergraduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm. Changes to course and programme information for future academic sessions can be found on the undergraduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm.

This programme has been retitled to BSc in International Social and Public Policy for 2019/20. Last year of entry 2018/19.

BSc in Social Policy and Economics

Programme Code: UBSPEC

Department: Social Policy

For students starting this programme of study in 2018/19

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course: Understanding the causes of things
Year 1	
Paper 1	SP100 Understanding International Social and Public Policy (1.0)
Paper 2	EC100 Economics A (1.0) # or EC102 Economics B (1.0) # A
Paper 3	MA107 Quantitative Methods (Mathematics) (0.5) # and ST107 Quantitative Methods (Statistics) (0.5) #
Paper 4	SP111 Social Economics and Policy (1.0) #
Year 2	
Paper 5	SP200 Comparative and International Social Policy (1.0) #
Paper 6	EC201 Microeconomic Principles I (1.0) #
Paper 7	One of the following: B EC210 Macroeconomic Principles (1.0) # or EC220 Introduction to Econometrics (1.0) # SP201 Research Methods for Social Policy (1.0)
Paper 8	
Year 3	
Paper 9	SP399 Dissertation (1.0)
Paper 10	EC325 Public Economics (1.0) #
Papers 11	If EC210 was taken under Paper 7, then courses to the value of 1.0 unit from the following: EC230 Economics in Public Policy (1.0) # EC301 Advanced Economic Analysis (1.0) # EC302 Political Economy (1.0) # EC303 Economic Policy Analysis (1.0) # (withdrawn 2018/19) EC311 History of Economics: How Theories Change (1.0) EC315 International Economics (1.0) # FM212 Principles of Finance (1.0) # Or If EC220 was taken under Paper 7, then courses to the value of 1.0 unit from the following: EC230 Economics in Public Policy (1.0) # EC302 Political Economy (1.0) # EC311 History of Economics: How Theories Change

(1.0)

EC313 Industrial Economics (1.0) #

EC317 Labour Economics (1.0) #

FM212 Principles of Finance (1.0) #

Paper 12 Courses to the value of 1.0 unit(s) from the following:

Social Policy Selection List

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

Social Policy Selection List

SP230	Education Policy (1.0)
SP231	Poverty, Inequality, and Social Policy (1.0) (not available 2020/21)
SP232	Health and Social Care Policy (1.0)
SP233	Introduction to Global Population Change (1.0) # (withdrawn 2019/20)
SP270	Understanding Crime and Punishment (1.0) (not available 2020/21)
SP271	Psychology of Crime and Criminal Justice (1.0) (not available 2020/21)
SP331	Sexuality, Everyday Lives and Social Policy in Developing Countries (0.5) (not available 2020/21)
SP332	Social Security Policies (0.5) ~A (not available 2020/21)
SP335	Migration: Current Research, Critical Approaches (0.5) ~B
SP374	Riots, Disorder and Urban Violence (0.5) #

Footnotes: A: EC102 course allocation dependent on Economics A-level or equivalent background. See course guides for further information.
B: The course chosen at Paper 7 will determine the choice of options in Year 3. See Papers 11 and 12 for more information.

means there may be prerequisites for this course.

Please view the course guide for more information.
It is not always possible to offer students a place on each of their preferred courses. This is particularly the case where courses are offered outside the Department of Social Policy (ie not prefixed with 'SP').

Note for prospective students:
For changes to undergraduate course and programme information for the next academic session, please see the undergraduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm. Changes to course and programme information for future academic sessions can be found on the undergraduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm.

This programme has been retitled to BSc in International Social and Public Policy and Economics for 2019/20. Last year of entry 2018/19.

BSc in Social Policy and Sociology

Programme Code: UBSPSO

Department: Social Policy

For students starting this programme of study in 2018/19

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course: Understanding the causes of things

Year 1

Paper 1	SO100	Key Concepts: Introduction to Social Theory (1.0) or
	SO110	Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0)
Paper 2	SP100	Understanding International Social and Public Policy (1.0)
Paper 3	SP110	Sociology and Social Policy (1.0)
Paper 4	SP111	Social Economics and Policy (1.0) #
Year 2		
Paper 5	SO201	Key Concepts: Advanced Social Theory (1.0)
Paper 6	Courses to the value of 1.0 unit(s) from the following: Sociology Selection List (Year 2)	
Paper 7	SP200	Comparative and International Social Policy (1.0) #
Paper 8	SP201	Research Methods for Social Policy (1.0)
Year 3		
Paper 9	SP399	Dissertation (1.0)
Paper 10	Courses to the value of 1.0 unit(s) from the following: Sociology Selection List (Year 3)	
Paper 11	Courses to the value of 1.0 unit(s) from the following: Social Policy Selection List	
Paper 12	Courses to the value of 1.0 unit(s) from the following: Sociology Selection List (Year 2) Sociology Selection List (Year 3) Social Policy Selection List Undergraduate Outside Options List (Years 2 & 3)	
Notes	LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.	
Sociology Selection List (Year 2)		
SO203	Political Sociology (1.0)	
SO208	Gender and Society (1.0)	
SO210	Crime, Deviance and Control (1.0) 1 (not available 2020/21)	
SO224	The Sociology of Race and Empire (1.0)	
SO230	Digital Technology, Speed and Culture (1.0) (withdrawn 2018/19)	
SO231	Knowledge, Power, and Social Change (0.5) (withdrawn 2020/21)	
SO233	Reactionary Radicalism: Populism and Authoritarianism in the 21st Century (0.5) # (withdrawn 2020/21)	
SO235	The Sociology of Homicide (0.5) # (not available 2020/21)	
Sociology Selection List (Year 3)		
SO308	Personal Life, Intimacy and the Family (1.0)	
SO309	Atrocity and Justice (0.5) #	
SO310	The Sociology of Elites (0.5) #	
SO312	Work, Inequality and Society (0.5) #	
SO313	Material Culture and Everyday Life (0.5) #	
Social Policy Selection List		
SP230	Education Policy (1.0)	
SP231	Poverty, Inequality, and Social Policy (1.0) (not available 2020/21)	
SP232	Health and Social Care Policy (1.0)	
SP233	Introduction to Global Population Change (1.0) # (withdrawn 2019/20)	
SP270	Understanding Crime and Punishment (1.0) ~1 (not available 2020/21)	
SP271	Psychology of Crime and Criminal Justice (1.0) (not available 2020/21)	
SP331	Sexuality, Everyday Lives and Social Policy in Developing Countries (0.5) (not available 2020/21)	
SP332	Social Security Policies (0.5) ~A (not available 2020/21)	
SP335	Migration: Current Research, Critical Approaches (0.5) ~B	
SP374	Riots, Disorder and Urban Violence (0.5) #	
	Footnotes for Social Policy Selection List ~A : SP332 can be taken by third year students only. ~B : SP335 can be taken by third year students only.	

Prerequisite Requirements and Mutually Exclusive Options for Social Policy Selection List~1: SP270 can not be taken with SO210

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

1: SO210 can not be taken with SP270

means there may be prerequisites for this course.

Please view the course guide for more information.

It is not always possible to offer students a place on each of their preferred courses. This is particularly the case where courses are offered outside the Department of Social Policy (i.e. not prefixed with 'SP').

Note for prospective students:

For changes to undergraduate course and programme information for the next academic session, please see the undergraduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm. Changes to course and programme information for future academic sessions can be found on the undergraduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm.

This programme has been discontinued. Last year of entry 2018/19.

BSc in Social Policy with Government

Programme Code: UBSPWGV

Department: Social Policy

For students starting this programme of study in 2018/19

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)	
See note	LSE100	The LSE Course: Understanding the causes of things
Year 1		
Paper 1	SP100	Understanding International Social and Public Policy (1.0)
Paper 2	GV101	Introduction to Political Science (1.0)
Paper 3	GV100	Introduction to Political Theory (1.0)
Paper 4	SP111	Social Economics and Policy (1.0) #
Year 2		
Paper 5	SP200	Comparative and International Social Policy (1.0) #
Paper 6	SP201	Research Methods for Social Policy (1.0)
Paper 7	Courses to the value of 1.0 unit(s) from the following: Social Policy Selection List	
Paper 8	Courses to the value of 1.0 unit(s) from the following: Government Selection List 1	
Year 3		
Paper 9	SP399	Dissertation (1.0)
Paper 10	Courses to the value of 1.0 unit(s) from the following: Social Policy Selection List	
Paper 11	Courses to the value of 1.0 unit(s) from the following: Government Selection List 2	
Paper 12	Courses to the value of 1.0 unit(s) from the following: Government Selection List 1 Government Selection List 2 Government Selection List 3 Social Policy Selection List Undergraduate Outside Options List (Years 2 & 3)	
Notes	LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.	
Government Selection List 1		
GV245	Democracy and Democratisation (1.0) #	

- GV247 Theories and Problems of Nationalism (1.0) # (withdrawn 2018/19)
- GV251 Government, Politics and Public Policy in the European Union (1.0) #
- GV264 Politics and Institutions in Europe (1.0) #

Government Selection List 2

- GV225 Public Choice and Politics (1.0) #
- GV227 The Politics of Economic Policy (1.0) # (not available 2020/21)
- GV262 Contemporary Political Theory (1.0) #
- GV263 Public Policy Analysis (1.0) #

Government Selection List 3

- GV302 Key Themes in the History of Political Thought (1.0) #
- GV312 Advanced Topics in Government: Executive Politics (1.0) # (not available 2020/21)
- GV317 The Modern State - Theory and Practice (0.5) # (withdrawn 2020/21)
- GV318 Building Democracies from Conflict? Violence, Power-Sharing and Institutional Design (0.5) #
- GV320 Populism (0.5)
- GV321 Concepts and Controversies in Political Theory (0.5) #
- GV322 Knowledge Economies: Global Innovation Networks and Segregated Societies (0.5) (withdrawn 2020/21)
- GV323 Transparency and Accountability in Government (0.5) (not available 2020/21)
- GV325 Topics in Political Economy (0.5) #
- GV327 Governance and Corruption (0.5) # (not available 2020/21)
- GV328 Middle East Politics in Transnational Perspective (0.5) #
- GV329 Making Democracy Work (0.5) # (not available 2020/21)
- GV335 African Political Economy (0.5)

Social Policy Selection List

- SP110 Sociology and Social Policy (1.0) ~A
- SP173 Politics and Crime (0.5) (not available 2020/21)
- SP230 Education Policy (1.0)
- SP231 Poverty, Inequality, and Social Policy (1.0) (not available 2020/21)
- SP232 Health and Social Care Policy (1.0)
- SP233 Introduction to Global Population Change (1.0) # (withdrawn 2019/20)
- SP270 Understanding Crime and Punishment (1.0) (not available 2020/21)
- SP271 Psychology of Crime and Criminal Justice (1.0) (not available 2020/21)
- SP331 Sexuality, Everyday Lives and Social Policy in Developing Countries (0.5) (not available 2020/21)
- SP332 Social Security Policies (0.5) ~B (not available 2020/21)
- SP335 Migration: Current Research, Critical Approaches (0.5) ~C
- SP374 Riots, Disorder and Urban Violence (0.5) #
- Footnotes: Footnotes: A: Unless explicitly noted, no first year Social Policy course can be taken in Year 3 by Social Policy students. # means there may be prerequisites for this course. Please view the course guide for more information. It is not always possible to offer students a place on each of their preferred courses. This is particularly the case where courses are offered outside the Department of Social Policy (ie not prefixed with 'SP').

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

A: Unless explicitly noted, no first year Social Policy course can be taken in Year 3 by Social Policy students.

means there may be prerequisites for this course. Please view the course guide for more information. It is not always possible to offer students a place on each of their preferred courses. This is particularly the case where courses are offered outside the Department of Social Policy (ie not prefixed with 'SP').

Note for prospective students:

For changes to undergraduate course and programme information for the next academic session, please see the undergraduate summary page for prospective students lse.ac.uk/

resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm. Changes to course and programme information for future academic sessions can be found on the undergraduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm.

This programme has been retitled to BSc in International Social and Public Policy with Politics for 2019/20. Last year of entry 2018/19.

BSc in Sociology

Programme Code: UBSO2

Department: Sociology

For students starting this programme of study in 2020/21 Students on this programme have the opportunity to receive a language specialism attached to their degree certificate and transcript. See the details at the bottom of this page for more information. <https://info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/SchemeBA-BSC-InOrAfter2007-08-OtherThanFourYear.pdf>

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Year 1	
Paper 1	SO102 Data in Society: Researching Social Life (1.0)
Paper 2	SO100 Key Concepts: Introduction to Social Theory (1.0)
Paper 3	SO110 Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0)
Paper 4	PB102 Social Psychology (1.0) (not available 2020/21)

Or

Courses to the value of 1.0 unit(s) from the following:

Undergraduate Outside Options List (Year 1)

Or

Courses to the value of 1.0 units from the following, subject to approval by the candidate's Academic Mentor and the Departmental Tutor:

Undergraduate Outside Options List (Years 2 & 3)

Year 2

Paper 5	SO221 Researching London: Advanced Social Research Methods (1.0)
Paper 6	SO201 Key Concepts: Advanced Social Theory (1.0)
Paper 7	Courses to the value of 1.0 unit(s) from the following: Sociology Options List
Paper 8	Courses to the value of 1.0 unit(s) from the following: Sociology Options List Undergraduate Outside Options List (Years 2 & 3)

Year 3

Paper 9	SO302 The Sociological Dissertation (1.0) #
Paper 10	Courses to the value of 1.0 unit(s) from the following: Sociology Options List
Paper 11	Courses to the value of 1.0 unit(s) from the following: Sociology Options List
Paper 12	Courses to the value of 1.0 unit(s) from the following: Sociology Options List Undergraduate Outside Options List (Years 2 & 3)

Sociology Options List

SO203	Political Sociology (1.0)
SO208	Gender and Society (1.0)
SO210	Crime, Deviance and Control (1.0) 1 (not available 2020/21)
SO224	The Sociology of Race and Empire (1.0)
SO231	Knowledge, Power, and Social Change (0.5) (withdrawn 2020/21)
SO232	Sociology of Health and Illness (0.5) # (not available 2020/21)

SO233	Reactionary Radicalism: Populism and Authoritarianism in the 21st Century (0.5) # (withdrawn 2020/21)
SO234	Digital Technology, Speed and Culture (0.5) #
SO235	The Sociology of Homicide (0.5) # (not available 2020/21)
SO236	Urban Society (0.5)
SO308	Personal Life, Intimacy and the Family (1.0)
SO309	Atrocity and Justice (0.5) #
SO310	The Sociology of Elites (0.5) #
SO311	Law and Violence (0.5) A
SO312	Work, Inequality and Society (0.5) #
SO313	Material Culture and Everyday Life (0.5) #

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

1: SO210 can not be taken with SP271, SP270

A: SO311 is available to students in Year 3 only.

means there may be prerequisites for this course. Please view the course guide for more information.

Language Specialism:

Students who have taken and passed a 1.0 unit language course in each year of their degree (i.e. 25% of their overall programme of study) will be offered the opportunity to receive a language specialism attached to their degree certificate and transcript. Students must take all courses in the same language (French, Spanish, German, Mandarin or Russian) in order to qualify for the specialism. The three courses must also be consecutively harder in level, for example: beginner, intermediate and advanced. Students who choose to take language courses are not obligated to receive a specialism, but have the option if they wish. Degree certificates which include a language specialism will state the language in the title, for example: **BSc in Sociology with French.**

Footnotes:

BSc in Sociology

Programme Code: UBSO2

Department: Sociology

For students starting this programme of study in 2019/20
Students on this programme have the opportunity to receive a language specialism attached to their degree certificate and transcript. See the details at the bottom of this page for more information. <https://info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/SchemeBA-BSC-InOrAfter2007-08-OtherThanFourYear.pdf>

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course: Understanding the causes of things
Year 1	
Paper 1	SO102 Data in Society: Researching Social Life (1.0)
Paper 2	SO100 Key Concepts: Introduction to Social Theory (1.0)
Paper 3	SO110 Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0)
Paper 4	PB102 Social Psychology (1.0) (not available 2020/21)

Or

Courses to the value of 1.0 unit(s) from the following:

Undergraduate Outside Options List (Year 1)

Or

Courses to the value of 1.0 units from the following, subject to approval by the candidate's Academic Mentor and the Departmental Tutor:

Year 2

Paper 5

Paper 6

Paper 7

Paper 8

Year 3

Paper 9

Paper 10

Paper 11

Paper 12

Notes

Sociology Options List

SO203	Political Sociology (1.0)
SO208	Gender and Society (1.0)
SO210	Crime, Deviance and Control (1.0) 1 (not available 2020/21)
SO224	The Sociology of Race and Empire (1.0)
SO231	Knowledge, Power, and Social Change (0.5) (withdrawn 2020/21)
SO232	Sociology of Health and Illness (0.5) # (not available 2020/21)
SO233	Reactionary Radicalism: Populism and Authoritarianism in the 21st Century (0.5) # (withdrawn 2020/21)
SO234	Digital Technology, Speed and Culture (0.5) #
SO235	The Sociology of Homicide (0.5) # (not available 2020/21)
SO236	Urban Society (0.5)
SO308	Personal Life, Intimacy and the Family (1.0)
SO309	Atrocity and Justice (0.5) #
SO310	The Sociology of Elites (0.5) #
SO311	Law and Violence (0.5) A
SO312	Work, Inequality and Society (0.5) #
SO313	Material Culture and Everyday Life (0.5) #

Undergraduate Outside Options List (Years 2 & 3)

SO221 Researching London: Advanced Social Research Methods (1.0)
SO201 Key Concepts: Advanced Social Theory (1.0)
Courses to the value of 1.0 unit(s) from the following:

Sociology Options List

Courses to the value of 1.0 unit(s) from the following:

Sociology Options List

Undergraduate Outside Options List (Years 2 & 3)

SO302 The Sociological Dissertation (1.0) #
Courses to the value of 1.0 unit(s) from the following:

Sociology Options List

Sociology Options List

Courses to the value of 1.0 unit(s) from the following:

Sociology Options List

Undergraduate Outside Options List (Years 2 & 3)

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

Footnotes:

* means available with permission

1: SO210 can not be taken with SP271, SP270

A: SO311 is available to students in Year 3 only.

means there may be prerequisites for this course.

Please view the course guide for more information.

Language Specialism:

Students who have taken and passed a 1.0 unit language course in each year of their degree (i.e. 25% of their overall programme of study) will be offered the opportunity to receive a language specialism attached to their degree certificate and transcript. Students must take all courses in the same language (French, Spanish, German, Mandarin or Russian) in order to qualify for the specialism. The three courses must also be consecutively harder in level, for example: beginner, intermediate and advanced. Students who choose to take language courses are not obligated to receive a specialism, but have the option if they wish. Degree certificates which include a language specialism will state the language in the title, for example: **BSc in Sociology with French.**

BSc in Sociology

Programme Code: UBSO2

Department: Sociology

For students starting this programme of study in 2018/19

Students on this programme have the opportunity to receive a language specialism attached to their degree certificate and transcript. See the details at the bottom of this page for more information. <https://info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/SchemeBA-BSC-InOrAfter2007-08-OtherThanFourYear.pdf>

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course: Understanding the causes of things

Year 1

Paper 1	SO102 Data in Society: Researching Social Life (1.0)
Paper 2	SO100 Key Concepts: Introduction to Social Theory (1.0)
Paper 3	SO110 Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0)
Paper 4	PB102 Social Psychology (1.0) (not available 2020/21)

Or

Courses to the value of 1.0 unit(s) from the following:

Undergraduate Outside Options List (Year 1)

Or

Courses to the value of 1.0 units from the following, subject to approval by the candidate's Academic Mentor and the Departmental Tutor:

Undergraduate Outside Options List (Years 2 & 3)

Year 2

Paper 5	SO221 Researching London: Advanced Social Research Methods (1.0)
Paper 6	SO201 Key Concepts: Advanced Social Theory (1.0)
Paper 7	Courses to the value of 1.0 unit(s) from the following:

Sociology Options List

Paper 8	Courses to the value of 1.0 unit(s) from the following:
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Sociology Options List

Undergraduate Outside Options List (Years 2 & 3)

Year 3

Paper 9	SO302 The Sociological Dissertation (1.0) #
Paper 10	Courses to the value of 1.0 unit(s) from the following:

Sociology Options List

Paper 11	Courses to the value of 1.0 unit(s) from the following:
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Sociology Options List

Paper 12	Courses to the value of 1.0 unit(s) from the following:
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Sociology Options List

Undergraduate Outside Options List (Years 2 & 3)

Notes

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

Sociology Options List

SO203	Political Sociology (1.0)
SO208	Gender and Society (1.0)
SO210	Crime, Deviance and Control (1.0) 1 (not available 2020/21)
SO224	The Sociology of Race and Empire (1.0)
SO230	Digital Technology, Speed and Culture (1.0) (withdrawn 2018/19)
SO231	Knowledge, Power, and Social Change (0.5) (withdrawn 2020/21)
SO232	Sociology of Health and Illness (0.5) # (not available 2020/21)
SO233	Reactionary Radicalism: Populism and Authoritarianism in the 21st Century (0.5) # (withdrawn 2020/21)
SO234	Digital Technology, Speed and Culture (0.5) #

SO235	The Sociology of Homicide (0.5) # (not available 2020/21)
SO236	Urban Society (0.5)
SO308	Personal Life, Intimacy and the Family (1.0)
SO309	Atrocity and Justice (0.5) #
SO310	The Sociology of Elites (0.5) #
SO311	Law and Violence (0.5) A
SO312	Work, Inequality and Society (0.5) #
SO313	Material Culture and Everyday Life (0.5) #

Prerequisite Requirements and Mutually Exclusive Options:

*

means available with permission

1: SO210 can not be taken with SP271, SP270

A: SO311 is available to students in Year 3 only.

means there may be prerequisites for this course.

Please view the course guide for more information.

Language Specialism:

Students who have taken and passed a 1.0 unit language course in each year of their degree (i.e. 25% of their overall programme of study) will be offered the opportunity to receive a language specialism attached to their degree certificate and transcript. Students must take all courses in the same language (French, Spanish, German, Mandarin or Russian) in order to qualify for the specialism. The three courses must also be consecutively harder in level, for example: beginner, intermediate and advanced. Students who choose to take language courses are not obligated to receive a specialism, but have the option if they wish. Degree certificates which include a language specialism will state the language in the title, for example: **BSc in Sociology with French.**

Note for prospective students:

For changes to undergraduate course and programme information for the next academic session, please see the undergraduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm. Changes to course and programme information for future academic sessions can be found on the undergraduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm.

General Course

Programme Code: UOGC

Department: Undefined Department

For students starting this programme of study in 2020/21

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and can be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
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The courses below are available to General Course students

Accounting

AC102	Elements of Financial Accounting (0.5)
AC103	Elements of Management Accounting, Financial Management and Financial Institutions (0.5)
AC200	Accounting Theory and Practice (1.0) # *
AC311	Results Accountability and Management Control for Strategy Implementation (0.5) # *
AC312	Performance Measurement, Strategy, and Uncertainty (0.5) # *
AC331	Contemporary Issues in Financial Accounting (0.5) # *
AC332	Financial Statement Analysis and Valuation (0.5) # *
AC341	Corporate Governance, Risk Management and Financial Audit (0.5)
AC342	Accounting, Corporate Responsibility and Sustainability (0.5) (not available 2020/21)

122 Undergraduate Programme Regulations

Anthropology

AN100	Introduction to Social Anthropology (1.0)
AN100GC	Introduction to Social Anthropology (Spring Semester) (0.5)
AN101	Ethnography and Theory: Selected Texts (1.0)
AN102	Anthropology, Text and Film (1.0)
AN200	The Anthropology of Kinship, Sex and Gender (1.0)
AN200GC	The Anthropology of Kinship, Sex and Gender (Spring Semester) (0.5)
AN205	The Anthropology of Melanesia (0.5) (not available 2020/21)
AN221	The Anthropology of Christianity (0.5) #
AN223	The Anthropology of Southeast Asia (0.5) (not available 2020/21)
AN226	Political and Legal Anthropology (1.0)
AN226GC	Political and Legal Anthropology (Spring Semester) (0.5)
AN237	The Anthropology of Development (0.5)
AN240	Investigating the Philippines - New Approaches and Ethnographic Contexts (0.5) (not available 2020/21)
AN243	Children and Youth in Contemporary Ethnography (0.5) # (not available 2020/21)
AN245	Borders and Boundaries: Ethnographic Approaches (0.5) (not available 2020/21)
AN247	Anthropological Approaches to Questions of Being (0.5) (not available 2020/21)
AN250	The Anthropology of South Asia (0.5) # (not available 2020/21)
AN252	Anthropological Approaches to Value (0.5) (not available 2020/21)
AN256	Economic Anthropology (1): Production and Exchange (0.5)
AN269	The Anthropology of Amazonia (0.5) # (not available 2020/21)
AN275	The Anthropology of Revolution (0.5) # (not available 2020/21)
AN276	Anthropology and the Anthropocene (0.5) * (not available 2020/21)
AN277	Topics in the Anthropology of sub-Saharan Africa (0.5) # *
AN278	Anthropology and Global History (0.5)
AN280	Public Anthropology (0.5) # * (not available 2020/21)
AN281	Health and Welfare: Anthropological Perspectives (0.5) (not available 2020/21)
AN301	The Anthropology of Religion (1.0) # *
AN301GC	The Anthropology of Religion (Spring Semester) (0.5) *
AN303	Advanced Theory of Social Anthropology (0.5) # *
AN357	Economic Anthropology (2): Transformation and Globalisation (0.5)

Economics

EC100	Economics A (1.0) #
EC100GC	Economics A (Spring Semester) (0.5)
EC102	Economics B (1.0) #
EC102GC	Economics B (Spring Semester) (0.5)
EC201	Microeconomic Principles I (1.0) # *
EC202	Microeconomic Principles II (1.0) # *
EC210	Macroeconomic Principles (1.0) #
EC210GC	Macroeconomic Principles (Spring Semester) (0.5) #
EC220	Introduction to Econometrics (1.0) # *
EC220GC	Introduction to Econometrics (Spring Semester) (0.5) #
EC221	Principles of Econometrics (1.0) # *
EC221GC	Principles of Econometrics (Spring Semester) (0.5) #
EC230	Economics in Public Policy (1.0) #
EC301	Advanced Economic Analysis (1.0) #
EC301GC	Advanced Economic Analysis (Spring Semester) (0.5) #
EC302	Political Economy (1.0) #
EC302GC	Political Economy (Spring Semester) (0.5) #
EC307	Development Economics (1.0) #
EC309	Econometric Theory (1.0) # *

EC311	History of Economics: How Theories Change (1.0) *
EC313	Industrial Economics (1.0) # *
EC315	International Economics (1.0) #
EC315GC	International Economics (Spring Semester) (0.5) #
EC317	Labour Economics (1.0) #
EC319	Games and Economic Behaviour (1.0) # (not available 2020/21)
EC321	Monetary Economics and Aggregate Fluctuations (1.0) # *
EC321GC	Monetary Economics and Aggregate Fluctuations (Spring Semester) (0.5) #
EC325	Public Economics (1.0) #

Economic History

EH101	The Internationalisation of Economic Growth, 1870 to the present day (1.0)
EH101GC	The Internationalisation of Economic Growth, 1870 to the present day (Spring Semester) (0.5)
EH102	Pre-industrial Economic History (1.0)
EH204	Money and Finance: From the Middle Ages to Modernity (1.0) (not available 2020/21)
EH207	The Making of an Economic Superpower: China since 1850 (1.0)
EH207GC	The Making of an Economic Superpower: China since 1850 (Spring Semester) (0.5)
EH209	The Family Economy in History (1.0) #
EH211	Africa and the World Economy, 1500-2000 (1.0)
EH211	GC Africa and the World Economy, 1500-2000 (Spring Semester) (0.5)
EH225	Latin America and the International Economy (1.0)
EH238	The Origins of Growth (1.0)
EH240	Business and Economic Performance since 1945: Britain in International Context (1.0)
EH312	Knowledge, Technology and Economy from the Middle Ages to Modernity (1.0) *
EH313	Economic History Lab: Cities, Economy and Society, 1550-1750 (1.0) * (not available 2020/21)
EH316	Atlantic World Slavery (1.0) (not available 2020/21)

Finance

FM101	Finance (0.5)
FM212	Principles of Finance (1.0) # *
FM212GC	Principles of Finance (Spring Semester) (0.5) # *
FM300	Corporate Finance, Investments and Financial Markets (1.0) #
FM300GC	Corporate Finance, Investments and Financial Markets (Spring Semester) (0.5) #
FM320	Quantitative Finance (1.0) # *

Government

GV100	Introduction to Political Theory (1.0)
GV100GC	Introduction to Political Theory (Spring Semester) (0.5)
GV101	Introduction to Political Science (1.0)
GV101GC	Introduction to Political Science (Spring Semester) (0.5)
GV225	Public Choice and Politics (1.0) #
GV227	The Politics of Economic Policy (1.0) # (not available 2020/21)
GV245	Democracy and Democratisation (1.0) #
GV248	Power and Politics in the Modern World: Comparative Perspectives (1.0) # *
GV248GC	Power and Politics in the Modern World: Comparative Perspectives (Spring Semester) (0.5) # *
GV249	Research Design in Political Science (1.0) *
GV249GC	Research Design in Political Science (Spring Semester) (0.5) *
GV251	Government, Politics and Public Policy in the European Union (1.0) #
GV251GC	Government, Politics and Public Policy in the European Union (Spring Semester) (0.5) #
GV262	Contemporary Political Theory (1.0) #
GV262GC	Contemporary Political Theory (Spring Semester) (0.5) #

GV263	Public Policy Analysis (1.0) #	HY206	The International History of the Cold War, 1945-1989 (1.0)
GV263GC	Public Policy Analysis (Spring Semester) (0.5) #	HY206GC	The International History of the Cold War, 1945-1989 (Spring Semester) (0.5)
GV264	Politics and Institutions in Europe (1.0) #	HY221	The History of Russia, 1676-1825 (1.0)
GV264GC	Politics and Institutions in Europe (Spring Semester) (0.5) #	HY221GC	The History of Russia, 1762-1825 (Spring Semester) (0.5)
GV307	Conflict and Cooperation: A Few Provocative Debates (0.5)	HY226	The Great War 1914-1918 (1.0)
GV324	Applied Quantitative Methods for Political Science (0.5) # (not available 2020/21)	HY226GC	The Great War 1914-1918 (Spring Semester) (0.5)
GV325	Topics in Political Economy (0.5) #	HY232	War, Genocide and Nation Building. The History of South-Eastern Europe 1914-1990 (1.0)
GV326	Conflict, War and Revolution - Approaches to Political Theory (1.0) # * (not available 2020/21)	HY232GC	War, Genocide and Nation Building. The History of South-Eastern Europe 1945-1990 (Spring Semester) (0.5)
GV327	Governance and Corruption (0.5) # * (not available 2020/21)	HY235	Modernity and the State in East Asia: China, Japan and Korea since 1840 (1.0)
GV328	Middle East Politics in Transnational Perspective (0.5) # *	HY235GC	Modernity and the State in East Asia: China, Japan and Korea since 1840 (Spring Semester) (0.5)
GV329	Making Democracy Work (0.5) # * (not available 2020/21)	HY238	The Cold War and European Integration, 1947-1992 (1.0) (not available 2020/21)
GV335	African Political Economy (0.5)	HY239	People, Power and Protest in Latin America, c.1895 to the present day (1.0)
Geography & Environment		HY239GC	People, Power and Protest in Latin America, 1970s to the present day (Spring Semester) (0.5)
GY100	Introduction to Geography (1.0)	HY240	From Empire to Commonwealth: war, race and imperialism in British History, 1780 to the present day (1.0)
GY103	Contemporary Europe (1.0)	HY240GC	From Empire to Commonwealth: war, race and imperialism in British History, from the First World War to the present day (Spring Semester) (0.5)
GY120	Environmental Change: Past, Present and Future (1.0)	HY241	What is History? Methods and Debates (1.0) *
GY121	Sustainable Development (1.0)	HY242	The Soviet Union: Domestic, International and Intellectual History (1.0)
GY140	Introduction to Geographical Research (1.0)	HY242GC	The Soviet Union: Domestic, International and Intellectual History (Spring Semester) (0.5)
GY144	The London Lab: Geography in the City (1.0) (not available 2020/21)	HY243	Islamic Empires, 1400 - 1800 (1.0) # (not available 2020/21)
GY202	Introduction to Global Development (1.0)	HY245	The United States and the World since 1776 (1.0)
GY205	Political Geographies (1.0)	HY245GC	The United States and the World during the American Century (Spring Semester) (0.5)
GY206	Urban Geography and Globalisation (0.5)	HY246	The Global Caribbean: Colonialism, Race and Revolutions 1780s-1980s (1.0)
GY207	Economy, Society and Place (0.5)	HY246GC	The Global Caribbean in the Twentieth Century: Colonialism, Race and Revolutions (Spring Semester) (0.5)
GY209	The Economic Geography of Trade, Production and Development (0.5) #	HY247	The History of Modern Turkey, 1789 to the Present (1.0) (not available 2020/21)
GY210	The Economics of Cities (0.5) #	HY311	Limited War During the Cold War Era: The US in Korea (1950-53) and Vietnam (1954-75) (1.0) *
GY220	Environment: Science and Society (1.0)	HY311GC	Limited War During the Cold War Era: The US in Vietnam (1954-75) (Spring Semester) (0.5)
GY222	Applied Environmental Economics (1.0)	HY315	The European Enlightenment, c.1680-1799 (1.0)
GY307	Regional Economic Development (0.5) *	HY319	Napoleon and Europe (1.0) *
GY308	The Economic Geography of Growth and Development (0.5) * (not available 2020/21)	HY320	The Cold War Endgame (1.0)
GY309	The Political Geography of Development (0.5)	HY320GC	The Cold War Endgame (Spring Semester) (0.5)
GY310	Urban Politics (0.5)	HY322	Nazi Germany's War: Violence and Occupation in Europe, 1939-1945 (1.0)
GY311	The Political Economy of Urbanisation (0.5) *	HY323	Travel, Pleasure and Politics: The European Grand Tour, 1670-1825 (1.0)
GY312	Geographies of Gender in the Global South (0.5) (not available 2020/21)	HY325	Retreat from Power: British foreign and defence policy, 1931-68 (1.0) * (not available 2020/21)
GY313	Firms and Economic Geography: Location, Technology and Innovation (0.5) # *	HY327	The Anglo-American Special Relationship, 1939-89 (1.0) *
GY314	The Economics of Housing Markets and Migration (0.5) # *	HY328	The Arab-Israeli Conflict: Nationalism, Territory, Religion (1.0) *
GY315	Geographies of Race (0.5)	HY329	Independent India: Myths of Freedom and Development (1.0)
GY316	Gender, Space and Power (0.5)	HY329GC	Independent India: Myths of Freedom and Development (Spring Semester) (0.5)
GY326	Sustainable Business and Finance (0.5)	HY330	From Tea to Opium: China and the Global Market in the Long Eighteenth Century (1.0)
GY327	Global Environmental Governance (0.5)	HY330GC	From Tea to Opium: China and the Global Market in
GY328	Political Ecology of Development (0.5)		
GY329	Applied Economics of Environment and Development (0.5) #		
GY331	Geographies of Global Migration (0.5) *		
International History			
HY113	From Empire to Independence: The Extra-European World in the Twentieth Century (1.0)		
HY113GC	From Empire to Independence: The Extra-European World in the Twentieth Century (Spring Semester) (0.5)		
HY116	International Politics since 1914: Peace and War (1.0)		
HY116GC	International Politics since 1914: Peace and War (Spring Semester) (0.5)		
HY118	Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0) *		
HY119	Thinking Like A Historian (0.0) * (not available 2020/21)		
HY200	The Rights of Man: the History of Human Rights Discourse from the Antigone to Amnesty International (1.0) *		

124 Undergraduate Programme Regulations

	the Long Eighteenth Century (Spring Semester) (0.5)
HY331	Henry Kissinger and the Global 1970s (1.0)
HY332	Interwar worlds: the cultural consequences of the First World War (1.0)
HY332GC	Interwar worlds: the cultural consequences of the First World War (Spring Semester) (0.5)
HY333	Enslavement, commerce, and political formations in West Africa, c. 1550-1836 (1.0)

International Relations

IR100	International Relations: Theories, Concepts and Debates (1.0) *
IR100GC	International Relations: Theories, Concepts and Debates (Spring Semester) (0.5)
IR200	International Political Theory (1.0) # *
IR202	Foreign Policy Analysis 1 (1.0) *
IR202GC	Foreign Policy Analysis 1 (Spring Semester) (0.5)
IR203	International Organisations (1.0) # *
IR205	International Security (1.0) *
IR206	International Political Economy (1.0) *
IR305	Strategic Aspects of International Relations (1.0) *
IR312	Genocide (0.5) *
IR313	Managing China's Rise in East Asia (0.5) (not available 2020/21)
IR314	Southeast Asia: Intra-regional Politics and Security (0.5) (not available 2020/21)
IR315	The Middle East and International Relations Theory (1.0) # *
IR317	American Grand Strategy (0.5) # *
IR318	Visual International Politics (0.5) * (not available 2020/21)
IR319	Empire and Conflict in World Politics (0.5) *
IR320	Europe's Institutional Order (0.5) # (not available 2020/21)
IR321	Revolutions and World Politics (0.5) * (not available 2020/21)
IR322	Sovereignty, Rights and Justice: Issues in International Political Theory (0.5) * (not available 2020/21)
IR323	Gendered/ing and International Politics (0.5) # *
IR324	The Practices of Transitional Justice (0.5) # * (not available 2020/21)
IR325	The Situations of the International Criminal Court (0.5) *
IR326	The Rule of Law: A Global History (0.5) * (not available 2020/21)
IR347	Political Economy of International Labour Migration (0.5) * (not available 2020/21)
IR349	Conflict and Peacebuilding (1.0) # *
IR354	Governing International Political Economy: Lessons from the Past for the Future (0.5) # * (not available 2020/21)
IR355	Economic Diplomacy (0.5) # *
IR367	Global Environmental Politics (0.5) # *
IR368	The Political Economy of Trade (0.5) # *
IR369	Politics of Money in the World Economy (0.5) # *
IR372	Nuclear Non-proliferation and World Politics (Special Topics in International Relations) (0.5) * (not available 2020/21)
IR373	China and the Global South (0.5) # *
IR377	The Politics of Governance, Development and Security in Sub-Saharan Africa (0.5) * (not available 2020/21)
IR378	Critical War Studies (0.5) * (not available 2020/21)

Law

LL104	Law of Obligations (1.0)
LL105	Property I (0.5)
LL106	Public Law (1.0)
LL108	Criminal Law (1.0)
LL109	Introduction to the Legal System (0.5)
LL201	Administrative Law (1.0) * (not available 2020/21)
LL203	Law of Business Associations (Company Law) (1.0) # *
LL205	Medical Law (1.0)
LL207	Civil Liberties and Human Rights (1.0) *

LL210	Information Technology and the Law (1.0) #
LL212	Conflict of Laws (1.0)
LL221	Family Law (1.0)
LL232	Law and Institutions of the European Union (1.0)
LL233	Law of Evidence (1.0)
LL241	European Legal History (1.0)
LL250	Law and The Environment (1.0)
LL251	Intellectual Property Law (1.0)
LL257	Employment Law (1.0)
LL259	Legal and Social Change since 1750 (1.0)
LL272	Outlines of Modern Criminology (0.5)
LL275	Property II (1.0)
LL278	Public International Law (1.0)
LL284	Topics in Sentencing and Criminal Justice (0.5)
LL293	Tax and Tax Avoidance (1.0)
LL295	Media Law (1.0) (not available 2020/21)
LL300	Competition Law (1.0)
LL301	Global Commodities Law (1.0) (not available 2020/21)
LL305	Jurisprudence (1.0)
LL342	International Protection of Human Rights (1.0) # *A

Language Centre

LN100	Russian Language and Society 3 (advanced) (1.0) # *
LN100GC	Russian Language and Society 3 (advanced) (Spring Semester) (0.5) #
LN101	Russian Language and Society 1 (beginner) (1.0) # *
LN102	Russian Language and Society 2 (intermediate) (1.0) # *
LN102GC	Russian Language and Society 2 (intermediate) (Spring Semester) (0.5) #
LN104	Mandarin Language and Society Level 1 (Beginner) (1.0) # *
LN110	German Language and Society 3 (advanced) (1.0) # *
LN110GC	German Language and Society 3 (advanced) (Spring Semester) (0.5) #
LN112	German Language and Society 2 (Intermediate) (1.0) # *
LN112GC	German Language and Society 2 (Intermediate) (Spring Semester) (0.5) #
LN120	Spanish Language and Society 3 (advanced) (1.0) # *
LN120GC	Spanish Language and Society 3 (advanced) (Spring Semester) (0.5) #
LN121	Spanish Language and Society 1 (beginner) (1.0) # *
LN122	Spanish Language and Society 2 (intermediate) (1.0) # *
LN122GC	Spanish Language and Society 2 (intermediate) (Spring Semester) (0.5) #
LN130	French Language and Society 3 (advanced) (1.0) # *
LN130GC	French Language and Society 3 (advanced) (Spring Semester) (0.5) #
LN131	French Language and Society 1 (beginner) (1.0) # *
LN132	French Language and Society 2 (intermediate) (1.0) # *
LN132GC	French Language and Society 2 (intermediate) (Spring Semester) (0.5) #
LN140	Mandarin Language and Society 3 (Advanced) (1.0) # *
LN140GC	Mandarin Language and Society 3 (Advanced) (Spring Semester) (0.5) #
LN142	Mandarin Language and Society 2 (Intermediate) (1.0) # *
LN142GC	Mandarin Language and Society 2 (Intermediate) (Spring Semester) (0.5) #
LN200	Russian Language and Society 4 (proficiency) (1.0) # *
LN200GC	Russian Language and Society 4 (proficiency) (Spring Semester) (0.5) #
LN210	German Language and Society 4 (proficiency) (1.0) # *
LN210GC	German Language and Society 4 (proficiency) (Spring Semester) (0.5) #
LN220 S	Spanish Language and Society 4 (proficiency) (1.0) # *
LN220GC	Spanish Language and Society 4 (proficiency) (Spring Semester) (0.5) #
LN230	French Language and Society 4 (proficiency) (1.0) # *

LN230GC	French Language and Society 4 (proficiency) (Spring Semester) (0.5) #	MG212	Labour Standards (0.5) # (not available 2020/21)
LN240	Mandarin Language and Society 4 (Proficiency) (1.0) # *	MG213	Marketing (0.5)
LN240GC	Mandarin Language and Society 4 (Proficiency) (Spring Semester) (0.5) #	MG214	Information Systems (0.5)
LN250	English Literature and Society (1.0) #	MG228	Human Resource Management (0.5) # *
LN250GC	English Literature and Society (Spring Semester) (0.5) #	MG301	Managing the Stone-Age Brain (0.5) (not available 2020/21)
LN251	Comparative Literature and 20th Century Political History (1.0) #	MG301GC	Strategy (1.0) # *
LN251GC	Comparative Literature and 20th Century Political History (Spring Semester) (0.5) #	MG302	Strategy (Spring Semester) (0.5) # *
LN252	Contemporary Literature and Global Society (1.0) #	MG303	Topics in Management Research (0.5) #
LN252GC	Contemporary Literature and Global Society (Spring Semester) (0.5) #	MG305	International Business Strategy and Emerging Markets (0.5) #
LN253	European Literature and Philosophy (1.0) #	MG307	Innovation and Technology Management (0.5)
LN253GC	European Literature and Philosophy (Spring Semester) (0.5) #	MG308	International Context of Management (0.5) (not available 2020/21)
LN254	Literature and Aspects of Ethics (1.0) #	MG310	Simulation Modelling and Analysis (0.5) #
LN254GC	Literature and Aspects of Ethics (Spring Semester) (0.5) #	MG311	Strategic Decision Making (0.5) #
LN270	Society and Language: Linguistics for Social Scientists (1.0)	MG312	Foundations of Behavioural Decision Science (0.5) #
LN320	Spanish Language and Society 5 (mastery) (1.0) # *	MG315	MG312 Extreme Organisational Behaviour: Examining behaviour in non-normative organisational contexts (0.5) # (not available 2020/21)
LN320GC	Spanish Language and Society 5 (mastery) (Spring Semester) (0.5) #	MG316	Marketing Action Learning Project (0.5) # (not available 2020/21)
LN330	French Language and Society 5 (mastery) (1.0) # *	MG316	Brand Strategy (0.5) *
LN340	Mandarin Language and Society 5 (Mastery) (1.0) # * (not available 2020/21)	Philosophy, Logic & Scientific Method	
Mathematics		PH103	The Big Questions: An Introduction to Philosophy (1.0) #
MA100	Mathematical Methods (1.0) #	PH105	Historical and Global Perspectives on Philosophy (0.5)
MA102	Mathematical Proof and Analysis (0.5) # *	PH111	Introduction to Logic (0.5)
MA103	Introduction to Abstract Mathematics (1.0) # *	PH112	Intermediate Logic (0.5) #
MA107	Quantitative Methods (Mathematics) (0.5) #	PH201	Philosophy of Science (1.0) #
MA110	Basic Quantitative Methods (1.0) #	PH203	Philosophy of the Social Sciences (1.0) #
MA203	Real Analysis (0.5) # *	PH214	Philosophy, Morals and Politics (1.0) #
MA207	Further Quantitative Methods (Mathematics) (0.5) # *	PH217	Set Theory and Further Logic (1.0) #
MA208	Optimisation Theory (0.5) # *	PH222	Philosophy and Public Policy (1.0)
MA209	Differential Equations (0.5) # *	PH223	Mind and Metaphysics (0.5) #
MA210	Discrete Mathematics (0.5) # *	PH224	Epistemology (0.5) #
MA211	Algebra and Number Theory (0.5) # *	PH225	Business and Organisational Ethics (0.5)
MA212	Further Mathematical Methods (1.0) # *	PH227	Genes, Brains and Society (0.5) #
MA231	Operational Research Methods (1.0) #	PH230	Einstein for Everyone: From time travel to the edge of the universe (0.5) #
MA300	Game Theory (1.0) # *	PH232	Physics and the City: From Quantum Jumps to Stock Market Crashes (0.5) #
MA301	Game Theory I (0.5) # *	PH238	Philosophy of Language (0.5) # (not available 2020/21)
MA303	Chaos in Dynamical Systems (0.5) # * (not available 2020/21)	PH311	Philosophy of Economics (1.0) #
MA314	Algorithms and Programming (0.5) # *	PH333	Philosophy of Gender and Race (0.5) #
MA315	Algebra and its Applications (0.5) # *	Psychological and Behavioural Science	
MA316	Graph Theory (0.5) # * (not available 2020/21)	PB100	Foundations of Behavioural Science (1.0) *
MA317	Complex Analysis (0.5) # *	PB101	Foundations of Psychological Science (1.0) *
MA318	History of Mathematics in Finance and Economics (0.5) # *	PB102	Social Psychology (1.0) (not available 2020/21)
MA319	Partial Differential Equations (0.5) # *	Social Policy	
MA320	Mathematics of Networks (0.5) # *	SP110	Sociology and Social Policy (1.0) *
MA321	Measure Theoretic Probability (0.5) # *	SP111	Social Economics and Policy (1.0) # *
MA322	Mathematics of Finance and Valuation (0.5) # *	SP112	Politics of Social Policy Making (1.0) *
MA323	Computational Methods in Financial Mathematics (0.5) # *	SP170	Crime and Society: Representations and Realities (1.0) * (not available 2020/21)
Management		SP171	Identities, Crime and Criminal Justice (1.0) * (not available 2020/21)
MG104	Operations Management (0.5)	SP172	Policing and Security (0.5) * (not available 2020/21)
MG105	Organisational Behaviour and Leadership (0.5)	SP173	Politics and Crime (0.5) * (not available 2020/21)
MG205	Econometrics: Theory and Applications (1.0) #	SP210	Development and Social Change (1.0) # * (not available 2020/21)
MG205GC	Econometrics: Theory and Applications (Spring Semester) (0.5) # *	SP230	Education Policy (1.0) *
MG206	Firms, Management and Competitive Advantage (0.5) #	SP231	Poverty, Inequality, and Social Policy (1.0) * (not available 2020/21)
MG207	Managerial Economics (1.0) # *	SP232	Health and Social Care Policy (1.0) *
MG207GC	Managerial Economics (Spring Semester) (0.5) # *	SP270	Understanding Crime and Punishment (1.0) * (not available 2020/21)
MG209	E-business (0.5)	SP271	Psychology of Crime and Criminal Justice (1.0) * (not available 2020/21)
MG210	Corporate Social Responsibility and International	SP273	Comparative Criminology (0.5) * (not available 2020/21)

SP331	Sexuality, Everyday Lives and Social Policy in Developing Countries (0.5) * (not available 2020/21)
SP332	Social Security Policies (0.5) * (not available 2020/21)
SP335	Migration: Current Research, Critical Approaches (0.5) *
SP370	Criminological Controversies (0.5) # * (not available 2020/21)
SP371	Interrogating Criminological Research (0.5) # * (not available 2020/21)
SP372	Punishment and Penal Policy (0.5) * (not available 2020/21)
SP374	Riots, Disorder and Urban Violence (0.5) # *
Sociology	
SO100	Key Concepts: Introduction to Social Theory (1.0)
SO100GC	Key Concepts: Introduction to Social Theory (Spring Semester) (0.5) *
SO110	Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0)
SO110GC	Power, Inequality, and Difference: Contemporary Themes in Sociology (Spring Semester) (0.5) *
SO201	Key Concepts: Advanced Social Theory (1.0)
SO201GC	Key Concepts: Advanced Social Theory (Spring Semester) (0.5) *
SO203	Political Sociology (1.0)
SO203GC	Political Sociology (Spring Semester) (0.5)
SO208	Gender and Society (1.0)
SO208GC	Gender and Society (Spring Semester) (0.5) *
SO210	Crime, Deviance and Control (1.0) (not available 2020/21)
SO224	The Sociology of Race and Empire (1.0)
SO224GC	The Sociology of Race and Empire (Spring Semester) (0.5) *
SO232	Sociology of Health and Illness (0.5) # * (not available 2020/21)
SO234	Digital Technology, Speed and Culture (0.5) # *
SO235	The Sociology of Homicide (0.5) # * (not available 2020/21)
SO236	Urban Society (0.5) *
SO309	Atrocity and Justice (0.5) #
SO310	The Sociology of Elites (0.5) # *
SO312	Work, Inequality and Society (0.5) # *
SO313	Material Culture and Everyday Life (0.5) #
Statistics	
ST101	Programming for Data Science (0.5) *
ST102	Elementary Statistical Theory (1.0) #
ST102GC	Elementary Statistical Theory (Spring Semester) (0.5) #
ST107	Quantitative Methods (Statistics) (0.5) #
ST108	Statistical Methods for the Social Sciences (1.0) #
ST201	Statistical Models and Data Analysis (0.5) #
ST202	Probability, Distribution Theory and Inference (1.0) #
ST205	Sample Surveys and Experiments (0.5) #
ST206	Probability and Distribution Theory (0.5) #
ST207	Databases (0.5) # * (not available 2020/21)
ST213	Introduction to Pricing, Hedging and Optimization (0.5) # *
ST227	Survival Models (0.5) #
ST300	Regression and Generalised Linear Models (0.5) # *
ST301	Actuarial Mathematics (Life) (0.5) #
ST302	Stochastic Processes (0.5) #
ST304	Time Series and Forecasting (0.5) #
ST306	Actuarial Mathematics (General) (0.5) #
ST307	Aspects of Market Research (0.5) #
ST308	Bayesian Inference (0.5) #
ST309	Elementary Data Analytics (0.5) # *
ST310	Machine Learning (0.5) # *
ST326	Financial Statistics (0.5) # *
ST327	Market Research: An Integrated Approach (1.0) #
ST330	Stochastic and Actuarial Methods in Finance (1.0) #

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

Footnotes: A: LL342 can only be taken in Year 3.
means there may be prerequisites for this course.
Please view the course guide for more information.

Erasmus Reciprocal Programme of Study

Programme Code: UOEXERA

Department: Undefined Department

For students starting this programme of study in 2020/21

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and can be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper Course number, title (unit value)

The courses below are available to Erasmus students

Course List

Accounting

AC102	Elements of Financial Accounting (0.5)
AC103	Elements of Management Accounting, Financial Management and Financial Institutions (0.5)
AC200	Accounting Theory and Practice (1.0) # *
AC311	Results Accountability and Management Control for Strategy Implementation (0.5) # *
AC312	Performance Measurement, Strategy, and Uncertainty (0.5) # *
AC331	Contemporary Issues in Financial Accounting (0.5) # *
AC332	Financial Statement Analysis and Valuation (0.5) # *
AC341	Corporate Governance, Risk Management and Financial Audit (0.5)
AC342	Accounting, Corporate Responsibility and Sustainability (0.5) (not available 2020/21)

Anthropology

AN100	Introduction to Social Anthropology (1.0)
AN100GC	Introduction to Social Anthropology (Spring Semester) (0.5)
AN101	Ethnography and Theory: Selected Texts (1.0)
AN102	Anthropology, Text and Film (1.0)
AN200	The Anthropology of Kinship, Sex and Gender (1.0)
AN200GC	The Anthropology of Kinship, Sex and Gender (Spring Semester) (0.5)
AN205	The Anthropology of Melanesia (0.5) (not available 2020/21)
AN221	The Anthropology of Christianity (0.5) #
AN223	The Anthropology of Southeast Asia (0.5) (not available 2020/21)
AN226	Political and Legal Anthropology (1.0)
AN226GC	Political and Legal Anthropology (Spring Semester) (0.5)
AN237	The Anthropology of Development (0.5)
AN240	Investigating the Philippines - New Approaches and Ethnographic Contexts (0.5) (not available 2020/21)
AN243	Children and Youth in Contemporary Ethnography (0.5) # (not available 2020/21)
AN245	Borders and Boundaries: Ethnographic Approaches (0.5) (not available 2020/21)
AN247	Anthropological Approaches to Questions of Being (0.5) (not available 2020/21)
AN250	The Anthropology of South Asia (0.5) # (not available 2020/21)
AN252	Anthropological Approaches to Value (0.5) (not available 2020/21)
AN256	Economic Anthropology (1): Production and Exchange (0.5)
AN269	The Anthropology of Amazonia (0.5) # (not available 2020/21)
AN275	The Anthropology of Revolution (0.5) # (not available 2020/21)
AN276	Anthropology and the Anthropocene (0.5) * (not available 2020/21)
AN277	Topics in the Anthropology of sub-Saharan Africa (0.5) # *

AN278	Anthropology and Global History (0.5)	FM212GC	Principles of Finance (Spring Semester) (0.5) # *
AN280	Public Anthropology (0.5) # * (not available 2020/21)	FM300	Corporate Finance, Investments and Financial Markets (1.0) #
AN281	Health and Welfare: Anthropological Perspectives (0.5) (not available 2020/21)	FM300GC	Corporate Finance, Investments and Financial Markets (Spring Semester) (0.5) #
AN301	The Anthropology of Religion (1.0) # *	FM320	Quantitative Finance (1.0) # *
AN301GC	The Anthropology of Religion (Spring Semester) (0.5) *	Government	
AN303	Advanced Theory of Social Anthropology (0.5) # *	GV100	Introduction to Political Theory (1.0)
AN357	Economic Anthropology (2): Transformation and Globalisation (0.5)	GV100GC	Introduction to Political Theory (Spring Semester) (0.5)
Economics		GV101	Introduction to Political Science (1.0)
EC100	Economics A (1.0) #	GV101GC	Introduction to Political Science (Spring Semester) (0.5)
EC100GC	Economics A (Spring Semester) (0.5)	GV225	Public Choice and Politics (1.0) #
EC102	Economics B (1.0) #	GV227	The Politics of Economic Policy (1.0) # (not available 2020/21)
EC102GC	Economics B (Spring Semester) (0.5)	GV245	Democracy and Democratisation (1.0) #
EC201	Microeconomic Principles I (1.0) # *	GV248	Power and Politics in the Modern World: Comparative Perspectives (1.0) # *
EC202	Microeconomic Principles II (1.0) # *	GV248GC	Power and Politics in the Modern World: Comparative Perspectives (Spring Semester) (0.5) # *
EC210	Macroeconomic Principles (1.0) #	GV249	Research Design in Political Science (1.0) *
EC210GC	Macroeconomic Principles (Spring Semester) (0.5) #	GV249GC	Research Design in Political Science (Spring Semester) (0.5) *
EC220	Introduction to Econometrics (1.0) # *	GV251	Government, Politics and Public Policy in the European Union (1.0) #
EC220GC	Introduction to Econometrics (Spring Semester) (0.5) #	GV251GC	Government, Politics and Public Policy in the European Union (Spring Semester) (0.5) #
EC221	Principles of Econometrics (1.0) # *	GV262	Contemporary Political Theory (1.0) #
EC221GC	Principles of Econometrics (Spring Semester) (0.5) #	GV262GC	Contemporary Political Theory (Spring Semester) (0.5) #
EC230	Economics in Public Policy (1.0) #	GV263	Public Policy Analysis (1.0) #
EC301	Advanced Economic Analysis (1.0) #	GV263GC	Public Policy Analysis (Spring Semester) (0.5) #
EC301GC	Advanced Economic Analysis (Spring Semester) (0.5) #	GV264	Politics and Institutions in Europe (1.0) #
EC302	Political Economy (1.0) #	GV264GC	Politics and Institutions in Europe (Spring Semester) (0.5) #
EC302GC	Political Economy (Spring Semester) (0.5) #	GV307	Conflict and Cooperation: A Few Provocative Debates (0.5)
EC307	Development Economics (1.0) #	GV324	Applied Quantitative Methods for Political Science (0.5) # (not available 2020/21)
EC309	Econometric Theory (1.0) # *	GV325	Topics in Political Economy (0.5) #
EC311	History of Economics: How Theories Change (1.0) *	GV326	Conflict, War and Revolution - Approaches to Political Theory (1.0) # * (not available 2020/21)
EC313	Industrial Economics (1.0) # *	GV327	Governance and Corruption (0.5) # * (not available 2020/21)
EC315	International Economics (1.0) #	GV328	Middle East Politics in Transnational Perspective (0.5) # *
EC315GC	International Economics (Spring Semester) (0.5) #	GV329	Making Democracy Work (0.5) # * (not available 2020/21)
EC317	Labour Economics (1.0) #	GV335	African Political Economy (0.5)
EC319	Games and Economic Behaviour (1.0) # (not available 2020/21)	Geography & Environment	
EC321	Monetary Economics and Aggregate Fluctuations (1.0) # *	GY100	Introduction to Geography (1.0)
EC321GC	Monetary Economics and Aggregate Fluctuations (Spring Semester) (0.5) #	GY103	Contemporary Europe (1.0)
EC325	Public Economics (1.0) #	GY120	Environmental Change: Past, Present and Future (1.0)
Economic History		GY121	Sustainable Development (1.0)
EH101	The Internationalisation of Economic Growth, 1870 to the present day (1.0)	GY140	Introduction to Geographical Research (1.0)
EH101GC	The Internationalisation of Economic Growth, 1870 to the present day (Spring Semester) (0.5)	GY144	The London Lab: Geography in the City (1.0) (not available 2020/21)
EH102	Pre-industrial Economic History (1.0)	GY202	Introduction to Global Development (1.0)
EH204	Money and Finance: From the Middle Ages to Modernity (1.0) (not available 2020/21)	GY205	Political Geographies (1.0)
EH207	The Making of an Economic Superpower: China since 1850 (1.0)	GY206	Urban Geography and Globalisation (0.5)
EH207GC	The Making of an Economic Superpower: China since 1850 (Spring Semester) (0.5)	GY207	Economy, Society and Place (0.5)
EH209	The Family Economy in History (1.0) #	GY209	The Economic Geography of Trade, Production and Development (0.5) #
EH211	Africa and the World Economy, 1500-2000 (1.0)	GY210	The Economics of Cities (0.5) #
EH211GC	Africa and the World Economy, 1500-2000 (Spring Semester) (0.5)	GY220	Environment: Science and Society (1.0)
EH225	Latin America and the International Economy (1.0)	GY222	Applied Environmental Economics (1.0)
EH238	The Origins of Growth (1.0)	GY307	Regional Economic Development (0.5) *
EH240	Business and Economic Performance since 1945: Britain in International Context (1.0)	GY308	The Economic Geography of Growth and Development (0.5) * (not available 2020/21)
EH312	Knowledge, Technology and Economy from the Middle Ages to Modernity (1.0) *	GY309	The Political Geography of Development (0.5)
EH313	Economic History Lab: Cities, Economy and Society, 1550-1750 (1.0) * (not available 2020/21)	GY310	Urban Politics (0.5)
EH316	Atlantic World Slavery (1.0) (not available 2020/21)		
Finance			
FM101	Finance (0.5)		
FM212	Principles of Finance (1.0) # *		

GY311	The Political Economy of Urbanisation (0.5) *		
GY312	Geographies of Gender in the Global South (0.5) (not available 2020/21)	HY246GC	Revolutions 1780s-1980s (1.0) The Global Caribbean in the Twentieth Century: Colonialism, Race and Revolutions (Spring Semester) (0.5)
GY313	Firms and Economic Geography: Location, Technology and Innovation (0.5) # *	HY247	The History of Modern Turkey, 1789 to the Present (1.0) (not available 2020/21)
GY314	The Economics of Housing Markets and Migration (0.5) # *	HY311	Limited War During the Cold War Era: The US in Korea (1950-53) and Vietnam (1954-75) (1.0) *
GY315	Geographies of Race (0.5)	HY311GC	Limited War During the Cold War Era: The US in Vietnam (1954-75) (Spring Semester) (0.5)
GY316	Gender, Space and Power (0.5)	HY315	The European Enlightenment, c.1680-1799 (1.0)
GY326	Sustainable Business and Finance (0.5)	HY319	Napoleon and Europe (1.0) *
GY327	Global Environmental Governance (0.5)	HY320	The Cold War Endgame (1.0)
GY328	Political Ecology of Development (0.5)	HY320GC	The Cold War Endgame (Spring Semester) (0.5)
GY329	Applied Economics of Environment and Development (0.5) #	HY322	Nazi Germany's War: Violence and Occupation in Europe, 1939-1945 (1.0)
GY331	Geographies of Global Migration (0.5) *	HY323	Travel, Pleasure and Politics: The European Grand Tour, 1670-1825 (1.0)
International History		HY325	Retreat from Power: British foreign and defence policy, 1931-68 (1.0) * (not available 2020/21)
HY113	From Empire to Independence: The Extra-European World in the Twentieth Century (1.0)	HY327	The Anglo-American Special Relationship, 1939-89 (1.0) *
HY113GC	From Empire to Independence: The Extra-European World in the Twentieth Century (Spring Semester) (0.5)	HY328	The Arab-Israeli Conflict: Nationalism, Territory, Religion (1.0) *
HY116	International Politics since 1914: Peace and War (1.0)	HY329	Independent India: Myths of Freedom and Development (1.0)
HY116GC	International Politics since 1914: Peace and War (Spring Semester) (0.5)	HY329GC	Independent India: Myths of Freedom and Development (Spring Semester) (0.5)
HY118	Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0) *	HY330	From Tea to Opium: China and the Global Market in the Long Eighteenth Century (1.0)
HY119	Thinking Like A Historian (0.0) * (not available 2020/21)	HY330GC	From Tea to Opium: China and the Global Market in the Long Eighteenth Century (Spring Semester) (0.5)
HY200	The Rights of Man: the History of Human Rights Discourse from the Antigone to Amnesty International (1.0) *	HY331	Henry Kissinger and the Global 1970s (1.0)
HY206	The International History of the Cold War, 1945-1989 (1.0)	HY332	Interwar worlds: the cultural consequences of the First World War (1.0)
HY206GC	The International History of the Cold War, 1945-1989 (Spring Semester) (0.5)	HY332GC	Interwar worlds: the cultural consequences of the First World War (Spring Semester) (0.5)
HY221	The History of Russia, 1676-1825 (1.0)	HY333	Enslavement, commerce, and political formations in West Africa, c. 1550-1836 (1.0)
HY221GC	The History of Russia, 1762-1825 (Spring Semester) (0.5)	International Relations	
HY226	The Great War 1914-1918 (1.0)	IR100	International Relations: Theories, Concepts and Debates (1.0) *
HY226GC	The Great War 1914-1918 (Spring Semester) (0.5)	IR100GC	International Relations: Theories, Concepts and Debates (Spring Semester) (0.5)
HY232	War, Genocide and Nation Building. The History of South-Eastern Europe 1914-1990 (1.0)	IR200	International Political Theory (1.0) # *
HY232GC	War, Genocide and Nation Building. The History of South-Eastern Europe 1945-1990 (Spring Semester) (0.5)	IR202	Foreign Policy Analysis 1 (1.0) *
HY235	Modernity and the State in East Asia: China, Japan and Korea since 1840 (1.0)	IR202GC	Foreign Policy Analysis 1 (Spring Semester) (0.5)
HY235GC	Modernity and the State in East Asia: China, Japan and Korea since 1840 (Spring Semester) (0.5)	IR203	International Organisations (1.0) # *
HY238	The Cold War and European Integration, 1947-1992 (1.0) (not available 2020/21)	IR205	International Security (1.0) *
HY239	People, Power and Protest in Latin America, c.1895 to the present day (1.0)	IR206	International Political Economy (1.0) *
HY239GC	People, Power and Protest in Latin America, 1970s to the present day (Spring Semester) (0.5)	IR305	Strategic Aspects of International Relations (1.0) *
HY240	From Empire to Commonwealth: war, race and imperialism in British History, 1780 to the present day (1.0)	IR312	Genocide (0.5) *
HY240GC	From Empire to Commonwealth: war, race and imperialism in British History, from the First World War to the present day (Spring Semester) (0.5)	IR313	Managing China's Rise in East Asia (0.5) (not available 2020/21)
HY241	What is History? Methods and Debates (1.0) *	IR314	Southeast Asia: Intra-regional Politics and Security (0.5) (not available 2020/21)
HY242	The Soviet Union: Domestic, International and Intellectual History (1.0)	IR315	The Middle East and International Relations Theory (1.0) # *
HY242GC	The Soviet Union: Domestic, International and Intellectual History (Spring Semester) (0.5)	IR317	American Grand Strategy (0.5) # *
HY243	Islamic Empires, 1400 - 1800 (1.0) # (not available 2020/21)	IR318	Visual International Politics (0.5) * (not available 2020/21)
HY245	The United States and the World since 1776 (1.0)	IR319	Empire and Conflict in World Politics (0.5) *
HY245GC	The United States and the World during the American Century (Spring Semester) (0.5)	IR320	Europe's Institutional Order (0.5) # (not available 2020/21)
HY246	The Global Caribbean: Colonialism, Race and	IR321	Revolutions and World Politics (0.5) * (not available 2020/21)
		IR322	Sovereignty, Rights and Justice: Issues in International Political Theory (0.5) * (not available 2020/21)
		IR323	Gendered/ing and International Politics (0.5) # *
		IR324	The Practices of Transitional Justice (0.5) # * (not available 2020/21)

IR325	The Situations of the International Criminal Court (0.5) *	LN121	Semester) (0.5) #
IR326	The Rule of Law: A Global History (0.5) * (not available 2020/21)	LN122	Spanish Language and Society 1 (beginner) (1.0) # *
IR347	Political Economy of International Labour Migration (0.5) * (not available 2020/21)	LN122GC	Spanish Language and Society 2 (intermediate) (Spring Semester) (0.5) #
IR349	Conflict and Peacebuilding (1.0) # *	LN130	French Language and Society 3 (advanced) (1.0) # *
IR354	Governing International Political Economy: Lessons from the Past for the Future (0.5) # * (not available 2020/21)	LN130GC	French Language and Society 3 (advanced) (Spring Semester) (0.5) #
IR355	Economic Diplomacy (0.5) # *	LN131	French Language and Society 1 (beginner) (1.0) # *
IR367	Global Environmental Politics (0.5) # *	LN132	French Language and Society 2 (intermediate) (1.0) # *
IR368	The Political Economy of Trade (0.5) # *	LN132GC	French Language and Society 2 (intermediate) (Spring Semester) (0.5) #
IR369	Politics of Money in the World Economy (0.5) # *	LN140	Mandarin Language and Society 3 (Advanced) (1.0) # *
IR372	Nuclear Non-proliferation and World Politics (Special Topics in International Relations) (0.5) * (not available 2020/21)	LN140GC	Mandarin Language and Society 3 (Advanced) (Spring Semester) (0.5) #
IR373	China and the Global South (0.5) # *	LN142	Mandarin Language and Society 2 (Intermediate) (1.0) # *
IR377	The Politics of Governance, Development and Security in Sub-Saharan Africa (0.5) * (not available 2020/21)	LN142GC	Mandarin Language and Society 2 (Intermediate) (Spring Semester) (0.5) #
IR378	Critical War Studies (0.5) * (not available 2020/21)	LN200	Russian Language and Society 4 (proficiency) (1.0) # *
Law		LN200GC	Russian Language and Society 4 (proficiency) (Spring Semester) (0.5) #
LL104	Law of Obligations (1.0)	LN210	German Language and Society 4 (proficiency) (1.0) # *
LL105	Property I (0.5)	LN210GC	German Language and Society 4 (proficiency) (Spring Semester) (0.5) #
LL106	Public Law (1.0)	LN220	Spanish Language and Society 4 (proficiency) (1.0) # *
LL108	Criminal Law (1.0)	LN220GC	Spanish Language and Society 4 (proficiency) (Spring Semester) (0.5) #
LL109	Introduction to the Legal System (0.5)	LN230	French Language and Society 4 (proficiency) (1.0) # *
LL201	Administrative Law (1.0) * (not available 2020/21)	LN230GC	French Language and Society 4 (proficiency) (Spring Semester) (0.5) #
LL203	Law of Business Associations (Company Law) (1.0) # *	LN240	Mandarin Language and Society 4 (Proficiency) (1.0) # *
LL205	Medical Law (1.0)	LN240GC	Mandarin Language and Society 4 (Proficiency) (Spring Semester) (0.5) #
LL207	Civil Liberties and Human Rights (1.0) *	LN250	English Literature and Society (1.0) #
LL210	Information Technology and the Law (1.0) #	LN250GC	English Literature and Society (Spring Semester) (0.5) #
LL212	Conflict of Laws (1.0)	LN251	Comparative Literature and 20th Century Political History (1.0) #
LL221	Family Law (1.0)	LN251GC	Comparative Literature and 20th Century Political History (Spring Semester) (0.5) #
LL232	Law and Institutions of the European Union (1.0)	LN252	Contemporary Literature and Global Society (1.0) #
LL233	Law of Evidence (1.0)	LN252GC	Contemporary Literature and Global Society (Spring Semester) (0.5) #
LL241	European Legal History (1.0)	LN253	European Literature and Philosophy (1.0) #
LL250	Law and The Environment (1.0)	LN253GC	European Literature and Philosophy (Spring Semester) (0.5) #
LL251	Intellectual Property Law (1.0)	LN254	Literature and Aspects of Ethics (1.0) #
LL257	Employment Law (1.0)	LN254GC	Literature and Aspects of Ethics (Spring Semester) (0.5) #
LL259	Legal and Social Change since 1750 (1.0)	LN270	Society and Language: Linguistics for Social Scientists (1.0)
LL272	Outlines of Modern Criminology (0.5)	LN320	Spanish Language and Society 5 (mastery) (1.0) # *
LL275	Property II (1.0)	LN320GC	Spanish Language and Society 5 (mastery) (Spring Semester) (0.5) #
LL278	Public International Law (1.0)	LN330	French Language and Society 5 (mastery) (1.0) # *
LL284	Topics in Sentencing and Criminal Justice (0.5)	LN340	Mandarin Language and Society 5 (Mastery) (1.0) # *
LL293	Tax and Tax Avoidance (1.0)		(not available 2020/21)
LL295	Media Law (1.0) (not available 2020/21)	Mathematics	
LL300	Competition Law (1.0)	MA100	Mathematical Methods (1.0) #
LL301	Global Commodities Law (1.0) (not available 2020/21)	MA102	Mathematical Proof and Analysis (0.5) # *
LL305	Jurisprudence (1.0)	MA103	Introduction to Abstract Mathematics (1.0) # *
LL342	International Protection of Human Rights (1.0) # *A	MA107	Quantitative Methods (Mathematics) (0.5) #
Language Centre		MA110	Basic Quantitative Methods (1.0) #
LN100	Russian Language and Society 3 (advanced) (1.0) # *	MA203	Real Analysis (0.5) # *
LN100GC	Russian Language and Society 3 (advanced) (Spring Semester) (0.5) #		
LN101	Russian Language and Society 1 (beginner) (1.0) # *		
LN102	Russian Language and Society 2 (intermediate) (1.0) # *		
LN102GC	Russian Language and Society 2 (intermediate) (Spring Semester) (0.5) #		
LN104	Mandarin Language and Society Level 1 (Beginner) (1.0) # *		
LN110	German Language and Society 3 (advanced) (1.0) # *		
LN110GC	German Language and Society 3 (advanced) (Spring Semester) (0.5) #		
LN112	German Language and Society 2 (Intermediate) (1.0) # *		
LN112GC	German Language and Society 2 (Intermediate) (Spring Semester) (0.5) #		
LN120	Spanish Language and Society 3 (advanced) (1.0) # *		
LN120GC	Spanish Language and Society 3 (advanced) (Spring Semester) (0.5) #		

130 Undergraduate Programme Regulations

MA207	Further Quantitative Methods (Mathematics) (0.5) # *
MA208	Optimisation Theory (0.5) # *
MA209	Differential Equations (0.5) # *
MA210	Discrete Mathematics (0.5) # *
MA211	Algebra and Number Theory (0.5) # *
MA212	Further Mathematical Methods (1.0) # *
MA231	Operational Research Methods (1.0) #
MA300	Game Theory (1.0) # *
MA301	Game Theory I (0.5) # *
MA303	Chaos in Dynamical Systems (0.5) # * (not available 2020/21)
MA314	Algorithms and Programming (0.5) # *
MA315	Algebra and its Applications (0.5) # *
MA316	Graph Theory (0.5) # * (not available 2020/21)
MA317	Complex Analysis (0.5) # *
MA318	History of Mathematics in Finance and Economics (0.5) # *
MA319	Partial Differential Equations (0.5) # *
MA320	Mathematics of Networks (0.5) # *
MA321	Measure Theoretic Probability (0.5) # *
MA322	Mathematics of Finance and Valuation (0.5) # *
MA323	Computational Methods in Financial Mathematics (0.5) # *

Management

MG104	Operations Management (0.5)
MG105	Organisational Behaviour and Leadership (0.5)
MG205	Econometrics: Theory and Applications (1.0) #
MG205GC	Econometrics: Theory and Applications (Spring Semester) (0.5) # *
MG206	Firms, Management and Competitive Advantage (0.5) #
MG207	Managerial Economics (1.0) # *
MG207GC	Managerial Economics (Spring Semester) (0.5) # *
MG209	E-business (0.5)
MG210	Corporate Social Responsibility and International Labour Standards (0.5) # (not available 2020/21)
MG212	Marketing (0.5)
MG213	Information Systems (0.5)
MG214	Human Resource Management (0.5) # *
MG228	Managing the Stone-Age Brain (0.5) (not available 2020/21)
MG301	Strategy (1.0) # *
MG301GC	Strategy (Spring Semester) (0.5) # *
MG302	Topics in Management Research (0.5) #
MG303	International Business Strategy and Emerging Markets (0.5) #
MG305	Innovation and Technology Management (0.5)
MG307	International Context of Management (0.5) (not available 2020/21)
MG308	Simulation Modelling and Analysis (0.5) #
MG310	Strategic Decision Making (0.5) #
MG311	Foundations of Behavioural Decision Science (0.5) #
MG312	Extreme Organisational Behaviour: Examining behaviour in non-normative organisational contexts (0.5) # (not available 2020/21)
MG315	Marketing Action Learning Project (0.5) # (not available 2020/21)
MG316	Brand Strategy (0.5) # *

Philosophy, Logic & Scientific Method

PH103	The Big Questions: An Introduction to Philosophy (1.0) #
PH105	Historical and Global Perspectives on Philosophy (0.5)
PH111	Introduction to Logic (0.5)
PH112	Intermediate Logic (0.5) #
PH201	Philosophy of Science (1.0) #
PH203	Philosophy of the Social Sciences (1.0) #
PH214	Philosophy, Morals and Politics (1.0) #
PH217	Set Theory and Further Logic (1.0) #
PH222	Philosophy and Public Policy (1.0)
PH223	Mind and Metaphysics (0.5) #
PH224	Epistemology (0.5) #
PH225	Business and Organisational Ethics (0.5)

PH227	Genes, Brains and Society (0.5) #
PH230	Einstein for Everyone: From time travel to the edge of the universe (0.5) #
PH232	Physics and the City: From Quantum Jumps to Stock Market Crashes (0.5) #
PH238	Philosophy of Language (0.5) # (not available 2020/21)
PH311	Philosophy of Economics (1.0) #
PH333	Philosophy of Gender and Race (0.5) #

Psychological and Behavioural Science

PB100	Foundations of Behavioural Science (1.0) *
PB101	Foundations of Psychological Science (1.0) *
PB102	Social Psychology (1.0) (not available 2020/21)

Social Policy

SP110	Sociology and Social Policy (1.0) *
SP111	Social Economics and Policy (1.0) # *
SP112	Politics of Social Policy Making (1.0) *
SP170	Crime and Society: Representations and Realities (1.0) * (not available 2020/21)
SP171	Identities, Crime and Criminal Justice (1.0) * (not available 2020/21)
SP172	Policing and Security (0.5) * (not available 2020/21)
SP173	Politics and Crime (0.5) * (not available 2020/21)
SP210	Development and Social Change (1.0) # * (not available 2020/21)
SP230	Education Policy (1.0) *
SP231	Poverty, Inequality, and Social Policy (1.0) * (not available 2020/21)
SP232	Health and Social Care Policy (1.0) *
SP270	Understanding Crime and Punishment (1.0) * (not available 2020/21)
SP271	Psychology of Crime and Criminal Justice (1.0) * (not available 2020/21)
SP273	Comparative Criminology (0.5) * (not available 2020/21)
SP331	Sexuality, Everyday Lives and Social Policy in Developing Countries (0.5) * (not available 2020/21)
SP332	Social Security Policies (0.5) * (not available 2020/21)
SP335	Migration: Current Research, Critical Approaches (0.5) *
SP370	Criminological Controversies (0.5) # * (not available 2020/21)
SP371	Interrogating Criminological Research (0.5) # * (not available 2020/21)
SP372	Punishment and Penal Policy (0.5) * (not available 2020/21)
SP374	Riots, Disorder and Urban Violence (0.5) # *

Sociology

SO100	Key Concepts: Introduction to Social Theory (1.0)
SO100GC	Key Concepts: Introduction to Social Theory (Spring Semester) (0.5) *
SO110	Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0)
SO110GC	Power, Inequality, and Difference: Contemporary Themes in Sociology (Spring Semester) (0.5) *
SO201	Key Concepts: Advanced Social Theory (1.0)
SO201GC	Key Concepts: Advanced Social Theory (Spring Semester) (0.5) *
SO203	Political Sociology (1.0)
SO203GC	Political Sociology (Spring Semester) (0.5)
SO208	Gender and Society (1.0)
SO208GC	Gender and Society (Spring Semester) (0.5) *
SO210	Crime, Deviance and Control (1.0) (not available 2020/21)
SO224	The Sociology of Race and Empire (1.0)
SO224GC	The Sociology of Race and Empire (Spring Semester) (0.5) *
SO232	Sociology of Health and Illness (0.5) # * (not available 2020/21)
SO234	Digital Technology, Speed and Culture (0.5) # *
SO235	The Sociology of Homicide (0.5) # * (not available 2020/21)
SO236	Urban Society (0.5) *

SO309	Atrocity and Justice (0.5) #
SO310	The Sociology of Elites (0.5) # *
SO312	Work, Inequality and Society (0.5) # *
SO313	Material Culture and Everyday Life (0.5) #
Statistics	
ST101	Programming for Data Science (0.5) *
ST102	Elementary Statistical Theory (1.0) #
ST102GC	Elementary Statistical Theory (Spring Semester) (0.5) #
ST107	Quantitative Methods (Statistics) (0.5) #
ST108	Statistical Methods for the Social Sciences (1.0) #
ST201	Statistical Models and Data Analysis (0.5) #
ST202	Probability, Distribution Theory and Inference (1.0) #
ST205	Sample Surveys and Experiments (0.5) #
ST206	Probability and Distribution Theory (0.5) #
ST207	Databases (0.5) # * (not available 2020/21)
ST213	Introduction to Pricing, Hedging and Optimization (0.5) # *
ST227	Survival Models (0.5) #
ST300	Regression and Generalised Linear Models (0.5) # *
ST301	Actuarial Mathematics (Life) (0.5) #
ST302	Stochastic Processes (0.5) #
ST304	Time Series and Forecasting (0.5) #
ST306	Actuarial Mathematics (General) (0.5) #
ST307	Aspects of Market Research (0.5) #
ST308	Bayesian Inference (0.5) #
ST309	Elementary Data Analytics (0.5) # *
ST310	Machine Learning (0.5) # *
ST326	Financial Statistics (0.5) # *
ST327	Market Research: An Integrated Approach (1.0) #
ST330	Stochastic and Actuarial Methods in Finance (1.0) #

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

Footnotes: A: LL342 can only be taken in Year 3.
means there may be prerequisites for this course.
Please view the course guide for more information.

Exchange Programme for Students in Anthropology (Cape Town)

Programme Code: UOEXAN5

Department: Anthropology

For students starting this programme of study in 2020/21

A full year exchange programme for visiting Year Abroad exchange students in the Department of Anthropology.

Students from the University of Cape Town spend three terms at LSE and choose courses to the value of 4.0 units from the list below.

Your course choice will be made with the approval of your LSE Department of Anthropology Academic Mentor. At least 50% of your full study load should be in Anthropology courses.

Where the prerequisite of a course is prior study on a specific LSE course, applications from exchange students with equivalent academic experience will be considered. Decisions regarding admission to courses will be made by the relevant course leader on a case by case basis.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and can be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper Course number, title (unit value)

Papers 1 & 2 Courses to the value of 2.0 unit(s) from the following:
Anthropology List

Papers 3 & 4 Courses to the value of 2.0 unit(s) from the following:
Undergraduate Outside Options List (Years 2 & 3)

Anthropology List

AN200	The Anthropology of Kinship, Sex and Gender (1.0)
AN205	The Anthropology of Melanesia (0.5) (not available 2020/21)
AN216	Cognition and Anthropology: Human Development in

	Cultural Environments (0.5) # (withdrawn 2020/21)
AN221	The Anthropology of Christianity (0.5) #
AN223	The Anthropology of Southeast Asia (0.5) (not available 2020/21)
AN226	Political and Legal Anthropology (1.0)
AN237	The Anthropology of Development (0.5)
AN240	Investigating the Philippines - New Approaches and Ethnographic Contexts (0.5) (not available 2020/21)
AN243	Children and Youth in Contemporary Ethnography (0.5) # (not available 2020/21)
AN245	Borders and Boundaries: Ethnographic Approaches (0.5) (not available 2020/21)
AN247	Anthropological Approaches to Questions of Being (0.5) (not available 2020/21)
AN250	The Anthropology of South Asia (0.5) # (not available 2020/21)
AN251	Cognition and Anthropology: Learning and Thinking in Relation to Social Institutions (0.5) # (withdrawn 2020/21)
AN252	Anthropological Approaches to Value (0.5) (not available 2020/21)
AN256	Economic Anthropology (1): Production and Exchange (0.5)
AN269	The Anthropology of Amazonia (0.5) # (not available 2020/21)
AN274	Subjectivity and Anthropology (0.5) # (withdrawn 2020/21)
AN275	The Anthropology of Revolution (0.5) # (not available 2020/21)
AN276	Anthropology and the Anthropocene (0.5) (not available 2020/21)
AN277	Topics in the Anthropology of sub-Saharan Africa (0.5) #
AN278	Anthropology and Global History (0.5) (not available 2020/21)
AN280	Public Anthropology (0.5) # (not available 2020/21)
AN281	Health and Welfare: Anthropological Perspectives (0.5) (not available 2020/21)
AN298	Research Methods in Social Anthropology (0.5)
AN300	Advanced Theory of Social Anthropology (1.0) # (withdrawn 2020/21)
AN301	The Anthropology of Religion (1.0) #
AN303	Advanced Theory of Social Anthropology (0.5) #
AN357	Economic Anthropology (2): Transformation and Globalisation (0.5)

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

means there may be prerequisites for this course.

Please view the course guide for more information.

Exchange Programme for Students in Anthropology (Fudan)

Programme Code: UOEXAN2

Department: Anthropology

For students starting this programme of study in 2020/21

A full year exchange programme for visiting Year Abroad exchange students in the Department of Anthropology.

Students from Fudan University spend three terms at LSE and choose courses to the value of 4.0 units from the list below.

Your course choice will be made with the approval of your LSE Department of Anthropology Academic Mentor. At least 50% of your full study load should be in Anthropology courses.

Where the prerequisite of a course is prior study on a specific LSE course, applications from exchange students with equivalent academic experience will be considered. Decisions regarding admission to courses will be made by the relevant course leader on a case by case basis.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and can be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Papers 1 & 2	Courses to the value of 2.0 unit(s) from the following: Anthropology List
Papers 3 & 4	Courses to the value of 2.0 unit(s) from the following: Undergraduate Outside Options List (Years 2 & 3)

Anthropology List

AN200	The Anthropology of Kinship, Sex and Gender (1.0)
AN205	The Anthropology of Melanesia (0.5) (not available 2020/21)
AN216	Cognition and Anthropology: Human Development in Cultural Environments (0.5) # (withdrawn 2020/21)
AN221	The Anthropology of Christianity (0.5) #
AN223	The Anthropology of Southeast Asia (0.5) (not available 2020/21)
AN226	Political and Legal Anthropology (1.0)
AN237	The Anthropology of Development (0.5)
AN240	Investigating the Philippines - New Approaches and Ethnographic Contexts (0.5) (not available 2020/21)
AN243	Children and Youth in Contemporary Ethnography (0.5) # (not available 2020/21)
AN245	Borders and Boundaries: Ethnographic Approaches (0.5) (not available 2020/21)
AN247	Anthropological Approaches to Questions of Being (0.5) (not available 2020/21)
AN250	The Anthropology of South Asia (0.5) # (not available 2020/21)
AN251	Cognition and Anthropology: Learning and Thinking in Relation to Social Institutions (0.5) # (withdrawn 2020/21)
AN252	Anthropological Approaches to Value (0.5) (not available 2020/21)
AN256	Economic Anthropology (1): Production and Exchange (0.5)
AN269	The Anthropology of Amazonia (0.5) # (not available 2020/21)
AN274	Subjectivity and Anthropology (0.5) # (withdrawn 2020/21)
AN275	The Anthropology of Revolution (0.5) # (not available 2020/21)
AN276	Anthropology and the Anthropocene (0.5) (not available 2020/21)
AN277	Topics in the Anthropology of sub-Saharan Africa (0.5) #
AN278	Anthropology and Global History (0.5) (not available 2020/21)
AN280	Public Anthropology (0.5) # (not available 2020/21)
AN281	Health and Welfare: Anthropological Perspectives (0.5) (not available 2020/21)
AN298	Research Methods in Social Anthropology (0.5)
AN300	Advanced Theory of Social Anthropology (1.0) # (withdrawn 2020/21)
AN301	The Anthropology of Religion (1.0) #
AN303	Advanced Theory of Social Anthropology (0.5) #
AN357	Economic Anthropology (2): Transformation and Globalisation (0.5)

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

means there may be prerequisites for this course. Please view the course guide for more information.

Exchange Programme for Students in Anthropology (Melbourne)

Programme Code: UOEXAN1

Department: Anthropology

For students starting this programme of study in 2020/21

A full year exchange programme for visiting Year Abroad exchange students in the Department of Anthropology.

Students from the University of Melbourne spend three terms at LSE and choose courses to the value of 4.0 units from the list below.

Your course choice will be made with the approval of your LSE Department of Anthropology Academic Mentor. At least 50% of your full study load should be in Anthropology courses.

Where the prerequisite of a course is prior study on a specific LSE course, applications from exchange students with equivalent academic experience will be considered. Decisions regarding admission to courses will be made by the relevant course leader on a case by case basis.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and can be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Papers 1 & 2	AN298 Research Methods in Social Anthropology (0.5) And courses to the value of 1.5 unit(s) from the following:

Anthropology List

Papers 3 & 4	Courses to the value of 2.0 unit(s) from the following: Anthropology List Undergraduate Outside Options List (Years 2 & 3)
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Anthropology List

AN200	The Anthropology of Kinship, Sex and Gender (1.0)
AN205	The Anthropology of Melanesia (0.5) (not available 2020/21)
AN216	Cognition and Anthropology: Human Development in Cultural Environments (0.5) # (withdrawn 2020/21)
AN221	The Anthropology of Christianity (0.5) #
AN223	The Anthropology of Southeast Asia (0.5) (not available 2020/21)
AN226	Political and Legal Anthropology (1.0)
AN237	The Anthropology of Development (0.5)
AN240	Investigating the Philippines - New Approaches and Ethnographic Contexts (0.5) (not available 2020/21)
AN243	Children and Youth in Contemporary Ethnography (0.5) # (not available 2020/21)
AN245	Borders and Boundaries: Ethnographic Approaches (0.5) (not available 2020/21)
AN247	Anthropological Approaches to Questions of Being (0.5) (not available 2020/21)
AN250	The Anthropology of South Asia (0.5) # (not available 2020/21)
AN251	Cognition and Anthropology: Learning and Thinking in Relation to Social Institutions (0.5) # (withdrawn 2020/21)
AN252	Anthropological Approaches to Value (0.5) (not available 2020/21)
AN256	Economic Anthropology (1): Production and Exchange (0.5)
AN269	The Anthropology of Amazonia (0.5) # (not available 2020/21)
AN274	Subjectivity and Anthropology (0.5) # (withdrawn 2020/21)
AN275	The Anthropology of Revolution (0.5) # (not available 2020/21)
AN276	Anthropology and the Anthropocene (0.5) (not available 2020/21)
AN277	Topics in the Anthropology of sub-Saharan Africa (0.5) #
AN278	Anthropology and Global History (0.5) (not available 2020/21)
AN280	Public Anthropology (0.5) # (not available 2020/21)
AN281	Health and Welfare: Anthropological Perspectives (0.5) (not available 2020/21)
AN300	Advanced Theory of Social Anthropology (1.0) # (withdrawn 2020/21)
AN301	The Anthropology of Religion (1.0) #
AN303	Advanced Theory of Social Anthropology (0.5) #

AN357	Economic Anthropology (2): Transformation and Globalisation (0.5) Prerequisite Requirements and Mutually Exclusive Options: * means available with permission # means there may be prerequisites for this course. Please view the course guide for more information.
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Exchange Programme for Students in Anthropology (Tokyo)

Programme Code: UOEXAN3

Department: Anthropology

For students starting this programme of study in 2020/21

A full year exchange programme for visiting Year Abroad exchange students in the Department of Anthropology.

Students from the University of Tokyo spend three terms at LSE and choose courses to the value of 4.0 units from the list below.

Your course choice will be made with the approval of your LSE Department of Anthropology Academic Mentor. At least 50% of your full study load should be in Anthropology courses.

Where the prerequisite of a course is prior study on a specific LSE course, applications from exchange students with equivalent academic experience will be considered. Decisions regarding admission to courses will be made by the relevant course leader on a case by case basis.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and can be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Papers 1 & 2	Courses to the value of 2.0 unit(s) from the following: Anthropology List

Papers 3 & 4	Courses to the value of 2.0 unit(s) from the following: Undergraduate Outside Options List (Years 2 & 3)
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Anthropology List

AN200	The Anthropology of Kinship, Sex and Gender (1.0)
AN205	The Anthropology of Melanesia (0.5) (not available 2020/21)
AN216	Cognition and Anthropology: Human Development in Cultural Environments (0.5) # (withdrawn 2020/21)
AN221	The Anthropology of Christianity (0.5) #
AN223	The Anthropology of Southeast Asia (0.5) (not available 2020/21)
AN226	Political and Legal Anthropology (1.0)
AN237	The Anthropology of Development (0.5)
AN240	Investigating the Philippines - New Approaches and Ethnographic Contexts (0.5) (not available 2020/21)
AN243	Children and Youth in Contemporary Ethnography (0.5) # (not available 2020/21)
AN245	Borders and Boundaries: Ethnographic Approaches (0.5) (not available 2020/21)
AN247	Anthropological Approaches to Questions of Being (0.5) (not available 2020/21)
AN250	The Anthropology of South Asia (0.5) # (not available 2020/21)
AN251	Cognition and Anthropology: Learning and Thinking in Relation to Social Institutions (0.5) # (withdrawn 2020/21)
AN252	Anthropological Approaches to Value (0.5) (not available 2020/21)
AN256	Economic Anthropology (1): Production and Exchange (0.5)
AN269	The Anthropology of Amazonia (0.5) # (not available 2020/21)
AN274	Subjectivity and Anthropology (0.5) # (withdrawn 2020/21)
AN275	The Anthropology of Revolution (0.5) # (not available 2020/21)
AN276	Anthropology and the Anthropocene (0.5) (not

	available 2020/21)
AN277	Topics in the Anthropology of sub-Saharan Africa (0.5) #
AN278	Anthropology and Global History (0.5) (not available 2020/21)
AN280	Public Anthropology (0.5) # (not available 2020/21)
AN281	Health and Welfare: Anthropological Perspectives (0.5) (not available 2020/21)
AN298	Research Methods in Social Anthropology (0.5)
AN300	Advanced Theory of Social Anthropology (1.0) # (withdrawn 2020/21)
AN301	The Anthropology of Religion (1.0) #
AN303	Advanced Theory of Social Anthropology (0.5) #
AN357	Economic Anthropology (2): Transformation and Globalisation (0.5)

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

means there may be prerequisites for this course.

Please view the course guide for more information.

Exchange Programme for Students from University of California, Berkeley

Programme Code: UOEXBE

Department: Undefined Department

For students starting this programme of study in 2020/21

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and can be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
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The courses below are available to Berkeley students
Course List

Accounting

AC102	Elements of Financial Accounting (0.5)
AC103	Elements of Management Accounting, Financial Management and Financial Institutions (0.5)
AC200	Accounting Theory and Practice (1.0) # *
AC311	Results Accountability and Management Control for Strategy Implementation (0.5) # *
AC312	Performance Measurement, Strategy, and Uncertainty (0.5) # *
AC331	Contemporary Issues in Financial Accounting (0.5) # *
AC332	Financial Statement Analysis and Valuation (0.5) # *
AC341	Corporate Governance, Risk Management and Financial Audit (0.5)
AC342	Accounting, Corporate Responsibility and Sustainability (0.5) (not available 2020/21)

Anthropology

AN100	Introduction to Social Anthropology (1.0)
AN100GC	Introduction to Social Anthropology (Spring Semester) (0.5)
AN101	Ethnography and Theory: Selected Texts (1.0)
AN102	Anthropology, Text and Film (1.0)
AN200	The Anthropology of Kinship, Sex and Gender (1.0)
AN200GC	The Anthropology of Kinship, Sex and Gender (Spring Semester) (0.5)
AN205	The Anthropology of Melanesia (0.5) (not available 2020/21)
AN221	The Anthropology of Christianity (0.5) #
AN223	The Anthropology of Southeast Asia (0.5) (not available 2020/21)
AN226	Political and Legal Anthropology (1.0)
AN226GC	Political and Legal Anthropology (Spring Semester) (0.5)
AN237	The Anthropology of Development (0.5)
AN240	Investigating the Philippines - New Approaches and Ethnographic Contexts (0.5) (not available 2020/21)
AN243	Children and Youth in Contemporary Ethnography

	(0.5) # (not available 2020/21)		
AN245	Borders and Boundaries: Ethnographic Approaches (0.5) (not available 2020/21)	EH207GC	1850 (1.0) The Making of an Economic Superpower: China since 1850 (Spring Semester) (0.5)
AN247	Anthropological Approaches to Questions of Being (0.5) (not available 2020/21)	EH209	The Family Economy in History (1.0) #
AN250	The Anthropology of South Asia (0.5) # (not available 2020/21)	EH211	Africa and the World Economy, 1500-2000 (1.0)
AN252	Anthropological Approaches to Value (0.5) (not available 2020/21)	EH211GC	Africa and the World Economy, 1500-2000 (Spring Semester) (0.5)
AN256	Economic Anthropology (1): Production and Exchange (0.5)	EH225	Latin America and the International Economy (1.0)
AN269	The Anthropology of Amazonia (0.5) # (not available 2020/21)	EH238	The Origins of Growth (1.0)
AN275	The Anthropology of Revolution (0.5) # (not available 2020/21)	EH240	Business and Economic Performance since 1945: Britain in International Context (1.0)
AN276	Anthropology and the Anthropocene (0.5) * (not available 2020/21)	EH312	Knowledge, Technology and Economy from the Middle Ages to Modernity (1.0) *
AN277	Topics in the Anthropology of sub-Saharan Africa (0.5) # *	EH313	Economic History Lab: Cities, Economy and Society, 1550-1750 (1.0) * (not available 2020/21)
AN278	Anthropology and Global History (0.5)	EH316	Atlantic World Slavery (1.0) (not available 2020/21)
AN280	Public Anthropology (0.5) # * (not available 2020/21)	Finance	
AN281	Health and Welfare: Anthropological Perspectives (0.5) (not available 2020/21)	FM101	Finance (0.5)
AN301	The Anthropology of Religion (1.0) # *	FM212	Principles of Finance (1.0) # *
AN301GC	The Anthropology of Religion (Spring Semester) (0.5) *	FM212GC	Principles of Finance (Spring Semester) (0.5) # *
AN303	Advanced Theory of Social Anthropology (0.5) # *	FM300	Corporate Finance, Investments and Financial Markets (1.0) #
AN357	Economic Anthropology (2): Transformation and Globalisation (0.5)	FM300GC	Corporate Finance, Investments and Financial Markets (Spring Semester) (0.5) #
Economics		FM320	Quantitative Finance (1.0) # *
EC100	Economics A (1.0) #	Government	
EC100GC	Economics A (Spring Semester) (0.5)	GV100	Introduction to Political Theory (1.0)
EC102	Economics B (1.0) #	GV100GC	Introduction to Political Theory (Spring Semester) (0.5)
EC102GC	Economics B (Spring Semester) (0.5)	GV101	Introduction to Political Science (1.0)
EC201	Microeconomic Principles I (1.0) # *	GV101GC	Introduction to Political Science (Spring Semester) (0.5)
EC202	Microeconomic Principles II (1.0) # *	GV225	Public Choice and Politics (1.0) #
EC210	Macroeconomic Principles (1.0) #	GV227	The Politics of Economic Policy (1.0) # (not available 2020/21)
EC210GC	Macroeconomic Principles (Spring Semester) (0.5) #	GV245	Democracy and Democratisation (1.0) #
EC220	Introduction to Econometrics (1.0) # *	GV248	Power and Politics in the Modern World: Comparative Perspectives (1.0) # *
EC220GC	Introduction to Econometrics (Spring Semester) (0.5) #	GV248GC	Power and Politics in the Modern World: Comparative Perspectives (Spring Semester) (0.5) # *
EC221	Principles of Econometrics (1.0) # *	GV249	Research Design in Political Science (1.0) *
EC221GC	Principles of Econometrics (Spring Semester) (0.5) #	GV249GC	Research Design in Political Science (Spring Semester) (0.5) *
EC230	Economics in Public Policy (1.0) #	GV251	Government, Politics and Public Policy in the European Union (1.0) #
EC301	Advanced Economic Analysis (1.0) #	GV251GC	Government, Politics and Public Policy in the European Union (Spring Semester) (0.5) #
EC301GC	Advanced Economic Analysis (Spring Semester) (0.5) #	GV262	Contemporary Political Theory (1.0) #
EC302	Political Economy (1.0) #	GV262GC	Contemporary Political Theory (Spring Semester) (0.5) #
EC302GC	Political Economy (Spring Semester) (0.5) #	GV263	Public Policy Analysis (1.0) #
EC307	Development Economics (1.0) #	GV263GC	Public Policy Analysis (Spring Semester) (0.5) #
EC309	Econometric Theory (1.0) # *	GV264	Politics and Institutions in Europe (1.0) #
EC311	History of Economics: How Theories Change (1.0) *	GV264GC	Politics and Institutions in Europe (Spring Semester) (0.5) #
EC313	Industrial Economics (1.0) # *	GV307	Conflict and Cooperation: A Few Provocative Debates (0.5)
EC315	International Economics (1.0) #	GV324	Applied Quantitative Methods for Political Science (0.5) # (not available 2020/21)
EC315GC	International Economics (Spring Semester) (0.5) #	GV325	Topics in Political Economy (0.5) #
EC317	Labour Economics (1.0) #	GV326	Conflict, War and Revolution - Approaches to Political Theory (1.0) # * (not available 2020/21)
EC319	Games and Economic Behaviour (1.0) # (not available 2020/21)	GV327	Governance and Corruption (0.5) # * (not available 2020/21)
EC321	Monetary Economics and Aggregate Fluctuations (1.0) # *	GV328	Middle East Politics in Transnational Perspective (0.5) # *
EC321GC	Monetary Economics and Aggregate Fluctuations (Spring Semester) (0.5) #	GV329	Making Democracy Work (0.5) # * (not available 2020/21)
EC325	Public Economics (1.0) #	GV335	African Political Economy (0.5)
Economic History		Geography & Environment	
EH101	The Internationalisation of Economic Growth, 1870 to the present day (1.0)	GY100	Introduction to Geography (1.0)
EH101GC	The Internationalisation of Economic Growth, 1870 to the present day (Spring Semester) (0.5)	GY103	Contemporary Europe (1.0)
EH102	Pre-industrial Economic History (1.0)		
EH204	Money and Finance: From the Middle Ages to Modernity (1.0) (not available 2020/21)		
EH207	The Making of an Economic Superpower: China since		

GY120	Environmental Change: Past, Present and Future (1.0)	HY239GC	People, Power and Protest in Latin America, 1970s to the present day (Spring Semester) (0.5)
GY121	Sustainable Development (1.0)	HY240	From Empire to Commonwealth: war, race and imperialism in British History, 1780 to the present day (1.0)
GY140	Introduction to Geographical Research (1.0)	HY240GC	From Empire to Commonwealth: war, race and imperialism in British History, from the First World War to the present day (Spring Semester) (0.5)
GY144	The London Lab: Geography in the City (1.0) (not available 2020/21)	HY241	What is History? Methods and Debates (1.0) *
GY202	Introduction to Global Development (1.0)	HY242	The Soviet Union: Domestic, International and Intellectual History (1.0)
GY205	Political Geographies (1.0)	HY242GC	The Soviet Union: Domestic, International and Intellectual History (Spring Semester) (0.5)
GY206	Urban Geography and Globalisation (0.5)	HY243	Islamic Empires, 1400 - 1800 (1.0) # (not available 2020/21)
GY207	Economy, Society and Place (0.5)	HY245	The United States and the World since 1776 (1.0)
GY209	The Economic Geography of Trade, Production and Development (0.5) #	HY245GC	The United States and the World during the American Century (Spring Semester) (0.5)
GY210	The Economics of Cities (0.5) #	HY246	The Global Caribbean: Colonialism, Race and Revolutions 1780s-1980s (1.0)
GY220	Environment: Science and Society (1.0)	HY246GC	The Global Caribbean in the Twentieth Century: Colonialism, Race and Revolutions (Spring Semester) (0.5)
GY222	Applied Environmental Economics (1.0)	HY247	The History of Modern Turkey, 1789 to the Present (1.0) (not available 2020/21)
GY307	Regional Economic Development (0.5) *	HY311	Limited War During the Cold War Era: The US in Korea (1950-53) and Vietnam (1954-75) (1.0) *
GY308	The Economic Geography of Growth and Development (0.5) * (not available 2020/21)	HY311GC	Limited War During the Cold War Era: The US in Vietnam (1954-75) (Spring Semester) (0.5)
GY309	The Political Geography of Development (0.5)	HY315	The European Enlightenment, c.1680-1799 (1.0)
GY310	Urban Politics (0.5)	HY319	Napoleon and Europe (1.0) *
GY311	The Political Economy of Urbanisation (0.5) *	HY320	The Cold War Endgame (1.0)
GY312	Geographies of Gender in the Global South (0.5) (not available 2020/21)	HY320GC	The Cold War Endgame (Spring Semester) (0.5)
GY313	Firms and Economic Geography: Location, Technology and Innovation (0.5) # *	HY322	Nazi Germany's War: Violence and Occupation in Europe, 1939-1945 (1.0)
GY314	The Economics of Housing Markets and Migration (0.5) # *	HY323	Travel, Pleasure and Politics: The European Grand Tour, 1670-1825 (1.0)
GY315	Geographies of Race (0.5)	HY325	Retreat from Power: British foreign and defence policy, 1931-68 (1.0) * (not available 2020/21)
GY316	Gender, Space and Power (0.5)	HY327	The Anglo-American Special Relationship, 1939-89 (1.0) *
GY326	Sustainable Business and Finance (0.5)	HY328	The Arab-Israeli Conflict: Nationalism, Territory, Religion (1.0) *
GY327	Global Environmental Governance (0.5)	HY329	Independent India: Myths of Freedom and Development (1.0)
GY328	Political Ecology of Development (0.5)	HY329GC	Independent India: Myths of Freedom and Development (Spring Semester) (0.5)
GY329	Applied Economics of Environment and Development (0.5) #	HY330	From Tea to Opium: China and the Global Market in the Long Eighteenth Century (1.0)
GY331	Geographies of Global Migration (0.5) *	HY330GC	From Tea to Opium: China and the Global Market in the Long Eighteenth Century (Spring Semester) (0.5)
International History		HY331	Henry Kissinger and the Global 1970s (1.0)
HY113	From Empire to Independence: The Extra-European World in the Twentieth Century (1.0)	HY332	Interwar worlds: the cultural consequences of the First World War (1.0)
HY113GC	From Empire to Independence: The Extra-European World in the Twentieth Century (Spring Semester) (0.5)	HY332GC	Interwar worlds: the cultural consequences of the First World War (Spring Semester) (0.5)
HY116	International Politics since 1914: Peace and War (1.0)	HY333	Enslavement, commerce, and political formations in West Africa, c. 1550-1836 (1.0)
HY116GC	International Politics since 1914: Peace and War (Spring Semester) (0.5)	International Relations	
HY118	Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0) *	IR100	International Relations: Theories, Concepts and Debates (1.0) *
HY119	Thinking Like A Historian (0.0) * (not available 2020/21)	IR100GC	International Relations: Theories, Concepts and Debates (Spring Semester) (0.5)
HY200	The Rights of Man: the History of Human Rights Discourse from the Antigone to Amnesty International (1.0) *	IR200	International Political Theory (1.0) # *
HY206	The International History of the Cold War, 1945-1989 (1.0)	IR202	Foreign Policy Analysis 1 (1.0) *
HY206GC	The International History of the Cold War, 1945-1989 (Spring Semester) (0.5)	IR202GC	Foreign Policy Analysis 1 (Spring Semester) (0.5)
HY221	The History of Russia, 1676-1825 (1.0)	IR203	International Organisations (1.0) # *
HY221GC	The History of Russia, 1762-1825 (Spring Semester) (0.5)	IR205	International Security (1.0) *
HY226	The Great War 1914-1918 (1.0)	IR206	International Political Economy (1.0) *
HY226GC	The Great War 1914-1918 (Spring Semester) (0.5)	IR305	Strategic Aspects of International Relations (1.0) *
HY232	War, Genocide and Nation Building. The History of South-Eastern Europe 1914-1990 (1.0)	IR312	Genocide (0.5) *
HY232GC	War, Genocide and Nation Building. The History of South-Eastern Europe 1945-1990 (Spring Semester) (0.5)	IR313	Managing China's Rise in East Asia (0.5) (not available)
HY235	Modernity and the State in East Asia: China, Japan and Korea since 1840 (1.0)		
HY235GC	Modernity and the State in East Asia: China, Japan and Korea since 1840 (Spring Semester) (0.5)		
HY238	The Cold War and European Integration, 1947-1992 (1.0) (not available 2020/21)		
HY239	People, Power and Protest in Latin America, c.1895 to the present day (1.0)		

	2020/21)	LN100	Russian Language and Society 3 (advanced) (1.0) # *
IR314	Southeast Asia: Intra-regional Politics and Security (0.5) (not available 2020/21)	LN100GC	Russian Language and Society 3 (advanced) (Spring Semester) (0.5) #
IR315	The Middle East and International Relations Theory (1.0) # *	LN101	Russian Language and Society 1 (beginner) (1.0) # *
IR317	American Grand Strategy (0.5) # *	LN102	Russian Language and Society 2 (intermediate) (1.0) # *
IR318	Visual International Politics (0.5) * (not available 2020/21)	LN102GC	Russian Language and Society 2 (intermediate) (Spring Semester) (0.5) #
IR319	Empire and Conflict in World Politics (0.5) *	LN104	Mandarin Language and Society Level 1 (Beginner) (1.0) # *
IR320	Europe's Institutional Order (0.5) # (not available 2020/21)	LN110	German Language and Society 3 (advanced) (1.0) # *
IR321	Revolutions and World Politics (0.5) * (not available 2020/21)	LN110GC	German Language and Society 3 (advanced) (Spring Semester) (0.5) #
IR322	Sovereignty, Rights and Justice: Issues in International Political Theory (0.5) * (not available 2020/21)	LN112	German Language and Society 2 (Intermediate) (1.0) # *
IR323	Gendered/ing and International Politics (0.5) # *	LN112GC	German Language and Society 2 (Intermediate) (Spring Semester) (0.5) #
IR324	The Practices of Transitional Justice (0.5) # * (not available 2020/21)	LN120	Spanish Language and Society 3 (advanced) (1.0) # *
IR325	The Situations of the International Criminal Court (0.5) *	LN120GC	Spanish Language and Society 3 (advanced) (Spring Semester) (0.5) #
IR326	The Rule of Law: A Global History (0.5) * (not available 2020/21)	LN121	Spanish Language and Society 1 (beginner) (1.0) # *
IR347	Political Economy of International Labour Migration (0.5) * (not available 2020/21)	LN122	Spanish Language and Society 2 (intermediate) (1.0) # *
IR349	Conflict and Peacebuilding (1.0) # *	LN122GC	Spanish Language and Society 2 (intermediate) (Spring Semester) (0.5) #
IR354	Governing International Political Economy: Lessons from the Past for the Future (0.5) # * (not available 2020/21)	LN130	French Language and Society 3 (advanced) (1.0) # *
		LN130GC	French Language and Society 3 (advanced) (Spring Semester) (0.5) #
IR355	Economic Diplomacy (0.5) # *	LN131	French Language and Society 1 (beginner) (1.0) # *
IR367	Global Environmental Politics (0.5) # *	LN132	French Language and Society 2 (intermediate) (1.0) # *
IR368	The Political Economy of Trade (0.5) # *	LN132GC	French Language and Society 2 (intermediate) (Spring Semester) (0.5) #
IR369	Politics of Money in the World Economy (0.5) # *	LN140	Mandarin Language and Society 3 (Advanced) (1.0) # *
IR372	Nuclear Non-proliferation and World Politics (Special Topics in International Relations) (0.5) * (not available 2020/21)	LN140GC	Mandarin Language and Society 3 (Advanced) (Spring Semester) (0.5) #
IR373	China and the Global South (0.5) # *	LN142	Mandarin Language and Society 2 (Intermediate) (1.0) # *
IR377	The Politics of Governance, Development and Security in Sub-Saharan Africa (0.5) * (not available 2020/21)	LN142GC	Mandarin Language and Society 2 (Intermediate) (Spring Semester) (0.5) #
IR378	Critical War Studies (0.5) * (not available 2020/21)	LN200	Russian Language and Society 4 (proficiency) (1.0) # *
Law		LN200GC	Russian Language and Society 4 (proficiency) (Spring Semester) (0.5) #
LL104	Law of Obligations (1.0)	LN210	German Language and Society 4 (proficiency) (1.0) # *
LL105	Property I (0.5)	LN210GC	German Language and Society 4 (proficiency) (Spring Semester) (0.5) #
LL106	Public Law (1.0)	LN220	Spanish Language and Society 4 (proficiency) (1.0) # *
LL108	Criminal Law (1.0)	LN220GC	Spanish Language and Society 4 (proficiency) (Spring Semester) (0.5) #
LL109	Introduction to the Legal System (0.5)	LN230	French Language and Society 4 (proficiency) (1.0) # *
LL201	Administrative Law (1.0) * (not available 2020/21)	LN230GC	French Language and Society 4 (proficiency) (Spring Semester) (0.5) #
LL203	Law of Business Associations (Company Law) (1.0) # *	LN240	Mandarin Language and Society 4 (Proficiency) (1.0) # *
LL205	Medical Law (1.0)	LN240GC	Mandarin Language and Society 4 (Proficiency) (Spring Semester) (0.5) #
LL207	Civil Liberties and Human Rights (1.0) *	LN250	English Literature and Society (1.0) #
LL210	Information Technology and the Law (1.0) #	LN250GC	English Literature and Society (Spring Semester) (0.5) #
LL212	Conflict of Laws (1.0)	LN251	Comparative Literature and 20th Century Political History (1.0) #
LL221	Family Law (1.0)	LN251GC	Comparative Literature and 20th Century Political History (Spring Semester) (0.5) #
LL232	Law and Institutions of the European Union (1.0)	LN252	Contemporary Literature and Global Society (1.0) #
LL233	Law of Evidence (1.0)	LN252GC	Contemporary Literature and Global Society (Spring Semester) (0.5) #
LL241	European Legal History (1.0)	LN253	European Literature and Philosophy (1.0) #
LL250	Law and The Environment (1.0)	LN253GC	European Literature and Philosophy (Spring Semester) (0.5) #
LL251	Intellectual Property Law (1.0)		
LL257	Employment Law (1.0)		
LL259	Legal and Social Change since 1750 (1.0)		
LL272	Outlines of Modern Criminology (0.5)		
LL275	Property II (1.0)		
LL278	Public International Law (1.0)		
LL284	Topics in Sentencing and Criminal Justice (0.5)		
LL293	Tax and Tax Avoidance (1.0)		
LL295	Media Law (1.0) (not available 2020/21)		
LL300	Competition Law (1.0)		
LL301	Global Commodities Law (1.0) (not available 2020/21)		
LL305	Jurisprudence (1.0)		
LL342	International Protection of Human Rights (1.0) # *A		
Language Centre			

LN254	Semester) (0.5) #		
LN254GC	Literature and Aspects of Ethics (1.0) #		
LN270	Literature and Aspects of Ethics (Spring Semester) (0.5) #		
LN320	Society and Language: Linguistics for Social Scientists (1.0)		
LN320GC	Spanish Language and Society 5 (mastery) (1.0) # *		
LN330	Spanish Language and Society 5 (mastery) (Spring Semester) (0.5) #		
LN340	French Language and Society 5 (mastery) (1.0) # *		
	Mandarin Language and Society 5 (Mastery) (1.0) # *		
	(not available 2020/21)		
Mathematics			
MA100	Mathematical Methods (1.0) #		
MA102	Mathematical Proof and Analysis (0.5) # *		
MA103	Introduction to Abstract Mathematics (1.0) # *		
MA107	Quantitative Methods (Mathematics) (0.5) #		
MA110	Basic Quantitative Methods (1.0) #		
MA203	Real Analysis (0.5) # *		
MA207	Further Quantitative Methods (Mathematics) (0.5) # *		
MA208	Optimisation Theory (0.5) # *		
MA209	Differential Equations (0.5) # *		
MA210	Discrete Mathematics (0.5) # *		
MA211	Algebra and Number Theory (0.5) # *		
MA212	Further Mathematical Methods (1.0) # *		
MA231	Operational Research Methods (1.0) #		
MA300	Game Theory (1.0) # *		
MA301	Game Theory I (0.5) # *		
MA303	Chaos in Dynamical Systems (0.5) # * (not available 2020/21)		
MA314	Algorithms and Programming (0.5) # *		
MA315	Algebra and its Applications (0.5) # *		
MA316	Graph Theory (0.5) # * (not available 2020/21)		
MA317	Complex Analysis (0.5) # *		
MA318	History of Mathematics in Finance and Economics (0.5) # *		
MA319	Partial Differential Equations (0.5) # *		
MA320	Mathematics of Networks (0.5) # *		
MA321	Measure Theoretic Probability (0.5) # *		
MA322	Mathematics of Finance and Valuation (0.5) # *		
MA323	Computational Methods in Financial Mathematics (0.5) # *		
Management			
MG104	Operations Management (0.5)		
MG105	Organisational Behaviour and Leadership (0.5)		
MG205	Econometrics: Theory and Applications (1.0) #		
MG205GC	Econometrics: Theory and Applications (Spring Semester) (0.5) # *		
MG206	Firms, Management and Competitive Advantage (0.5) #		
MG207	Managerial Economics (1.0) # *		
MG207GC	Managerial Economics (Spring Semester) (0.5) # *		
MG209	E-business (0.5)		
MG210	Corporate Social Responsibility and International Labour Standards (0.5) # (not available 2020/21)		
MG212	Marketing (0.5)		
MG213	Information Systems (0.5)		
MG214	Human Resource Management (0.5) # *		
MG228	Managing the Stone-Age Brain (0.5) (not available 2020/21)		
MG301	Strategy (1.0) # *		
MG301GC	Strategy (Spring Semester) (0.5) # *		
MG302	Topics in Management Research (0.5) #		
MG303	International Business Strategy and Emerging Markets (0.5) #		
MG305	Innovation and Technology Management (0.5)		
MG307	International Context of Management (0.5) (not available 2020/21)		
MG308	Simulation Modelling and Analysis (0.5) #		
MG310	Strategic Decision Making (0.5) #		
MG311	Foundations of Behavioural Decision Science (0.5) #		
MG312	Extreme Organisational Behaviour: Examining		
	behaviour in non-normative organisational contexts (0.5) # (not available 2020/21)		
MG315	Marketing Action Learning Project (0.5) # (not available 2020/21)		
MG316	Brand Strategy (0.5) # *		
Philosophy, Logic & Scientific Method			
PH103	The Big Questions: An Introduction to Philosophy (1.0) #		
PH105	Historical and Global Perspectives on Philosophy (0.5)		
PH111	Introduction to Logic (0.5)		
PH112	Intermediate Logic (0.5) #		
PH201	Philosophy of Science (1.0) #		
PH203	Philosophy of the Social Sciences (1.0) #		
PH214	Philosophy, Morals and Politics (1.0) #		
PH217	Set Theory and Further Logic (1.0) #		
PH222	Philosophy and Public Policy (1.0)		
PH223	Mind and Metaphysics (0.5) #		
PH224	Epistemology (0.5) #		
PH225	Business and Organisational Ethics (0.5)		
PH227	Genes, Brains and Society (0.5) #		
PH230	Einstein for Everyone: From time travel to the edge of the universe (0.5) #		
PH232	Physics and the City: From Quantum Jumps to Stock Market Crashes (0.5) #		
PH238	Philosophy of Language (0.5) # (not available 2020/21)		
PH311	Philosophy of Economics (1.0) #		
PH333	Philosophy of Gender and Race (0.5) #		
Psychological and Behavioural Science			
PB100	Foundations of Behavioural Science (1.0) # *		
PB101	Foundations of Psychological Science (1.0) # *		
PB102	Social Psychology (1.0) (not available 2020/21)		
Social Policy			
SP110	Sociology and Social Policy (1.0) # *		
SP111	Social Economics and Policy (1.0) # *		
SP112	Politics of Social Policy Making (1.0) # *		
SP170	Crime and Society: Representations and Realities (1.0) # * (not available 2020/21)		
SP171	Identities, Crime and Criminal Justice (1.0) # * (not available 2020/21)		
SP172	Policing and Security (0.5) # * (not available 2020/21)		
SP173	Politics and Crime (0.5) # * (not available 2020/21)		
SP210	Development and Social Change (1.0) # * (not available 2020/21)		
SP230	Education Policy (1.0) # *		
SP231	Poverty, Inequality, and Social Policy (1.0) # * (not available 2020/21)		
SP232	Health and Social Care Policy (1.0) # *		
SP270	Understanding Crime and Punishment (1.0) # * (not available 2020/21)		
SP271	Psychology of Crime and Criminal Justice (1.0) # * (not available 2020/21)		
SP273	Comparative Criminology (0.5) # * (not available 2020/21)		
SP331	Sexuality, Everyday Lives and Social Policy in Developing Countries (0.5) # * (not available 2020/21)		
SP332	Social Security Policies (0.5) # * (not available 2020/21)		
SP335	Migration: Current Research, Critical Approaches (0.5) # *		
SP370	Criminological Controversies (0.5) # * (not available 2020/21)		
SP371	Interrogating Criminological Research (0.5) # * (not available 2020/21)		
SP372	Punishment and Penal Policy (0.5) # * (not available 2020/21)		
SP374	Riots, Disorder and Urban Violence (0.5) # *		
Sociology			
SO100	Key Concepts: Introduction to Social Theory (1.0)		
SO100GC	Key Concepts: Introduction to Social Theory (Spring Semester) (0.5) # *		
SO110	Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0)		

SO110GC	Power, Inequality, and Difference: Contemporary Themes in Sociology (Spring Semester) (0.5) *
SO201	Key Concepts: Advanced Social Theory (1.0)
SO201GC	Key Concepts: Advanced Social Theory (Spring Semester) (0.5) *
SO203	Political Sociology (1.0)
SO203GC	Political Sociology (Spring Semester) (0.5)
SO208	Gender and Society (1.0)
SO208GC	Gender and Society (Spring Semester) (0.5) *
SO210	Crime, Deviance and Control (1.0) (not available 2020/21)
SO224	The Sociology of Race and Empire (1.0)
SO224GC	The Sociology of Race and Empire (Spring Semester) (0.5) *
SO232	Sociology of Health and Illness (0.5) # * (not available 2020/21)
SO234	Digital Technology, Speed and Culture (0.5) # *
SO235	The Sociology of Homicide (0.5) # * (not available 2020/21)
SO236	Urban Society (0.5) *
SO309	Atrocity and Justice (0.5) #
SO310	The Sociology of Elites (0.5) # *
SO312	Work, Inequality and Society (0.5) # *
SO313	Material Culture and Everyday Life (0.5) #
Statistics	
ST101	Programming for Data Science (0.5) *
ST102	Elementary Statistical Theory (1.0) #
ST102GC	Elementary Statistical Theory (Spring Semester) (0.5) #
ST107	Quantitative Methods (Statistics) (0.5) #
ST108	Statistical Methods for the Social Sciences (1.0) #
ST201	Statistical Models and Data Analysis (0.5) #
ST202	Probability, Distribution Theory and Inference (1.0) #
ST205	Sample Surveys and Experiments (0.5) #
ST206	Probability and Distribution Theory (0.5) #
ST207	Databases (0.5) # * (not available 2020/21)
ST213	Introduction to Pricing, Hedging and Optimization (0.5) # *
ST227	Survival Models (0.5) #
ST300	Regression and Generalised Linear Models (0.5) # *
ST301	Actuarial Mathematics (Life) (0.5) #
ST302	Stochastic Processes (0.5) #
ST304	Time Series and Forecasting (0.5) #
ST306	Actuarial Mathematics (General) (0.5) #
ST307	Aspects of Market Research (0.5) #
ST308	Bayesian Inference (0.5) #
ST309	Elementary Data Analytics (0.5) # *
ST310	Machine Learning (0.5) # *
ST326	Financial Statistics (0.5) # *
ST327	Market Research: An Integrated Approach (1.0) #
ST330	Stochastic and Actuarial Methods in Finance (1.0) #

Prerequisite Requirements and Mutually Exclusive Options:

* means available with permission

Footnotes: A: LL342 can only be taken in Year 3.
means there may be prerequisites for this course.
Please view the course guide for more information.

see the Mutually Exclusive Options list.

The courses available as outside options where regulations permit are:

Outside Options for students in Year 1:

AC102	Elements of Financial Accounting (0.5)
AC103	Elements of Management Accounting, Financial Management and Financial Institutions (0.5)
AN100	Introduction to Social Anthropology (1.0)
AN101	Ethnography and Theory: Selected Texts (1.0)
AN102	Anthropology, Text and Film (1.0)
EC100	Economics A (1.0) #
EC102	Economics B (1.0) #
EH101	The Internationalisation of Economic Growth, 1870 to the present day (1.0)
EH102	Pre-industrial Economic History (1.0) *
FM101	Finance (0.5)
GV100	Introduction to Political Theory (1.0)
GV101	Introduction to Political Science (1.0)
GY100	Introduction to Geography (1.0)
GY103	Contemporary Europe (1.0)
GY120	Environmental Change: Past, Present and Future (1.0)
GY121	Sustainable Development (1.0)
GY140	Introduction to Geographical Research (1.0)
HY113	From Empire to Independence: The Extra-European World in the Twentieth Century (1.0)
HY116	International Politics since 1914: Peace and War (1.0)
HY118	Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0)
IR100	International Relations: Theories, Concepts and Debates (1.0) *
LL104	Law of Obligations (1.0)
LL105	Property I (0.5)
LL106	Public Law (1.0)
LL108	Criminal Law (1.0)
LL109	Introduction to the Legal System (0.5)
LN100	Russian Language and Society 3 (advanced) (1.0) #
LN101	Russian Language and Society 1 (beginner) (1.0) #
LN102	Russian Language and Society 2 (intermediate) (1.0) #
LN104	Mandarin Language and Society Level 1 (Beginner) (1.0) #
LN110	German Language and Society 3 (advanced) (1.0) #
LN112	German Language and Society 2 (Intermediate) (1.0) #
LN120	Spanish Language and Society 3 (advanced) (1.0) #
LN121	Spanish Language and Society 1 (beginner) (1.0) #
LN122	Spanish Language and Society 2 (intermediate) (1.0) #
LN130	French Language and Society 3 (advanced) (1.0) #
LN131	French Language and Society 1 (beginner) (1.0) #
LN132	French Language and Society 2 (intermediate) (1.0) #
LN140	Mandarin Language and Society 3 (Advanced) (1.0) #
LN142	Mandarin Language and Society 2 (Intermediate) (1.0) #
LN200	Russian Language and Society 4 (proficiency) (1.0) #
LN210	German Language and Society 4 (proficiency) (1.0) #
LN220	Spanish Language and Society 4 (proficiency) (1.0) #
LN230	French Language and Society 4 (proficiency) (1.0) #
LN240	Mandarin Language and Society 4 (Proficiency) (1.0) #
LN250	English Literature and Society (1.0) #
LN251	Comparative Literature and 20th Century Political History (1.0) #
LN252	Contemporary Literature and Global Society (1.0) #
LN253	European Literature and Philosophy (1.0) #
LN254	Literature and Aspects of Ethics (1.0) #
LN270	Society and Language: Linguistics for Social Scientists (1.0)
LN320	Spanish Language and Society 5 (mastery) (1.0) #
LN330	French Language and Society 5 (mastery) (1.0) #
LN340	Mandarin Language and Society 5 (Mastery) (1.0) # (not available 2020/21)
MA100	Mathematical Methods (1.0) #
MA102	Mathematical Proof and Analysis (0.5) #
MA103	Introduction to Abstract Mathematics (1.0) #
MA107	Quantitative Methods (Mathematics) (0.5) # *
MA110	Basic Quantitative Methods (1.0) #
MG104	Operations Management (0.5)
MG105	Organisational Behaviour and Leadership (0.5)

Undergraduate Outside Options List (Year 1)

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

Please note that some course combinations are not allowed. Please

PB100	Foundations of Behavioural Science (1.0) *
PB101	Foundations of Psychological Science (1.0) * ~A
PB102	Social Psychology (1.0) (not available 2020/21)
PH101	Logic (1.0) (withdrawn 2020/21)
PH103	The Big Questions: An Introduction to Philosophy (1.0) #
PH105	Historical and Global Perspectives on Philosophy (0.5)
PH111	Introduction to Logic (0.5) ~1
PH112	Intermediate Logic (0.5) # ~2
SO100	Key Concepts: Introduction to Social Theory (1.0)
SO102	Data in Society: Researching Social Life (1.0) *
SO110	Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0)
SP110	Sociology and Social Policy (1.0)
SP111	Social Economics and Policy (1.0) #
SP112	Politics of Social Policy Making (1.0)
SP170	Crime and Society: Representations and Realities (1.0) * (not available 2020/21)
SP171	Identities, Crime and Criminal Justice (1.0) * (not available 2020/21)
SP172	Policing and Security (0.5) * (not available 2020/21)
SP173	Politics and Crime (0.5) * (not available 2020/21)
ST101	Programming for Data Science (0.5) *
ST102	Elementary Statistical Theory (1.0) #
ST107	Quantitative Methods (Statistics) (0.5) #
ST108	Statistical Methods for the Social Sciences (1.0)

Undergraduate Outside Options List (Years 2 & 3)

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

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

An outside paper may be selected from the Undergraduate Course Guides, subject to the approval of the candidate's tutor and to the successful completion of prerequisites where necessary, with the following exceptions:

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

The courses available as outside options where regulations permit are:

Outside Options for students in Year 2 and Year 3:

AC102	Elements of Financial Accounting (0.5)
AC103	Elements of Management Accounting, Financial Management and Financial Institutions (0.5)
AC200	Accounting Theory and Practice (1.0) # *
AC311	Results Accountability and Management Control for Strategy Implementation (0.5) # * ~A
AC312	Performance Measurement, Strategy, and Uncertainty (0.5) # * ~B
AC331	Contemporary Issues in Financial Accounting (0.5) # * ~C
AC332	Financial Statement Analysis and Valuation (0.5) # * ~D
AC341	Corporate Governance, Risk Management and Financial Audit (0.5) ~E
AC342	Accounting, Corporate Responsibility and Sustainability (0.5) ~F (not available 2020/21)
AN100	Introduction to Social Anthropology (1.0)
AN101	Ethnography and Theory: Selected Texts (1.0)
AN102	Anthropology, Text and Film (1.0)
AN200	The Anthropology of Kinship, Sex and Gender (1.0)
AN205	The Anthropology of Melanesia (0.5) (not available 2020/21)
AN221	The Anthropology of Christianity (0.5) #

AN223	The Anthropology of Southeast Asia (0.5) (not available 2020/21)
AN226	Political and Legal Anthropology (1.0)
AN237	The Anthropology of Development (0.5)
AN240	Investigating the Philippines - New Approaches and Ethnographic Contexts (0.5) (not available 2020/21)
AN243	Children and Youth in Contemporary Ethnography (0.5) # (not available 2020/21)
AN245	Borders and Boundaries: Ethnographic Approaches (0.5) (not available 2020/21)
AN247	Anthropological Approaches to Questions of Being (0.5) (not available 2020/21)
AN250	The Anthropology of South Asia (0.5) # (not available 2020/21)
AN252	Anthropological Approaches to Value (0.5) (not available 2020/21)
AN256	Economic Anthropology (1): Production and Exchange (0.5)
AN269	The Anthropology of Amazonia (0.5) # (not available 2020/21)
AN275	The Anthropology of Revolution (0.5) # (not available 2020/21)
AN276	Anthropology and the Anthropocene (0.5) * (not available 2020/21)
AN277	Topics in the Anthropology of sub-Saharan Africa (0.5) # *
AN278	Anthropology and Global History (0.5)
AN280	Public Anthropology (0.5) # * (not available 2020/21)
AN281	Health and Welfare: Anthropological Perspectives (0.5) (not available 2020/21)
AN357	Economic Anthropology (2): Transformation and Globalisation (0.5)
EC100	Economics A (1.0) #
EC102	Economics B (1.0) # ~G
EC201	Microeconomic Principles I (1.0) #
EC202	Microeconomic Principles II (1.0) #
EC210	Macroeconomic Principles (1.0) #
EC220	Introduction to Econometrics (1.0) # ~1 *
EC221	Principles of Econometrics (1.0) # ~2 *
EC230	Economics in Public Policy (1.0) #
EC301	Advanced Economic Analysis (1.0) #
EC302	Political Economy (1.0) #
EC307	Development Economics (1.0) #
EC309	Econometric Theory (1.0) # *
EC310	Behavioural Economics (1.0) #
EC311	History of Economics: How Theories Change (1.0) *
EC313	Industrial Economics (1.0) #
EC315	International Economics (1.0) #
EC317	Labour Economics (1.0) #
EC319	Games and Economic Behaviour (1.0) # (not available 2020/21)
EC321	Monetary Economics and Aggregate Fluctuations (1.0) # *
EC325	Public Economics (1.0) #
EC333	Problems of Applied Econometrics (1.0) # *
EH101	The Internationalisation of Economic Growth, 1870 to the present day (1.0)
EH102	Pre-industrial Economic History (1.0) *
EH204	Money and Finance: From the Middle Ages to Modernity (1.0) (not available 2020/21)
EH207	The Making of an Economic Superpower: China since 1850 (1.0)
EH209	The Family Economy in History (1.0) #
EH211	Africa and the World Economy, 1500-2000 (1.0)
EH225	Latin America and the International Economy (1.0)
EH238	The Origins of Growth (1.0)
EH240	Business and Economic Performance since 1945: Britain in International Context (1.0)
EH312	Knowledge, Technology and Economy from the Middle Ages to Modernity (1.0) *
EH313	Economic History Lab: Cities, Economy and Society, 1550-1750 (1.0) * (not available 2020/21)
EH316	Atlantic World Slavery (1.0) * (not available 2020/21)
FM212	Principles of Finance (1.0) #
FM300	Corporate Finance, Investments and Financial Markets

	(1.0) #		Korea since 1840 (1.0)
FM320	Quantitative Finance (1.0) #	HY238	The Cold War and European Integration, 1947-1992 (1.0) (not available 2020/21)
GV100	Introduction to Political Theory (1.0)	HY239	People, Power and Protest in Latin America, c.1895 to the present day (1.0)
GV101	Introduction to Political Science (1.0)	HY240	From Empire to Commonwealth: war, race and imperialism in British History, 1780 to the present day (1.0)
GV225	Public Choice and Politics (1.0) #	HY241	What is History? Methods and Debates (1.0)
GV227	The Politics of Economic Policy (1.0) # * (not available 2020/21)	HY242	The Soviet Union: Domestic, International and Intellectual History (1.0)
GV245	Democracy and Democratisation (1.0) #	HY243	Islamic Empires, 1400 - 1800 (1.0) # (not available 2020/21)
GV248	Power and Politics in the Modern World: Comparative Perspectives (1.0) # *	HY245	The United States and the World since 1776 (1.0) *
GV249	Research Design in Political Science (1.0) *	HY246	The Global Caribbean: Colonialism, Race and Revolutions 1780s-1980s (1.0) *
GV251	Government, Politics and Public Policy in the European Union (1.0) #	HY247	The History of Modern Turkey, 1789 to the Present (1.0) * (not available 2020/21)
GV262	Contemporary Political Theory (1.0) #	HY311	Limited War During the Cold War Era: The US in Korea (1950-53) and Vietnam (1954-75) (1.0) *
GV263	Public Policy Analysis (1.0) #	HY315	The European Enlightenment, c.1680-1799 (1.0)
GV264	Politics and Institutions in Europe (1.0) #	HY319	Napoleon and Europe (1.0) *
GV307	Conflict and Cooperation: A Few Provocative Debates (0.5)	HY320	The Cold War Endgame (1.0)
GV312	Advanced Topics in Government: Executive Politics (1.0) # * (not available 2020/21)	HY322	Nazi Germany's War: Violence and Occupation in Europe, 1939-1945 (1.0)
GV321	Concepts and Controversies in Political Theory (0.5) # *	HY323	Travel, Pleasure and Politics: The European Grand Tour, 1670-1825 (1.0)
GV324	Applied Quantitative Methods for Political Science (0.5) # (not available 2020/21)	HY325	Retreat from Power: British foreign and defence policy, 1931-68 (1.0) * (not available 2020/21)
GV325	Topics in Political Economy (0.5) #	HY327	The Anglo-American Special Relationship, 1939-89 (1.0) *
GV326	Conflict, War and Revolution - Approaches to Political Theory (1.0) # * (not available 2020/21)	HY329	Independent India: Myths of Freedom and Development (1.0)
GV328	Middle East Politics in Transnational Perspective (0.5) # *	HY330	From Tea to Opium: China and the Global Market in the Long Eighteenth Century (1.0)
GV329	Making Democracy Work (0.5) # * (not available 2020/21)	HY331	Henry Kissinger and the Global 1970s (1.0) *
GV335	African Political Economy (0.5) ~H	HY332	Interwar worlds: the cultural consequences of the First World War (1.0) *
GY100	Introduction to Geography (1.0)	IR200	International Political Theory (1.0) #
GY103	Contemporary Europe (1.0)	IR202	Foreign Policy Analysis 1 (1.0) *
GY120	Environmental Change: Past, Present and Future (1.0)	IR203	International Organisations (1.0) # *
GY121	Sustainable Development (1.0)	IR305	Strategic Aspects of International Relations (1.0) *
GY140	Introduction to Geographical Research (1.0)	IR312	Genocide (0.5) *
GY202	Introduction to Global Development (1.0)	IR315	The Middle East and International Relations Theory (1.0) # * ~I
GY205	Political Geographies (1.0)	IR317	American Grand Strategy (0.5) # *
GY206	Urban Geography and Globalisation (0.5)	IR318	Visual International Politics (0.5) * (not available 2020/21)
GY207	Economy, Society and Place (0.5)	IR319	Empire and Conflict in World Politics (0.5) *
GY209	The Economic Geography of Trade, Production and Development (0.5) # *	IR321	Revolutions and World Politics (0.5) * (not available 2020/21)
GY210	The Economics of Cities (0.5) #	IR322	Sovereignty, Rights and Justice: Issues in International Political Theory (0.5) * (not available 2020/21)
GY220	Environment: Science and Society (1.0)	IR347	Political Economy of International Labour Migration (0.5) * (not available 2020/21)
GY222	Applied Environmental Economics (1.0)	IR349	Conflict and Peacebuilding (1.0) # *
GY307	Regional Economic Development (0.5) *	IR354	Governing International Political Economy: Lessons from the Past for the Future (0.5) # * (not available 2020/21)
GY308	The Economic Geography of Growth and Development (0.5) * (not available 2020/21)	IR355	Economic Diplomacy (0.5) # *
GY309	The Political Geography of Development (0.5)	IR367	Global Environmental Politics (0.5) # *
GY310	Urban Politics (0.5)	IR368	The Political Economy of Trade (0.5) # *
GY311	The Political Economy of Urbanisation (0.5) *	IR369	Politics of Money in the World Economy (0.5) # *
GY312	Geographies of Gender in the Global South (0.5) (not available 2020/21)	IR372	Nuclear Non-proliferation and World Politics (Special Topics in International Relations) (0.5) * (not available 2020/21)
GY313	Firms and Economic Geography: Location, Technology and Innovation (0.5) # *	IR378	Critical War Studies (0.5) * (not available 2020/21)
GY314	The Economics of Housing Markets and Migration (0.5) # *	LL104	Law of Obligations (1.0)
GY315	Geographies of Race (0.5)	LL105	Property I (0.5)
GY316	Gender, Space and Power (0.5)	LL106	Public Law (1.0)
GY326	Sustainable Business and Finance (0.5) *	LL108	Criminal Law (1.0)
GY327	Global Environmental Governance (0.5)	LL201	Administrative Law (1.0) (not available 2020/21)
GY328	Political Ecology of Development (0.5)	LL202	Commercial Contracts (1.0) # *
GY329	Applied Economics of Environment and Development (0.5) #	LL203	Law of Business Associations (Company Law) (1.0) # *
GY331	Geographies of Global Migration (0.5) *	LL204	Advanced Torts (1.0) # *
HY113	From Empire to Independence: The Extra-European World in the Twentieth Century (1.0)	LL205	Medical Law (1.0) *
HY116	International Politics since 1914: Peace and War (1.0)		
HY200	The Rights of Man: the History of Human Rights Discourse from the Antigone to Amnesty International (1.0) *		
HY206	The International History of the Cold War, 1945-1989 (1.0)		
HY221	The History of Russia, 1676-1825 (1.0)		
HY226	The Great War 1914-1918 (1.0)		
HY232	War, Genocide and Nation Building. The History of South-Eastern Europe 1914-1990 (1.0)		
HY235	Modernity and the State in East Asia: China, Japan and		

LL207	Civil Liberties and Human Rights (1.0) *	MA317	Complex Analysis (0.5) #
LL210	Information Technology and the Law (1.0) # *	MA318	History of Mathematics in Finance and Economics (0.5) #
LL212	Conflict of Laws (1.0) *	MA319	Partial Differential Equations (0.5) # *
LL221	Family Law (1.0) *	MA320	Mathematics of Networks (0.5) # *
LL232	Law and Institutions of the European Union (1.0)	MA321	Measure Theoretic Probability (0.5) # ~K
LL233	Law of Evidence (1.0) *	MA322	Mathematics of Finance and Valuation (0.5) # ~L
LL241	European Legal History (1.0)	MG205	Econometrics: Theory and Applications (1.0) # ~3
LL250	Law and The Environment (1.0)	MG206	Firms, Management and Competitive Advantage (0.5) #
LL251	Intellectual Property Law (1.0)	MG207	Managerial Economics (1.0) #
LL257	Employment Law (1.0) *	MG209	E-business (0.5)
LL259	Legal and Social Change since 1750 (1.0)	MG210	Corporate Social Responsibility and International Labour Standards (0.5) # (not available 2020/21)
LL272	Outlines of Modern Criminology (0.5) *	MG212	Marketing (0.5)
LL275	Property II (1.0) *	MG213	Information Systems (0.5)
LL278	Public International Law (1.0)	MG214	Human Resource Management (0.5) # *
LL284	Topics in Sentencing and Criminal Justice (0.5) *	MG228	Managing the Stone-Age Brain (0.5) (not available 2020/21)
LL293	Tax and Tax Avoidance (1.0)	MG301	Strategy (1.0) # ~M
LL295	Media Law (1.0) (not available 2020/21)	MG302	Topics in Management Research (0.5) # ~N
LL300	Competition Law (1.0)	MG303	International Business Strategy and Emerging Markets (0.5) #
LL301	Global Commodities Law (1.0) * (not available 2020/21)	MG305	Innovation and Technology Management (0.5)
LL305	Jurisprudence (1.0) *	MG307	International Context of Management (0.5) (not available 2020/21)
LL342	International Protection of Human Rights (1.0) # * ~J	MG308	Simulation Modelling and Analysis (0.5) #
LN100	Russian Language and Society 3 (advanced) (1.0) #	MG310	Strategic Decision Making (0.5) #
LN101	Russian Language and Society 1 (beginner) (1.0) #	MG311	Foundations of Behavioural Decision Science (0.5) #
LN102	Russian Language and Society 2 (intermediate) (1.0) #	MG312	Extreme Organisational Behaviour: Examining behaviour in non-normative organisational contexts (0.5) # (not available 2020/21)
LN104	Mandarin Language and Society Level 1 (Beginner) (1.0) #	MG315	Marketing Action Learning Project (0.5) # (not available 2020/21)
LN110	German Language and Society 3 (advanced) (1.0) #	MG316	Brand Strategy (0.5) *
LN112	German Language and Society 2 (Intermediate) (1.0) #	PB100	Foundations of Behavioural Science (1.0) *
LN120	Spanish Language and Society 3 (advanced) (1.0) #	PB101	Foundations of Psychological Science (1.0) * ~O
LN121	Spanish Language and Society 1 (beginner) (1.0) #	PB102	Social Psychology (1.0) (not available 2020/21)
LN122	Spanish Language and Society 2 (intermediate) (1.0) #	PH103	The Big Questions: An Introduction to Philosophy (1.0) #
LN130	French Language and Society 3 (advanced) (1.0) #	PH105	Historical and Global Perspectives on Philosophy (0.5)
LN131	French Language and Society 1 (beginner) (1.0) #	PH111	Introduction to Logic (0.5)
LN132	French Language and Society 2 (intermediate) (1.0) #	PH112	Intermediate Logic (0.5) #
LN140	Mandarin Language and Society 3 (Advanced) (1.0) #	PH201	Philosophy of Science (1.0) #
LN142	Mandarin Language and Society 2 (Intermediate) (1.0) #	PH203	Philosophy of the Social Sciences (1.0) # *
LN200	Russian Language and Society 4 (proficiency) (1.0) #	PH214	Philosophy, Morals and Politics (1.0) #
LN210	German Language and Society 4 (proficiency) (1.0) #	PH217	Set Theory and Further Logic (1.0) # *
LN220	Spanish Language and Society 4 (proficiency) (1.0) #	PH222	Philosophy and Public Policy (1.0)
LN230	French Language and Society 4 (proficiency) (1.0) #	PH223	Mind and Metaphysics (0.5) #
LN240	Mandarin Language and Society 4 (Proficiency) (1.0) #	PH224	Epistemology (0.5) #
LN250	English Literature and Society (1.0) #	PH227	Genes, Brains and Society (0.5) #
LN251	Comparative Literature and 20th Century Political History (1.0) #	PH230	Einstein for Everyone: From time travel to the edge of the universe (0.5) #
LN252	Contemporary Literature and Global Society (1.0) #	PH232	Physics and the City: From Quantum Jumps to Stock Market Crashes (0.5) #
LN253	European Literature and Philosophy (1.0) #	PH238	Philosophy of Language (0.5) # (not available 2020/21)
LN254	Literature and Aspects of Ethics (1.0) #	PH311	Philosophy of Economics (1.0) #
LN270	Society and Language: Linguistics for Social Scientists (1.0)	PH333	Philosophy of Gender and Race (0.5) #
LN320	Spanish Language and Society 5 (mastery) (1.0) #	SO100	Key Concepts: Introduction to Social Theory (1.0)
LN330	French Language and Society 5 (mastery) (1.0) #	SO102	Data in Society: Researching Social Life (1.0) *
LN340	Mandarin Language and Society 5 (Mastery) (1.0) # (not available 2020/21)	SO110	Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0)
MA100	Mathematical Methods (1.0) #	SO201	Key Concepts: Advanced Social Theory (1.0)
MA102	Mathematical Proof and Analysis (0.5) #	SO203	Political Sociology (1.0)
MA103	Introduction to Abstract Mathematics (1.0) #	SO208	Gender and Society (1.0)
MA107	Quantitative Methods (Mathematics) (0.5) # *	SO210	Crime, Deviance and Control (1.0) (not available 2020/21)
MA110	Basic Quantitative Methods (1.0) #	SO224	The Sociology of Race and Empire (1.0)
MA203	Real Analysis (0.5) #	SO232	Sociology of Health and Illness (0.5) # * (not available 2020/21)
MA207	Further Quantitative Methods (Mathematics) (0.5) #	SO234	Digital Technology, Speed and Culture (0.5) # *
MA208	Optimisation Theory (0.5) #	SO235	The Sociology of Homicide (0.5) # (not available 2020/21)
MA209	Differential Equations (0.5) #	SO236	Urban Society (0.5)
MA210	Discrete Mathematics (0.5) #	SO309	Atrocity and Justice (0.5) # *
MA211	Algebra and Number Theory (0.5) #	SO310	The Sociology of Elites (0.5) # *
MA212	Further Mathematical Methods (1.0) #	SO312	Work, Inequality and Society (0.5) # *
MA231	Operational Research Methods (1.0) #		
MA300	Game Theory (1.0) #		
MA301	Game Theory I (0.5) #		
MA303	Chaos in Dynamical Systems (0.5) # (not available 2020/21)		
MA314	Algorithms and Programming (0.5) #		
MA315	Algebra and its Applications (0.5) # *		
MA316	Graph Theory (0.5) # (not available 2020/21)		

142 Undergraduate Programme Regulations

SO313	Material Culture and Everyday Life (0.5) #
SP110	Sociology and Social Policy (1.0)
SP111	Social Economics and Policy (1.0) #
SP112	Politics of Social Policy Making (1.0)
SP170	Crime and Society: Representations and Realities (1.0) * (not available 2020/21)
SP171	Identities, Crime and Criminal Justice (1.0) * (not available 2020/21)
SP172	Policing and Security (0.5) * (not available 2020/21)
SP173	Politics and Crime (0.5) * (not available 2020/21)
SP210	Development and Social Change (1.0) # (not available 2020/21)
SP230	Education Policy (1.0)
SP231	Poverty, Inequality, and Social Policy (1.0) (not available 2020/21)
SP232	Health and Social Care Policy (1.0)
SP270	Understanding Crime and Punishment (1.0) * (not available 2020/21)
SP271	Psychology of Crime and Criminal Justice (1.0) (not available 2020/21)
SP331	Sexuality, Everyday Lives and Social Policy in Developing Countries (0.5) ~P (not available 2020/21)
SP332	Social Security Policies (0.5) ~Q (not available 2020/21)
SP335	Migration: Current Research, Critical Approaches (0.5) ~R
SP370	Criminological Controversies (0.5) # * (not available 2020/21)
SP371	Interrogating Criminological Research (0.5) # * (not available 2020/21)
SP372	Punishment and Penal Policy (0.5) * (not available 2020/21)
SP374	Riots, Disorder and Urban Violence (0.5) # ~S
ST101	Programming for Data Science (0.5) *
ST102	Elementary Statistical Theory (1.0) #
ST107	Quantitative Methods (Statistics) (0.5) #
ST108	Statistical Methods for the Social Sciences (1.0) #
ST201	Statistical Models and Data Analysis (0.5) #
ST202	Probability, Distribution Theory and Inference (1.0) #
ST205	Sample Surveys and Experiments (0.5) #
ST211	Applied Regression (0.5) #
ST213	Introduction to Pricing, Hedging and Optimization (0.5) #
ST226	Actuarial Investigations: Financial (0.5) #
ST227	Survival Models (0.5) #
ST300	Regression and Generalised Linear Models (0.5) # *
ST302	Stochastic Processes (0.5) #
ST304	Time Series and Forecasting (0.5) #
ST306	Actuarial Mathematics (General) (0.5) #
ST307	Aspects of Market Research (0.5) #
ST308	Bayesian Inference (0.5) #
ST309	Elementary Data Analytics (0.5) #
ST310	Machine Learning (0.5) # *
ST326	Financial Statistics (0.5) # * ~T
ST327	Market Research: An Integrated Approach (1.0) #

Mutually exclusive options

The following courses may not be taken together i.e. students can only take one or other of the listed courses (and as programme regulations permit):

Course		Mutually exclusive course(s)	
AC100	Elements of Accounting and Finance	AC102	Elements of Financial Accounting
AC103	Elements of Management Accounting, Financial Management and Financial Institutions	FM101	Finance
EC100	Economics A	EC102	Economics B
EC102	Economics B	EC100	Economics A
EC201	Microeconomic Principles I	EC202	Microeconomic Principles II
MG207	Managerial Economics		
EC202	Microeconomic Principles II	EC201	Microeconomic Principles I
MG207	Managerial Economics		
EC220	Introduction to Econometrics	EC221	Principles of Econometrics
MG205	Econometrics: Theory and Applications		
EC221	Principles of Econometrics	EC220	Introduction to Econometrics
MG205	Econometrics: Theory and Applications		
FM101	Finance	AC100	Elements of Accounting and Finance
FM212	Principles of Finance	FM213	Principles of Finance
FM213	Principles of Finance	FM212	Principles of Finance
IR312	Genocide	SO309	Atrocity and Justice
MA100	Mathematical Methods	MA107	Quantitative Methods (Mathematics)
MA110	Basic Quantitative Methods	MA207	Further Quantitative Methods (Mathematics)
MA107	Quantitative Methods (Mathematics)	MA100	Mathematical Methods
MA110	Basic Quantitative Methods		
MA110	Basic Quantitative Methods	MA100	Mathematical Methods
MA107	Quantitative Methods (Mathematics)		
MA207	Further Quantitative Methods (Mathematics)	MA100	Mathematical Methods
MA300	Game Theory	MA301	Game Theory I
MA301	Game Theory I	MA300	Game Theory

144 Undergraduate Programme Regulations

MG205	Econometrics: Theory and Applications	EC220	Introduction to Econometrics
EC221	Principles of Econometrics		
MG207	Managerial Economics	EC201	Microeconomic Principles I
EC202	Microeconomic Principles II		
MG303	International Business Strategy and Emerging Markets	MG307	International Context of Management
MG307	International Context of Management	MG303	International Business Strategy and Emerging Markets
PH101	Logic	PH104	Formal Methods of Philosophical Argumentation
PH104	Formal Methods of Philosophical Argumentation	PH101	Logic
SP270	Understanding Crime and Punishment	SO210	Crime, Deviance and Control
SO210	Crime, Deviance and Control	SA218	Criminological Perspectives
SO309	Atrocity and Justice	IR312	Genocide
ST102	Elementary Statistical Theory	ST107	Quantitative Methods (Statistics)
ST108	Statistical Methods for the Social Sciences		
ST107	Quantitative Methods (Statistics)	ST102	Elementary Statistical Theory
ST108	Statistical Methods for the Social Sciences		
ST108	Statistical Methods for the Social Sciences	ST102	Elementary Statistical Theory
ST107	Quantitative Methods (Statistics)		
ST307	Aspects of Market Research	ST327	Market Research: An Integrated Approach
ST327	Market Research: An Integrated Approach	ST307	Aspects of Market Research

Undergraduate Course Guides

Undergraduate Course Guides

AC100

Elements of Accounting and Finance

This information is for the 2020/21 session.

Teacher responsible: Dr Saipriya Kamath OLD 2.11, Dr Farooq Mahmood and Dr Elisabetta Bertero OLD M2.13

Availability: This course is compulsory on the BSc in Accounting and Finance. This course is not available as an outside option nor to General Course students.

Course content: This is a one-unit course that introduces students to fundamental principles of accounting and finance. The course consists of three parts: financial accounting (for external reporting), management accounting (for internal decision making), and finance (to provide funding).

Financial Accounting: The course starts with a discussion of the framework of financial accounting: its nature, intents and purposes, and the context and environment in which it operates. This includes, and eventually entails, the need for, and various sources of, accounting regulation and “accounting standards”. AC100 also unpacks various core financial accounting concepts and conventions. The course also looks into the processes used to record, summarise, and present financial accounting information as well as, crucially, its interpretation. Thus, and essentially, this part of the course focuses on the preparation, interpretation, and limitations of company financial statements for external reporting, and the regulatory framework in which financial reports are prepared.

Management Accounting: This part of AC100 moves into internal decision making and starts with an introduction to management and cost accounting. This includes the discussion of key concepts of cost calculation and various techniques of costing (such as absorption and variable costing approaches), as well as other alternative costing systems relevant for decision making. The aim is to help students understand how accounting information can help managers to make crucial decisions, such as about the pricing of products or services, or even whether to offer or discontinue a product or service, or whether to expand the product/service range or to invest in new product development. In summary, this part of the course focuses on the basic knowledge of management accounting—specifically, costing.

Finance: The final part of AC100 provides a brief introduction to key concepts in finance and an overview of the financial system. It presents how households and firms approach financial decisions and some techniques to evaluate these decisions. It also discusses what function the financial system plays in an economy.

Teaching: This course is delivered through a combination of weekly lectures and classes in the Michaelmas, Lent, and Summer terms. Each teaching session contains a variety of technical content and practical exercises. This year, some or all of this teaching may be delivered by a combination of online recorded (asynchronous) lectures and virtual interactive (synchronous) classes as an alternative to face-to-face teaching.

Formative coursework: There will be several online tests (“quizzes”) to test the student’s knowledge and progress on a formative basis for feedback. Written answers to numerical problems and discussion questions will be expected weekly; some of the written work will be collected during classes for marking and feedback.

Indicative reading: A detailed reading list will be made available on Moodle for each part of the course nearer the time of its scheduled start. Illustrative texts include Atrill, P. and McLaney, E. (2016) *Financial Accounting for Decision Makers*, 8th edition, Pearson; Atrill, P. and McLaney, E. (2018) *Management Accounting for Decision Makers*, 9th edition, Pearson; Atrill, P. (2017) *Financial Management for Decision Makers*, 8th edition, Pearson; Hillier et al (2017) *Fundamentals of Corporate Finance*, European Edition, McGraw–Hill; and Cecchetti et al (2017) *Money, banking and*

financial markets, McGraw–Hill.

Assessment: Exam (70%, duration: 3 hours, reading time: 15 minutes) in the summer exam period.

Class participation (10%) in the MT and LT.

Case analysis (10%) and online assessment (10%) in the LT.

The exam duration is 3 hours and 15 minutes. The first 15 minutes will be reading time.

AC102 Half Unit

Elements of Financial Accounting

This information is for the 2020/21 session.

Teacher responsible: Dr Saipriya Kamath OLD 2.11
Mrs Chris Constantinou (Course Leader)

Availability: This course is compulsory on the BSc in Finance. This course is available on the BSc in Actuarial Science, BSc in Business Mathematics and Statistics, BSc in Management and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This is a half-unit course that introduces students to fundamental principles of financial accounting for the purposes of external reporting. The course starts with a discussion of the framework of financial accounting: its nature, intents and purposes, and the context and environment in which it operates. This includes, and eventually entails, the need for, and various sources of, accounting regulation and accounting standards.

AC102 unpacks various core financial accounting concepts and conventions, but the course also looks into the processes used to record, summarise, and present financial accounting information as well as, crucially, its interpretation. This course thus essentially focuses on the preparation, interpretation, and limitations of company financial statements for external reporting, and the regulatory framework in which financial reports are prepared.

Teaching: This course is delivered through a combination of weekly lectures and classes in the Michaelmas and Summer terms. Each teaching session contains a variety of technical content and practical exercises. This year, some or all of this teaching may be delivered by a combination of online recorded (asynchronous) lectures and virtual interactive (synchronous) classes as an alternative to face-to-face teaching.

Formative coursework: Written answers to numerical problems and discussion questions will be expected weekly; two pieces of work per term will be submitted for marking and feedback.

Indicative reading: Detailed reading lists will be made available at the beginning of the course. Illustrative texts include Peter Atrill and Eddie McLaney *Financial Accounting for Decision Makers*, 9th edn, Pearson, 2019.

Assessment: Exam (100%, duration: 1 hour and 30 minutes, reading time: 15 minutes) in the summer exam period.

The exam duration is 1 hour and 45 minutes. The first 15 minutes will be reading time.

AC103 Half Unit

Elements of Management Accounting, Financial Management and Financial Institutions

This information is for the 2020/21 session.

Teacher responsible: Dr Farooq Mahmood
Mrs Chris Constantinou (Course Leader)

Availability: This course is available on the BSc in Actuarial Science, BSc in Business Mathematics and Statistics, BSc in

Management and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This is a half-unit course that introduces students to fundamental principles of management accounting, financial management and, because it allows the study of some core financial concepts, the accounts of pension funds and insurance companies.

AC103 begins by focusing on internal decision making by way of an introduction to cost and management accounting. This includes a discussion of key concepts of cost calculation and various costing systems relevant for decision making. The aim is to help students understand how accounting information can help managers make crucial decisions, such as about the pricing of products or services, or even whether to offer or discontinue a product or service, or whether to expand the product/service range or to invest in new product development. AC103 then develops into key concepts of financial management including the role of the financial system in relation to sources of finance. Because it allows the study of some core financial concepts, AC103 finally covers the accounts of pension funds and insurance companies which also play an increasingly important role in the financing of organisations.

Teaching: 22 hours of lectures and 10 hours of classes in the LT. 2 hours of lectures and 1 hour of classes in the ST.

Formative coursework: Written answers to numerical problems and discussion questions will be expected weekly; some will be collected during classes for marking and feedback.

Indicative reading: Detailed reading lists will be made available at the beginning of the course in a syllabus. Illustrative texts include Atrill, P. and McLaney, E. (2018) *Management Accounting for Decision Makers*, 9th edition, Pearson; Atrill, P. (2017) *Financial Management for Decision Makers*, 8th edition, Pearson.

Assessment: Exam (100%, duration: 1 hour and 30 minutes, reading time: 15 minutes) in the summer exam period. The exam duration is 1 hour and 45 minutes. The first 15 minutes will be reading time.

AC200

Accounting Theory and Practice

This information is for the 2020/21 session.

Teacher responsible: Dr Pik Kun Liew OLD 3.34 and Dr Per Ahlborn OLD 3.13

Availability: This course is compulsory on the BSc in Accounting and Finance. This course is available on the BSc in Management, BSc in Mathematics, Statistics and Business and Diploma in Accounting and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students. Please seek permission from BSc in Accounting and Finance Programme Director.

Pre-requisites: Students must have completed either (1) *Elements of Accounting and Finance* (AC100), or (2) *Elements of Financial Accounting* (AC102) and *Elements of Management Accounting, Financial Management and Financial Institutions* (AC103), or (3) equivalent.

Course content: This is a one-unit course that builds on the foundation laid by the first-year accounting courses. AC200 is also intended to provide students with the conceptual knowledge and technical skills necessary for final-year courses in accounting. The course considers the major theoretical and practical approaches to accounting and consists of two main components: financial accounting and management accounting.

Financial Accounting: The course begins with an evaluation of the regulatory environment in which financial accounting operates. This part of the course focuses on the preparation and analysis of the published financial statements of public interest entities

operating on their own, or within group structures. The function and content of published financial statements, the issues posed by consolidated accounts, and the analysis of accounting information to evaluate corporate performance will also be examined. A range of specific areas of financial accounting issues will be looked at, for example, segmental reporting, issues in foreign-currency translations, how corporations report their provision of pension for employees, and problems associated with the treatment of taxation. However, the exact composition of the topics may vary from year to year driven by the latest developments in financial reporting, standard-setting and related debates.

Management Accounting: The course then explores theoretical concepts, practices, designs and wider issues of cost and management accounting. The characteristics and use of various systems and models, such as cost-driver analysis and activity-based costing, in organisational decision-making at both operating and strategic levels will be introduced and critically evaluated.

This part of the course also considers ways in which non-financial information can be used to complement financial accounting information in order to enable a more holistic approach aimed at providing relevant and useful information to management for the purposes of planning, decision-making, and organisational control.

Teaching: Teaching is delivered in weekly seminars over 10 weeks across Michaelmas Term (MT) (Weeks 1-10) and Lent Term (LT) (Weeks 1-5, and Weeks 7-11 where Week 6 is a reading week).

There will be no seminars in Week 11 of MT but students will be required to participate in a summative assessment this week as scheduled in the timetable. Seminars contain a variety of concept-focused content, practical exercises, and case analyses. This year, some or all of this teaching may be delivered using virtual sessions as an alternative to face-to-face teaching.

Formative coursework: Students are expected to come to each seminar prepared where the assigned course materials have been read and attempted. There will also be several online quizzes to assess student's knowledge and progress in both terms on a formative basis for feedback. Feedback on performance and progress will be provided during seminars, on selected written homework assignments, and during academic support and feedback hours.

Indicative reading: Detailed course programmes and reading lists will be distributed before the first lecture of each term. A range of academic papers, professional reports and news articles will be used in the course.

Assessment: Exam (60%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

Presentation (15%) in the MT.

Project (15%) in the LT.

Class participation (10%) in the MT and LT.

AC311 Half Unit

Results Accountability and Management Control for Strategy Implementation

This information is for the 2020/21 session.

Teacher responsible: Prof Wim Van der Stede, OLD.2.18

Availability: This course is available on the BSc in Accounting and Finance, BSc in Econometrics and Mathematical Economics, BSc in Economics and Diploma in Accounting and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Available to students on other undergraduate/Diploma programmes with the permission of the Accounting Departmental Tutor.

Pre-requisites: Students must have completed *Elements of Accounting and Finance* (AC100) or *Elements of Management Accounting, Financial Management and Financial Institutions* (AC103). *Accounting Theory and Practice* (AC200) is recommended to complement either AC100 or AC103, but not required.

AC311 can be taken together with Performance Measurement, Strategy, and Uncertainty (AC312) in the Lent Term, which focuses in more depth on one aspect of management control systems, namely performance measurement. In this course (AC311), however, performance measurement is just one aspect of a broader management control focus that entails results controls, incentive systems and various other organizational design features (e.g., responsibility centres, planning and budgeting, and inter-organisational controls). Students interested in careers in management consulting may benefit from taking both AC311 and AC312. Nevertheless, each course is also valuable as a standalone option.

Course content: AC311 examines results accountability and organisational control issues, focusing on how both financial and non-financial “results-oriented” practices underpin decision rights, planning and budgeting, and performance measurement and incentive systems, among other key organisational design features, to guide and ensure ‘strategy-aligned’ decision-making in decentralized organisations or inter-organisational settings (e.g., in joint ventures or strategic alliances). In other words, AC311 seeks to broaden and deepen your conceptual and technical understanding of accounting as it is used for management purposes—to implement strategy and ensure that everyone’s objectives and decisions are aligned with the organisation’s by way of the key concept of *results accountability*.

The emphasis in the course is on *financial controls*, which dominate in importance at managerial levels in all but the smallest organizations. Using financial controls requires managers to make decisions about: (1) responsibility structures (e.g., cost centers, profit centers); (2) performance measures (e.g., market, financial, and/or nonfinancial measures and their combinations); (3) performance evaluations, which take into consideration performance targets or other benchmarks; and (4) rewards (including incentive compensation). The course is issue-oriented, with current and emerging topics as its major focus. Aided by case studies, AC311 provides students with valuable insights into how financial results control systems vary across contexts, and how several situational factors, including organisational structure, culture, decision-making processes, and behavioural variables influence them. Some cases will involve real-world data and the potential use of data analytics for strategic decision making.

Teaching: Teaching is delivered in weekly seminars over 10 weeks across Michaelmas Term. Seminars contain a variety of concept-focused content, practical exercises, and case analyses. This year, some or all of this teaching may be delivered using virtual sessions as an alternative to face-to-face teaching. This course includes a reading week in Week 6 of term.

Formative coursework: The course makes extensive use of case studies. Students are expected to contribute to the case discussions by having read the case study and related materials in advance of the session and by participating in the discussion and offering their own analysis, view and/or perspective on the issue at hand during the session.

Indicative reading: AC311 is built around a textbook: Merchant and Van der Stede’s *Management Control Systems*.

The text will be supplemented with some additional materials that will be distributed via a coursepack or on Moodle.

• (MV) Merchant K.A. & W. A. Van der Stede (2017), *Management Control Systems* (London: Financial Times/Prentice-Hall), 4th edition.

Assessment: Project (25%) and take-home assessment (50%) in the LT.

Essay (25%) in the MT.

There will be two short essays that comprise the 25% Essay mark. Further details of all aspects of assessment and coursework, as well as feedback, will be made available on Moodle nearer the scheduled start time of the course and will be updated as the course progresses with specific instructions, guidance, and feedback.

AC312 Half Unit

Performance Measurement, Strategy, and Uncertainty

This information is for the 2020/21 session.

Teacher responsible: Dr Tommaso Palermo KSW.3.07

Availability: This course is available on the BSc in Accounting and Finance, BSc in Econometrics and Mathematical Economics, BSc in Economics and Diploma in Accounting and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Available to students on other undergraduate/Diploma programmes with the permission of the Accounting Departmental Tutor.

Pre-requisites: Students must have completed *Elements of Accounting and Finance* (AC100) or *Elements of Management Accounting, Financial Management and Financial Institutions* (AC103).

Accounting Theory and Practice (AC200) is recommended to complement either AC100 or AC103, but not required.

This course can be taken together with Results Accountability and Management Control for Strategy Implementation (AC311). While AC311 provides an in-depth overview of management control systems in decentralized organizations, AC312 focuses more specifically on one aspect of management control systems, namely performance measurement and the way in which performance measurement is evolving in contemporary organizations to deal with strategy formulation and decision-making under conditions of uncertainty.

Course content: This course examines practical problems that managers and employees are likely to confront in their work in a variety of organizational contexts. The fundamental issue is: how do you know when you have performed *well*? This question draws attention to the way in which performance is measured, visualised and assessed via performance measurement tools and frameworks, how performance measures and other sources of data are related to strategy formulation and decision-making, and the way in which strategy formulation and performance measurement can be adapted to confront increasingly volatile and uncertain business contexts.

The course addresses these themes in two modules. The first module identifies key concepts and tools of performance measurement and how they can be used, through means including monitoring, reporting, and contracting, to influence behaviour. The module concludes with a practical exercise which revolves around the design of an interactive performance dashboard. The second module examines two approaches to deal with uncertainty as part of strategy formulation and performance measurement. The first focuses on how organisations can exploit large datasets to better understand and possibly predict key performance management variables. The second focuses on the design and use of risk management processes. As for the first module, key concepts are put into practice via exercises and case discussions revolving around the use of data analytics, risk mapping and risk indicators design.

Aided by academic literature, examples taken from the financial and popular press, and case studies, AC312 provides students with valuable insights into how performance measurement approaches can vary across contexts, and how several situational factors, including business context, organisational structure, culture and behavioural variables influence them. Some cases will involve real-world data and the potential use of data analytics for strategy formulation, performance measurement and decision-making.

Teaching: 30 hours of seminars in the LT.

Comprising 10 weeks of twice-weekly 1.5 hour sessions. There will be a reading week in Week 6.

Formative coursework: The course makes extensive use of case studies. Students are expected to contribute to the case discussions in each session.

Indicative reading: No single book covers the entire course. Key readings include:

- Ittner, C.D. & Larcker, D.F. (2003). Coming up short on nonfinancial performance measurement. *Harvard Business Review*, November, 88-95;
- Narayanan, V.G., Brem, L., Packard, M. (2013) Delta/Signal Corp. Harvard Business School Case 112-048;
- Van der Stede, W. A., Palermo, T. (2011). Scenario budgeting: Integrating risk and performance. *Finance & Management* 184(1), 10–13;
- COSO (2010), Developing key risk indicators to strengthen enterprise risk management;
- Lawson, R. (2019). Management accounting competencies: Fit for purpose in a digital age? Institute of Management Accountants (IMA), April.

The following books provide an overview of key themes addressed in the course:

- Bhimani, A., Horngren, C.T., Datar, S.M., Rajan, M. (2019) *Management and Cost Accounting*, 7th Edition, Pearson Publishing.
- Neely, A. (Ed.). (2007). *Business performance measurement: Unifying theory and integrating practice*. Cambridge: Cambridge University Press.

Assessment: Take-home assessment (75%) and group project (25%).

Assessment consists of two components, one based on individual work and the other on group work:

- A **take-home assessment**.

- A **group project** involving an analysis of a case.

The final mark for AC312 is composed as follows:

- **Group project**.....25%
- **Take-home assessment**.....75%

Further details of all aspects of assessment and coursework, as well as feedback, will be made available on Moodle nearer the scheduled start time of the course and will be updated as the course progresses with specific instructions, guidance, and feedback.

AC331 Half Unit

Contemporary Issues in Financial Accounting

This information is for the 2020/21 session.

Teacher responsible: Dr Jose Carabias Palmeiro OLD 2.13 and Mr Alexander Nezlobin OLD 3.33

Availability: This course is compulsory on the BSc in Accounting and Finance. This course is available on the BSc in Management, BSc in Mathematics, Statistics and Business and Diploma in Accounting and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students must have completed *Elements of Accounting and Finance* (AC100) or *Elements of Financial Accounting* (AC102).

Accounting Theory and Practice (AC200) is recommended to complement either AC100 or AC102, but not required.

Course content: AC331 considers key areas of topical interest and the impact of accounting standards on financial statements in an IFRS context. Specifically, the course critically analyses accounting practices and processes from the point of view of investors. The course will examine on revenue recognition, tangible and intangible assets, the reporting of financial instruments, off-balance-sheet accounting, stock-based compensation, as well as, issues related to the differential approaches to measurement including historical cost and fair values. However, the exact composition of the topics may vary from year to year driven by the latest developments in financial reporting, standard-setting and related debates. The course aims to enhance students' understanding of contemporary issues in financial accounting. Throughout the course, taken-for-granted "wisdoms" will be critically evaluated and challenged. Finally, this course encourages and prepares students to become informed players on the debate around financial accounting and reporting issues.

Teaching: This course is delivered through a combination of weekly lectures and classes in the Michaelmas Term. Teaching sessions contain a variety of conceptual content, case analyses and practical exercises. This year, some or all of this teaching may be delivered by a combination of online recorded (asynchronous) lectures and virtual interactive (synchronous) classes as an alternative to face-to-face teaching.

Formative coursework: Students should prepare weekly written work for class discussion. One specified piece of written work will be collected for marking.

Indicative reading: Detailed reading lists of books and journal articles will be provided during the course. No one book covers the entire course. Recommended books include:

- Beaver, W.H. (1998) *Financial Reporting: An Accounting Revolution*, 3rd edition, Pearson;
- Lewis and Pendril (2004) *Advanced Financial Accounting*, 7th edition, Financial Times Prentice Hall;
- Penman, S. (2013) *Financial Statement Analysis and Security Valuation*, 5th edition, McGrawHill

As well as accounting standards, firms' press releases, analysts' reports and academic research papers.

Assessment: Exam (75%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

Group project (25%) in the MT.

AC332 Half Unit

Financial Statement Analysis and Valuation

This information is for the 2020/21 session.

Teacher responsible: Dr Stefano Cascino OLD.3.32

Availability: This course is available on the BSc in Accounting and Finance, BSc in Management, BSc in Mathematics, Statistics and Business and Diploma in Accounting and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Available to students on other undergraduate/Diploma programmes with the permission of the Accounting Departmental Tutor.

Pre-requisites: Students must have completed *Elements of Accounting and Finance* (AC100) or *Elements of Financial Accounting* (AC102).

Accounting Theory and Practice (AC200) is recommended to complement either AC100 or AC102, but not required.

Course content: AC332 introduces and develops an economic framework for business analysis and corporate valuation.

The main focus is on integrating key concepts of economics, accounting, and finance in order to effectively evaluate the information content of financial reports; develop up-to-date applied knowledge of fundamental valuation techniques; and successfully implement investment strategies.

The aim of the course is to help students to become "sophisticated users" of financial accounting information from a *fundamental analysis* perspective. The course consists of four integrated parts: (i) business strategy analysis; (ii) accounting analysis; (iii) financial analysis; and (iv) forecasting and valuation. Students are expected to develop financial-analysis and valuation-related skills to support the interpretation, evaluation, and use of accounting information from the viewpoint of major users of financial reports (i.e., equity investors, corporate lenders, etc.). Ultimately, students will be able to analyze a wide variety of financial reporting issues and discuss their valuation implications within the context of the relevant academic literature.

As recent trends in *big data* and *predictive analytics* are disrupting the way in which equity analysts, portfolio managers, credit-rating agencies, and regulators collect and analyze companies' financial disclosures, students will also learn how to perform meaningful analyses on real-world data by using spreadsheets (e.g., MS Excel) and/or statistical software packages (e.g., SAS, Stata).

Teaching: 33 hours of seminars in the LT.

Teaching is delivered in two one and a half hour sessions each week.

The pedagogical approach in each session is interactive, often involving case study analyses and group discussions. This mode of teaching requires good advance preparation by the students; hence, every student should be ready to contribute to the discussion when called upon. Active participation is expected and encouraged.

Formative coursework: The course makes extensive use of real-world case studies. Students are expected to contribute to the case discussions in each session.

Indicative reading: There is no required textbook for this course. Illustrative textbooks covering specific parts of the course include:

- Palepu K. G., P. M. Healy, and E. Peek (2019), *Business Analysis and Valuation: IFRS Edition* (Cengage Learning), 5th edition.
- Penman, S. H. (2013), *Financial Statement Analysis and Security Valuation* (McGraw-Hill), 5th edition.

Assessment: Exam (70%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

Group project (20%) and group presentation (10%).

Assessment consist of three components, two based on group work and the other on individual work:

- **Group project** (20%) in the Lent Term. The group project involves the preparation of an “analyst report,” for which students are expected to collect and analyze data on publicly listed companies or industrial sectors. The project is meant to test: (i) students’ understanding of the core concepts of fundamental analysis and valuation; (ii) students’ ability to collect, manipulate, and analyze (big) data with the aid of spreadsheets (e.g., MS Excel) and/or statistical software packages (e.g., SAS, Stata).
- **Group presentation** (10%) in Lent Term. The group presentation gives students the opportunity to share the findings of their group projects with the rest of their class as if they were presenting the results of their analyses in a formal business environment (e.g., to sell their research to institutional investors).
- **Final exam** (70%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

AC341 Half Unit

Corporate Governance, Risk Management and Financial Audit

This information is for the 2020/21 session.

Teacher responsible: Dr Julia Morley OLD.3.09

Availability: This course is available on the BSc in Accounting and Finance, BSc in Econometrics and Mathematical Economics, BSc in Economics and Diploma in Accounting and Finance. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: What constrains the behaviour of profit-seeking corporations? What are the regulations that seek to prevent corporate disasters? This course attempts to answer these questions by critically examining the institutional and legal landscape of governance and accountability in which corporations operate. It takes students on a deep dive into the day-to-day practices of those charged with financial control and risk management within the organization. In addressing the financial accountability of corporations to their external stakeholders, the course critically evaluates the theory and practice of external financial audit, highlighting the structure of the market for audit, the practices of audit firms and the limits to the effectiveness of audit.

Some of the questions we will be asking are:

- How do organizations try to control operational and financial risk?
- What do studies about corporate disasters tell us about risk management? (e.g., the cases of Challenger and Boeing 737 Max)
- To what extent does current risk management address global phenomena such as pandemics
- What does a chief risk officer really do and why?

- Given recent financial collapses (e.g. Carillion), what’s the point in corporate financial audit?
- How should auditors respond if the viability of many businesses is uncertain (e.g. as a result of the Covid-19 lockdown)?
- How might technology disrupt the market for risk management and corporate financial audit

The course will critically evaluate academic studies and practitioner guidance to establish the “rules of the game” for corporate governance and accountability, but also will examine media coverage of corporate governance and auditing. Senior practitioners will come to speak to students during the course, offering insights into the practice of risk management and auditing and providing opportunities for students interested in careers in these fields to learn about what these might entail. It should be noted that the course is grounded in the social sciences – it does not provide practical training in the application of risk management or auditing techniques and is not recognized for exemptions by the professional accountancy bodies.

Teaching: Teaching is delivered in weekly seminars over 10 weeks across Michaelmas Term. Seminars contain a variety of concept-focused content, practical exercises, and case analyses. This year, some or all of this teaching may be delivered using virtual sessions as an alternative to face-to-face teaching. There will be a reading week in Week 6.

Formative coursework: Students will submit one 1,000-word essay in week 5 on which they will receive written feedback.

Indicative reading: No one book covers the entire syllabus. In addition to professional and academic journals, reading will cover the following:

- Andersen (2019). *The Routledge Companion to Strategic Risk Management* (Routledge Companions in Business, Management and Accounting).
- Power (2016). *Riskwork: Essays on the Organizational Life of Risk Management*. Oxford University Press.
- Gray, Manson & Crawford (2019). *The Audit Process: Principles, Practice and Cases* (Cengage 7th Edition).
- Power (1999). *The Audit Society: Rituals of Verification*. Oxford University Press.

Students will also be provided with relevant examples of corporate and other reports and referred to relevant websites.

Detailed course programmes and reading lists will be distributed at the beginning of the course.

Assessment: Project (40%) in the MT Week 11.

Take-home assessment (60%) in the MT.

The details of the assignment and project will be made available on Moodle nearer the scheduled start time of the course.

AC342 Half Unit Not available in 2020/21

Accounting, Corporate Responsibility and Sustainability

This information is for the 2020/21 session.

Teacher responsible: Dr Pik Kun Liew OLD.3.34

Availability: This course is available on the BSc in Accounting and Finance, BSc in Econometrics and Mathematical Economics, BSc in Economics and Diploma in Accounting and Finance. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: The course seeks to provide an introduction to the key issues that are emerging on the ‘extended’ role of accounting in society. AC342 considers the broader accountability framework of businesses, and related environmental and social accounting issues. Major concepts and practices relating to sustainability and societal responsibility such as the “triple-bottom-line” considerations of financial viability, environmental accountability and social responsibility, will be discussed and critically assessed. The course also examines the complexities that characterise the relationships between accounting, organisations and society, and between shareholders and a wide range of stakeholders.

The course takes a broad approach to the role of accounting and provides students with valuable insights, aided by real-life examples and case studies, on the issues of organisational sustainability and (corporate) social responsibility. The course aims to develop students' knowledge of the relationships between accounting and society. Specifically, and crucially, it aims to provide students with critical awareness of the accountabilities and responsibilities of organisations and those involved in their viability and legitimacy, either as managers or investors, regulators or overseers, and the role of accounting in securing such accountability and responsibility.

Teaching: 30 hours of seminars in the LT.

Comprising 10 weeks of twice-weekly 1.5 hour sessions. There will be a reading week in week 6.

Formative coursework: The course invites students to critically reflect on recent developments in the field of corporate responsibility and sustainability accounting and comment on the correlated documents such as corporate reports and programmes, press releases, experts' opinions. Some issues are tackled through case studies.

Students are expected to contribute to discussions in each session.

Indicative reading: No one book covers the entire syllabus. In addition to professional and academic journals, reading will cover the following:

- Bebbington, J., Unerman, J. and O'Dwyer, B. (2014) *Sustainability Accounting and Accountability* (2nd ed.), Routledge;
- Bellucci, M. and Manetti, G. (2018) *Stakeholder Engagement and Sustainability Reporting (Finance, Governance and Sustainability)*, Routledge;
- Henriques, A. (2007) *Corporate Truth: The Limits to Transparency*, Earthscan, Taylor & Francis;
- Hopwood, A., Unerman, J. and Fries, J. (2010) *Accounting for Sustainability: Practical Insights*, Earthscan;
- Rendtorff, J.D. (2019) *Philosophy of Management and Sustainability: Rethinking Business Ethics and Social Responsibility in Sustainable Development*, Routledge.

Students will also be referred to relevant examples of corporate and other reports, and websites. Detailed course programmes and reading lists will be distributed at the first lecture of the course.

Assessment: Project (30%), project (60%) and class participation (10%).

Assessment consists of three components:

- **Course participation and engagement:** this will be assessed based on students' engagement with course activities, including for example in-class discussions and class assignments.
- **Two individual projects:** one to be submitted during the Lent Term, and the other during the week before the start of Summer Term.

Further details of all aspects of assessment and coursework, as well as feedback, will be made available on Moodle nearer the scheduled start time of the course and will be updated as the course progresses with specific instructions, guidance, and feedback.

AN100

Introduction to Social Anthropology

This information is for the 2020/21 session.

Teacher responsible: Dr Catherine Allerton OLD 6.13 and Dr Gisa Weszkalnys

Availability: This course is compulsory on the BA in Anthropology and Law, BA in Social Anthropology and BSc in Social Anthropology. This course is available on the BA in Geography, BSc in Environment and Development and BSc in Psychological and Behavioural Science. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course provides a general introduction to Social Anthropology as the comparative study of human societies

and cultures. Students will be introduced to key themes and debates in the history of the discipline. Ethnographic case studies will be drawn from work on a variety of societies, including hunter-gatherers, farmers, industrial labourers, and urban city-dwellers. The Michaelmas Term will explore the relationship between nature and culture, drawing on classic and contemporary debates about human difference and similarity. The term is divided into three blocks: 1) Culture, fieldwork and history; 2) Rites of Passage; 3) Bodies and Difference. Some questions considered during the term include:

What distinguishes social anthropology from other social science disciplines? What does 'thinking like an anthropologist' involve? How do societies 'make' the individuals of which they are composed? Why are human life stages so often characterised by rituals, and what do these rituals reveal about understandings of life, adulthood and death? How are bodily differences between people thought about in different contexts? How does culture shape our bodies and the health of those bodies?

The Lent Term will address different kinds of relations between and among people, animals and things, and how these are mediated in different ways. The term is also divided into three blocks: 1) Relations, 2) Place, 3) Technology. Some questions considered during the term include:

Is it valid to distinguish between people and things? What are the politics of human animal relations? To what extent is place a product of power? Can people only be dispossessed of material belongings? In what ways does technology mediate and reinvent expressions of race and racism? Do infrastructures only become visible on breakdown?

Teaching: 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT.

This year, some or all of this teaching will be delivered through a combination of virtual lectures, classes and online interactive activities. The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of both the MT and LT.

Formative coursework: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays. Anthropology students taking this course will have an opportunity to submit one tutorial essay for this course to their academic mentor in the MT and one in the LT. For non-Anthropology students taking this course, a formative essay may be submitted to the course teacher in the MT and in the LT.

Indicative reading: M Engelke, *Think Like an Anthropologist* (2017) R Astuti et al (eds.), *Questions of Anthropology* (2007). M Carrithers, *Why Humans Have Cultures* (1992). T Eriksen, *Small Places, Large Issues: An Introduction to Social and Cultural Anthropology* (2001). M Bloch, *Prey into Hunter* (1996). L Tuhiwai Smith *Decolonizing Methodologies: Research and Indigenous Peoples* (1999). B Larkin, *Signal and Noise: Media, Infrastructure, and Urban Culture in Nigeria* (2008). R. Govindrajana, *Animal Intimacies: Interspecies Relatedness in India's Central Himalayas* (2018). K. Stewart, *A Space on the Side of the Road: Cultural Poetics in an "Other" America* (1996)

Assessment: Essay (50%, 2500 words) in the LT.

Essay (50%, 2500 words) in the ST.

AN100GC Half Unit

Introduction to Social Anthropology (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Dr Gisa Weszkalnys

Availability: This course is available on the Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is not available

as an outside option. This course is available to General Course students.

This course is available to General Course Spring Semester students

Course content: This course provides a general introduction to Social Anthropology as the comparative study of human societies and cultures. Students will be introduced to key themes and debates in the history of the discipline. Ethnographic case studies will be drawn from work on a variety of societies, including hunter-gatherers, farmers, industrial labourers, and urban city-dwellers. The Lent Term will address the different types of relations people have with other beings, with places, and with a variety of technologies and infrastructures, and what how these are mediated by and produce forms of power, identity, and differences. The term is also divided into three blocks: 1) Relations, 2) Place, 3) Technology. Some of the questions considered during the term include:

Is it valid to distinguish between people and things? What are the politics of human animal relations? To what extent is place a product of power? Can people only be dispossessed of material belongings? In what ways does technology mediate and reinvent expressions of race and racism? Do infrastructures only become visible on breakdown?

Teaching: 10 hours of lectures and 10 hours of classes in the LT. This year, some or all of this teaching will be delivered through a combination of virtual lectures, classes and online interactive activities. The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of LT.

Formative coursework: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays. Anthropology students taking this course will have an opportunity to submit one tutorial essay for this course to their academic mentor in the LT. For non-Anthropology students taking this course, a formative essay may be submitted to the course teacher in the LT.

Indicative reading: M Engelke, *Think Like an Anthropologist* (2017) R. Govindarajan, *Animal Intimacies: Interspecies Relatedness in India's Central Himalayas* (2018)

Assessment: Essay (100%, 2500 words) in the ST.

AN101

Ethnography and Theory: Selected Texts

This information is for the 2020/21 session.

Teacher responsible: Prof David Graeber OLD 6.10 and Dr Johannes Steinmuller OLD 5.06A

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

Course content: This course discusses important aspects of anthropological theory in relation to ethnographic research. It covers the development of anthropological thought from the second half of the 19th century to today. Anthropology is situated within its context, including the social conditions of scholarship, as well as the histories of empires, nation-states, and capitalism. The course is intended to give students a sound grasp of central theoretical concepts and of their significance for empirical research.

Teaching: 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. This year, some or all of this teaching will be delivered through a combination of virtual lectures, classes and online interactive activities. The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of both MT and LT.

Formative coursework: Students are expected to prepare discussion material for presentation in the classes. Anthropology

students taking this course will have an opportunity to submit one tutorial essay for this course to their academic mentor in the MT and one in the LT. For non-Anthropology students taking this course, a formative essay may be submitted to the course teacher in the MT and in the LT.

Indicative reading: A Barnard, *History and Theory in Anthropology*, J Clifford, *The Predicament of Culture*; M Engelke, *Think like an anthropologist*; EE Evans-Pritchard, *A History of Anthropological Thought*; C Geertz, *The Interpretation of Cultures*; A. Kuper, *Anthropology and Anthropologists*; GW Stocking, *Observers Observed*; GW Stocking, *Victorian Anthropology*; B Malinowski *Argonauts of the Western Pacific*; R Benedict, *Patterns of Culture*; EE Evans-Pritchard, *Witchcraft oracles and magic among the Azande*; V Turner, *The Forest of Symbols*; M Sahlins, *Culture and Practical Reason*. Detailed reading lists are provided at the beginning of the course.

Assessment: Exam (100%, duration: 3 hours) in the summer exam period.

AN102

Anthropology, Text and Film

This information is for the 2020/21 session.

Teacher responsible: Dr Andrea Pia OLD 6.09 and Dr Megan Laws OLD 1.13

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

Course content: This course provides training in the reading and interpretation of visual and textual anthropology. It introduces students to detailed, holistic study of social and cultural practices within particular geographic and historical contexts and develops skills in bringing together the various elements of cultural and social life analysed by anthropologists. By the end of each term, successful students will have both a detailed knowledge of three important texts and films, and also have a rounded view of the three settings studied.

They will also have developed the capacity to think critically about ethnographic writing and filmmaking, and about anthropological engagements with other mediums such as games, photography, and sound. In addition, the course aims to enable students to examine in detail the process by which ethnographic texts and films are produced through the close analysis of three book-length ethnographic accounts (or the equivalent) in the MT and by providing students with practical training in the production of photo, audio, and video materials in the LT. Students will study a film (or other visual or auditory material) associated with each text or topic each term.

Teaching: 2 hours of lectures, 12 hours of lectures, 6 hours of seminars and 6 hours of classes in the MT. 4 hours of lectures, 9 hours of lectures, 4 hours and 30 minutes of seminars and 7 hours of classes in the LT.

In the MT there are 12 hours of 'lectures' that combine a lecture and a film screening.

In LT there are 9 hours of 'lectures' that will be film screenings. This year, some or all of this teaching will be delivered through a combination of virtual lectures, classes and online interactive activities. The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of both MT and LT.

Formative coursework: Students will be required to read the three set texts in the MT, approximately 1/3 text (two-four chapters) each week, and between two and three academic articles or chapters each week in the LT. It will be essential to do this in order to pass this course. In addition, in the LT, students will be required to submit a 200-word pitch and annotated storyboard for their photo, audio, or video productions each cycle.

The emphasis in classes and seminars will be on developing

students' abilities to read and analyse texts as a whole and to produce their own, and to relate them to the other material offered on the course. Supplementary readings or viewings may be provided during the term.

Indicative reading: Detailed reading lists (including this year's set texts) will be provided at the beginning of the course.

For a general introduction to issues covered in the course, see the following:

- Engelke, M., ed. 2009. *The Objects of Evidence: Anthropological Approaches to the Production of Knowledge*. Oxford: Wiley-Blackwell.
- Cox, R., Irving, A., and Christopher Wright. 2016. *Beyond text? Critical practices and sensory anthropology*. Manchester: Manchester University Press.
- MacDougall, D. 2006. *The Corporeal Image: Film, Ethnography, and the Senses*. Princeton University Press.
- Grimshaw, A., and A. Ravetz. 2009. *Observational Cinema: Anthropology, Film, and the Exploration of Social Life*. Bloomington: Indiana University Press.
- MacDonald, S. 2013. *American Ethnographic Film and Personal Documentary: The Cambridge Turn*. Berkeley: University of California Press.
- Marcus, G. E., and M. M. J. Fischer. 1986. *Anthropology as Cultural Critique: An Experimental Moment in the Human Sciences*. Chicago: University of Chicago Press.
- Wolf, M. 1992. *A Thrice-Told Tale: Feminism, Postmodernism, and Ethnographic Responsibility*. Stanford: Stanford University Press.

Assessment: Coursework (100%, 4800 words) in the MT and LT.

All students will produce a portfolio of position pieces (worth 100% of the total mark), to which they are expected to make a contribution after each cycle (submitting a total of 3 position pieces in the MT and 3 position pieces in the LT). In the LT, the student's position pieces should also refer to their own photo, audio, or video productions. Portfolios will be assessed periodically throughout the year, with the final grade determined at the end of Lent Term.

Students who submit fewer than four position pieces will receive a mark of zero for each missed assessment. The overall mark will be the average of the four position pieces with the highest grades, including any zeroes for missed assessments.

Students who submit at least one position piece and fail the course will be expected to add to their portfolio at resit in order to achieve a pass. Students who do not submit any position pieces (0 out of 6), will be awarded a Zero Absent for the whole course and cannot be awarded the degree until they submit sufficient work at resit to complete the course.

AN200

The Anthropology of Kinship, Sex and Gender

This information is for the 2020/21 session.

Teacher responsible: Dr Nicholas Long and Dr Catherine Allerton

Availability: This course is compulsory on the BA in Social Anthropology and BSc in Social Anthropology. This course is available on the BA in Anthropology and Law, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course provides an examination of the cultural frameworks and social aspects of kinship systems, gender roles, personhood and human sexuality, analysed through ethnographic examples from a diverse range of settings. It aims to equip students with the analytical tools to engage in theoretical debates concerning core concepts such as 'kinship', 'marriage', 'gender', 'sex', 'the person', and the relationship between 'nature' and 'culture', as well as exploring how the experiences of kinship,

sex and gender vary according to the regimes of politics, law and materiality in which they are embedded. The course charts the history of anthropological debates on kinship, relatedness, sex and gender, and familiarises students with a range of contemporary approaches to these themes, placing ethnographic materials into a critical dialogue with recent developments in feminist theory, queer theory, the anthropology of colonialism, cognitive science, and psychoanalysis.

Teaching: 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT.

This year, some or all of this teaching will be delivered through a combination of virtual lectures, classes and online interactive activities. The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of both MT and LT.

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

Indicative reading: Carsten, J. *After Kinship* (2003); Chodorow, N. *The Power of Feelings: Personal Meaning in Psychoanalysis, Gender and Culture* (1999); Donnan, H. and Magowan, F. *The Anthropology of Sex* (2010); Levi-Strauss, C. *The Elementary Structures of Kinship* (1969); Moore, H. L. *A Passion for Difference: Essays in Anthropology and Gender* (1994); Schneider, D. *A Critique of the Study of Kinship* (1984); Stone, L. *Kinship and Gender: An Introduction* (2006).

Assessment: Essay (50%, 3000 words) in the LT.

Essay (50%, 3000 words) in the ST.

AN200GC Half Unit

The Anthropology of Kinship, Sex and Gender (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Dr Catherine Allerton

Availability: This course is available on the Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is not available as an outside option. This course is available to General Course students.

This course is available to General Course 'Spring Semester' students.

Course content: This course provides an examination of the cultural frameworks and social aspects of kinship systems and gender roles, analysed through ethnographic examples from a diverse range of settings. It aims to equip students with the analytical tools to engage in theoretical debates concerning core concepts such as 'kinship', 'care', 'gender', 'the body', and the relationship between 'nature' and 'culture', as well as exploring how the experiences of kinship, sex and gender vary according to the regimes of politics, law and materiality in which they are embedded. The course considers how the practices and meanings of kinship, sex and gender are entangled with culturally and historically specific ideas of bodily control, pollution, beauty, race, nationalism, modernity, and care. In the first half of the term, we consider Bodies and Reproduction; in the second half, we focus on Materialities, Movements and Care.

Teaching: 10 hours of lectures and 10 hours of classes in the LT.

This year, some or all of this teaching will be delivered through a combination of virtual lectures, classes and online interactive activities. The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of LT.

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

Indicative reading: Carsten, J. *After Kinship* (2003); Donnan, H. and Magowan, F. *The Anthropology of Sex* (2010); Moore, H. L. *A Passion for Difference: Essays in Anthropology and Gender* (1994); Stone, L. *Kinship and Gender: An Introduction* (2006); S. Franklin

and S. McKinnon, *Relative Values: Reconfiguring Kinship Studies* (2001); G.R. Bentley and R. Mace, *Substitute Parents: Biological and Social Perspectives on Alloparenting Across Human Societies* (2009).

Assessment: Essay (100%, 3000 words) in the ST.

AN205 Half Unit Not available in 2020/21

The Anthropology of Melanesia

This information is for the 2020/21 session.

Teacher responsible: Dr Michael W. Scott, OLD 6.16

Availability: This course is available on the BA in Anthropology and Law, BA in Social Anthropology, BSc in Social Anthropology, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course provides an introduction to selected themes in the anthropology of the region in the Southwest Pacific Ocean known as Melanesia. It gives students a grounding in the contemporary anthropology of the region, primarily through a close reading of three book-length ethnographies.

The three ethnographies, which are all new since 2013, are Christopher Wright's *The Echo of Things*, an account of what photography means to people in the western Solomon Islands; Alice Street's *Biomedicine in an Unstable Place*, an analysis of how persons and diseases are made visible or invisible in a hospital on the north coast of Papua New Guinea; and Alex Golub's *Leviathans at the Gold Mine*, a study of the relationship between indigenous landowners and a large international gold mining operation in their valley in the highlands of New Guinea.

These ethnographies not only provide students with focused accounts of three very different contexts in Melanesia, they also address histories, dynamics, and concerns familiar to people living throughout the region. Furthermore, because the three authors draw on different intellectual antecedents and disciplinary traditions, their work provides an entree into the most influential theoretical debates animating Pacific anthropology today. Topics to be traced throughout the course include personhood and bodies, kinship and sociality, religion and cosmology, technology and infrastructure, development, globalization, and the state. Engagement with these three books will be enhanced and supplemented by other readings (including works by Pacific Islanders), ethnographic films, and a visit to the British Museum.

Teaching: 10 hours of lectures and 10 hours of classes in the LT. This course has a reading week in Week 6 of LT.

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

Indicative reading: Christopher Wright, *The Echo of Things: The Lives of Photographs in the Solomon Islands* (2013); Alice Street, *Biomedicine in an Unstable Place: Infrastructure and Personhood in a Papua New Guinean Hospital* (2014); Alex Golub, *Leviathans at the Gold Mine: Creating Indigenous and Corporate Actors in Papua New Guinea* (2014).

Assessment: Essay (100%, 3000 words) in the ST.

The assessed essay must be between 2,500 – 3,000 words in length.

AN221 Half Unit

The Anthropology of Christianity

This information is for the 2020/21 session.

Teacher responsible: Dr Fenella Cannell OLD 5.07

Availability: This course is available on the BA in Anthropology

and Law, BA in Social Anthropology, BSc in Social Anthropology, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: This course is intended for second and third year anthropologists, therefore students normally have at least one year's foundational anthropology. External students are welcome to join the course and often do so; depending on disciplinary background, external students may benefit from some additional contextual reading (please consult the course teacher.)

Course content: The ethnography of local Christianities in the light of differing cultural and social situations including colonial conditions. The relationship between Christianity and the discipline of anthropology. The course will examine a number of anthropological and historical studies of local forms of Christianity, from a range including local forms of Catholicism, Mormonism, contemporary and historical Protestantisms including American Protestant forms and 'heretical' and other unorthodox Christianities. The course asks why anthropologists shied away from analysing Christianity long after studies of other world religions, such as Islam, Hinduism and Buddhism, had become widely established. It looks at the relationship between Christianity and the history of anthropological thought, and locates the place of Christianity in the writings of Mauss, Durkheim, Foucault and others, in order to defamiliarise the religion which Europeans and Americans especially often take for granted. Issues examined may include the nature and experience of belief, conversion and the appropriation of Christian doctrines by local populations, the problems of writing about religion, Christianity and the state, the nature of religious confession, Christian texts, and Scriptural reading practices, Christian objects and materialities, Christianity and women's religious and social experience (from Medieval women mystics to women priests), inquisitions and heretical beliefs, priests and alternative forms of mediation with divine power, miraculous saints, incorrupt bodies and 'non-eaters' and changing ideas about death, Heaven and Hell. Where possible, the course will include a student fieldwork weekend and forms of reflection and reporting on that experience. Please check with the course teacher in any given year whether this is planned as part of the year's programme.

Teaching: 10 hours of lectures and 10 hours of classes in the LT. This year, some or all of this teaching will be delivered through a combination of virtual lectures, classes and online interactive activities. The contact hours listed above are the minimum expected. There will be a reading week in Week 6 of the LT.

Formative coursework: Students will be expected to produce one essay in the LT.

Indicative reading: M Bloch, *From Blessing to Violence: History and Ideology in the Circumcision Ritual of the Merina of Madagascar*; F Cannell, *Catholicism, Spirit Mediums and the Ideal of Beauty in a Bicolano Community, Philippines* (PhD thesis, University of London); W Christian, *Person and God in a Spanish Valley* (reprint 1988); J Comaroff, *Body of Power, Spirit of Resistance*; J de Pina Cabral, *Sons of Adam, Daughters of Eve: the Peasant World View in the Alto Minho*; R Iltis, *Pasyon and Revolution: Popular Movements in the Philippines, 1840-1910*; J Nash, *We Eat the Mines and the Mines Eat us: Dependency and Exploitation in Bolivian Tin Mines*; M Taussig, *The Devil and Commodity Fetishism in South America*. Detailed reading lists are provided at the beginning of the course.

Assessment: Essay (100%, 3000 words) in the ST.

AN223 Half Unit Not available in 2020/21

The Anthropology of Southeast Asia

This information is for the 2020/21 session.

Teacher responsible: Dr Nicholas Long OLD 6.14

Availability: This course is available on the BA in Anthropology and Law, BA in Social Anthropology, BSc in Social Anthropology, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course will introduce students to selected theoretical and ethnographic issues in the history and contemporary life of Southeast Asia (including Burma/Myanmar, Cambodia, Indonesia, Laos, Malaysia, Singapore, Thailand, The Philippines, and Vietnam). The alleged distinctiveness of Southeast Asian gender relations, political leadership, and experiences of self and emotion have led to ethnographic studies of the region making major contributions to the anthropology of the state, sovereignty, globalisation, gender, identity, violence, and mental health. By providing a strong grounding in regional ethnographic materials, this course will equip students to critically evaluate such contributions and to consider possible further contributions that studies of Southeast Asia might make to anthropological debates. The course will also examine how anthropologists have responded to the interpretive challenges presented by selected aspects of Southeast Asia's social and political life, such as the legacies of mass violence (e.g. the Cambodian genocide, the Vietnam War, or Indonesia's massacre of suspected communists), its ethnic and religious pluralism, and the impact of international tourism.

The course also contains a strong visual anthropology element: each week's lecture will be paired with a film screening, and students will be encouraged to examine whether and how this visual material contributes to, or indeed reframes, the theoretical debates at hand.

Upon successful completion of the course, students will be able to:

1. Describe the key features of Southeast Asian social and cultural systems, and identify their similarities and differences with social and cultural systems in other world regions.
2. Describe key events and patterns in Southeast Asia's history, and evaluate the extent to which these influence contemporary social phenomena in the region.
3. Describe and evaluate the most influential paradigms that have been developed in anthropological studies of Southeast Asia over the past 60 years.
4. Apply anthropological concepts and theories to ethnographic materials from Southeast Asia, and evaluate the results.
5. Apply anthropological research findings and theories to social and policy issues in Southeast Asia.
6. Locate and use research findings from Southeast Asia in order to participate in, or advance the terms of, wider disciplinary debates.

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

Film screenings will also take place throughout the term. There is a reading week for this course in Week 6 MT.

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

Indicative reading: Useful histories of Southeast Asia / Southeast Asian anthropology. M.C. Ricklefs, B. Lockhart, A. Lau, P. Reyes, and M.A. Thwin, *A New History of Southeast Asia* (2010); V.T. King and W.D. Wilder, *The Modern Anthropology of South-East Asia: An introduction* (2003).

Ethnographies

Barker, J., E. Harms, and J. Lindquist, eds. 2014. *Figures of Southeast Asian Modernity*. Honolulu: University of Hawai'i Press.
Hinton, A. L. 2005. *Why Did They Kill? Cambodia in the Shadow of Genocide*. Berkeley: University of California Press.
Keeler, W. 1987. *Javanese Shadow Plays, Javanese Selves*. Princeton: Princeton University Press.
Langford, J. M. 2013. *Consoling Ghosts: Stories of Medicine and Mourning from Southeast Asians in Exile*. Minneapolis: University of Minnesota Press.
Long, N. J. 2013. *Being Malay in Indonesia: Histories, Hopes and Citizenship*

in the Riau Archipelago. Copenhagen: NIAS Press.
Peletz, M. G. 2009. *Gender Pluralism: Southeast Asia since Early Modern Times*. London & New York: Routledge.
Schwenkel, C. 2009. *The American War in Contemporary Vietnam: Transnational Remembrance and Representation*. Bloomington: Indiana University Press.
Scott, J. C. 2009. *The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia*. New Haven & London: Yale University Press.
Sloane, P. 1999. *Islam, Modernity and Entrepreneurship among the Malays*. Basingstoke: Macmillan. Detailed reading lists are provided at the beginning of the course.

Assessment: Coursework (100%, 4000 words) in the LT.

Students will be asked to write a research essay on a topic covered in the course, and a synoptic essay speaking to themes that connect multiple weeks of the course. Each of these should be up to 2000 words in length, and will comprise 50% of the final mark.

AN226

Political and Legal Anthropology

This information is for the 2020/21 session.

Teacher responsible: Dr Mukulika Banerjee OLD 5.09 and Dr Andrea Pia OLD 6.09

Availability: This course is compulsory on the BA in Anthropology and Law, BA in Social Anthropology and BSc in Social Anthropology. This course is available on the Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne), Exchange Programme for Students in Anthropology (Tokyo) and LLB in Laws. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: The anthropological analysis of political and legal institutions as revealed in relevant theoretical debates and with reference to selected ethnography. The development of political and legal anthropology and their key concepts including forms of authority; forms of knowledge and power; political competition and conflict; colonial transformation of indigenous norms; writing legal ethnography of the 'other'; folk concepts of justice; the theory of legal pluralism; accommodation of religious practices in secular laws of European states.

Teaching: 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT.

This year, some or all of this teaching will be delivered through a combination of virtual lectures, classes and online interactive activities. The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of MT and LT.

Formative coursework: Students are expected to prepare discussion material for presentation in the classes, and to submit one essay in the MT and one mock exam question in the LT to their class teacher on which they will receive formative feedback.

Indicative reading: Leach, E, 1954, *The Political Systems of Highland Burma*; Sharma, A and Gupta, A, 2006, *The Anthropology of the State*; Verdery, K, 1999, *The Political Lives of Dead Bodies*; Wolf, E. 1999. *Envisioning Power: Ideologies of Dominance and Crisis*; Moore, S F, 1978, *Law as Process*; Malinowski, B, 1916, *Crime and Custom in Savage Society*; Bohannan, P, 1957, *Justice and Judgement among the Tiv*; Comaroff J and Roberts S, 1981, *Rules and Processes*. Detailed reading lists are provided at the beginning of the course.

Assessment: Exam (100%, duration: 3 hours) in the summer exam period.

AN226GC Half Unit**Political and Legal Anthropology (Spring Semester)****This information is for the 2020/21 session.****Teacher responsible:** Dr Andrea Pia OLD 6.09**Availability:** This course is available on the Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is not available as an outside option. This course is available to General Course students.

This course is available to General Course 'Spring Semester' students.

Course content: The anthropological analysis of legal institutions as revealed in relevant theoretical debates and with reference to selected ethnography. The development of legal anthropology and their key concepts including forms of authority; forms of knowledge and power; political competition and conflict; colonial transformation of indigenous norms; writing legal ethnography of the 'other'; folk concepts of justice; the theory of legal pluralism; accommodation of religious practices in secular laws of European states.**Teaching:** 10 hours of lectures and 10 hours of classes in the LT. This year, some or all of this teaching will be delivered through a combination of virtual lectures, classes and online interactive activities. The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of LT.**Formative coursework:** Students are expected to prepare discussion material for presentation in the classes, and to submit one mock exam question in the LT to their class teacher on which they will receive formative feedback.**Indicative reading:** Leach, E, 1954, *The Political Systems of Highland Burma*; Sharma, A and Gupta, A, 2006, *The Anthropology of the State*; Verdery, K, 1999, *The Political Lives of Dead Bodies*; Wolf, E. 1999. *Envisioning Power: Ideologies of Dominance and Crisis*; Moore, S F, 1978, *Law as Process*; Malinowski, B, 1916, *Crime and Custom in Savage Society*; Bohannan, P, 1957, *Justice and Judgement among the Tiv*; Comaroff J and Roberts S, 1981, *Rules and Processes*. Detailed reading lists are provided at the beginning of the course.**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.**AN237 Half Unit****The Anthropology of Development****This information is for the 2020/21 session.****Teacher responsible:** Prof Katherine Gardner**Availability:** This course is available on the BA in Anthropology and Law, BA in Social Anthropology, BSc in Social Anthropology, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.**Course content:** This course explores how anthropologists have evaluated, criticised and contributed to development. Focussing on both 'Big D' development (schemes of improvement or projects) and 'little d' development (change which occurs as the result of economic growth or modernisation) the course shows how anthropological insights have been used to change practices from within as well as critique development from the outside. From anthropological work which seeks pragmatic engagement to that which deconstructs development as an oppressive and power laden discourse, the course aims to give students a

broad background to the field. Topics covered include the role of the state, participation and farmer first approaches; gender and development; development as discourse and 'aidnography'; neo liberalism and global capital; corporate social responsibility; markets and micro credit; and the relationship between 'tradition' and modernity. Throughout, the course will draw upon a broad range of ethnographic examples.

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

This year, some or all of this teaching will be delivered through a combination of virtual lectures, classes and online interactive activities. The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of MT.

Formative coursework: Students are expected to prepare discussion material for presentation in the classes based on the core ethnographies covered in the course. Formative work will include a mock exam question.**Indicative reading:** Gardner and Lewis 2015, *Anthropology and Development: Twenty First Century Challenges*; Ferguson, J. 1990 *The Anti-Politics Machine: Development, Depoliticisation and Bureaucratic Power in Lesotho*; Cambridge University Press; Li, T, 2014 *Land's End: Capitalist Relations on an Indigenous Frontier*; Karim, L., 2011 *Micro-Finance and its Discontents: Women and Debt in Bangladesh*; Elyachar, J. 2005; *Markets of Dispossession: NGOs, the Market and the State in Cairo*; Scherz, C. 2014. *Having People, Having Heart: Charity, Sustainable Development, and Problems of Dependence in Central Uganda*; Scott; J. 1998, *Seeing Like a State: How Certain Schemes to Improve the Human Condition have Failed*.

Detailed reading lists are provided at the beginning of the course.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.**AN240 Half Unit Not available in 2020/21****Investigating the Philippines - New Approaches and Ethnographic Contexts****This information is for the 2020/21 session.****Teacher responsible:** Dr Fenella Cannell OLD 6.07**Availability:** This course is available on the BA in Anthropology and Law, BA in Social Anthropology, BSc in Social Anthropology, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course is most suitable for second and third year students but interested first year external students may seek an exemption. Also available to General Course students.

Course content: This course offers the chance to look at the ethnography of one country in more detail than is usual for regional courses. It considers topics taken from the ethnography of the lowland and highland Philippines, with a focus on exciting new high quality writing, drawing on the recent renaissance in Philippine Studies. The course will balance works by expert non-Filipino ethnographers with the new writing of 'native ethnographies' by Filipino scholars resident both in the Philippines themselves and in the US. The course will be framed within the colonial, religious and social history of the archipelago, and will consider both new interpretations of Philippine history, and topics on contemporary social issues, as well as using classic works on the Philippines. Teaching each week will normally be organised around the reading of one outstanding ethnography, allowing students to look closely at particular cases. Topics in any year are likely to be drawn from the following list (although obviously only ten topics can be offered in one year) ; Migration, 'mail-order' brides, and the Philippine diaspora ; New religious movements: Philippine colonialism and

the processes of conversion: Healing, spirit possession, midwifery and local medicine: The contemporary Catholic Church; Violence in the Philippines; Ecology, landscape and environmental politics: Kinship and its transformations; Gender, Philippine queer theory and Philippine transvestitism: Ritual, drama and local performance traditions: Philippine architecture and material culture.: Philippine cinema: Colonial politics, tribal politics and issues of self-representation: Magic, sorcery and "anitismo"; Tourism, symbolic economies and the impact of international capitalism.

Teaching: 10 hours of lectures and 10 hours of classes in the LT. There will be a reading week in Week 6 of the LT.

Formative coursework: Students are expected to prepare discussion material for classes/seminars. Students taking this course will be expected to produce one essay in the LT.

Indicative reading: Selected/ indicative texts: Renato Rosaldo Ilongot Headhunters; Vicente Rafael Contracting Christianity; Fenella Cannell Power and Intimacy in the Christian Philippines; Sally-Ann Ness Where Asia Smiles; Heather L. Claussen, Unconventional Sisterhood; J.Neil C. Garcia Philippine Gay Culture: the Last Thirty Years; M. F. Manalansan Global Divas: Filipino Gay Men in the Diaspora; Vicente Rafael White Love and Other Events in Filipino History; Evelyn Tan Cullemar Babayanism in Negros; Benito M Vergera Displaying Filipinos: Photography and Colonialism in Early 20th Century Philippines; Renaldo Clemena Iloilo Pasyon and Revolution; K.F. Wiegeler, Investing in Miracles: El Shaddai and the Transformation of Popular Catholicism in the Philippines; Nicole Constable Maid to Order in Hong Kong; Albert Alejo Generating Energies in Mount Apo: Cultural Politics in a Contested Environment; Catherine Ceniza Choy Empire of Care: Nursing and Migration in Filipino American History; Esther C.M. Yau and Kyung Hyun Kim Asia/Pacific Cinema; Caroline S. Hau, Necessary Fictions; Philippine Literature and the Nation. Detailed reading lists are provided at the beginning of the course.

Assessment: Essay (100%, 3000 words) in the LT.

Students will complete written work on one or more topics from the course, with a total word count of 3,000 words. Specific guidance and advice will be given during the course but for example, students may choose to pursue one topic in depth and with the use of additional and external materials, or to write on two topics more closely related to the course work and course outline. Further guidance and a range of suggested topics and questions will be provided during the course.

AN243 Half Unit Not available in 2020/21

Children and Youth in Contemporary Ethnography

This information is for the 2020/21 session.

Teacher responsible: Dr Catherine Allerton OLD 6.13

Availability: This course is available on the BA in Anthropology and Law, BA in Social Anthropology, BSc in Social Anthropology, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Undergraduates taking this course should normally have completed an introductory course in anthropology unless granted exemption by the course teacher.

Course content: This course explores the paradoxes and contexts of social science work on children and youth through an intensive focus on contemporary ethnographies exploring children's social worlds. This ethnographic work is multi-disciplinary (emerging from anthropology, geography, sociology, media studies), and builds both on earlier ethnographies of childhood from the mid-twentieth-century onwards, and on growing theoretical interest in cross-cultural understandings of 'the child' and their competencies.

In the first half of the course, we investigate 5 central paradoxes that emerge through a consideration of children and childhood. These are: 1) Universal/ Constructed; 2) Being/ Becoming; 3) Structure/ Agency; 4) Protection/ Participation; and 5) Representation/ Reality. These paradoxes allow us to consider important questions such as: What does it mean to see childhood as a 'construction'? How has ethnographic work questioned universal frameworks for child development? How should we understand children's agency? How successfully can 'child rights' be achieved in different cultural contexts? Why should children's perspectives be taken more seriously in the social sciences?

In the second half of the course, we turn to 5 key contexts for ethnographic analyses of children's lives. These are: the street, school, work, play and war. How have the lives of 'street children' been approached and understood? What do critical ethnographies of schooling tell us about its role in reproducing inequalities? What, if anything, is the difference between beneficial child work and harmful 'child labour'? How can we recognise and theorise children's play? And how have ethnographic accounts documented both trauma and resilience in the context of 'child soldiering'?

Teaching: 10 hours of lectures and 10 hours of classes in the LT.

This course has a reading week in Week 6 of the LT. Film screenings in the Lent Term.

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

Indicative reading: RA LeVine and RS New (eds) 2008.

Anthropology and child development: a cross-cultural reader; N Scheper-Hughes and C Sargent (eds) 1998. *Small wars: the cultural politics of childhood*; KF Olwig and E Gullov (eds) 2003. *Children's Places: Cross-cultural perspectives*; D Durham and J Cole (eds) 2006. *Generations and globalization: youth, age and family in the new world economy*; M Liebel. 2004. *A will of their own: cross cultural perspectives on working children*; V Amit-Talai and H Wulff (eds) 1995. *Youth cultures: a cross-cultural perspective*; A James. 1993. *Childhood identities: self and social relationships in the experience of the child*; J Boyden and J de Berry (eds) 2004. *Children and youth on the frontline: ethnography, armed conflict and displacement*; BA Levinson, DE Foley and DC Holland (eds) 1996. *The cultural production of the educated person: critical ethnographies of schooling and local practice*; H Montgomery. 2009. *An introduction to childhood: anthropological perspectives on children's lives*.

Assessment: Essay (100%, 3000 words) in the ST.

AN245 Half Unit

Borders and Boundaries: Ethnographic Approaches

This information is for the 2020/21 session.

Teacher responsible: Prof Mathijs Pelkmans OLD 5.08

Availability: This course is available on the BA in Anthropology and Law, BA in Social Anthropology, BSc in Social Anthropology, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: How do territorial borders influence human behaviour and thinking, and how, in turn, do people create, manage, and manipulate such borders? These questions have become pressing with the intensification and politicisation of global interconnectedness. While a few decades ago the tearing down of the Berlin Wall seemed to herald a border-less world, today's loudest politicians promise to create "huge, great, great, beautiful walls." This course studies the numerous tensions accompanying global interconnectedness. Why is it so difficult to make borders impermeable? How do smuggling networks operate? What does the world look like from the perspective of undocumented

migrants? What are the effects of new border fortification technologies? What is it like to live in a gated community? Are people boundary-drawing creatures? Why do borders play a central role in images of utopia? Why is it silly yet productive to ask: where is the border between Europe and Asia? These and other questions will be discussed by situating ourselves ethnographically in the borderlands, potentially making us realise that "the frontier is all around us."

Teaching: 10 hours of lectures and 10 hours of classes in the MT. This year, some or all of this teaching will be delivered through a combination of virtual lectures, classes and online interactive activities. The contact hours listed above are the minimum expected.

This course has a reading week in Week 6 of MT.

Formative coursework: Students are expected to prepare discussion materials for presentation in the classes. Students will be expected to produce 1 essay in the MT.

Indicative reading:

- Andersson, R. (2014). *Illegality, Inc.: Clandestine migration and the business of bordering Europe*;
- Berdahl, D. (1999). *Where the world ended: Re-unification and identity in the German borderland*;
- Hastings, D., and T. Wilson (1999). *Borders: Frontiers of identity, nation and state*;
- Khosravi, S. (2010). 'Illegal' traveller: an auto-ethnography of borders;
- Low, S. (2004). *Behind the gates: Life, security, and the pursuit of happiness in fortress America*;
- Pelkmans, M. (2006). *Defending the border: identity, religion, and modernity in the Republic of Georgia*;
- Reeves, M. (2014). *Border work: spatial lives of the state in rural Central Asia*.

Assessment: Take-home assessment (100%) in the MT.

The take home exam will be held the week following the end of the MT.

AN247 Half Unit Not available in 2020/21

Anthropological Approaches to Questions of Being

This information is for the 2020/21 session.

Teacher responsible: Dr Michael Scott OLD 6.16

Availability: This course is available on the BA in Anthropology and Law, BA in Social Anthropology, BSc in Social Anthropology, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: In Western thought, the study of the nature of being itself (Greek *ontos*), including theories about how things come into being and how they are related to one another, is known as ontology. Building on, but broadening the scope of this Western tradition, the growing anthropological literature on questions of being seeks to convey ethnographically and conceptualize theoretically the many different ontologies, or lived realities, that shape social practices in diverse historical, geographic, and cultural contexts. This literature also urges us to reconsider reflexively what anthropology is, does, and might become.

Twenty-first century anthropology has seen an 'ontological turn' or 'turns', or more broadly, the emergence of anthropologies of ontology. Increasingly, a variety of anthropological discourses invoking the concept of ontology have come into dialogue, yet ontology-oriented approaches remain diverse. Over the past decade, these discourses have been sites of divisive debate, strong contestation, pointed polemic, and at times personal critique. While this has generated a lot of interest, arguably these debates have created more heat than light. In the wake of these debates, and

keeping them in view, this course aims to illuminate current work around ontology by reading three recent and influential books, each of which takes a distinctive anthropological approach to questions of being.

Morten Axel Pedersen's ethnography, *Not Quite Shamans* (2011), explores spirits, shamans – or the relative lack of shamans – and postsocialism among the Darhad people of northern Mongolia. Pedersen focuses on the ontological uncertainties that can attend sweeping social transformations; in so doing, he challenges us to rethink the assumptions about being that inform mainstream anthropological analyses.

Marisol de la Cadena's ethnography, *Earth Beings* (2015), offers a person-centred, conversation-driven account of people, place, and indigenous cosmopolitics in the Andes. De la Cadena engages with the Quechua people's political struggles in ways that prompts us to question modernity's dominant nature/human dualism. Giving us access to a context where mountains are wilful actors, she invites us to reconceptualize politics as ontological disagreement.

Stuart McLean's book, *Fictionalizing Anthropology* (2017), develops a comparative approach to anthropology by juxtaposing diverse folkloric, historical, literary, and ethnographic accounts – primarily from the North Atlantic. McLean seeks to persuade us that storytelling is a mode of 'ontological poesis'; it does not simply reflect – or even reflect on – aspects of the world as given; it participates in the very making of worlds. In the same way, he suggests, the stories anthropologists tell and the comparisons they make may be ontologically generative, part of the becoming of new possibilities for human and other-than-human being.

These three works – focused on very different contexts, using very different modes of research, and written in very different styles – introduce students to the central questions, dynamics, and debates that constitute anthropological approaches to questions of being.

Teaching: 10 hours of lectures and 10 hours of classes in the MT.

There will be a reading week in Week 6 of the LT.

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

Indicative reading: Morten Axel Pedersen, *Not Quite Shamans: Spirit Worlds and Political Lives in Northern Mongolia* (2011); Marisol de la Cadena, *Earth Beings: Ecologies of Practice across Andean Worlds* (2015); Stuart McLean, *Fictionalizing Anthropology: Encounters and Fabulations at the Edges of the Human* (2017).

Assessment: Essay (100%, 3000 words) in the LT.

AN250 Half Unit Not available in 2020/21

The Anthropology of South Asia

This information is for the 2020/21 session.

Teacher responsible: Dr Mukulika Banerjee OLD 5.09

Availability: This course is available on the BA in Anthropology and Law, BA in Social Anthropology, BSc in Social Anthropology, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: You are required to be enrolled in a degree programme at LSE in which you are trained to write essays and read qualitative research. You may be asked to submit written work to determine your ability for this course.

Course content: This course will aim to address issues of citizenship, inequality and social justice, religious faith and practices, migration and labour and consumption patterns in rural and urban South Asia. The course will cover both classic and current literature and weekly sessions will be organised thematically. We will start by looking at the history of South Asia's democracies and consider the challenges posed to them. South Asia is an ideal setting to examine many paradoxes that exist elsewhere - alongside some of the highest rates of economic

growth there is growing inequality, there is a growing middle class but high rates of precarious poverty, the countries remain largely rural yet they will hold the largest urban population in the world in less than ten years and so on. In order to understand these paradoxes, it is essential that issues of macro economic policy, social inequality, infrastructural development, political mobilisation and popular culture, mobilisation along religious lines in each country and the rise of the 'threatened majorities' that behave like minority populations - be examined in greater detail. Using a rich body of anthropological research on South Asia, this course will examine several of these issues and more in this course. The literature on India is the largest available but every attempt will be made to cover the anthropological literature on Pakistan, Nepal, Sri Lanka and Bangladesh alongside.

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

Attendance at film screenings will be an essential element in the course and will be scheduled on a weekday evening (3 hours) at the start of term. One revision session in ST. There will be a reading week in Week 6 of the LT.

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

Indicative reading: Please read at least TWO of the following background readings before the start of the course and certainly by the end of the second week of the course: Sunil Khilnani, *The Idea of India*; Ramachandra Guha, *India After Gandhi*; Corbridge, S. and Harris, J. 2000, *Reinventing India: Liberalization, Hindu Politics and Popular Democracy*. London: Polity Press; Rana Dasgupta *Capital*.

Fiction: Vikram Seth, *A Suitable Boy*; Rohinton Mistry, *A Fine Balance*. You will be required to present your thoughts on the background readings you have done in Week 2 class/seminar.

Assessment: Take-home assessment (100%) in the LT.

The take home exam will be held the week following the end of the LT.

AN252 Half Unit Not available in 2020/21

Anthropological Approaches to Value

This information is for the 2020/21 session.

Teacher responsible:

Professor David Graeber OLD.6.10

Availability: This course is available on the BA in Anthropology and Law, BA in Social Anthropology, BSc in Social Anthropology, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: In this course we will first take stock of the current anthropological theories of value in contemporary anthropology. After a critical appraisal of such theories, we will explore what an anthropological theory of value might actually look like. After a brief exploration of Kluckhohn's "values project", the formalist-substantivist arguments, and debates about the nature of the social role of money, up to the recent neoliberal resurgence in anthropological theory, we'll be looking at the contrasting legacies of Karl Marx and Marcel Mauss. Looking at these as two very different approaches to many of the same problems will provide enormous opportunities for creative synthesis. The course will include some fairly extended case studies (of Tiv fetishism, wampum, and anthropological studies of consumption), to investigate how useful all this theory can actually be in throwing new light on familiar problems.

Teaching: 15 hours of lectures and 10 hours of classes in the MT. This course has a reading week in Week 6 of MT.

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

Students registered for Anthropology degrees may submit formative tutorial essays on the course content and receive

feedback from their academic advisors. Students who are not registered for Anthropology degrees will be given the option of submitting essays to the course teacher and receiving feedback on them.

Indicative reading: Graeber, D. (2001) *Toward an Anthropological Theory of Value: The False Coin of Our Own Dreams*.

Graeber, D. (2011) *Debt: The First Five Thousand Years*. Godbout,

J. & Caillé, A. (1998) *The World of the Gift*. De Angelis, M. (2007)

The Beginning of History: Value Struggles and Global Capitalism.

Appadurai, A. (2013) *The Future as Cultural Fact: Essays in*

the Global Condition. Turner, T. (1984) "Value, production and

exploitation in simple non-capitalist societies". Munn, N. (1986)

The fame of Gawa: A symbolic study of value transformation in a

Massim (Papua New Guinea) society

Assessment: Take-home assessment (100%) in the MT.

The take home exam will be held the week following the end of the MT.

AN256 Half Unit

Economic Anthropology (1): Production and Exchange

This information is for the 2020/21 session.

Teacher responsible: Dr Alpa Shah OLD 6.17A

Availability: This course is compulsory on the BA in Social Anthropology and BSc in Social Anthropology. This course is available on the BA in Anthropology and Law, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: What is the economy? We will explore how the history of capitalism has been inextricably tied to producing an idea of the economy as a distinctive domain of life and how anthropologists have persistently challenged this understanding, showing how economic life is inextricably tied to religion, politics and kinship, for instance. We will show the radical possibilities of social relations that anthropologists have offered by studying communities that appear to be 'the original affluent society', seemingly not affected by capitalist societies, or incorporated on their own terms. At the same time, we will examine the impact of capitalism and the inequalities it has brought on diverse people around the world, looking at the role of colonialism and empire, industrialisation and neoliberalisation, which includes regimes of production, accumulation and dispossession. Central to our examination will be understanding processes and experiences of exploitation, oppression and domination. We will unveil the invisible work of the many that is never valued but gets hidden in precarity, by migration regimes and within households. We will highlight the ways in which gender, race, ethnicity, caste and class need to be central to any analysis of the economy. At all times, we will look for people's creative responses to the situations they find themselves in, whether it is through acquiescence, reincorporation, religious conversion, weapons of the weak or outright rejection and revolt.

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

This year, some or all of this teaching will be delivered through a combination of virtual lectures, classes and online interactive activities. The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of MT.

Formative coursework: Students will be expected to produce 1 piece of coursework in the MT.

Indicative reading: **A few ethnographies to whet your appetite:**

Bronislaw Malinowski (1964) *Argonauts of the Western Pacific*;

Marshall Sahlins (1974) *Stone Age Economics*; Marcel Mauss

(1990 [1925]). *The Gift: the form and reason for exchange in*

archaic societies; Sidney Mintz (1985) *Sweetness and Power*:

The Place of Sugar in Modern History; June Nash (1979) *We Eat the Mines and the Mines Eat Us: dependency and exploitation in Bolivia's tin mines*; Michael Taussig (1980) *The Devil and Commodity Fetishism in South America*; Jonathan Parry (2020) *Classes of Labour in a Central Indian Steel Town*; Maria Mies (1982) *The Lace Makers of Narsapur: Indian Housewives produce for the World Market*; Carol Stack (1974) *All Our Kin*; Claude Meillassoux (1981) *Maidens, Meat and Money: capitalism and the domestic community*; Jan Breman (1974) *Patronage and Exploitation: changing agrarian relations in South Gujarat India*; Alpa Shah, Jens Lerche, Richard Axelby, Brendan Donegan, Dale Benbabaali, Jayaseelan Raj and Vikramaditya Thakur (2018) *Ground Down by Growth: Tribe, Caste, Class and Inequality in 21st Century India*; Tania Murray Li (2014) *Land's End: Capitalist Relations on the Indigenous Frontier*.

A few general overview texts: James G. Carrier and Don Kalb (eds) (2015) *Anthropologies of Class: Power, Practice, and Inequality*; Richard Wilk and Lisa Cliggett (1996) *Economics and Cultures: Foundations of Economic Anthropology*; James Carrier (ed) (2005) *A Handbook of Economic Anthropology*

Other general introductory texts: Stephen Gudeman (2001) *The Anthropology of Economy*; Chris Hann and Keith Hart (2011) *Economic Anthropology*; Susana Narotzky (1997) *New Directions in Economic Anthropology*; Jonathan Parry and Maurice Bloch (Eds) (1989) *Money and the Morality of Exchange*; Stuart Plattner (ed) (1989) *Economic Anthropology*; James Carrier (2019) *A Research Agenda for Economic Anthropology*.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

AN269 Half Unit Not available in 2020/21

The Anthropology of Amazonia

This information is for the 2020/21 session.

Teacher responsible: Dr Harry Walker OLD 5.06B

Availability: This course is available on the BA in Anthropology and Law, BA in Social Anthropology, BSc in Social Anthropology, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Unless granted an exemption by the course teacher, students taking this course should have completed an introductory course in anthropology.

Course content: The course will introduce students to selected themes in the anthropology of Amazonia. It will provide a grounding in the ethnographic literature of the region while seeking to engage with current theoretical debates, highlighting their potential importance to the discipline of anthropology. Topics to be covered include history, indigenous social movements; sexuality and gender; trade and inter-ethnic relations; politics and power; illness, well-being and death. Students will be encouraged to reflect on the broader relationship between ethnography and theory, to challenge common stereotypes of Amazonia and its inhabitants, and to explore ways in which the region has inscribed itself on the imagination of anthropologists and laypersons alike.

Teaching: 10 hours of lectures and 10 hours of classes in the MT. This course has a reading week in Week 6 of MT.

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

Indicative reading: Clastres, Pierre. 1987. *Society Against the State: Essays in Political Anthropology*.

Overing, Joanna. & Alan Passes (eds). 2000. *The Anthropology of Love and Anger: The Aesthetics of Conviviality in Native Amazonia*. Walker, Harry. 2012. *Under a Watchful Eye: Self, Power and Intimacy in Amazonia*. Descola, Philippe. 1994. *In the Society*

of Nature: A Native Ecology in Amazonia. Gow, Peter. 2002. *An Amazonian Myth and its History*. Fisher, William H. 2000. *Rainforest Exchanges: Industry and Community on an Amazonian Frontier*. Seeger, Anthony. 2004. *Why Suyá Sing: A Musical Anthropology of an Amazonian People*. Gregor, Thomas. 1985. *Anxious Pleasures: The Sexual Lives of an Amazonian People*. Lévi-Strauss, Claude. 1984. *Tristes Tropiques*. Conklin, Beth. 2001. *Consuming Grief: Compassionate Cannibalism in an Amazonian Society*.

Assessment: Take-home assessment (100%) in the MT.

The take home exam will be held the week following the end of the MT.

AN275 Half Unit Not available in 2020/21

The Anthropology of Revolution

This information is for the 2020/21 session.

Teacher responsible: Dr Alpa Shah OLD 6.17A

Availability: This course is available on the BA in Anthropology and Law, BA in Social Anthropology, BSc in Social Anthropology, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Optional for BA/BSc Social Anthropology and BA Anthropology and Law. Also available to students on other degree programmes as an outside option, and to General Course students.

Pre-requisites: Unless granted an exemption by the course teacher, students taking this course should have completed an introductory course in anthropology (AN100 Introduction to Social Anthropology).

Course content: This course will focus on the study of revolution from an anthropological perspective. It will concentrate on three different types of revolutionary struggle, in three different continents, through three different types of ethnographies: the Zapatista indigenous movement in Mexico, the Zimbabwean anti-colonial struggle, and the Maoist movement in South Asia. In each case, students will be encouraged to critically consider the varying degrees of involvement of the anthropologist in the movements concerned, the theoretical premises of the anthropologists and how these affect the politics and ethics of writing. In this process, students will deepen their understandings of the theoretical debates around production and reproduction, social transformation, religion and secularism, activism and anthropology, and violence and ethics in radical social change. The course will demonstrate that although anthropologists were once criticised for 'missing the revolution' on their doorstep, in fact their long term engagement with communities who come to be affected by revolutionary struggles has much to offer to the theoretical and practical work of radical social transformation.

Teaching: 6 hours of lectures, 6 hours of classes and 8 hours of workshops in the LT.

This course has a reading week in Week 6 of LT.

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

Indicative reading: This course will be based on the close reading of the following three ethnographic monographs: Earle, Duncan, & Simonelli, Jeanne. (2005). *Uprising of Hope: Sharing the Zapatista Journey to Alternative Development*. Walnut Creek: Altamira Press. Lan, David. (1985). *Guns and Rain: guerrillas and spirit mediums in Zimbabwe*. Berkeley: University of California Press. Shah, Alpa (2018) *Nightmarch: Among India's Revolutionary Guerillas*. London: Hurst Publishers

Assessment: Take-home assessment (100%) in the LT.

The take home exam will be held the week following the end of the LT.

AN276 Half Unit Not available in 2020/21**Anthropology and the Anthropocene****This information is for the 2020/21 session.****Teacher responsible:** Dr Gisa Weszkalnys

Availability: This course is available on the BA in Anthropology and Law, BA in Social Anthropology, BSc in Social Anthropology, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: In August 2016, scientists participating in the Anthropocene Working Group put forward an official recommendation to rename our present time interval 'the Anthropocene'. It postulates that humans now exert recognisable influences on the earth's bio- and geophysical systems sufficient to warrant the naming of a distinct geological epoch encompassing the earth's present, recent past, and indefinite future. The Anthropocene thus echoes contemporary anxieties about climate change, the deterioration of global ecologies, and other environmental crises on unprecedented scales, as well as humans' capacity to devise adequate solutions to the problems they face. The scholarly and popular debate on the Anthropocene has exploded in recent years, with anthropologists contributing both theoretical and important ethnographic insight into how people apprehend and deal with the repercussions of anthropogenic environmental change. It now seems that the continued successful existence of humanity on this planet will require us to live differently both with each other and with the earth: 'We will go onwards in a different mode of humanity or not at all' (Val Plumwood 2007). In this course, we will approach the Anthropocene as a contested category, with evident political and ethical implications. We will begin by examining the dramatic changes in the relationship between humans and their natural environments brought about by industrialisation, specifically, the increased exploitation of natural resources as well as the production and use of fossil fuels on a large scale. We will attend to the practices and cosmologies of people who in their everyday lives – for example, by digging, polluting, and wasting – participate in the work of anthropogenic alterations, drawing on case studies from across the world. We will consider alternative labels, such as the Capitalocene, Plantationocene, Plasticene, Eurocene, Misanthropocene, and Neologocene, each of which tells a different origin story for what Donna Haraway has called 'the trouble'. However, we then move to ask whether the Anthropocene might be less a marker of an epochal transformation than a signal of a profound anti-political shift in discussions about the future of the planet. We will inspect the scientific and non-scientific controversies the Anthropocene has provoked, and the particular forms of power, authority, reason, imagination, and subjectivity it has generated. Students will be expected to engage with a variety of resources, including online publications, blogs, documentary and feature films, and other media, and an emergent interdisciplinary literature, spanning the social and natural sciences, which we will read in relation to a more long-standing engagement with the environment within the anthropological discipline. This will lead us to interrogate established binaries of human/nonhuman, subject/object, and nature/culture, and, significantly, to ask about the critical valence of anthropologists' enquiry into the 'anthropos' for an age so profoundly shaped by humans. What methods and modes of analysis are required to comprehend the diverse human/non-human interactions and seemingly incommensurable scales that the Anthropocene invokes? What types of collaboration, knowledge, and mutual care does an anthropocenic outlook make possible? How can we anchor the manifold theoretical proposals that have been put forward not just in ethnographic examples but also in own 'experiments for living'?

Teaching: 7 hours of lectures, 7 hours of classes, 6 hours of classes and 4 hours of workshops in the LT.

The course is comprised of three cycles of three weeks plus an additional, concluding week. Each cycle consists of two weeks taught in the traditional lecture/class format, and a third week with a two-hour class bringing together the entire course cohort. While the one-hour classes will focus on core readings set by the lecturer, the two-hour class will, in addition, offer space for viewing other resources (films, online material), discussing students independently researched material, student presentations, etc.

Formative coursework: Students will be expected to produce 1 essay, 1 presentation and 6 other pieces of coursework in the LT.

Indicative reading: J. Cruikshank (2005) *Do Glaciers Listen? Local Knowledge, Colonial Encounters, and Social Imagination*. D. Haraway (2016) *Staying with the Trouble: Making Kin in the Chthulucene*. E. Kohn (2013) *How Forests Think: Toward an Anthropology beyond the Human*. D. McDermott Hughes (2017) *Energy without Conscience: Oil, Climate Change, and Complicity*. N.C. Kawa (2016) *Amazonia in the Anthropocene: People, Soils, Plants, Forests*. R. Scranton (2015) *Learning to Die in the Anthropocene: Reflections on the End of a Civilization*. Strauss et al. (2013) *Cultures of Energy: Anthropological Perspectives on Powering the Planet*. A. Tsing (2015) *The Mushroom at the End of the World: On the Possibility of Life in Capitalist Ruins*.

Assessment: Essay (100%, 4000 words) in the LT. Essay (3500-4000 words)

AN277 Half Unit**Topics in the Anthropology of sub-Saharan Africa****This information is for the 2020/21 session.****Teacher responsible:** Prof Karin Barber and Dr Leo Hopkinson

Availability: This course is available on the BA in Anthropology and Law, BA in Social Anthropology, BSc in Social Anthropology, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

In deciding whether to admit students from the General Course and/or other departments, consideration will be given to preliminary/general training in anthropology and/or cognate social science disciplines.

Pre-requisites: Students must have completed Introduction to Social Anthropology (AN100) and Ethnography and Theory: Selected Texts (AN101).

It is preferred that students will normally have done preliminary/first-year courses in Anthropology as noted above, but there is some flexibility (eg in the case of General Course students). Students should consult the course lecturer.

Course content: This course gives students a critical understanding of ethnographic and theoretical writing on sub-Saharan Africa. Grounded in some classic debates around tradition and modernity (kinship-based politics vs states; studies on occult knowledge vs rationally-oriented political economy approaches; relationality and communality vs developmentally-oriented progress; 'objective' class vs forms of identification such as tribe or race), it explores questions about how the sub-continent's societies orient themselves, and respond to new precarities, in a postcolonial and neoliberal age. How are changing urban realities experienced and expressed in popular culture? How are the politics of land and belonging being reshaped? Do youth have a future of work in post-industrial Africa - and what new gender identities are they developing? Are there specifically African forms of knowledge? What is postcolonial about the 'postcolony'? Is Europe 'evolving towards Africa', as has been maintained?

Teaching: 10 hours of lectures and 10 hours of classes in the LT. This year, some or all of this teaching will be delivered through a combination of virtual lectures, classes and online interactive

activities. The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of LT.

Formative coursework: Students will be expected to produce 1 piece of coursework in the LT.

Students will be asked to write one formative review during term time, to be evaluated by and discussed with the course lecturer. The formative review will allow for students' individuality and expression and allow them to bring their own interest in current debates into interplay with course materials.

Indicative reading: Adebawale, Wale. 2017. *The Political Economy of Everyday Life in Africa: Beyond the Margins*. Oxford: James Currey. Comaroff, J and JL. 2012. *Theory from the South or, How Euro-America is Evolving Toward Africa* *Anthropological Forum* 22 (2). Englund, Harri. 2006. *Prisoners of Freedom. Human Rights and the African Poor*. Berkeley: UC Press. Geschiere, Peter. 2013. *Witchcraft, Intimacy and Trust: Africa in comparison*. Chicago: University of Chicago Press. Guyer, Jane. 2014. *Marginal Gains: monetary transactions in Atlantic Africa*. Chicago: University of Chicago Press. Mbembe, A. 2001. *On the Postcolony*. Berkeley, University of California Press. Moore, H. L. 2013. *Still life: hopes, desires and satisfactions*. London, John Wiley & Sons. Piot, Charles 1999. *Remotely Global: village modernity in West Africa*. Chicago: University of Chicago Press.

Assessment: Take-home assessment (100%) in the LT. The take home exam will be held the week following the end of the LT.

AN278 Half Unit Not available in 2020/21 Anthropology and Global History

This information is for the 2020/21 session.

Teacher responsible: Prof David Graeber OLD 6.10

Availability: This course is available on the BA in Anthropology and Law, BA in Social Anthropology, BSc in Social Anthropology, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course is about what anthropology can tell us about history and also, what a knowledge of history and historical context and process can tell us about particular ethnographic case studies. The first half of the course largely covers broad questions of global history, beginning with the surprising history of the birth of evolutionism in the Enlightenment and covering such classic issues as divine kingship, money and cycles of economic history, and the concept of "civilization" itself, to demonstrate what anthropological understandings can bring to bear on the broad sweep of human history. Over the course of this discussion various debates on the nature of history itself will be considered, ranging from infra structuralist Marxism and Autonomist class-struggle oriented Marxian approaches, world-systems analysis, culturalist approaches, and theories of narrative agency.

The second half applies these tools to the existing literature on the Nuer, Balinese and Malagasy (both Caribbean pirates and their interactions with Malagasy in the 18th century, and present-day Malagasy villagers) approaching a series of classic anthropological case studies from a broader historic point of view. Historiographical debates over the role of narrative and interpretation take life here as we examine how political action largely consists of action designed to be narrativised by others; mainstream, economic theories of historical action are found inadequate to explain the long-term gender dynamics that lie behind the creation of these apparently free-standing events. All this poses a set of conceptual challenges: what is an event? What is historical agency? What is the relation of cosmological conceptions, or narrative structures, to historical process? Must historical accounts always take a mythic form? Having begun by arguing Enlightenment forms of knowledge are really an

appropriation of and reaction to non-Western ideas, it ends by examining a current non-Western political struggle - the Kurdish freedom movement - engaged in an explicit attempt to decolonize, recapture, and reformulate these terms; a project in which the rewriting of history on a world scale is seen as fundamental to transformative action.

Teaching: 15 hours of lectures and 10 hours of classes in the MT.

This year, some or all of this teaching will be delivered through a combination of virtual lectures, classes and online interactive activities. The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of MT.

Formative coursework: Students will be expected to produce one essay in the MT.

Indicative reading: Graeber, David. 2011. *Debt the First Five Thousand Years*. Melville House. Graeber, David, and Marshall Sahlins. 2016. *On Kings*. University of Chicago Press. Sahlins, Marshall. 1988. "Cosmologies of Capitalism. the Trans-Pacific Sector of 'The World System'" in *Proceedings of the British Academy*. Kandiaronk. 2001. *Are you delusional? Kandiaronk on Christianity*. Wengrow, David, and David Graeber. 2005. "Farewell to the Childhood of Man: Ritual, Seasonality, and the Origins of Inequality." Graeber, David. 2006. *Lost People: Magic and the Legacy of Slavery in Central Madagascar*. Johnson, Douglas. 1979. "Colonial Policy and Prophets: the 'Nuer Settlement,' 1929-30." Geertz, Clifford. 1989. *Negara: The Theatre State in Nineteenth Century Bali*. Şöcalan, Abdullah. 2015. *Manifesto for a democratic Civilization: The Age of Masked Gods and Disguised Kings*. Abu-Lughod, Janet. 1989. *Before European Hegemony: the World System 1250-1350*.

Assessment: Coursework (100%, 3000 words) in the LT.

AN280 Half Unit Not available in 2020/21 Public Anthropology

This information is for the 2020/21 session.

Teacher responsible: Dr Andrea Pia

Availability: This course is available on the BA in Anthropology and Law, BA in Social Anthropology, BSc in Social Anthropology, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

In deciding whether to admit students from the General Course and/or other departments, consideration will be given to preliminary/general training in anthropology and/or cognate social science disciplines.

Pre-requisites: Students must have completed Introduction to Social Anthropology (AN100) and Ethnography and Theory: Selected Texts (AN101).

It is preferred that students will normally have done preliminary/first-year courses in Anthropology as noted above, but there is some flexibility (e.g. in the case of General Course students). Students should consult the course lecturer.

Course content: What and how does anthropology contribute to public life? Do anthropologists have a responsibility to meaningfully contribute to communities beyond the academy that make the study of anthropology possible? This module explores the challenges, difficulties, and stakes of having ethnographic research encounter various publics, ranging from journalists, legal experts, and policymakers to activist groups, local populations, and other scholars. Students of this module engage critically with a variety of media (books, newspaper articles, documentaries, podcasts, social platforms and interactive digital tools) with a view of analysing the ways in which anthropological ideas are conveyed to broader audiences, reflecting on how to improve their representation and effectiveness, and proposing new ways of disseminating these ideas to different publics.

Teaching: 6 hours of lectures, 3 hours of seminars, 8 hours of classes and 12 hours of workshops in the LT.

The course is divided into ten weeks, consisting of a combination of lectures/movie workshops/classes. Each week students read excerpts from selected ethnographic texts across geographical areas that have spurred public interest for the sensitiveness of their subject matter or the questionability of their research ethics. Workshops introduce students to the public buzzes generated by these studies and ask them to reflect on the politics and situatedness of ethnographic research and on the relatability of its findings. In some of the seminars a 'local expert' will be present to serve as a resource in the discussion of the issues.

The focus of this module is on the relationship between anthropological theory, the power fields in which it is inserted and its diverse publics. The types of questions this module address are both of critical and applied nature: to what extent can ethnographic studies of the food production system, waste management and water and energy provisions make global social infrastructures fairer? To what extent structure/agency debates in anthropology (and cognate disciplines) may move public perceptions of criminality and marginality towards more sympathetic positions? How effective have ethnographic-based critiques of trickle-down economics and social mobility really been, and why? How can anthropological accounts of systemic inequality take root into public representations of otherness?

The course ends by examining recent anthropological proposals within academia for a more vocal and engaged anthropology. It asks student to critically reflect on whether the discipline's colonial past may still weigh on today's attempts at engaging new publics. What disciplinary benchmarks of successful engagement should anthropologists set up for their own scholarship?

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

Students will have the opportunity to write a (unmarked) formative essay on a 'public issue' of their choosing (in week 5) and will be invited to discuss feedback during office hours.

Indicative reading: Low, Setha and Sally Engle Merry 2010. *Engaged Anthropology: Diversity and Dilemmas*, *Current Anthropology* 51(2): S203-226. Sanford, Victoria and Asale Angel-Ajani 2006. *Engaged Observer: Anthropology, Advocacy, and Activism*. Rutgers. Scheper-Hughes, Nancy 2009. *Making anthropology public*. *Anthropology Today* 25(3): 1-3. Beck, Sam and Carl Maida 2015. *Public Anthropology in a Borderless World*. Berghahn Books. Fassin, Didier 2017. *If Truth Be Told: The Politics of Public Ethnography*. Duke University Press. Borofsky, Rob. 2005. *Yanomami: The Fierce Controversy and What We Can Learn from It*. University of California Press. Pachirat, Timothy 2013. *Every Twelve Seconds: Industrialized Slaughter and the Politics of Sight*. Yale University Press. Lora-Wainwright, Anna 2017. *Resigned Activism: Living with Pollution in Rural China*. MIT Press. Powell, Dana 2018. *Landscapes of Power: Politics of Energy in the Navajo Nation*. Duke University Press. Von Schnitzler, Antina 2016. *Democracy's Infrastructure: Techno-Politics and Protest after Apartheid*. Princeton University Press. Goffman, Alice 2014. *On the Run: Fugitive Life in an American City*. University of Chicago Press. Fassin, Didier 2013. *Enforcing Order: An ethnography of Urban Policing*. Blackwell's.

Assessment: Take-home assessment (100%).

The take-home exam asks students to answer, within 8 hours, one question from a set of synoptic questions which will cover all ten weeks of teaching. The take home exam will be submitted after the end of LT.

AN281 Half Unit Not available in 2020/21

Health and Welfare: Anthropological Perspectives

This information is for the 2020/21 session.

Teacher responsible: Dr Clara Devlieger OLD 6.08

Availability: This course is available on the BA in Anthropology

and Law, BA in Social Anthropology, BSc in Social Anthropology, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course will focus on the study of health and welfare from an anthropological perspective. The course departs from a focus on biomedicine, examining how anthropologists have analysed the individualising medical gaze and the consequences of biopolitics. We consider how understandings of illness, care and healing are socially defined in different socio-cultural contexts, paying attention to issues such as disease, old age, disability, and mental health. Such issues of health are increasingly shifting towards broader conceptions of 'well-being'. As we progress, therefore, we turn to examine how such ideas of health increasingly intersect with the policies and values of welfare, as the political management of well-being. Welfare is both a description of life, as well as a form of intervention that aims to improve those lives. We therefore consider how ethnographic approaches to redistributive work touch on issues concerned with what it means to fare well and how that might be secured in a world defined by inequalities. Ethnographic case studies here may include ethnographies of austerity, dependency and sharing.

Teaching: 10 hours of lectures and 10 hours of classes in the LT. This course has a reading week in Week 6 of LT.

Formative coursework: Students will be expected to produce 1 presentation and 1 other piece of coursework in the LT.

Indicative reading: Corsín Jiménez, Alberto, ed. 2008. *Culture and Well-Being: Anthropological Approaches to Freedom and Political Ethics*. London; Ann Arbor, MI: Pluto Press. English-Lueck, J.A. 2010. *Being and Well-Being: Health and the Working Bodies of Silicon Valley*. Stanford University Press. Ferguson, James. 2013. "Cosmologies of Welfare." In *Radical egalitarianism: local realities, global relations*, edited by Felicity Aulino, Miriam Goheen and S. J. Tambiah, New York: Fordham University Press. Jasarevic, Larisa. 2017. *Health and Wealth on the Bosnian Market*. Indiana University Press. Langer, Susanne and Susanne Højlund. 2011. "An Anthropology of Welfare: Journeying Towards the Good Life." *Anthropology in Action* 18, no. 3 1–9. Livingston, Julie. 2005. *Debility and the Moral Imagination of Botswana*. Indianapolis, IN: Indiana University Press. Mathews, Gordon and Carolina Izquierdo, eds. 2009. *Pursuits of Happiness: Well-Being in Anthropological Perspective*. New York: Berghahn Books. Mattingly, Cheryl. 2014. *Moral Laboratories: Family Peril and the Struggle for a Good Life*. Oakland, CA: University of California Press. Song, Jesook. 2009. *South Koreans in the Debt Crisis: The Creation of a Neoliberal Welfare Society*. Durham, NC: Duke University Press. Widlok, Thomas. 2016. *Anthropology and the Economy of Sharing*. London: Routledge.

Assessment: Essay (100%, 3000 words) in the LT.

AN298 Half Unit

Research Methods in Social Anthropology

This information is for the 2020/21 session.

Teacher responsible: Dr Yazan Doughan

Availability: This course is compulsory on the BA in Social Anthropology, BSc in Social Anthropology and Exchange Programme for Students in Anthropology (Melbourne). This course is available on the BA in Anthropology and Law, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan) and Exchange Programme for Students in Anthropology (Tokyo). This course is not available as an outside option nor to General Course students.

Course content: The aim of this course is to guide and support students as they identify, execute and write-up their own ethnographic project. In parallel with their research activities, students will develop research skills for the collection, analysis

and representation of ethnographic data. The course will provide training in ethnographic observation, participation, listening, questioning, interviewing, analysing and writing. One session will be dedicated to discussing a range of ethical dilemmas that may emerge during the course of ethnographic research. Students will demonstrate their research skills by applying them to the research questions pursued in their ethnographic project. They will write a 4,500 to 5,000-word essay reporting on their research activities and findings.

Teaching: 1 hour of lectures in the MT. 20 hours of seminars in the LT. This year, some or all of this teaching will be delivered through a combination of virtual lectures, classes and online interactive activities. The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of LT.

Formative coursework: A short description of the student's proposed research project will be discussed in LT week 1 in a student-led workshop. Students will then produce a 1000-word report due between weeks 5 and 7, describing the progress made on the research, including a sample ethnographic description and an explanation of the methods used to date. Students will receive feedback on the report within two weeks of submission.

Indicative reading: Amit, Vered. *Constructing the Field: Ethnographic Fieldwork in the Contemporary World* (2003); DeWalt, K.M. & DeWalt, B.M *Participant Observation: A guide for fieldworkers* (2010); Bernard. H.R. *Research Methods in Anthropology*, 5th edition (2011).

Assessment: Essay (100%, 5000 words) in the ST.

AN301

The Anthropology of Religion

This information is for the 2020/21 session.

Teacher responsible: Dr Michael Scott OLD 6.16

Dr Yazan Doughan

Availability: This course is compulsory on the BA in Social Anthropology and BSc in Social Anthropology. This course is available on the BA in Anthropology and Law, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is not available as an outside option. This course is available with permission to General Course students.

Pre-requisites: Students should have a substantial background in Social Anthropology.

Course content: This course covers current approaches to and reconsiderations of classic topics in the anthropology of religion, such as: myth, ritual, belief and doubt, supernatural experience, ethical self-cultivation, asceticism, sacrifice, authority and charisma. In the Michaelmas term, students will be introduced to debates concerning the ways in which 'religion' is said to influence or shape personal experience and collective public life in both western and non-western contexts. Students will explore some of the key concepts that inform contemporary understandings of religion as a force in the world, the history of these concepts, how they enter into various political and ethical projects, and the extent to which they predefine 'religion' as an object of anthropological study. Specific areas of focus may include: the relationship between 'religion' and 'secularism'; conceptions of 'religious freedom'; conversion; inter-religious conflict; the ethnography of religious minorities; the anthropology of religious movements; and the comparative anthropology of 'religions'. In the Lent term, students will be asked to rethink the category of 'religion' entirely and its role in anthropological analysis. Topics facilitating this project may include: shamanism, cargo cults, initiation, witchcraft and sorcery, cosmology, and human-nonhuman relations, primarily with reference to ongoing transformations of the indigenous traditions of Melanesia, Africa, Amazonia, Australia, and the circumpolar north. Recurring themes will be: transformations in the definition of 'religion' in relation to 'science'; the nature of rationality;

and the extent to which anthropology itself can be either – or both – a religious and a scientific quest to experience the wonder of unknown otherness.

Teaching: 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT.

This year, some or all of this teaching will be delivered through a combination of virtual lectures, classes and online interactive activities. The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of the MT and LT.

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

Indicative reading: Talal Asad 2009, *Genealogies of Religion: Discipline and Reasons of Power in Christianity and Islam*; Tomoko Masuzawa 2005, *The Invention of World Religions: Or, How European Universalism Was Preserved in the Language of Pluralism*; Hussein A. Agrama 2012, *Questioning Secularism: Islam, Sovereignty, and the Rule of Law in Modern Egypt*; Mayanthi Fernando 2014, *The Republic Unsettled: Muslim French and the Contradictions of Secularism*; Webb Keane 2007, *Christian Moderns: Freedom and Fetish in the Mission Encounter*; W. F. Sullivan, E. S. Hurd, et al. (eds.) 2015, *Politics of Religious Freedom*; Courtney Bender 2010, *The New Metaphysicals: Spirituality and the American Religious Imagination*; Leigh Eric Schmidt 2000, *Hearing Things: Religion, Illusion, and the American Enlightenment*; S. J. Tambiah 1992, *Buddhism Betrayed?: Religion, Politics, and Violence in Sri Lanka*; A. Abramson and M. Holbraad (eds.) 2014, *Framing Cosmologies: The Anthropology of Worlds*; G. Bateson and M. C. Bateson 1987, *Angels Fear: Towards an Epistemology of the Sacred*; B. Kapferer (ed.) 2002, *Beyond Rationalism: Rethinking Magic, Witchcraft and Sorcery*; L. Lévy-Bruhl 1926, *How Natives Think*; P. Ingman, T. Utrianinen, et al. (eds.) 2016, *The Relational Dynamics of Enchantment and Sacralization: Changing the Terms of the Religion Versus Secularity Debate*; D. C. Posthumus 2018, *All My Relatives: Exploring Lakota Ontology, Belief, and Ritual*; H. Whitehouse and J. Laidlaw (eds.) 2007, *Religion, Anthropology, and Cognitive Science*; R. Willerslev 2007, *Soul Hunters: Hunting, Animism, and Personhood among the Siberian Yukaghirs*; D. E. Young and J-G. Goulet (eds.) 1994, *Being Changed: The Anthropology of Extraordinary Experience*. Detailed reading lists provided at the start of each term.

Assessment: Essay (50%, 3500 words) in the LT.

Essay (50%, 3500 words) in the ST.

AN301GC Half Unit

The Anthropology of Religion (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Dr Michael Scott OLD 6.16

Availability: This course is available on the Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is not available as an outside option. This course is available with permission to General Course students.

This course is available with permission to General Course 'Spring Semester' students.

Course content: This course covers current approaches to and reconsiderations of classic topics in the anthropology of religion. Students will be asked to rethink the category of 'religion' entirely and its role in anthropological analysis. Topics facilitating this project may include: shamanism, cargo cults, initiation, witchcraft and sorcery, cosmology, and human-nonhuman relations, primarily with reference to ongoing transformations of the indigenous traditions of Melanesia, Africa, Amazonia, Australia, and the circumpolar north. Recurring themes will be: transformations in the definition of 'religion' in relation to 'science'; the nature of rationality; and the extent to which anthropology itself can be either – or both – a religious and a scientific quest to experience the wonder of

unknown otherness.

Teaching: 10 hours of lectures and 10 hours of classes in the LT. This year, some or all of this teaching will be delivered through a combination of virtual lectures, classes and online interactive activities. The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of LT.

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

Indicative reading: A. Abramson and M. Holbraad (eds.) 2014, *Framing Cosmologies: The Anthropology of Worlds*; G. Bateson and M. C. Bateson 1987, *Angels Fear: Towards an Epistemology of the Sacred*; B. Kapferer (ed.) 2002, *Beyond Rationalism: Rethinking Magic, Witchcraft and Sorcery*; L. Lévy-Bruhl 1926, *How Natives Think*; P. Ingman, T. Utrianinen, et al. (eds.) 2016, *The Relational Dynamics of Enchantment and Sacralization: Changing the Terms of the Religion Versus Secularity Debate*; D. C. Posthumus 2018, *All My Relatives: Exploring Lakota Ontology, Belief, and Ritual*; H. Whitehouse and J. Laidlaw (eds.) 2007, *Religion, Anthropology, and Cognitive Science*; R. Willerslev 2007, *Soul Hunters: Hunting, Animism, and Personhood among the Siberian Yukaghirs*; D. E. Young and J-G. Goulet (eds.) 1994, *Being Changed: The Anthropology of Extraordinary Experience*.

Detailed reading lists provided at the start of each term.

Assessment: Essay (100%, 3500 words) in the ST.

AN303 Half Unit

Advanced Theory of Social Anthropology

This information is for the 2020/21 session.

Teacher responsible: Dr Fenella Cannell

Availability: This course is compulsory on the BA in Social Anthropology and BSc in Social Anthropology. This course is available on the BA in Anthropology and Law, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is not available as an outside option. This course is available with permission to General Course students.

Places are limited and the course may only be suitable for external students in unusual cases. Any student who wishes to make an exceptional request to be considered should please contact the course teachers for advice on suitability and availability of places.

Pre-requisites: Students should have a substantial background in Social Anthropology.

Course content: The aim of this course is to train students to engage critically with classic and contemporary texts in the discipline, thereby deepening understandings of current trends and emerging debates. It will examine the theoretical implications of particular anthropological approaches by surveying their origins, their strengths and their critique. The course will take the form of lectures and classes conducted as an intensive reading group in which approximately three texts will be discussed and analysed in depth, along with supplementary reading material where appropriate. Students will be expected to develop their own critical responses to each text, as well as an appreciation of the context in which it was written and its contribution to relevant theoretical discussions and debates. Students taking this course will develop their capacity to meet the distinctive demands of reading and analysing longer (typically book-length) texts. This course offers a step towards graduate-level skills of independent work, and places emphasis on the active role of the students in identifying their own lines of analysis in relation to a set text.

Teaching: 4 hours of lectures and 18 hours of classes in the MT. Lectures provide a general introduction to the text and relevant issues or debates, which may include background and contextual issues, comparative materials (published, visual, primary text etc as appropriate) and in some instances debates about what is at stake in the different ways in which we learn to think and write.

This year, some or all of this teaching will be delivered through a combination of virtual lectures, classes and online interactive activities. The contact hours listed above are the minimum expected.

This course has a reading week in Week 6 in MT.

Indicative reading:

- Anna Lowenhaupt Tsing. *In the realm of the diamond queen*.
- Gillian Feeley-Harnik. Selection of articles, including chapters in S.Mckinnon and F. Cannell eds. (2013) *Vital Relations* and in S. Franklin and S.Mckinnon eds. (2001) *Relative Values*.
- Deirdre de la Cruz. *Mother figured: Marian apparitions and the making of a Filipino universal*.

Assessment: Coursework (100%, 3000 words) in the MT.

All students will produce a portfolio of position pieces (worth 100% of the total mark), to which they are expected to make a contribution after each of the three cycles. Portfolios will be assessed periodically throughout the term.

Students who submit fewer than two position pieces will receive a mark of zero for each missed assessment. The overall mark will be the average of the two position pieces with the highest grades, including any zeros for missed assessments.

Students who submit at least one position piece and fail the course and are not eligible to graduate will be expected to add to their portfolio at resit in order to achieve a pass. Students who do not submit any position pieces (0 out of 3), will be awarded a Zero Absent for the whole course and cannot be awarded the degree until they submit sufficient work at resit to complete the course. In addition to following the guidance that will be given in lectures and classes, students are welcome to come and discuss their summative coursework plans individually with the course teacher in office hours.

AN357 Half Unit

Economic Anthropology (2): Transformation and Globalisation

This information is for the 2020/21 session.

Teacher responsible: Prof Laura Bear OLD 6.07

Availability: This course is compulsory on the BA in Social Anthropology and BSc in Social Anthropology. This course is available on the BA in Anthropology and Law, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course explores the limits and potentials of contemporary global capitalism. We all know that we live in a global economy, but how has this come into being? What are its political, social and cultural consequences? Why is the global economy so volatile? How does it produce inequality for many and abundance for some? Is globalisation dead in an era of 'de-coupling' and populism? What might the futures of global capitalism be? Through the term we will answer these questions in relation to classic themes of production, social reproduction, circulation and consumption. However our theoretical approaches will be expanded to explore the emerging anthropology of: logistical power, the commodification of intimacy, algorithmic interactions, global branding, media spectacles, the security state, financialisation and speculation. Importantly the course will demonstrate that globalisation does not have a single logic nor is it a towering force. Instead, our focus on ethnography takes us inside the local processes through which the durable capture of accumulation and power are created. Significantly too we will be examining globalisation from the perspective of global elites, the middle classes and the precarious poor. By taking an anthropological approach to globalisation we will move away from

an economic or 'economistic' theory of capitalism. Instead we will see the significance of desire, kinship, affect, political dreams, ethics and culture to the intimate economy of capitalism. At the end of the course we will have a better understanding of recent global changes, but also a set of theoretical tools that can help us to rethink approaches to capitalism in general.

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

This year, some or all of this teaching will be delivered through a combination of virtual lectures, classes and online interactive activities. The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of LT.

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

Indicative reading: Yanagisako, S. and L. Rofel (2019) *Fabricating Transnational Capitalism: a collaborative ethnography of Italian-Chinese Global Fashion*, Duke University Press. Cowen D (2014) *The Deadly Life of Logistics: Mapping Violence in Global Trade*. Minneapolis: University of Minnesota Press. Dua, Jatin. (2019) *Captured at Sea: Piracy and Protection in the Indian Ocean*. University of California Press. Allison, A. (2009). *Nightwork: Sexuality, pleasure, and corporate masculinity in a Tokyo hostess club*. University of Chicago Press. C.Upadhyay (2015) *Re-engineering India: Work, Capital and Class in an Offshore Economy*, Oxford University Press. Amooore, Louise, and Volha Piotukh, eds. (2015) *Algorithmic life: Calculative devices in the age of big data*. Routledge. Nakassis, Constantine V. (2016) *Doing style: Youth and mass mediation in South India*. University of Chicago Press. Fillitz, Thomas, and Paul van der Grijp, eds.(2018) *An Anthropology of Contemporary Art: Practices, Markets, and Collectors*. Bloomsbury Publishing. Stout, N. (2019) *Dispossessed: how predatory bureaucracy foreclosed on the American Middle Class*. University of California Press. Maguire, Mark and Setha Low (2019) *Spaces of Security: Ethnographies of Securityscapes, Surveillance, and Control*. NYU Press. Zeynep Tufekci (2017) *Twitter and tear gas: The power and fragility of networked protest*. Yale University Press. Coleman, Gabriella (2014) *Hacker, hoaxer, whistleblower, spy: The many faces of Anonymous*. Verso books. Bear, Laura (2015) *Navigating Austerity: Currents of Debt Along a South Asian River*. Stanford University Press.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

AN397

Special Essay Paper in Social Anthropology

This information is for the 2020/21 session.

Teacher responsible: Dr Harry Walker and Dr Mukulika Banerjee

Availability: This course is compulsory on the BA in Social Anthropology and BSc in Social Anthropology. This course is not available as an outside option nor to General Course students.

Course content: The course gives students the opportunity to write an extended essay which addresses an anthropological theme of their own choosing. The extended essay should be based either on library-based research or on fieldwork-based research conducted on a topic that is suitable for anthropological analysis. Students should ensure that there is an adequate body of relevant literature available for analysis, and that the topic as defined is not unmanageably large.

There is no formal course content. Students will be expected to draw widely on their readings from other anthropology courses.

Teaching: 2 hours of lectures, 5 hours of lectures and 1 hour of seminars in the MT. 2 hours of lectures, 3 hours of seminars and 3 hours of workshops in the LT. 1 hour of lectures in the ST.

Guidance on dissertation research and writing will be given in a one-hour session in ST (to students finishing their 2nd year) and in the timetabled teaching in MT and LT (to students in their 3rd year). In addition to direction from their Academic Mentor in regular mentoring meetings across the year, the AM will suggest other members of staff for students to consult on the basis of the

proposed topic.

This year, some or all of this teaching will be delivered through a combination of virtual lectures, classes and online interactive activities. The contact hours listed above are the minimum expected.

Formative coursework: Following an introductory lecture and seminar, students will submit a Dissertation Topic form at the end of MT week 2 (using a template published on Moodle). They will then work with their academic mentor and through timetabled teaching. They will submit a Dissertation Title form at the end of MT week 8, a Dissertation Contents form at the end of LT week 2, and a 2,500-word extract at the end of LT week 8.

Indicative reading: There is no formal course content. Students will be expected to draw widely on their readings from other anthropology courses.

Assessment: Dissertation (100%, 9000 words) in the ST.

The essay is 9,000 words of main text, including footnotes and appendices but excluding bibliography. The essay should be typed, double spaced, and should follow the reference procedures of *The Journal of the Royal Anthropological Institute*. The essay must be handed in to the Anthropology Departmental Office by the date announced in the Department's Handbook, normally week 2 of ST.

EC100

Economics A

This information is for the 2020/21 session.

Teacher responsible: Prof Alan Manning 32L 2.36A

Dr L. Rachel Ngai 32L 1.15

Availability: This course is available on the BA in Geography, BSc in Accounting and Finance, BSc in Actuarial Science, BSc in Business Mathematics and Statistics, BSc in Econometrics and Mathematical Economics, BSc in Economic History, BSc in Economic History and Geography, BSc in Economic History with Economics, BSc in Economics, BSc in Economics and Economic History, BSc in Economics with Economic History, BSc in Environment and Development, BSc in Environmental Policy with Economics, BSc in Finance, BSc in Financial Mathematics and Statistics, BSc in Geography with Economics, BSc in Government and Economics, BSc in International Social and Public Policy and Economics, BSc in Management, BSc in Mathematics and Economics, BSc in Mathematics with Economics, BSc in Mathematics, Statistics and Business, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Economics, BSc in Politics and International Relations, BSc in Psychological and Behavioural Science, BSc in Social Policy and BSc in Social Policy and Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: This is an introductory course in microeconomics and macroeconomics. It may not be taken if **Economics B** (EC102) has already been taken and passed. No previous knowledge of economics is assumed. The treatment will be non-mathematical, but students are expected to be able to interpret graphs. Entrance on to EC100 and EC102 is dependent on Economics A-level or equivalent background. Students with A-level economics (or equivalent) are not allowed to take EC100.

Course content: This course provides a foundation in micro and macroeconomics, primarily to those without background in the subject. Microeconomics is the focus of Michaelmas Term: This term aims to provide students with methods of economic analysis that can enable them to think about when markets work well, when they are likely to fail and what policies might improve outcomes. Macroeconomics is the focus of Lent Term, which covers topics such as economic growth, unemployment, inflation, monetary & fiscal policy, and international macroeconomics.

This course is accredited by the Chartered Institute of Management Accountants (CIMA) for the purpose of exemption from some professional examinations through the Accredited degree

accelerated route. This course exempts those who complete it from BA1 Fundamentals of Business Economics.

Teaching: 20 hours of lectures and 10 hours of classes in the MT. 20 hours of lectures and 10 hours of classes in the LT.

This course is delivered through a combination of classes and lectures totalling a minimum of 60 hours across Michaelmas Term and Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes, live streamed (recorded) lectures, and some flipped content delivered as short online videos.

Formative coursework: Weekly feedback is given on the multiple choice questions which form the weekly quizzes. Individual written feedback is given on at least one essay question per term. Students are expected to make positive contributions to class discussions.

Indicative reading: Daron Acemoglu, David Laibson and John List (2018) *Economics*, 2nd Edition, Pearson Education.

Assessment: Exam (45%, duration: 2 hours) in the January exam period.

Exam (45%, duration: 2 hours) in the summer exam period.

Coursework (10%) in the MT and LT.

The Lent term examination is based on the Michaelmas term syllabus, and the Summer exam on the Lent term syllabus.

Students are required to attempt weekly quizzes and mock exams in order to satisfy the coursework requirements for the course.

EC100GC Half Unit

Economics A (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Dr L. Rachel Ngai 32L 1.15

Availability: This course is available to General Course 'Spring Semester' students.

Course content: This course provides a foundation macroeconomics, primarily to those without background in the subject. This course covers topics such as economic growth, unemployment, inflation, monetary & fiscal policy, and international macroeconomics.

Teaching: 20 hours of lectures and 10 hours of classes in the LT. This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours in the Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes, live streamed (recorded) lectures, and some flipped content delivered as short online videos.

Formative coursework: Weekly feedback is given on the multiple choice questions which form the weekly quizzes. Individual written feedback is given on at least one essay question. Students are expected to make positive contributions to class discussions.

Indicative reading: Daron Acemoglu, David Laibson and John List (2018) *Economics*, 2nd Edition, Pearson Education.

Assessment: Exam (90%, duration: 2 hours) in the summer exam period.

Coursework (10%) in the LT.

Students are required to attempt weekly quizzes and mock exams in order to satisfy the coursework requirements for the course.

EC102

Economics B

This information is for the 2020/21 session.

Teacher responsible: Dr Antonio Mele 32 L 1.22 and Prof Ronny Razin 32 L 4.01

Availability: This course is available on the BA in Geography, BSc in Accounting and Finance, BSc in Actuarial Science, BSc in Business Mathematics and Statistics, BSc in Econometrics and Mathematical Economics, BSc in Economic History, BSc in Economic History and Geography, BSc in Economic History

with Economics, BSc in Economics, BSc in Economics and Economic History, BSc in Economics with Economic History, BSc in Environment and Development, BSc in Environmental Policy with Economics, BSc in Finance, BSc in Financial Mathematics and Statistics, BSc in Geography with Economics, BSc in Government and Economics, BSc in International Social and Public Policy and Economics, BSc in Management, BSc in Mathematics and Economics, BSc in Mathematics with Economics, BSc in Mathematics, Statistics and Business, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Economics, BSc in Politics and International Relations, BSc in Psychological and Behavioural Science and BSc in Social Policy and Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: This is an introductory course in microeconomics and macroeconomics. Students without a mathematical background may consider taking an introductory mathematics course, such as Basic Quantitative Methods, at the same time.

EC102 is unavailable to anyone who has passed **Economics A** (EC100). Entrance on to EC100 and EC102 is dependent on Economics A-level or equivalent background. Students without A-level economics (or equivalent) are not allowed to take EC102.

Course content: Part A: Consumer and Producer Theory; Markets and Competition; Welfare; Game Theory; Adverse Selection and Moral Hazard, Behavioural economics, economics of discrimination. Part B: Measurement of the aggregate economy; growth and development; economic fluctuations; stabilization policy; money and inflation; unemployment; financial and sovereign crises.

This course is accredited by the Chartered Institute of Management Accountants (CIMA) for the purpose of exemption from some professional examinations through the Accredited degree accelerated route. This course exempts those who complete it from BA1 Fundamentals of Business Economics.

Teaching: 20 hours of lectures and 11 hours of classes in the MT. 20 hours of lectures and 10 hours of classes in the LT.

Revision lectures will be offered in week 11 of both the Michaelmas and Lent terms.

This course is delivered through a combination of classes and lectures totalling a minimum of 61 hours across Michaelmas Term and Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes, live streamed (recorded) lectures, and some flipped content delivered as short online videos.

Formative coursework: MT: Students will submit weekly problems sets, and feedback will be provided for at least two of them. Full solutions will be available. Feedback will also be provided on weekly quizzes.

LT: There will be weekly assignments to be submitted, for which full solutions will be available. Feedback will be provided for at least two of them.

Indicative reading: There is no mandatory textbook in either term. Students may find it useful to consult the following: Part A: Acemoglu, D. Laibson, D. and J. A. List (2016) *Microeconomics*, Pearson. Part B: N Gregory Mankiw, *Macroeconomics*, Worth, 8th edition, or more recent editions.

Assessment: Exam (45%, duration: 2 hours, reading time: 15 minutes) in the January exam period.

Exam (45%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

Coursework (10%) in the MT and LT.

The Lent term examination is based on the Michaelmas term syllabus, and the Summer exam on the Lent term syllabus.

Coursework will consist of a combination of different formats, such as homework submission and participating in discussions.

EC102GC Half Unit**Economics B (Spring Semester)****This information is for the 2020/21 session.****Teacher responsible:** Dr Antonio Mele 32 L 1.22**Availability:** This course is available to General Course 'Spring Semester' students.**Course content:** Measurement of the aggregate economy; growth and development; economic fluctuations; stabilization policy; money and inflation; unemployment; financial and sovereign crises.**Teaching:** 20 hours of lectures and 10 hours of classes in the LT. A revision lecture will be offered in week 11 of Lent term.

This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across the Lent Term.

This year, some or all of this teaching will be delivered through a combination of virtual classes, live streamed (recorded) lectures, and some flipped content delivered as short online videos.

Formative coursework: There will be weekly assignments to be submitted, for which full solutions will be available. Feedback will be provided for at least two of them.**Indicative reading:** There is no mandatory textbook but students may find it useful to consult the following:

N Gregory Mankiw, Macroeconomics, Worth, 8th edition, or more recent editions.

Assessment: Exam (90%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

Coursework (10%) in the LT.

EC201**Microeconomic Principles I****This information is for the 2020/21 session.****Teacher responsible:** Dr Dimitra Petropoulou 32L 2.29 and Prof Timothy Besley 32L 3.37**Availability:** This course is compulsory on the BSc in Environmental Policy with Economics, BSc in Geography with Economics, BSc in Government and Economics, BSc in International Social and Public Policy and Economics and BSc in Social Policy and Economics. This course is available on the BSc in Accounting and Finance, BSc in Business Mathematics and Statistics, BSc in Economic History with Economics, BSc in Economics, BSc in Economics and Economic History, BSc in Economics with Economic History, BSc in Finance, BSc in Mathematics and Economics, BSc in Mathematics with Economics, BSc in Mathematics, Statistics and Business, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics, BSc in Politics and Economics, Diploma in Accounting and Finance and MSc in Economics (2 Year Programme). This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.**Pre-requisites:** This is an intermediate course in microeconomic analysis. Students are expected to have completed Economics A (EC100) OR Economics B (EC102), or an equivalent introductory course in economics based on textbooks such as Morgan W., M. Katz and H. Rosen, Microeconomics. Students are also expected to have completed an introductory mathematics course such as Quantitative Methods (Mathematics) (MA107) and should revise calculus including partial derivatives and the use of Lagrangians.**Course content:** This is an intermediate course in microeconomic analysis giving a broad overview of economic principles including some recent developments in thinking. Students should expect to find the course challenging and by the end of it should be able to apply the tools of microeconomics to thinking about concrete economic problems. It will cover the following topics:

I. Consumer Theory – the analysis of decision-making under constraints: preferences and utility; utility maximisation and uncompensated demand; expenditure minimisation and compensated demand; income and substitution effects; welfare

analysis. Selected applications to savings and labour supply.

II. Behavioural Economics I – Anomalies in decision-making; time-inconsistency. III. Decision-making with Risk – expected utility theory; risk-sharing, risk-pooling and insurance; prospect theory. IV. Producer Theory – Production and cost functions; firm and industry supply; market structure. V. Strategic Choice – Game theory: simultaneous and sequential games; subgame perfection; repeated games. Selected applications to oligopoly; auctions. VI. The Market System as a General Equilibrium

– Efficiency, distribution and inequality; social welfare. VII. Living Interdependently – Public goods and externalities; the role of government intervention. VIII. Behavioural Economics II – Analysis of markets; the role of government. IX. Political Economy – Effectiveness of government; preference aggregation; constraints on the power of the state. X. Asymmetric Information – Contracts and markets with moral hazard and adverse selection. XI. Innovation – product innovation; the role of government intervention.

Teaching: 20 hours of lectures and 11 hours of classes in the MT. 20 hours of lectures and 9 hours of classes in the LT.

There will be a reading week in Week 6 of LT only (no lectures or classes that week).

2 hours of revision lectures will be held in week 11 of MT. Revision sessions in the run up to the final examination will be organised in ST. Additional Questions and Answers sessions will be organised over the course of the academic year.

This course is delivered through a combination of classes and lectures totalling a minimum of 60 hours across Michaelmas Term and Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes, live streamed (recorded) lectures, and some flipped content delivered as short online videos.

Formative coursework: Students are expected to complete the weekly problem sets and any required reading before attending classes and will be encouraged to work in small groups. At least four pieces of formative coursework will be required and marked by class teachers over the course of the academic year. There will be varied opportunities to engage with the course material, such as producing a short literature review, a presentation or creating short videos. The diversity of tasks will make the course more inclusive and help students develop a broader range of skills.**Indicative reading:** Lecture material will be complemented with required additional reading from journal articles. There is no set textbook for this course, though chapters from suitable intermediate textbooks will be recommended for those who may wish to consult a text (though this is not required).

Students will be expected to discuss critically the theoretical ideas and models taught by engaging with the required reading alongside working through microeconomic problems. The relevance of the readings will be discussed through a series of podcasts by the lecturers and students will be encouraged to engage with readings through the completion of short tasks relating to them.

Assessment: Exam (30%, duration: 1 hour, reading time: 15 minutes) in the January exam period.

Exam (60%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

Coursework (10%) in the MT and LT.

EC202**Microeconomic Principles II****This information is for the 2020/21 session.****Teacher responsible:** Prof Frank Cowell 32L3.25A and Dr Andrew Ellis 32L3.15**Availability:** This course is compulsory on the BSc in Econometrics and Mathematical Economics. This course is available on the BSc in Business Mathematics and Statistics, BSc in Economic History with Economics, BSc in Economics, BSc in Economics and Economic History, BSc in Economics with Economic History, BSc in

Finance, BSc in Mathematics and Economics, BSc in Mathematics with Economics, BSc in Mathematics, Statistics and Business, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics, BSc in Politics and Economics, Diploma in Accounting and Finance and MSc in Economics (2 Year Programme). This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Pre-requisites: Students must have a suitable economics background: for those other than General Course students and 2-year MSc students, this means that they must have completed either Economics A (EC100) or Economics B (EC102). In addition, students must have a suitable mathematical background: students who have thoroughly mastered mathematics to the level of Quantitative Methods (Mathematics) (MA107) should be able to follow the course, but would find it difficult. Mathematical Methods (MA100) would give a better grounding.

Course content: This is an intermediate course in microeconomic analysis. Topics covered include Producer Theory, Consumer Theory, General Equilibrium, the Economics of Uncertainty, Welfare Economics and Game Theory, with applications to oligopoly, auctions, moral hazard, and adverse selection. A greater mathematical facility will be assumed of the student, permitting both greater depth and a number of additional topics than Microeconomic Principles I to be covered. Further details are available on <http://darp.lse.ac.uk/Frankweb/courses/ec202/>.

Teaching: 20 hours of lectures and 10 hours of classes in the MT. 20 hours of lectures and 10 hours of classes in the LT.

This course is delivered through a combination of classes and lectures totalling a minimum of 60 hours across Michaelmas Term and Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes, live streamed (recorded) lectures, and some flipped content delivered as short online videos.

Formative coursework: Students are urged to attempt the assigned problems before attending classes. At least four pieces of written work will be required and marked by class teachers.

Indicative reading: The text for the course is Cowell, F.A. (2018) *Microeconomics: Principles and Analysis* (second edition), Oxford University Press, Oxford. Additional readings to complement the lecture notes on specific topics from other books or articles will be indicated as needed.

Assessment: Exam (22.5%, duration: 1 hour, reading time: 15 minutes) in the January exam period.

Exam (67.5%, duration: 3 hours, reading time: 15 minutes) in the summer exam period.

Coursework (10%) in the MT and LT.

10% course engagement, assessed on submitted coursework and, where relevant, class presentations.

The Lent term examination is based 100% on the Michaelmas term syllabus, and the Summer exam on 33% of the Lent term syllabus and 67% of the Lent term syllabus.

EC210

Macroeconomic Principles

This information is for the 2020/21 session.

Teacher responsible: Dr Kevin Sheedy 32L1.09

Professor Ricardo Reis 32L1.27

Availability: This course is compulsory on the BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Economics with Economic History, BSc in Government and Economics, BSc in Philosophy, Politics and Economics and MSc in Economics (2 Year Programme). This course is available on the BSc in Accounting and Finance, BSc in Business Mathematics and Statistics, BSc in Economic History with Economics, BSc in Economics and Economic History, BSc in Environmental Policy with Economics, BSc in Geography with Economics, BSc in International Social and Public Policy and Economics, BSc in Management, BSc in Mathematics and Economics, BSc in Mathematics with Economics,

BSc in Mathematics, Statistics and Business, BSc in Philosophy and Economics, BSc in Politics and Economics, BSc in Social Policy and Economics and Diploma in Accounting and Finance. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students must have completed Economics A (EC100) or Economics B (EC102), or an equivalent introductory course in Economics. Students are also expected to have completed at least an introductory Mathematics course such as Basic Quantitative Methods (MA110).

Course content: This course will cover the fundamental principles of macroeconomics at an intermediate level. Topics include the study of economic growth, consumption, investment, unemployment, business cycles, inflation, monetary and fiscal policy, financial markets and international macroeconomics.

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

There will be a reading week in Week 6 of LT only (no lectures or classes that week).

There will be a revision lecture in week 1 of ST.

This course is delivered through a combination of classes and lectures totalling a minimum of 59 hours across Michaelmas Term and Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes, live streamed (recorded) lectures, and some flipped content delivered as short online videos.

Formative coursework: Students should attempt the assigned problems before attending classes, as they will have to hand them in every week, and will receive feedback from the class teachers on approximately half of them.

Students are expected to make positive contributions to class discussions.

Indicative reading: There is no single textbook for the course, as we will follow several different readings from different textbooks. For the Michaelmas term, a combined package containing chapters from the relevant textbooks will be available in the Economists' Bookshop.

Assessment: Exam (25%, duration: 1 hour, reading time: 15 minutes) in the January exam period.

Exam (75%, duration: 3 hours, reading time: 15 minutes) in the summer exam period.

The Lent term examination is based 100% on the Michaelmas term syllabus, and the Summer exam on 33% of the Michaelmas term syllabus and 67% of the Lent term syllabus.

EC210GC Half Unit

Macroeconomic Principles (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Professor Ricardo Reis 32L1.27

Availability: This course is available to General Course 'Spring Semester' students.

Pre-requisites: Maths to level equivalent to MA102.

Course content: This course will cover the fundamental principles of macroeconomics at an intermediate level. Topics include the study of economic growth, consumption, investment, unemployment, business cycles, inflation, monetary and fiscal policy, financial markets and international macroeconomics.

Teaching: 20 hours of lectures and 9 hours of classes in the LT. There will be 1 hour of classes and a 1 hour revision lecture in week 1 of the ST.

There will be a reading week in Week 6 of LT only (no lectures or classes that week).

This course is delivered through a combination of classes and lectures totalling a minimum of 31 hours across the Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes, live streamed (recorded) lectures, and some flipped content delivered as short online videos.

Formative coursework: Students should attempt the assigned

problems before attending classes, as they will have to hand them in every week, and will receive feedback from the class teachers on approximately half of them.

Students are expected to make positive contributions to class discussions.

Indicative reading: There is no single textbook for the course, as we will follow several different readings from different textbooks.

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

EC220

Introduction to Econometrics

This information is for the 2020/21 session.

Teacher responsible: Dr Canh Thien Dang 32L.4.29 and Prof Steve Pischke 32L.2.16 (MT), Prof Taisuke Otsu 32L 4.25 and Dr. Marcia Schafgans 32L 4.12 (LT)

Availability: This course is available on the BSc in Accounting and Finance, BSc in Economics, BSc in Economics and Economic History, BSc in Economics with Economic History, BSc in Finance, BSc in Geography with Economics, BSc in Government and Economics, BSc in International Social and Public Policy and Economics, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics, BSc in Politics and Economics, BSc in Social Policy and Economics, Diploma in Accounting and Finance and MSc in Economics (2 Year Programme). This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Availability to General Course students is with the permission of the lecturer.

Pre-requisites: Students must have completed Elementary Statistical Theory (ST102).

Those who have taken MA107/ST107 should consider taking EC220 only if they have obtained marks of 65 or better on both courses

Course content: This course is an introduction to econometrics; it aims to present the theory and practice of empirical research in economics. Compared to EC221, in LT this course relies on calculus instead of matrix algebra and follows Wooldridge closely. In MT, the focus of the course is on empirical questions and students will work with the econometrics software packages R or Stata analysing actual data sets. Students will learn how various tools are used to answer causal "what-if" questions (e.g., "What is the effect of monetary policy on output?") and prediction problems. In LT, the focus of the course is on the underlying econometric theory: estimation, properties of estimators (unbiasedness, standard error formula, sampling distribution, consistency) and hypothesis testing.

Topics include: randomised experiments; program evaluation; matching; simple and multiple regression analysis; omitted variable bias; functional form; heteroskedasticity and weighted least squares; endogeneity (omitted variables and simultaneity); instrumental variables and two-stage least squares; binary choice models; and time series analysis.

Teaching: 30 hours of lectures and 10 hours of classes in the MT. 30 hours of lectures and 9 hours of classes in the LT.

This course is delivered through a combination of classes and lectures totalling a minimum of 80 hours across Michaelmas Term and Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes, live streamed (recorded) lectures, and some flipped content delivered as short online videos.

There will be a reading week in Week 6 of LT only (no lectures or classes that week).

EC220.B for graduate students.

Formative coursework: Exercises are provided each week and are discussed in the classes. (MT) Students are required to hand in written answers to the exercises for feedback. (LT) While students are expected to attempt the weekly problem sets before each

class, students will receive formal feedback on 4 occasions.

Indicative reading: J. W. Wooldridge *Introductory Econometrics. A Modern Approach*, 6th Edition, South-Western. J. D. Angrist and J. S. Pischke *Mastering 'Metrics. The Path from Cause to Effect*, Princeton University Press. Further materials will be available on the EC220 Moodle page.

Assessment: Exam (25%, duration: 1 hour, reading time: 15 minutes) in the January exam period.

Exam (75%, duration: 3 hours, reading time: 15 minutes) in the summer exam period.

The Lent term examination is based 100% on the Michaelmas term syllabus, and the Summer exam on 33% of the Michaelmas term syllabus and 67% of the Lent term syllabus.

EC220GC Half Unit

Introduction to Econometrics (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Professor Taisuke Otsu 32L 4.25 and Dr. Marcia Schafgans 32L 4.12 (LT)

Availability: This course is available to General Course 'Spring Semester' students subject to approval from the lecturer.

Pre-requisites: Students must have completed Elementary Statistical Theory (ST102) or equivalent.

Those who have taken MA107/ST107 or equivalent should consider taking EC220 only if they have obtained marks of 65 or better on both courses.

We will look at students' transcript and subject them to a brief online quiz to evaluate their suitability.

Course content: This course is an introduction to econometrics; it aims to present the theory and practice of empirical research in economics. Compared to EC221GC, this course relies on calculus instead of matrix algebra and follows Wooldridge closely.

The focus of the course is on the underlying econometric theory: estimation, properties of estimators (unbiasedness, standard error formula, sampling distribution, consistency) and hypothesis testing.

Topics include: Simple and multiple regression analysis; omitted variable bias; functional form; heteroskedasticity and weighted least squares; endogeneity (omitted variables and simultaneity); instrumental variables and two-stage least squares; binary choice models; and time series analysis.

Teaching: 30 hours of lectures and 9 hours of classes in the LT. Additional help lectures 3 x 1 hour in the LT.

There will be a reading week in Week 6 of LT only (no lectures or classes that week).

An one hour revision lecture will be held in week 11 of the LT.

This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours in Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes, live streamed (recorded) lectures, and some flipped content delivered as short online videos.

Formative coursework: Exercises are provided each week and are discussed in the classes. While students are expected to attempt the weekly problem sets before each class, students will receive formal feedback on 4 occasions.

Indicative reading: J. W. Wooldridge *Introductory Econometrics. A Modern Approach*, 6th Edition, South-Western. J. D. Angrist and J. S. Pischke *Mastering 'Metrics. The Path from Cause to Effect*, Princeton University Press. Further materials will be available on the EC220 Moodle page.

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

EC221

Principles of Econometrics

This information is for the 2020/21 session.

Teacher responsible: Dr Canh Thien Dang, (MT) and Dr. Marcia Schafgans 32L 4.12 (LT)
Professor Steve Pischke

Availability: This course is compulsory on the BSc in Econometrics and Mathematical Economics. This course is available on the BSc in Business Mathematics and Statistics, BSc in Economics, BSc in Economics with Economic History, BSc in Finance, BSc in Mathematics and Economics, BSc in Mathematics with Economics, BSc in Mathematics, Statistics and Business, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics and MSc in Economics (2 Year Programme). This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students must have completed Mathematical Methods (MA100) and Elementary Statistical Theory (ST102).

Course content: This course is a more advanced introduction to econometrics; it aims to present the theory and practice of empirical research in economics. Compared to EC220, in LT this course puts more emphasis on the underlying statistical theory and uses matrix algebra extensively.

In MT, the focus of the course is on empirical questions and students will work with the econometrics software packages R or Stata analysing actual data sets. Students will learn how various tools are used to answer causal "what-if" questions (e.g., "What is the effect of monetary policy on output?") and prediction problems.

In LT, the focus of the course is on the underlying econometric theory: estimation, properties of estimators (unbiasedness, efficiency, sampling distribution, consistency) and hypothesis testing. Topics include: randomised experiments; program evaluation; matching; simple and multiple regression analysis; omitted variable bias; functional form; heteroskedasticity and weighted least squares; endogeneity (omitted variables and simultaneity); instrumental variables and two-stage least squares; MLE and binary choice models and Trinity of Testing; and time series analysis.

Teaching: 30 hours of lectures and 10 hours of classes in the MT. 30 hours of lectures and 10 hours of classes in the LT.

This course is delivered through a combination of classes and lectures totalling a minimum of 80 hours across Michaelmas Term and Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes, live streamed (recorded) lectures, and some flipped content delivered as short online videos.

Formative coursework: Exercises are provided each week and are discussed in the classes. (MT) Students are required to hand in written answers to the exercises for feedback. (LT) While students are expected to attempt the weekly problem sets before each class, students will receive formal feedback on 3 occasions.

Indicative reading: J. W. Wooldridge *Introductory Econometrics. A Modern Approach*, 6th Edition, South-Western. J. D. Angrist and J. S. Pischke *Mastering 'Metrics. The Path from Cause to Effect*, Princeton University Press. Further materials will be available on the Moodle website.

Other useful texts include: W. Greene, *Econometric Analysis*, 7th Edition, Pearson; J. Johnston and J. Dinardo, *Econometric Methods*, 4th Edition, McGraw-Hill; G.S. Maddala and K. Lahiri, *Introduction to Econometrics*, 4th Edition, John Wiley; J.H. Stock and M.W. Watson, *Introduction to Econometrics*, 3rd Edition, Pearson; C. Heij et al., *Econometric methods with Applications in Business and Economics*, Oxford University Press.

Assessment: Exam (25%, duration: 1 hour, reading time: 15 minutes) in the January exam period.

Exam (75%, duration: 3 hours, reading time: 15 minutes) in the summer exam period.

The Lent term examination is based 100% on the Michaelmas term syllabus, and the Summer exam on 33% of the Michaelmas term syllabus and 67% of the Lent term syllabus.

EC221GC Half Unit

Principles of Econometrics (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Dr. Marcia Schafgans 32L 4.12 (LT)

Availability: This course is available to General Course 'Spring Semester' students subject to approval from the lecturer.

Pre-requisites: Students must have completed Mathematical Methods (MA100) and Elementary Statistical Theory (ST102) or equivalent.

We will look at students' transcript and subject them to a brief online quiz to evaluate their suitability.

Course content: This course is a more advanced introduction to econometrics; it aims to present the theory and practice of empirical research in economics. Compared to EC220, in LT this course puts more emphasis on the underlying statistical theory and uses matrix algebra extensively.

The focus of the course is on the underlying econometric theory: estimation, properties of estimators (unbiasedness, efficiency, sampling distribution, consistency) and hypothesis testing.

Topics include: Simple and multiple regression analysis; omitted variable bias; functional form; heteroskedasticity and weighted least squares; endogeneity (omitted variables and simultaneity); instrumental variables and two-stage least squares; MLE and binary choice models and Trinity of Testing; and time series analysis.

Teaching: 30 hours of lectures and 10 hours of classes in the LT. Additional help lectures 10 x 1 hour in the LT.

There will be a reading week in week 6 of LT (no lectures or classes that week).

An one hour revision lecture will be held in week 11 of the LT.

This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours in Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes, live streamed (recorded) lectures, and some flipped content delivered as short online videos.

Formative coursework: Exercises are provided each week and are discussed in the classes. While students are expected to attempt the weekly problem sets before each class, students will receive formal feedback on 3 occasions.

Indicative reading: J. W. Wooldridge *Introductory Econometrics. A Modern Approach*, 6th Edition, South-Western. J. D. Angrist and J. S. Pischke *Mastering 'Metrics. The Path from Cause to Effect*, Princeton University Press.

Further materials will be available on the Moodle website.

Other useful texts include: W. Greene, *Econometric Analysis*, 7th Edition, Pearson; J. Johnston and J. Dinardo, *Econometric Methods*, 4th Edition, McGraw-Hill; G.S. Maddala and K. Lahiri, *Introduction to Econometrics*, 4th Edition, John Wiley; J.H. Stock and M.W. Watson, *Introduction to Econometrics*, 3rd Edition, Pearson; C. Heij et al., *Econometric methods with Applications in Business and Economics*, Oxford University Press.

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

EC230

Economics in Public Policy

This information is for the 2020/21 session.

Teacher responsible: Prof Daniel Sturm 32L.2.25 and Dr Mohan Bijapur 32L.1.31

Availability: This course is available on the BSc in Accounting and Finance, BSc in Environment and Development, BSc in International Relations, BSc in International Social and Public Policy and Economics and BSc in Social Policy and Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

The course is not open to students on the BSc Economics and joint BSc programmes between Economics other departments.

Pre-requisites: Students normally will have completed Economics

A (EC100) or Economics B (EC102) or their equivalent.

Course content: This course uses economic analysis to explore important questions in contemporary public policy. The first term focuses on microeconomic policy problems while the second term focusses on macroeconomic policies. The use of mathematics is minimal (in particular with no calculus) and the emphasis of instruction is on graphical analysis and economic intuition. Precise topics and readings will be announced and are selected to be of current interest. Last year's topics included externalities from road transportation; the implications of high income taxes in Scandinavian countries; the trade-off behind unemployment insurance systems; the effectiveness of policies to support peripheral regions; the effects of international economic integration; the patterns of long-run income and wealth inequality; the economics of global warming; Why did the UK government grant independence to the Bank of England in 1997 and adopt an inflation target?; What caused the global financial crisis and how can policy prevent future crises?; How was global financial regulation reformed in the aftermath of the crisis?; What unconventional tools of monetary policy did central banks implement?; What causes currency crises, how can policy prevent them and what sparked the Trump trade war?; Why has the US been a more successful currency union than the Eurozone, what caused the European sovereign debt crisis and how is it related to Brexit?; How should governments deal with a debt crisis - did Greece make the right choice?; What drives convergence in income levels across countries, why do some countries stay poor and what can policy do about it?

Teaching: 15 hours of lectures and 10 hours of classes in the MT. 15 hours of lectures and 9 hours of classes in the LT. 1 hour of classes in the ST.

There will be a reading week in Week 6 of LT only (no lectures or classes that week).

A one hour revision lecture will be held in week 11 of the MT. This course is delivered through a combination of classes and lectures totalling a minimum of 49 hours across Michaelmas Term and Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes, live streamed (recorded) lectures, and some flipped content delivered as short online videos.

Formative coursework: Four pieces of written work to be handed in to the class teacher. Students are expected to make positive contributions to class discussions.

Indicative reading: There is no set course textbook. A list of selected texts and readings will be provided at the start of term.

Assessment: Exam (50%, duration: 2 hours, reading time: 15 minutes) in the January exam period.

Exam (50%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

The Lent term examination is based on the Michaelmas term syllabus, and the Summer exam on the Lent term syllabus.

EC230GC Half Unit

Economics in Public Policy (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Dr Mohan Bijapur 32L.1.31

Availability: This course is available to General Course 'Spring Semester' students.

Pre-requisites: Students normally will have completed an introductory-level course in macroeconomics.

Course content: This course uses economic analysis to explore important questions in contemporary public policy. The Spring Semester will focus on macroeconomic policy. The use of mathematics is minimal (in particular with no calculus) and the emphasis of instruction is on graphical analysis and economic intuition. Precise topics and readings will be announced and are selected to be of current interest. Last year's topics included: Why did the UK government grant independence to the Bank of England in 1997 and adopt an inflation target?; What caused the global

financial crisis and how can policy prevent future crises?; How was global financial regulation reformed in the aftermath of the crisis?; What unconventional tools of monetary policy did central banks implement?; What causes currency crises, how can policy prevent them and what sparked the Trump trade war?; Why has the US been a more successful currency union than the Eurozone, what caused the European sovereign debt crisis and how is it related to Brexit?; How should governments deal with a debt crisis - did Greece make the right choice?; What drives convergence in income levels across countries, why do some countries stay poor and what can policy do about it?

Teaching: 15 hours of lectures and 9 hours of classes in the LT. There will be a reading week in Week 6 of LT only (no lectures or classes that week).

This course is delivered through a combination of classes and lectures totalling a minimum of 25 hours across Lent Term and Summer Term. This year, some or all of this teaching will be delivered through a combination of virtual classes, live streamed (recorded) lectures, and some flipped content delivered as short online videos.

Formative coursework: Two pieces of written work to be handed in to the class teacher. Students are expected to make positive contributions to class discussions.

Indicative reading: There is no set course textbook. A list of selected texts and readings will be provided at the start of term.

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

EC241 Half Unit

PPE Interdisciplinary Research Seminar

This information is for the 2020/21 session.

Teacher responsible: Dr Michael Callen 32L.3.18

Availability: This course is compulsory on the BSc in Philosophy, Politics and Economics. This course is not available as an outside option nor to General Course students.

Course content: Governments serve several functions key to economic development, including correcting market failures, raising taxes, delivering services, and protecting property rights. Yet, particularly in poor countries, they often fail to do so effectively. In this course, we will explore the empirical body of evidence on what can be done to improve service delivery. We view this evidence through an analytical framework emphasizing the agency problems between citizens, politicians and bureaucrats. Correspondingly, the course is divided into four sections. We will first focus on how democratic institutions select and constrain politicians. Second, we will explore issues of bureaucratic selection and incentives affecting bureaucrats. Third, we will review evaluations of specific reforms aimed at strengthening institutions, promoting accountability, and improving service delivery. In a final section, we will explore the interactions between governance, development, and political conflict. This section emphasizes cases where subnational conflict reflects a violent competition for legitimate political control. This discussion also will relate modern efforts at state building to classical philosophical and political discussions on the creation of legitimate states. We will also focus extensively on empirical case studies of policies, reforms, and innovations that have proven effective.

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

Formative coursework: weekly challenges and feedback will be given on two.

Indicative reading:

- Acemoglu, Daron and James Robinson, *Why Nations Fail*, Crown Books, 2012;
- Besley, Timothy and Torsten Persson, *Pillars of Prosperity: The Political Economics of Development Clusters*, Princeton University Press, 2011

Assessment: Exam (90%, duration: 2 hours) in the summer exam period.

Class participation (10%) in the LT.

EC301**Advanced Economic Analysis****This information is for the 2020/21 session.****Teacher responsible:** Dr L. Rachel Ngai 32L 1.15

Dr Shengxing Zhang 32L 1.16

Availability: This course is available on the BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Economics and Economic History, BSc in Economics with Economic History, BSc in Government and Economics, BSc in International Social and Public Policy and Economics, BSc in Mathematics and Economics, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics, BSc in Politics and Economics and BSc in Social Policy and Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students must have completed Macroeconomic Principles (EC210) and Microeconomic Principles I (EC201). Mathematics to at least the level of Mathematical Methods (MA100). Microeconomic Principles II (EC202) is also accepted (in place of EC201).

Course content: This course is divided into two sections introducing recent developments in economic theory. The first section focuses on the relationship between the financial sector and the macroeconomy, considering such questions as why there exist financial crises and asset bubbles. To answer these questions, this section aims to equip students with frameworks to understand the role of the financial market, connect theories with real life observations about imperfections of the market. Topics covered in this section include financial frictions and capital misallocation, banking and financial stability, asset pricing and market liquidity. In the second section of the course we focus on economic growth, considering questions like these: Why was GDP per capita in the UK 15 times higher than China in 1960? Why did the factor of 15 decrease to 5 in 2000? To gain an understanding of the “whys” we have to ask deeper questions: what drives economic growth? Why do some economies grow faster and other slower? Thus this part of the course studies the determinants of economic growth through capital accumulation, reallocation of resources from agriculture into manufacturing and services and, technology innovation.

Teaching: 15 hours of lectures and 10 hours of classes in the MT. 15 hours of lectures and 10 hours of classes in the LT.

This course is delivered through a combination of classes and lectures totalling a minimum of 50 hours across Michaelmas Term and Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes, live streamed (recorded) lectures, and some flipped content delivered as short online videos.

Formative coursework: Students will submit, and receive feedback on, two problem sets per term.

Indicative reading: The course is mainly based on lecture notes and journal articles. As an example of the level and content of the reading in economics articles, students may wish to look at the following: Allen, Franklin, and Douglas Gale. *Understanding financial crises*. Oxford University Press, 2009: 1-26. Lucas, R. 2000. “Some Macroeconomics for the 21st Century.” *Journal of Economic Perspectives*, 14: 159-168. Ngai, L. R. 2004. “Barriers and the Transition to Modern Growth”. *Journal of Monetary Economics* 51:1353-1383. A good textbook reference for economic growth is: Jones, C. and D. Vollrath (2013), *Introduction to Economic Growth*. W. W. Norton & Co.

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

EC301GC Half Unit**Advanced Economic Analysis (Spring Semester)****This information is for the 2020/21 session.****Teacher responsible:** Dr L. Rachel Ngai 32L 1.15

Availability: This course is available to General Course ‘Spring Semester’ students.

Pre-requisites: Students should have at least first year university maths and intermediate macro.

Course content: Focus on economic growth, considering questions like these: Why was GDP per capita in the UK 15 times higher than China in 1960? Why did the factor of 15 decrease to 5 in 2000? To gain an understanding of the “whys” we have to ask deeper questions: what drives economic growth? Why do some economies grow faster and other slower? Thus this part of the course studies the determinants of economic growth through capital accumulation, human capital accumulation, endogenous technological progress through R&D, and institutions. We focus on two applications: the cross-country income differences and the recent Chinese growth miracle.

Teaching: 15 hours of lectures and 10 hours of classes in the LT.

This course is delivered through a combination of classes and lectures totalling a minimum of 25 hours across the Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes, live streamed (recorded) lectures, and some flipped content delivered as short online videos.

Formative coursework: Students will submit, and receive feedback on, two problem sets.

Indicative reading: The course is mainly based on lecture notes and journal articles. As an example of the level and content of the reading in economics articles, students may wish to look at the following: Hall, R. and C. Jones. 1999. “Why do Some Countries Produce So Much More Output per Worker than Others?” *Quarterly Journal of Economics*, 114: 83-116. Lucas, R. 2000. “Some Macroeconomics for the 21st Century.” *Journal of Economic Perspectives*, 14: 159-168. Ngai, L. R. 2004. “Barriers and the Transition to Modern Growth”. *Journal of Monetary Economics* 51:1353-1383. Young, A. 2003. “Gold into Base Metals: Productivity Growth in the People’s Republic of China during the Reform Period.” *Journal of Political Economy* 111: 1220-1261. A good textbook reference for economic growth is: Jones, C. and D. Vollrath (2013), *Introduction to Economic Growth*. W. W. Norton & Co.

Assessment: Exam (100%, duration: 1 hour and 30 minutes, reading time: 15 minutes) in the summer exam period.

EC302**Political Economy****This information is for the 2020/21 session.**

Teacher responsible: Prof Ronny Razin 32L.4.01 and Dr Michael Callen 32L.3.18

Availability: This course is available on the BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Economics and Economic History, BSc in Economics with Economic History, BSc in Government and Economics, BSc in International Social and Public Policy and Economics, BSc in Mathematics and Economics, BSc in Mathematics with Economics, BSc in Mathematics, Statistics and Business, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics, BSc in Politics and Economics and BSc in Social Policy and Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: This course makes use of key concepts in economic theory as well as econometric analysis. We welcome all students with a strong background and proven record in quantitative courses such as econometrics, statistics, microeconomics, mathematics, other advanced economics

courses.

Course content: The course seeks to introduce students to the major theoretical models of Political Economy and the available empirical evidence. Sample topics to be covered include: Social Choice theory and Preference aggregation; Comparative electoral systems; Political economy of income redistribution; Turnout in elections; Strategic and Sincere voting; Political Parties; Debates and Communication; Political Agency Models; Citizen-Candidate Models; and Empirical Studies of: Political Selection, Representation and Policy Outcomes, Bureaucracy, Gender and Politics, and Conflict. Empirical studies will be mostly focused on developing countries.

Teaching: 15 hours of lectures and 10 hours of classes in the MT. 15 hours of lectures and 10 hours of classes in the LT.

This course is delivered through a combination of classes and lectures totalling a minimum of 50 hours across Michaelmas Term and Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes, live streamed (recorded) lectures, and some flipped content delivered as short online videos.

Formative coursework: Four pieces of written work (two per term) will be handed in and assessed by class teachers.

Indicative reading: There is no text book covering all the material in the course. The following books are recommended as supplements to what is covered in the lectures:

- Analyzing Politics, Rationality, Behavior and Institutions, K.A. Shepsle and M.S. Bonchek. W. W. Norton & Company, New York, London.
- Liberalism Against Populism, W.H. Riker, Waveland Press, Prospect Heights, Illinois.

For additional readings see: <http://econ.lse.ac.uk/courses/ec302/>

Assessment: Exam (90%, duration: 3 hours, reading time: 15 minutes) in the summer exam period.

Group project (10%) in the LT.

In the LT students will be assessed by a group project, consisting of an essay of no more than 3000 words, and a 20-minute presentation on the essay topic - 10 minutes to present the main ideas and 10 minutes of Q&A. All students will be expected to contribute to both the essay and the presentation, including providing responses during the Q&A. Students will work in groups of no more than 5. Groups will be assigned by the class teacher.

EC302GC Half Unit

Political Economy (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Dr Michael Callen 32L.3.18

Availability: This course is available to General Course 'Spring Semester' students.

Pre-requisites: This course makes use of key concepts in economic theory as well as econometric analysis. We welcome all students with a strong background and proven record in quantitative courses such as econometrics, statistics, microeconomics, mathematics, other advanced economics courses. The ability to interpret basic econometric estimates is essential.

Course content: The course seeks to introduce students to the major theoretical models of Political Economy and the available empirical evidence. Sample topics to be covered include: Political agency models; bureaucracy; the political economy of transfers, public good provision, and reform; state capacity; the dynamics of political institutions, democracy versus autocracy.

Teaching: 15 hours of lectures and 10 hours of classes in the LT. This course is delivered through a combination of classes and lectures totalling a minimum of 25 hours across the Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes, live streamed (recorded) lectures, and some flipped content delivered as short online videos.

Formative coursework: Two pieces of written work will be handed in and assessed by class teachers.

Indicative reading: There is no text book covering all the material in the course. The following book is recommended as a supplement to what is covered in the lectures:

- Besley, Tim. 2006. Principled Agents? The Political Economy of Good Government. Oxford University Press.

For additional readings see: <http://econ.lse.ac.uk/courses/ec302/>

Assessment: Exam (80%, duration: 1 hour and 30 minutes, reading time: 15 minutes) in the summer exam period.

Group project (20%) in the LT.

In the LT students will be assessed by a group project, consisting of an essay of no more than 3000 words, and a 20-minute presentation on the essay topic - 10 minutes to present the main ideas and 10 minutes of Q&A. All students will be expected to contribute to both the essay and the presentation, including providing responses during the Q&A. Students will work in groups of no more than 5. Groups will be assigned by the class teacher.

EC307

Development Economics

This information is for the 2020/21 session.

Teacher responsible: Prof Oriana Bandiera 32L.3.02 and Prof Robin Burgess 32L.3.03

Availability: This course is available on the BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Economics and Economic History, BSc in Economics with Economic History, BSc in Geography with Economics, BSc in Government and Economics, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics and BSc in Politics and Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: This course makes use of key concepts in economic theory as well as econometric analysis. We welcome all students with a strong background and proven record in quantitative courses such as econometrics, statistics, microeconomics, mathematics, other advanced economics courses.

Course content: This course explores the microeconomic foundations of economic development. We will discuss economic growth, inequality, poverty traps, labor markets, capital markets, education, health, gender, service delivery, taxation, the role of the state, governance and accountability, conflict, access to finance, infrastructure, trade, firms and markets, energy, environment and climate change. In studying each of these topics, we will ask: what determines the decisions of households and firms in less developed countries? What constraints do they face? Is there scope to improve livelihoods and productivity through the actions of governments, international organizations, NGOs, or market participants? What policies have been tried? How have they fared? This course combines theory and empirics but maintains a strong applied focus. Under each theme, we will derive testable implications from the theory, subject these predictions to econometric testing, comment on the robustness of the results obtained, and seek to draw policy conclusions.

Teaching: 15 hours of lectures and 10 hours of classes in the MT. 15 hours of lectures and 10 hours of classes in the LT.

This course is delivered through a combination of classes and lectures totalling a minimum of 50 hours across Michaelmas Term and Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes, live streamed (recorded) lectures, and some flipped content delivered as short online videos.

Formative coursework: Feedback is provided for four assignments (two in MT and 2 in LT)

Indicative reading: Teaching in the course will be done mainly from journal articles drawn from the forefront of theoretical and applied research in development economics. Background texts for the course are A. Banerjee and E. Duflo, Poor Economics, Public Affairs, 2011 and D. Ray, Development Economics, Princeton UP, 1998.

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

EC309

Econometric Theory

This information is for the 2020/21 session.

Teacher responsible: Dr Tatiana Komarova 32L4.24 and Prof Taisuke Otsu

Availability: This course is available on the BSc in Econometrics and Mathematical Economics and BSc in Mathematics and Economics. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students must have completed Principles of Econometrics (EC221).

A good knowledge of linear algebra, calculus and statistical theory is essential, and therefore MA100 and ST102 or equivalent is required. Students taking this course who are not in BSc Econometrics and Mathematical Economics or BSc Mathematics and Economics must consult with Dr. Komarova before selecting this course

Course content: Introduction to the asymptotic theory of estimation and inference of economic models; Basics of large sample theory; Estimation of linear regression models (OLS, GMM, GLS); Testing hypotheses and model specifications; Estimation of nonlinear models (MLE, Nonlinear least squares); systems of equations; time series analysis.

Teaching: 15 hours of lectures and 10 hours of classes in the MT. 15 hours of lectures and 10 hours of classes in the LT.

This course is delivered through a combination of classes and lectures totalling a minimum of 50 hours across Michaelmas Term and Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes, live streamed (recorded) lectures, and some flipped content delivered as short online videos.

Formative coursework: Written answers to set problems will be expected on a weekly basis. Students are also expected to make positive contributions to class discussions.

Indicative reading: The main text for the lectures is R Davidson & J G MacKinnon, *Econometric Theory and Methods*, Oxford University Press (2004). Other useful texts include Davidson (2000), *Econometric Theory* Amemiya (1985), *Advanced Econometrics*; and Hayashi (2000), *Econometrics*.

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

EC310

Behavioural Economics

This information is for the 2020/21 session.

Teacher responsible: Dr Matthew Levy 32L3.21

Availability: This course is available on the BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Economics with Economic History, BSc in Mathematics and Economics, BSc in Mathematics with Economics, BSc in Mathematics, Statistics and Business, BSc in Philosophy and Economics and BSc in Psychological and Behavioural Science. This course is available as an outside option to students on other programmes where regulations permit. This course is not available to General Course students.

Students taking the course as an outside option are required to meet the pre-requisites as detailed below.

Pre-requisites: Ideally, students will have completed EC202 (or equivalent). A highly motivated student who has done well in EC201 – as a guideline 65 or better – is welcome on the course, if he or she finds handling economics mathematically comes naturally.

Any such student should see Dr Levy before the course starts.

Fluency in calculus is essential, and some knowledge of methods of mathematical proof, including those using sets, is necessary.

Course content: The course will expose students to a number of major topics in Behavioural Economics, and will link theory with empirical applications. The first half of the course will focus on departures from neoclassical preferences, while the latter half will cover departures from rational expectations. The particular topics to be covered include:

- Reference Dependent Preferences and Loss Aversion
- Social Preferences
- Hyperbolic Discounting
- Naiveté and Self-Control
- Projection Bias
- Happiness and Adaptation
- Heuristics and Biases
- Inattention and Shrouding
- Nudging and Framing
- Behavioural Welfare Analysis

Teaching: 15 hours of lectures and 10 hours of classes in the MT. 15 hours of lectures and 10 hours of classes in the LT.

This course is delivered through a combination of classes and lectures totalling a minimum of 50 hours across Michaelmas Term and Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes, live streamed (recorded) lectures, and some flipped content delivered as short online videos.

Formative coursework: At least four exercises or pieces of written work will be required and assessed by class teachers.

Indicative reading: Congdon, William, Jeffrey Kling, and Sendhil Mullainathan. *Policy and Choice: Public Finance Through the Lens of Behavioral Economics* (selected chapters). Brookings Institution Press: Washington, D.C. 2011. [Free eBook download at <http://www.brookings.edu/press/Books/2011/policyandchoice.aspx>].

Rabin, Matthew. 'Psychology and Economics', *Journal of Economic Literature*, 36(1), 1998: 11-46. DellaVigna, Stefano. 'Psychology and Economics: Evidence from the Field', *Journal of Economic Literature*, 47(2), 2009: 315-372. Fehr, Ernst and Simon Gächter. 'Fairness and Retaliation: The Economics of Reciprocity', *Journal of Economic Perspectives*, 14(3), 2000: 159-181. Laibson, David. 'Golden Eggs and Hyperbolic Discounting', *The Quarterly Journal of Economics*, 112(2), 1997: 443-477. Camerer, Colin, Linda Babcock, George Loewenstein, and Richard Thaler. 'Labor Supply of New York City Cabdrivers: One Day at a Time', *The Quarterly Journal of Economics*, 112, 1997: 407-441. Gabaix, Xavier and David Laibson. 'Shrouded Attributes, Consumer Myopia, and Information Suppression in Competitive Markets', *The Quarterly Journal of Economics*, 121(2): 505-540. Bernartzi, Shlomo and Richard Thaler. 'Save More Tomorrow: Using Behavioral Economics to Increase Employee Saving', *Journal of Political Economy*, 112(1), 2004: S164-S187. Kahneman, Daniel and Amos Tversky. 'Prospect Theory: An Analysis of Decision under Risk', *Econometrica*, 47(2), 1979: 263-292.

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

EC311

History of Economics: How Theories Change

This information is for the 2020/21 session.

Teacher responsible: Dr Guillaume Yon SAR 6.15

Availability: This course is available on the BSc in Econometrics and Mathematical Economics, BSc in Economic History, BSc in Economic History with Economics, BSc in Economics, BSc in Economics and Economic History, BSc in Economics with Economic History, BSc in Government and Economics, BSc in International Social and Public Policy and Economics, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics, BSc in Politics and Economics and BSc in Social Policy and Economics. This course is available with permission as an

outside option to students on other programmes where regulations permit and to General Course students.

Course content: The course examines the ways in which economics has developed from the Mercantilists of the 17th century to the Neoclassical thinking of the later 20th century. The course will explore how the theories, concepts and methods of economics have changed over the last 250 years, focusing on Europe and North America. We will use the original texts in order to understand how economists of the past approached perennial questions (about for example, the sources of growth or the role of money) and resolved them in the context of the economic conditions of their own time and place; and use theories about scientific change to understand the longer history of economics.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos. This course includes a reading week in Week 6 of Michaelmas and Lent Term.

Formative coursework: Students will be expected to discuss assigned texts and produce several pieces of written work.

Indicative reading: A reading list of original texts and secondary literature will be given at the beginning of the course. For an introduction, students may read R L Heilbroner's, *The Worldly Philosophers*; for general background, consult Roger E Backhouse's, *The Penguin History of Economics* or David Colander & Harry Landreth's, *History of Economic Thought*.

Assessment: Exam (100%, duration: 3 hours) in the summer exam period.

EC313

Industrial Economics

This information is for the 2020/21 session.

Teacher responsible: Prof Martin Pesendorfer 32L.4.19

Availability: This course is available on the BSc in Business Mathematics and Statistics, BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Economics and Economic History, BSc in Economics with Economic History, BSc in International Social and Public Policy and Economics, BSc in Mathematics and Economics, BSc in Philosophy, Politics and Economics, BSc in Social Policy and Economics and Diploma in Accounting and Finance. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Pre-requisites: Students must have completed Microeconomic Principles I (EC201) or Microeconomic Principles II (EC202) and Introduction to Econometrics (EC220) or Principles of Econometrics (EC221). **Students who believe they have completed an equivalent course instead of one of these must receive permission from Prof Pesendorfer first.**

Course content: The aim of the course is to provide students with a working knowledge of theoretical and empirical methods for industry studies. Topics may include: monopoly, price discrimination, pre-requisites in game theory, oligopoly theory, product differentiation, demand estimation, production function estimation, conduct in concentrated industries (cartel stability, limit pricing, etc.), empirical techniques for oligopoly models, identification of conduct, markets with asymmetric information, matching models, entry in strategic settings, advertising, auction markets, empirics of auction markets, winner's curse, and insurance. The topics will be discussed with detailed applications for selected industries and considering competition policy questions.

Teaching: 15 hours of lectures and 10 hours of classes in the MT. 15 hours of lectures and 10 hours of classes in the LT. This course is delivered through a combination of classes and 50 hours across Michaelmas Term and Lent Term. This year, some or all of this teaching will be delivered through a combination of

virtual classes, live streamed (recorded) lectures, and some flipped content delivered as short online videos.

Formative coursework: At least four problem sets will be required and assessed by class teachers.

Indicative reading: A detailed reading list will be provided at the beginning of the course. The key text is Tirole's *The Theory of Industrial Organization*. Specific sections will be assigned (others are too advanced for this course). There will be additional required readings on empirical articles and case studies on competition policy.

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

EC315

International Economics

This information is for the 2020/21 session.

Teacher responsible: Dr Swati Dhingra 32L.2.31 and Dr Gianluca Benigno 32L.1.12

Availability: This course is available on the BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Economics and Economic History, BSc in Economics with Economic History, BSc in Environmental Policy with Economics, BSc in Government and Economics, BSc in International Social and Public Policy and Economics, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics, BSc in Politics and Economics and BSc in Social Policy and Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students should have completed Microeconomic Principles I (EC201) or Microeconomic Principles II (EC202) or equivalent and Macroeconomic Principles (EC210) or equivalent.

Course content: International Macroeconomics: This section of the course offers an introduction to international macroeconomic theory and develops the main tools for macroeconomic policy analysis. We start by studying the balance of payments and the causes and consequences of global imbalances, followed by an in-depth study of the determination of exchange rates, money, and prices in open economies. We discuss the costs and benefits of different nominal exchange rate regimes and their sustainability, as well as examine the causes and consequences of debt and default, speculative attacks and financial crises.

International Trade: This section of the course offers an introduction to international trade theory and develops the main tools for trade policy analysis. We start by studying the patterns of trade distinguishing between inter-industry and intra-industry trade flows. We then proceed to an in-depth analysis of the causes and the effects of those flows based on the concepts of absolute and comparative advantage, relative factor abundance and relative factor intensity, increasing returns to scale and imperfect competition. Finally we discuss the gains and losses from trade, their distribution among people and firms, and their implications for the debate on trade liberalization vs. protectionism.

Teaching: 15 hours of lectures and 10 hours of classes in the MT. 15 hours of lectures and 10 hours of classes in the LT.

This course is delivered through a combination of classes and lectures totalling a minimum of 50 hours across Michaelmas Term and Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes, live streamed (recorded) lectures, and some flipped content delivered as short online videos.

Formative coursework: Students will be expected to complete a problem set weekly, and two of these each term will be collected at random for marking and feedback.

Indicative reading: Paul Krugman, Marc Melitz and Maurice Obstfeld; *International Economics: Theory and Policy*, 10th ed.

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

EC315GC Half Unit

International Economics (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Dr Gianluca Benigno 32L. 1.12

Availability: This course is available to General Course 'Spring Semester' students.

Pre-requisites: Students should have completed Microeconomic Principles I (EC201) or Microeconomic Principles II (EC202) or equivalent and Macroeconomic Principles (EC210) or equivalent.

Course content: International Macroeconomics: This section of the course offers an introduction to international macroeconomic theory and develops the main tools for macroeconomic policy analysis. We start by studying the accounting identities in open economy, the balance of payments and the determinants of the current account with the aim of understanding the causes and consequences of global imbalances. We then continue by studying the determination of exchange rates, money, and prices in open economies. We discuss the costs and benefits of different nominal exchange rate regimes and their sustainability, as well as examine the causes and consequences of speculative attacks and financial crises. Lastly we study the policy options when economies faces liquidity traps and/or secular stagnation.

Teaching: 15 hours of lectures and 10 hours of classes in the LT. This course is delivered through a combination of classes and lectures totalling a minimum of 25 hours across the Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes, live streamed (recorded) lectures, and some flipped content delivered as short online videos.

Formative coursework: Students will be expected to complete a problem set weekly, and two of these collected at random for marking and feedback.

Indicative reading: Paul Krugman, Marc Melitz and Maurice Obstfeld; *International Economics: Theory and Policy*, 10th ed.

Assessment: Exam (100%, duration: 1 hour and 30 minutes, reading time: 15 minutes) in the summer exam period.

EC317

Labour Economics

This information is for the 2020/21 session.

Teacher responsible: Dr Guy Michaels 32L2.10

Dr Pawel Bukowski 32L. 2.01

Availability: This course is available on the BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Economics and Economic History, BSc in International Social and Public Policy and Economics, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics and BSc in Social Policy and Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students should have completed Microeconomic Principles I (EC201) or Microeconomic Principles II (EC202) or equivalent and Introduction to Econometrics (EC220) or equivalent.

Course content: This course is an introduction to the economic analysis of behaviour and institutions in labour markets. Primarily microeconomic models are applied to labour market phenomena, such as labour supply and participation, labour demand by firms, wage determination, employment, and unemployment under different institutional settings. Other topics covered include schooling decisions, incentive payments, compensating wage differentials, gender disparities in the labour market and issues related to labour market discrimination. We will also examine labour market inequalities and the role of technological change. Students will learn how to distinguish alternative theories empirically using real world data. The course explores how models and empirical analysis can be applied to evaluate labour market policies, such as the minimum wage, welfare programmes, anti-discrimination laws and immigration restrictions. The goal of the course is to enable students to think critically and independently

about labour market issues, drawing on the models and tools developed during the course.

Teaching: 15 hours of lectures and 10 hours of classes in the MT. 15 hours of lectures and 10 hours of classes in the LT.

This course is delivered through a combination of classes and lectures totalling a minimum of 50 hours across Michaelmas Term and Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes, live streamed (recorded) lectures, and some flipped content delivered as short online videos.

Formative coursework: Problems sets in the course involve hands-on statistical analysis of real world data.

Indicative reading: G Borjas, *Labor Economics*. Additional reading, drawn from journals, will be suggested during the course.

Assessment: Exam (85%, duration: 3 hours, reading time: 15 minutes) in the summer exam period.

Class participation (15%) in the MT and LT.

EC319 Not available in 2020/21

Games and Economic Behaviour

This information is for the 2020/21 session.

Teacher responsible: Dr Andrew Ellis 32L 3.15 and Dr Francesco Nava 32L 3.20

Availability: This course is available on the BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Mathematics and Economics, BSc in Mathematics with Economics, BSc in Mathematics, Statistics and Business and BSc in Philosophy and Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students should have completed Microeconomic Principles I (EC201), or Microeconomic Principles II (EC202), or equivalent. Fluency in calculus is essential, and some knowledge of analysis, probability theory, linear algebra and set theory is advantageous. Highly motivated students with a less technical background could enrol on the course, if they find handling economics mathematically comes naturally. Any such student should see Dr Nava or Dr Ellis before the course starts.

Course content: This course reviews fundamental concepts in Economic Theory and presents some of its most successful applications. The first part of the course consists of an introduction to Auction Theory and Mechanism Design. It presents standard auction formats and discusses strategic behaviour in such environments. Auctions will be analysed both in private and interdependent value environments. Fundamental topics such as the revenue equivalence theorem, the optimal and efficient auction design problem, and the linkage principle will be covered in detail. Departures from the standard model will be also considered allowing for heterogeneity among players, risk aversion, and budget constraints. The focus of the course is mainly theoretical, but when possible some evidence supporting the formal models will be discussed with references to relevant work in the field. The second part of the course will survey concepts in non-cooperative game theory and will introduce students to game theoretic models of bargaining, voting, and communication. After setting up the primitives of the game theory framework, different solution concepts will be analysed with an emphasis on different applications. In studying models of bargaining, both axiomatic and non-cooperative approaches will be examined, such as Nash's axiomatic approach and the Rubinstein-Stahl model.

Teaching: 15 hours of lectures and 10 hours of classes in the MT. 15 hours of lectures and 10 hours of classes in the LT.

1 revision lecture held in week 11 of MT.

Formative coursework: Students are urged to attempt all of the assigned problems before attending classes. At least four pieces of written work will be required and marked by class teachers. Students are expected to make positive contributions to class discussions.

Indicative reading: V. Krishna, *Auction Theory*, Academic Press,

2009. M. Osborne, *An Introduction to Game Theory*, Oxford University Press, 2003.

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

EC321

Monetary Economics and Aggregate Fluctuations

This information is for the 2020/21 session.

Teacher responsible: Dr Kevin Sheedy 32L.1.09
Professor Sir Charles Bean 32L.1.18

Availability: This course is available on the BSc in Business Mathematics and Statistics, BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Economics and Economic History, BSc in Economics with Economic History, BSc in Government and Economics, BSc in Mathematics and Economics, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics and BSc in Politics and Economics. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students must have already completed Microeconomic Principles I (EC201) or Microeconomic Principles II (EC202) or an equivalent intermediate course in microeconomics. Students must have already completed Macroeconomic Principles (EC210) or an equivalent intermediate course in macroeconomics; in exceptional cases and only with permission, students without this pre-requisite may be allowed to take EC321 if they also take EC210 concurrently. Students must have mathematics and statistics to at least the level of Quantitative Methods (MA107 and ST107), while Mathematical Methods (MA100) and Elementary Statistical Theory (ST102) are strongly preferred. Introduction to Econometrics (EC220) or Principles of Econometrics (EC221) are desirable though not essential.

Course content: The course provides an introduction to monetary theory, to the effects of monetary variables on the macroeconomic system, the role of the central bank and the conduct of monetary policy. Subjects covered include: The nature and function of money; Asset prices and the term structure of interest rates; Classical monetary theory, neutrality and inflation; Interest-rate feedback rules; The interaction between monetary and fiscal policy; Theories of the demand for money; The market for reserves; Financial markets and financial intermediaries; The transmission mechanism of monetary policy and theories of the Phillips curve; The optimal rate of inflation and optimal stabilisation policy; The positive theory of inflation and the case for central bank independence; Policymaking in an uncertain environment; The role of banks in the transmission mechanism and the case for bank regulation; Financial crises and the role of the central bank as a lender of last resort; The 2007-8 financial crisis and unconventional monetary policies.

Teaching: 15 hours of lectures and 10 hours of classes in the MT. 15 hours of lectures and 10 hours of classes in the LT.

This course is delivered through a combination of classes and lectures totalling a minimum of 50 hours across Michaelmas and Lent Terms. This year, some or all of this teaching will be delivered through a combination of virtual classes, live streamed (recorded) lectures, and some flipped content delivered as short online videos.

Formative coursework: Students are required to submit two essays or exercises in the MT and the LT. Feedback is provided on these by the class teacher. Students are expected to make positive contributions to class discussions.

Indicative reading: The most useful text books are M Lewis & P Mizen, *Monetary Economics*, and C Walsh, *Monetary Theory and Policy* 4th edn. Other useful texts include: C Goodhart, *Money, Information and Uncertainty*, 2nd edn; D Laidler, *The Demand for Money*, 4th edn; R Aliber and C Kindleberger, *Manias, Panics and Crashes: A History of Financial Crises*, 7th edn. The main source of

assigned readings is, however, journal articles.

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

EC321GC Half Unit

Monetary Economics and Aggregate Fluctuations (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Sir Charles Bean 32L.1.18

Availability: This course is available to General Course 'Spring Semester' students.

Pre-requisites: Students must have already completed intermediate courses in microeconomics and macroeconomics. Students must also have mathematics and statistics to at least an introductory level, while introductory econometrics is also desirable.

Course content: The course provides an introduction to the effects of monetary variables on the macroeconomic system, the role of the central bank and the conduct of monetary and financial policy. Subjects covered include: The transmission mechanism of monetary policy and theories of the Phillips curve; The optimal rate of inflation and optimal stabilisation policy; The positive theory of inflation and the case for central bank independence; Policymaking in an uncertain environment; The role of banks in the transmission mechanism and the case for bank regulation; Financial crises and the role of the central bank as a lender of last resort; The 2007-8 financial crisis and unconventional monetary policies.

Teaching: 15 hours of lectures and 10 hours of classes in the LT. This course is delivered through a combination of classes and lectures totalling a minimum of 25 hours over the Lent Term.

This year, some or all of this teaching will be delivered through a combination of virtual classes, live streamed (recorded) lectures, and some flipped content delivered as short online videos

Formative coursework: Students are required to submit two essays or exercises. Feedback is provided on these by the class teacher. Students are expected to make positive contributions to class discussions

Indicative reading: The most useful text books are M Lewis & P Mizen, *Monetary Economics*, C Walsh, *Monetary Theory and Policy* 4th edn., and R Aliber and C Kindleberger, *Manias, Panics and Crashes: A History of Financial Crises*, 7th edn. The main source of assigned readings is, however, journal articles.

Assessment: Exam (100%, duration: 1 hour and 30 minutes, reading time: 15 minutes) in the summer exam period.

EC325

Public Economics

This information is for the 2020/21 session.

Teacher responsible: Dr Daniel Reck 32L.3.16

Availability: This course is compulsory on the BSc in International Social and Public Policy and Economics and BSc in Social Policy and Economics. This course is available on the BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Economics and Economic History, BSc in Economics with Economic History, BSc in Environmental Policy with Economics, BSc in Geography with Economics, BSc in Government and Economics, BSc in Mathematics and Economics, BSc in Mathematics with Economics, BSc in Mathematics, Statistics and Business, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics and BSc in Politics and Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students should have completed Microeconomic Principles I (EC201) or Microeconomic Principles II (EC202) or

equivalent. The capacity to read and understand applied research methods as covered in EC220/221 is highly desirable.

Course content: The first part of the Michaelmas term content focus on the foundations of public economics. We begin by introducing classical theories concerning equity, efficiency, and the rationales for government intervention in the economy. We discuss market failure in the context of public goods and externalities, including environmental policy. We also discuss problems of public choice and political economics, and the implications of recent research in behavioural economics for policymaking. We also study modern empirical methods that are used to evaluate the causal effects of public policies. The second part of the Michaelmas term considers social insurance policies, including unemployment insurance, disability insurance, retirement pensions, and public health insurance. We study the economic rationale for government intervention in social insurance and the optimal type and extent of interventions, and we relate this to empirical evidence on the causal effects of changes in social insurance policies.

In the Lent Term the course is devoted to tax and transfer programs. We begin by examining the incentive effects of taxes and transfers on labour supply, and then go on to consider migration, tax avoidance, and tax evasion. As inequality is a key input to tax and transfer policy, we critically examine the measurement of and trends over time in income and wealth inequality in various countries. We look at the effect of taxation on economic efficiency and explore the optimal taxation of commodities and income. Finally, we consider questions of tax administration and apply them in a developing country context.

Teaching: 15 hours of lectures and 10 hours of classes in the MT. 15 hours of lectures and 10 hours of classes in the LT.

This course is delivered through a combination of classes and lectures totalling a minimum of 50 hours across Michaelmas Term and Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes, live streamed (recorded) lectures, and some flipped content delivered as short online videos.

Formative coursework: Feedback is provided for one problem set and one mock exam each term (Michaelmas and Lent).

Indicative reading: The recommended textbook for the course is Jonathan Gruber (2016) *Public Finance and Public Policy*, 5th edition, Worth Publishers. Many of the readings will be journal articles.

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

EC331

Quantitative Thesis

This information is for the 2020/21 session.

Teacher responsible: Dr Matthew Levy 32L3.21

Availability: This course is compulsory on the BSc in Econometrics and Mathematical Economics. This course is not available as an outside option nor to General Course students.

Pre-requisites: Students must have completed Principles of Econometrics (EC221) or exceptionally Introduction to Econometrics (EC220).

Course content: This course provides an opportunity to learn how to do independent quantitative economic research at an advanced level. Students are expected to pursue research on a question of their own choice under the supervision of a member of staff. They are expected to formulate an initial proposal near the start of MT in order to be matched with a supervisor, refining their choice into a manageable research question during that term. Following independent work during MT, a seminar in week 9 will review student progress. In the LT seminars, each student will present a preliminary outline of the results for comments by fellow students and teachers, and later a follow-up presentation on further, more final results and a draft thesis. Seminars in LT are formally timetabled as classes.

Teaching: 4 hours of seminars in the MT. 20 hours of seminars in the LT.

In week 11 of the MT and the LT students will work independently (with supervisory advice).

This year, some or all of this teaching may be delivered virtually.

Formative coursework: Students are required to prepare material for their presentations in the seminar, but this is not formally graded. Students are additionally expected to participate in discussion on the presentations of other students' as this is part of the training of a research economist, but this is also not formally assessed.

Indicative reading: As each student chooses an individual research question, there is no common reading list for this course.

Assessment: Thesis (100%) in May.

A completed thesis (up to 10,000 words, not including abstract, footnotes, bibliography and tables) on an approved subject will be required to be submitted by 05 May 2021. There is no written examination. The thesis is weighted at 100% of the final assessment.

EC333

Problems of Applied Econometrics

This information is for the 2020/21 session.

Teacher responsible: Prof Mark Schankerman 32L.4.30

Dr Rachael Meager 32L.3.13

Availability: This course is available on the BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Economics and Economic History, BSc in Mathematics and Economics and BSc in Philosophy, Politics and Economics.

This course is available with permission as an outside option to students on other programmes where regulations permit. This course is not available to General Course students.

Pre-requisites: Students should have completed Microeconomic Principles I (EC201) or Microeconomic Principles II (EC202) or equivalent, and either Introduction to Econometrics (EC220) or Principles of Econometrics (EC221), or equivalent.

Students who have completed EC220 rather than EC221 should refer to Dr Meager for advice before starting the course regarding additional preparatory work for Lent term course material.

Course content: The purpose of this course is to provide a solid grounding in recent developments in applied micro-econometrics. A major feature of the course is the use of both analytical and computer-based (data) exercises for the classes, as well as reading applied economic papers from the journals which apply the techniques being taught. This mix will enable students to gain practical experience in analysing a wide variety of econometric problems. The topics covered in the Michaelmas term include analysis of matching methods, identification of average, local average and marginal treatment effects using instrumental variables, weak instrument problems, regression discontinuity and randomised control experiments. The Lent term will focus on topics in the analysis of cross section and panel data with static and dynamic models, including fixed and random effects, nonlinear models, issues of measurement error, selection and attrition in panel contexts, binary choice models, maximum likelihood estimation, and generalized method of moments.

Teaching: 15 hours of lectures and 10 hours of classes in the MT. 15 hours of lectures and 10 hours of classes in the LT.

This course is delivered through a combination of classes and lectures totalling a minimum of 50 hours across Michaelmas Term and Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes, live streamed (recorded) lectures, and some flipped content delivered as short online videos.

Formative coursework: Michaelmas term: Required weekly "referee reports" (3-4 pages) on assigned journal articles, with two graded. Feedback to be provided by the class teacher. Lent term: Two required problem sets, usually to include econometric questions and applications. Feedback to be provided by the class

teacher.

Indicative reading: A detailed reading list will be provided at the beginning of each term of the course. In parts of the Michaelmas we will use sections from the textbook *Mostly Harmless Econometrics* by Angrist and Pischke. There is no single text for the Lent term, but useful books include *A Guide to Modern Econometrics* by Marno Verbeek, *Introduction to Econometrics* by Stock and Watson (somewhat less advanced than the lectures) and *Econometric Analyses of Cross Section and Panel Data* by Wooldridge (somewhat more advanced than the lectures).

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

EH101

The Internationalisation of Economic Growth, 1870 to the present day

This information is for the 2020/21 session.

Teacher responsible: Dr Eric Schneider SAR.5.18, Prof Christopher Minns SAR.5.12 and Dr Timothy Leunig

Availability: This course is compulsory on the BSc in Economic History, BSc in Economic History and Geography, BSc in Economic History with Economics, BSc in Economics and Economic History and BSc in Economics with Economic History. This course is available on the BA in History, BSc in Actuarial Science, BSc in International Relations, BSc in Politics and BSc in Politics and International Relations. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: The course examines the inter-relationships between the development of the international economy and the growth of national economies since the late nineteenth century. The course is designed to introduce students not only to a wide variety of topics and issues, but also to the wide variety of approaches used by historians. The course includes analyses of the original leading nation, Britain, and its replacement, the United States, as well as the catch-up of areas such as continental Europe, and the failure to catch-up of earlier well-placed areas such as Latin America. The effects of major events - such as wars and debt crises - are investigated, and we also consider the implications of changing global economic institutions, such as the Gold Standard and IMF, as well as the effects of sometimes rapid changes in product and process technology.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos.

This course includes a reading week in Week 6 of MT and LT.

Formative coursework: Students are expected to write an annotated bibliography, three very short essays and two longer essays during the year.

Indicative reading: The following are particularly useful: R C Allen, *Global Economic History: A Very Short Introduction* (2011). R Floud, J Humphries & P Johnson (Eds), *The Cambridge Economic History of Modern Britain, Vol 2* (2014). B Eichengreen, *Globalizing Capital: A History of the International Monetary System* (2008). K H O'Rourke and J G Williamson, *Globalization and History: The Evolution of a Nineteenth-Century Atlantic Economy* (1999). E Jones, L Frost & C White, *Coming Full Circle. An Economic History of the Pacific Rim* (1993). M S Blackford, *The Rise of Modern Business in the USA, Britain and Japan*. (A complete reading list and class topics will be given out at the first meeting.)

Assessment: Exam (100%, duration: 3 hours) in the summer exam period.

EH101GC Half Unit

The Internationalisation of Economic Growth, 1870 to the present day (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Dr Eric Schneider SAR.5.18 and Prof Christopher Minns SAR.5.12

Availability: This course is available to General Course 'Spring Semester' students.

Course content: The course examines the inter-relationships between the development of the international economy and the growth of national economies since the late nineteenth century. The general course spring semester focusses on the second half of the twentieth century. The course begins with a general overview of the causes of economic growth in history. It then analyses the causes of the relative success and failure of countries in various parts of the world in the post-war period including Europe, Latin America, the Soviet Union, Southeast Asia, China and Africa. The course concludes with two thematic topics, deindustrialisation and inequality, which consider the consequences of economic growth in the post-war period.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Lent Term. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos.

This course includes a reading week in Week 6 of LT.

Formative coursework: Students are expected to write two long essays during the term.

Indicative reading: The following are particularly useful: R C Allen, *Global Economic History: A Very Short Introduction* (2011). R Floud, J Humphries & P Johnson (Eds), *The Cambridge Economic History of Modern Britain, Vol 2* (2014). B Eichengreen, *Globalizing Capital: A History of the International Monetary System* (2008). K H O'Rourke and J G Williamson, *Globalization and History: The Evolution of a Nineteenth-Century Atlantic Economy* (1999). E Jones, L Frost & C White, *Coming Full Circle. An Economic History of the Pacific Rim* (1993). M S Blackford, *The Rise of Modern Business in the USA, Britain and Japan*. (A complete reading list and class topics will be given out at the first meeting.)

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

EH102

Pre-industrial Economic History

This information is for the 2020/21 session.

Teacher responsible: Dr Jordan Claridge SAR 5.05

Availability: This course is compulsory on the BSc in Economic History, BSc in Economic History with Economics and BSc in Economics and Economic History. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.

Course content: This course surveys long-term processes of growth and development in late medieval and early modern Europe (eleventh to eighteenth centuries). It focuses on the transition from a hierarchical society of estates or corporate orders to a market society based on legal equality and freedom of contract. There are two core questions: First, why did this transition occur in an evolutionary way in England and the Netherlands, whereas it was severely delayed the rest of Europe? And second, how is it related to the 'small divergence' between the Dutch Republic and England on the one side and most of the Continent on the other, where the North-West enjoyed significantly higher living standards and per capita incomes than other countries long before the onset of industrialisation?

The course thus raises fundamental questions about societies and economies: Was pre-industrial economic growth transitory and regional? Or was it a recurrent, even normal phenomenon, which

however could occasionally be reversed? Was Dutch and British success the result of their social and institutional features? Or was it a combination of geographical factors and good fortune? To what degree did early modern governments help or hinder economic development? Did Europe's political fragmentation hold back the continent's development, or did competition between states have beneficial consequences? In conclusion, can we define an optimal combination of social, political, and economic institutions that sustained growth in the past (and thus, perhaps, in the future)?

The course has a strong focus on skills training, in particular on essay writing.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and lectures delivered as short online videos.

This course includes a reading week in Week 6 of Michaelmas and Lent Term.

Formative coursework: Students will be expected to produce 1 exercise and 1 other piece of coursework in the MT. Students are expected to produce two pieces of formative written coursework in the MT. They will give formative presentations on topics that form part of the course content. They will receive structured feedback on their formative coursework.

Indicative reading: Anderson, J.L. (1991): Explaining long-term economic change, Cambridge (Cambridge University Press). Cipolla, C.M. ed. (1971/72). The Fontana economic history of Europe, vols. 1 and 2, London (Fontana). de Vries, J. (1976). The economy of Europe in an age of crisis, 1600-1750, Cambridge, London, New York etc. (Cambridge University Press). Hatcher, J. and Bailey, M. (2001): Modelling the Middle Ages. The History and Theory of England's Economic Development, Oxford (Oxford University Press). Miskimin, H. (1969). The Economy of Early Renaissance Europe 1300-1460. Englewood Cliffs/NJ: Prentice-Hall. Miskimin, H. (1977). The Economy of Later Renaissance Europe 1460-1600. Cambridge, London, New York, Melbourne: Cambridge University Press. Persson, K. G. (2010). An Economic History of Europe: Knowledge, Institutions and Growth, 600 to the Present. Cambridge: Cambridge University Press.

Assessment: Essay (40%, 2000 words) in the LT. Essay (60%, 3000 words) in the ST.

EH103

Making Economic History Count

This information is for the 2020/21 session.

Teacher responsible: Dr Jordan Claridge SAR 5.05

Availability: This course is compulsory on the BSc in Economic History. This course is not available as an outside option nor to General Course students.

Course content: This course provides students a brief, non-technical introduction to the quantitative methods that economic historians use to understand the past. It assumes no prior statistical knowledge or experience. It will teach students basic statistics (descriptive statistics and inferential statistics) and how to implement and visualise these statistics with Excel. These skills will be essential for the independent research projects conducted in the second and third year and are highly desired skills on the job market.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 11 hours across Michaelmas Term. Teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos. This course includes a reading week in Week 6 of Michaelmas Term.

Formative coursework: The formative coursework will consist of weekly exercises to give students practise with Excel and the methods being taught in the lecture. There will be a formative take home exam over the reading week in Michaelmas Term, to test students' knowledge of the material.

Indicative reading: Hudson, Pat and Mina Ishizu, History by Numbers (London, 2016).

Feinstein, Charles and Mark Thomas, *Making History Count: A Primer in Quantitative Methods for Historians* (Cambridge, 2002).

Assessment: There is no summative assessment for this course.

EH204 Not available in 2020/21

Money and Finance: From the Middle Ages to Modernity

This information is for the 2020/21 session.

Teacher responsible: Dr Olivier Accominotti SAR 5.14 and Mr Alex Gibbs SAR 5.15

Availability: This course is available on the BSc in Economic History, BSc in Economic History and Geography, BSc in Economic History with Economics, BSc in Economics and Economic History and BSc in Economics with Economic History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: The course provides an overview of the main developments in monetary and financial history from 800 to the present day, taking the students from the simple beginnings of medieval European monetary history to the complex financial arrangements of the modern world. The first part of the course covers the emergence of money and finance from the medieval ages to the early modern period. The second part examines the main developments in the global financial system since the nineteenth century. Historical developments in major European and non-European countries (England, Spain, Italy, France, Germany, USA) will be discussed and compared. The course is designed to introduce students to the main concepts of money and finance (financial development, financial integration, monetary policy, banking crises etc.) and to provide a long run perspective to the current policy debate.

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

10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 1 hour of lectures and 1 hour of classes in the ST.

There will be a Reading Week in Week 6 of MT and LT.

Formative coursework: The students will produce one formative essay in MT, and one outline of their summative essay in LT. The exercise will help them practice academic writing (structuring and presenting arguments, providing explanations, referencing etc.); a skill both necessary for the dissertation they are expected to write in year 3 and helpful for the exam of this course that will take place in summer term. The class presentation has a formative character, too. Students will practice presenting complex arguments to their peers and answering questions from the audience.

Indicative reading: 1. Barrett, W. (1990): World Bullion Flows, 1450-1800, in: Tracy, J.D., ed., The Rise of Merchant Empires: Long-Distance Trade in the Early Modern World 1350-1750, Cambridge (Cambridge University Press), pp. 224-254.

2. Chilos, D. and Volckart, O. (2011). Money, States and Empire: Financial Integration and Institutional Change in Central Europe, 1400-1520. *Journal of Economic History* 71, 762-791.

3. Eichengreen, B. (1992), *Golden Fetters: The Gold Standard and the Great Depression, 1919-1939*, Oxford (Oxford University Press).

4. Eichengreen, B. (2008), *Globalizing Capital: A History of the International Monetary System*, Princeton (Princeton University Press).

5. Friedman, M. and A. Schwartz (1963), *A Monetary History of the United States, 1867-1960*, Princeton (Princeton University Press).

6. Kindleberger, C. P. (2005), *Manias, Panics and Crashes. A History of Financial Crises*, 5th edition, New York: Macmillan.

7. Reinhart, C. and K. Rogoff (2009), *This Time Is Different: Eight Centuries of Financial Folly*, Princeton (Princeton University Press).

8. Spufford, P. (1991): *Money and its Use in Medieval Europe*,

Cambridge et al. (Cambridge University Press).

Assessment: Exam (70%, duration: 2 hours) in the summer exam period.

Essay (30%, 3000 words) in the LT.

EH207

The Making of an Economic Superpower: China since 1850

This information is for the 2020/21 session.

Teacher responsible: Prof Kent Deng SAR 5.17

Availability: This course is available on the BA in History, BSc in Economic History, BSc in Economic History and Geography, BSc in Economic History with Economics, BSc in Economics, BSc in Economics and Economic History and BSc in Economics with Economic History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course examines major socio-economic changes in China from the mid-nineteenth century to the present. It pays special attention to China's bumpy path towards an economic superpower status which had been obvious by the beginning of the 21st century.

This course examines institutional changes whereby economic transformations occurred. The main landmarks and key issues include (1) success of the Qing economy, (2) decline of the Qing state, (3) the rise of local military leaders, (4) civil wars, (5) external threats and invasions, (6) rise of nationalism and communism, (7) economic reforms and modernization, (8) growth performance over time, (9) consequences of post-Mao take-off.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos. This course includes a reading week in Week 6 of Michaelmas and Lent Term.

Formative coursework: Students are expected to produce 2 essays during the two teaching terms.

Indicative reading: Deng, Kent, *Mapping China's Growth and Development in the Long Run, 221 BC to 2020* (London: World Scientific Press and Imperial College Press); Naughton, B., *The Chinese economy, transitions and growth* (MIT Press); Spence, J.D. *The search for modern China* (New York: W.W. Norton); Deng, Kent, *China's Political Economy in Modern Times: Changes and Economic Consequences, 1800–2000*. Routledge, London and New York. 2011.

Assessment: Exam (70%, duration: 2 hours) in the summer exam period.

Essay (10%, 1500 words) in the MT and LT.

Essay (10%, 1500 words) in the ST.

Class participation (10%) in the MT, LT and ST.

Coursework of two take home essays of 1,500 words (inclusive of bibliography and footnotes) to be completed independently by each individual student. The essays should develop arguments, analysis and evidences on a specific research question (or a set of research questions) chosen by the student in consultation with teachers and should be related to the course materials covered. While it is essential to demonstrate one's grasp of the course material, students are encouraged to develop their own insights and arguments going beyond the course material.

EH207GC Half Unit

The Making of an Economic Superpower: China since 1850 (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Prof Kent Deng SAR 5.13

Availability: This course is available to General Course 'Spring Semester' students.

Course content: This course examines major socio-economic changes in China from the mid-nineteenth century to the present. It pays special attention to China's bumpy path towards an economic superpower status which had been obvious by the beginning of the 21st century.

This course examines institutional changes whereby economic transformations occurred. The main landmarks and key issues include (1) success of the Qing economy, (2) decline of the Qing state, (3) the rise of local military leaders, (4) civil wars, (5) external threats and invasions, (6) rise of nationalism and communism, (7) economic reforms and modernization, (8) growth performance over time, (9) consequences of post-Mao take-off.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Lent Term. Teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos.

This course includes a reading week in Week 6 of Lent Term.

Formative coursework: Students are expected to produce 1 essays during the teaching term.

Indicative reading: Deng, Kent, *Mapping China's Growth and Development in the Long Run, 221 BC to 2020* (London: World Scientific Press and Imperial College Press); Naughton, B., *The Chinese economy, transitions and growth* (MIT Press); Spence, J.D. *The search for modern China* (New York: W.W. Norton); Deng, Kent, *China's Political Economy in Modern Times: Changes and Economic Consequences, 1800–2000*. Routledge, London and New York. 2011.

Assessment: Exam (70%, duration: 2 hours) in the summer exam period.

Essay (30%, 1500 words) in the LT.

Coursework of a take home essay (1,500 words inclusive of bibliography and footnotes) to be completed independently by each individual student. The essays should develop arguments, analysis and evidences on a specific research question (or a set of research questions) chosen by the student in consultation with teachers and should be related to the course materials covered. While it is essential to demonstrate one's grasp of the course material, students are encouraged to develop their own insights and arguments going beyond the course material.

EH209

The Family Economy in History

This information is for the 2020/21 session.

Teacher responsible: Prof Sara Horrell SAR 6.03

Availability: This course is available on the BSc in Economic History, BSc in Economic History and Geography, BSc in Economic History with Economics, BSc in Economics and Economic History and BSc in Economics with Economic History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Introductory economics is not a strict pre-requisite for this course, but students may find a basic introduction to economics helpful in understanding some of the material.

Course content: The actions of individuals within the household have increasingly been given explanatory power in determining long-run economic growth. For instance, labour shortages occasioned by the outbreak of the Black Death across C14th Europe may have allowed greater female agency over marriage decisions, facilitating a regime that enabled population growth to keep in step with economic resources; in the early modern period, the desire to purchase new goods prompted the increased labour market participation of, particularly, women and children, thus creating economic expansion with the potential to evolve into industrial revolution; and high wages and child labour have both emerged as contenders in determining the path to industrialisation. The C20th again witnessed an influx of women into the labour force, this time accompanied by the use of new

technology in housework and the limitation of family size. This has had consequences for human capital acquisition, the stability of marriage and, at the macroeconomic level, growth, but it has had a more muted effect in redressing gender inequality. This course examines the role played by the family in determining the development of the economy over the long run. Its focus is primarily on the British experience, although evidence from elsewhere and alternative models are discussed where relevant. Simple economic models of individual and household behaviour provide the theoretical basis for understanding outcomes, for instance, labour-leisure trade off, human capital acquisition, consumption and demand functions, and Becker's household time allocation theory.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos. This course includes a reading week in Week 6 of Michaelmas and Lent Term.

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

Students are expected to write two essays or equivalent pieces of written work.

Students are expected to participate in group presentations of specific readings to the rest of the class twice during the course.

Indicative reading:

- Broadberry, Stephen, Campbell, Bruce M.S., Klein Alexander, Overton, Mark and van Leeuwen, Bas (2015) *British Economic Growth, 1270-1850*, Cambridge University Press, chapters 1, 10.
- De Moor, Tine, and van Zanden, Jan Luiten (2010) 'Girl Power: The European Marriage Pattern and Labour Markets in the North Sea Region in the Late Medieval and Early Modern Period,' *Economic History Review*, 63, pp. 1-33.
- De Vries, Jan (2008) *The Industrious Revolution: consumer behaviour and the household economy, 1650 to the present*, Cambridge University Press
- Muldrew, Craig (2011) *Food, energy and the creation of industriousness*, Cambridge University Press
- Humphries, Jane (2010) *Childhood and Child Labour in the British Industrial Revolution*, Cambridge University Press.
- Horrell, Sara, Jane Humphries and Jacob Weisdorf (2019) Family standards of living over the long-run, England 1280-1850', *Past and Present*, forthcoming
- June Purvis (ed) (1997) *Women's History, Britain 1850-1945. An introduction*, Routledge

Assessment: Exam (60%, duration: 2 hours) in the summer exam period.

Essay (30%, 3000 words) in the LT.

Class participation (10%).

The summative essay chosen from a selection of topics covered during the course.

to significant periods in African economic history, from the trans-Saharan trade through the slave trade, colonial rule, and independence. The course ends by considering the significance of recent economic expansions and population growth. While lectures and classes focus on broader themes, assessed work includes a case study research project allowing students to learn about the diversity of experience around the continent.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos. This course includes a reading week in Week 6 of Michaelmas and Lent Term.

Formative coursework: Students should expect to complete two formative assignments per term. This will include one essay or equivalent plus an assignment related to the summative case study project. Students will need to have the selection of their case study approved by the course convener by the end of MT, and prepare an outline and reading list by the middle of LT.

Indicative reading: For a general overview of African history over the period, see R.J. Reid, *A History of Modern Africa* (2009); J. Iliffe, *Africans: The History of a Continent* (1995). For accessible introductions to a variety of themes in African economic history, see the African Economic History Network's online textbook, *The History of African Development*.

Assessment: Exam (70%, duration: 2 hours) in the summer exam period.

Project (20%, 3000 words) in the ST.

Class participation (10%) in the MT and LT.

The research project will involve a case study (3000 words) of an African country, focused on one of the themes/questions addressed in the course.

EH211GC Half Unit

Africa and the World Economy, 1500-2000 (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Dr Leigh Gardner SAR 5.07

Availability: This course is available to General Course 'Spring Semester' students.

Course content: This course examines the economic history of Sub-Saharan Africa over the long run. Its overall aim is to situate Africa within global economic history, illustrating how Africa and Africans contributed to global economic change as well as exploring the impact of those changes on African economies. Lectures provide a chronological introduction to significant periods in African economic history, from the beginning of colonial rule through independence. The course ends by considering the significance of recent economic expansions and population growth. While lectures and classes focus on broader themes, assessed work includes a case study research project allowing students to learn about the diversity of experience around the continent.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Lent Term. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos. This course includes a reading week in Week 6 of Lent Term.

Formative coursework: Students should expect to complete two formative assignments during the term. This will include one essay or equivalent plus an assignment related to the summative case study project.

Indicative reading: For a general overview of African history over the period, see R.J. Reid, *A History of Modern Africa* (2009); J. Iliffe, *Africans: The History of a Continent* (1995). For accessible introductions to a variety of themes in African economic history, see the African Economic History Network's online textbook, *The*

EH211

Africa and the World Economy, 1500-2000

This information is for the 2020/21 session.

Teacher responsible: Dr Leigh Gardner SAR 5.07

Availability: This course is available on the BSc in Economic History, BSc in Economic History and Geography, BSc in Economic History with Economics and BSc in Economics and Economic History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course examines the economic history of Sub-Saharan Africa from the medieval period to the present. Its overall aim is to situate Africa within global economic history, illustrating how Africa and Africans contributed to global economic change as well as exploring the impact of those changes on African economies. Lectures provide a chronological introduction

History of African Development.

Assessment: Exam (70%, duration: 2 hours) in the summer exam period.

Project (30%, 1500 words) in the ST.

The research project will involve a case study (1500 words) on a specific African country, focused on one of the themes/questions addressed in the course.

EH225

Latin America and the International Economy

This information is for the 2020/21 session.

Teacher responsible: Dr Alejandra Irigoin, SAR.6.15

Availability: This course is available on the BA in History, BSc in Economic History, BSc in Economic History and Geography, BSc in Economic History with Economics, BSc in Economics, BSc in Economics and Economic History, BSc in Economics with Economic History and BSc in International Relations. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: The course examines the development trajectory of Latin America and its relation with the international economy from the Early Modern period (c. 1700) to the present. It focuses on the political and economic factors that drove - and that resulted from- the region's engagement with the world attending to the environment, population and factor endowments, institutions and policies. The causes and outcomes of this 'engagement' will be explored in the following broad themes: the determinants of Latin American growth performance, the political economic legacy of European rule and of the formation of modern states and markets; the ambivalent relation with international markets and institutions, the continuous quest for development together with political and macroeconomic instability; the economic aspects of different political experiments and political culture - from authoritarian to democratic regimes and various generations of populism interspersed with military rule and direct democracy- and the short and long run impact on equality, poverty and the prospect for sustained intensive growth.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos. This course includes a reading week in Week 6 of Michaelmas and Lent Term.

Formative coursework: Students are expected to write a short weekly report, to be presented verbally, either individually or in a team throughout the course.

Indicative reading: V. Bulmer-Thomas (2014) *The Economic History of Latin America since Independence*, Cambridge University Press, Ibid. (2012) *The Economic History of the Caribbean since the Napoleonic Wars*, Cambridge University Press; P. Franko, (2007) *The puzzle of Latin American economic development*, Rowman & Littlefield; J. L. Gallup, (2003) *Is geography destiny?: lessons from Latin America*, World Bank; E. Stein, et al. (2008) *Policymaking in Latin America: how politics shapes policies*, IADB; V. Bulmer-Thomas, JH Coatsworth, and R. Cortés Conde (2006) *The Cambridge Economic History of Latin America*, Cambridge University Press 2 vols; Ocampo, JA, and Ross, J (2011). *The Oxford Handbook of Latin American Economics*. Oxford: Oxford University Press; Bertola, L and Ocampo, JA (2012), *The economic development of Latin America since independence*. Oxford: Oxford University Press. Scartascini, CG., Stein E. and Tommasi, M (2010). *How democracy works: political institutions, actors, and arenas in Latin American policymaking*. [Washington, D.C.]: IADB; Blake, C.H (2007) *Politics in Latin America* 2nd edition Boston, Houghton Mifflin Company. Edwards, S, Esquivel, G & Márquez, G. (2007) *The decline of Latin American economies growth, institutions, and crises*. Chicago: University of Chicago Press; Bethell, L. (1984/2008) *The Cambridge History of Latin America*, Cambridge

University Press, vols IV and VI

Assessment: Exam (70%, duration: 2 hours) in the summer exam period.

Essay (30%, 3000 words) in the LT.

EH237

Theories and Evidence in Economic History

This information is for the 2020/21 session.

Teacher responsible: Prof Patrick Wallis and Dr Eric Schneider SAR.5.18

Availability: This course is compulsory on the BSc in Economic History, BSc in Economic History and Geography, BSc in Economic History with Economics, BSc in Economics and Economic History and BSc in Economics with Economic History. This course is not available as an outside option nor to General Course students.

Course content: This course teaches students how to conduct, evaluate and interpret research in economic history. Taking a practical, applied approach, students will design and conduct three research projects drawing heavily upon the archival material available in the LSE Archives and Library. The course also introduces students to critical interpretation and analysis of primary sources and research methodologies, and the nature of historical knowledge. By the end of the course, students will have a good understanding of research design, historical sources and methods, which will leave them well-prepared for their dissertation in their final year. In addition, they will have a non-technical understanding of more complex quantitative methods such as regression so that they can engage critically with current scholarship in economic history.

Teaching: This course is delivered through a combination of classes, workshops and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos. This course includes a reading week in Week 6 of Michaelmas and Lent Term.

Formative coursework: Students are expected to write two formative essays and complete other shorter formative coursework for the course.

Indicative reading: J Tosh, *The Pursuit of History* (2002), L Jordanova, *History in Practice* (2000), CH Feinstein and M Thomas, *Making History Count* (2002), and P Hudson, *History by Numbers* (2000)

Assessment: Project (20%, 4000 words) in the MT.

Project (50%, 3000 words) in the ST.

Research proposal (10%) and in-class assessment (10%) in the LT.

Class participation (10%) in the MT and LT.

Assessment comprises a group project (20%, 4000 words) in the MT; a research proposal (10%) in the LT; an individual project (50%, 3000 words) due in ST; a summative in-class exercise (10%) in the LT; and 10% for participation and submission of formative work.

EH238

The Origins of Growth

This information is for the 2020/21 session.

Teacher responsible: Dr Neil Cummins SAR.5.13

Availability: This course is available on the BA in History, BSc in Economic History, BSc in Economic History and Geography, BSc in Economic History with Economics, BSc in Economics and Economic History and BSc in Economics with Economic History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course explores the origins of modern economic growth through major themes such as life, love,

death, place and inheritance. The focus is on the world's first breakthrough in Britain during the Industrial Revolution. Students will be exposed to frontier debates in economic history. Widespread use is made of intuitive econometrics, interdisciplinary insights and historical context.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos.

This course includes a reading week in Week 6 of MT and LT.

Formative coursework: During the course students are expected to write four essays or equivalent pieces of written work.

Indicative reading: Mokyr, *The British Industrial Revolution*; Floud and Johnson, *Cambridge Economic History of Modern Britain*, vol I; Berg, *Age of Manufactures*; Allen, *The British Industrial Revolution in Global Perspective*; Crafts, *British Economic Growth*.

Assessment: Exam (90%, duration: 3 hours) in the summer exam period.

Class participation (10%) in the MT, LT and ST.

EH240

Business and Economic Performance since 1945: Britain in International Context

This information is for the 2020/21 session.

Teacher responsible: Dr Peter Cirenza

Availability: This course is available on the BSc in Accounting and Finance, BSc in Economic History, BSc in Economic History and Geography, BSc in Economic History with Economics, BSc in Economics, BSc in Economics and Economic History, BSc in Economics with Economic History, BSc in Management and Diploma in Accounting and Finance. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: The course examines the successes and failures of British business and industry, with an emphasis on the post-World War II period. It examines many of the hypotheses on why the UK economy grew more slowly than other OECD nations during this period. Explanations of relative economic decline are examined in the context of comparisons with other European nations and with the US and Japan. The course is organised to combine economy-wide factors, such as education, management organisation, labour relations, and membership in the EU, with case studies of industries as diverse as cotton, cars, banking and steel. By interacting themes and case studies, students get a sense of how national policies interact with business opportunities, and how governments can both aid and harm business. They also get a sense of why much – but not all – of British business history in the post-war period has been characterised as one of relative decline. The main attention is on the post-war period, including current changes in performance, but the historical roots of Britain's recent performance are also considered.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos. This course includes a reading week in Week 6 of MT and LT.

Formative coursework: During the course students are expected to write three essays or equivalent pieces of written work.

Indicative reading: The main work used in the course is G. Owen, *From Empire to Europe: The Decline and Revival of British Industry since the Second World War* (2000). The following are also useful: S. Broadberry, *The productivity race: British manufacturing in international perspective 1850-1990* (1997), R Floud & P Johnson (Eds), *The Cambridge economic history of modern Britain: structural change and growth, 1939-2000* (2004), B Elbaum & W Lazonick (Eds), *The Decline of the British Economy* (1986), M.

Blackford, *The rise of modern business: Great Britain, the United States, Germany, Japan, and China* (2008).

Assessment: Exam (70%, duration: 2 hours) in the summer exam period.

Research project (30%) in the LT.

EH304

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

This information is for the 2020/21 session.

Teacher responsible: Prof Christopher Minns SAR 5.12

Availability: This course is available on the BSc in Economic History, BSc in Economic History with Economics, BSc in Economics, BSc in Economics and Economic History and BSc in Economics with Economic History. This course is not available as an outside option nor to General Course students.

Pre-requisites: Students taking the course as an outside option must have completed at least one other economic history course.

Course content: The course surveys major developments in the economic history of North America between 1600 and 2000.

Colonial development; the American Revolution; Early North American Industry; Slavery; Westward expansion; the American Civil War; Regional Economic Development; Railroads and growth; International and internal trade; Finance and banking in the 19th century; Migration and labour markets in the 19th Century; World wars and North American Economies; the Great Depression; Post-war economic development and policy.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term. Teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos. This course includes a reading week in Week 6 of Michaelmas and Lent Term.

Formative coursework: At least one essay and a mock examination.

Indicative reading: Atack and Passell, *A New Economic View of American History* (1994); Engerman and Gallman, *The Cambridge Economic History of the United States*, vols 1,2,3 (2000); Hughes, *American Economic History* (1990); Haines and Steckel (eds.), *A Population History of North America*. (2000).

Assessment: Exam (70%, duration: 2 hours) in the summer exam period.

Essay (30%, 3000 words) in the MT.

EH306

Monetary and Financial History since 1750

This information is for the 2020/21 session.

Teacher responsible: Dr Olivier Accominotti SAR 5.14

Availability: This course is available on the BSc in Economic History, BSc in Economic History with Economics and BSc in Economics and Economic History. This course is not available as an outside option nor to General Course students.

Course content: This course covers international Monetary and Financial History since the mid-18th century. The course is designed to introduce students to the key issues around globalised finance and money. It will look into the rise and eventual demise of the Gold Standard, the emergence and occurrence of financial crises, the globalisation and geography of financial markets, and changes in policy responses and regulation over time.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos. This course includes a reading week in Week 6 of Michaelmas and Lent Term.

The two-hour seminar in ST will be a revision seminar.

Formative coursework: During the course students are expected to write three essays or equivalent pieces of written work

Indicative reading: Kindleberger, Manias, Panics, and Crashes, Ferguson, Ascent of Money, Foreman-Peck, History of the World Economy, Eichengreen, Golden Fetters, Eichengreen, Globalising Capital.

Assessment: Exam (100%, duration: 3 hours) in the summer exam period.

EH307

The Economic History of South Asia, 1600-2000

This information is for the 2020/21 session.

Teacher responsible: Prof Tirthankar Roy SAR 6.16

Availability: This course is available on the BSc in Economic History, BSc in Economic History with Economics and BSc in Economics and Economic History. This course is not available as an outside option nor to General Course students.

Course content: South Asia is one of the fastest growing economies of the world. The region is also home to nearly one-third of the world's poorest people. How did this paradoxical mix between the creation of wealth and persistence of poverty come into being? Does economic history suggest an answer? The course introduces the stylized facts and major debates in the economic history of modern South Asia. It considers the legacies of empires and developmental states, globalizations of the past and the present times, and the role of indigenous institutions and resource endowments. The course begins with a discussion of empires and markets before European colonial rule began, with special reference to maritime trade and craft production, in which the European East India companies were interested in. For the colonial period, the major theme is the transformation engendered by colonialism and international economic integration. In the sixty years since the end of colonial rule, developmental states tried to overcome the obstacles to growth as the economists interpreted them. The course considers how successful they were in meeting the aim, and why they were limitedly successful.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos. This course includes a reading week in Week 6 of Michaelmas and Lent Term.

Formative coursework: Students are expected to write three essays or equivalent pieces of written work.

Indicative reading: 1. Dietmar Rothermund, An Economic History of India (1993)
2. B.R. Tomlinson, The Economy of Modern India (2013)
3. Tirthankar Roy, The Economic History of India 1757-2010 (2011)
4. G. Balachandran, ed., India and the World Economy 1850-1950 (2003)
5. Latika Chaudhary and others, eds., A New Economic History of Colonial India (2016)
6. P.J. Marshall, ed., The Eighteenth Century in Indian History (2004)

Assessment: Exam (90%, duration: 3 hours) in the summer exam period.

Class participation (10%) in the MT and LT.

EH308

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

This information is for the 2020/21 session.

Teacher responsible: Prof Juan Roses Vendoiro SAR 5.15 and

Prof Max-Stephan Schulze SAR 6.14

Availability: This course is compulsory on the BSc in Economic History and Geography. This course is available on the BSc in Economic History, BSc in Economic History with Economics, BSc in Economics and Economic History and BSc in Economics with Economic History. This course is not available as an outside option nor to General Course students.

Course content: The course explores how and why the location of economic activities changes across time and space from industrialization up to the present. One goal for this course is to demonstrate the importance of history in the formation of the present-day economic landscape. An equally important goal is to demonstrate the applicability of the study of economic geography to the understanding of historical patterns of development and underdevelopment. The course is not organized chronologically but thematically. Particular attention focuses on four major issues: the development of cities, the creation of national markets, the historical basis for manufacturing agglomeration, and the historical evolution and sources of regional inequality.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes, online lectures and (when and where possible) small group 'in-person' seminars.

The course includes a reading week in Week 6 of Michaelmas Term and Lent Term.

Formative coursework: All students are expected to write one formative essay, or similar piece of work, and make one formative presentation that will not be used in the final assessment.

Indicative reading: Combes, Pierre-Philippe, Thierry Mayer and Jacques-François Thisse, Economic Geography: The Integration of Regions and Nations. Princeton University Press, 2008. Davis, David R. and Donald E. Weinstein, 2002. "Bones, Bombs, and Break Points: The Geography of Economic Activity," American Economic Review, vol. 92 (5), pp. 1269-1289. Garretsen, Harry and Martin, Ron (2010), Rethinking (New) Economic Geography Models: Taking Geography and History More Seriously, Spatial Economic Analysis, 5, 2, pp. 127-160. Kim, Sukko and Margo, Robert A., 2004. "Historical perspectives on U.S. economic geography," Handbook of Regional and Urban Economics, in: J. V. Henderson & J. F. Thisse (ed.), Handbook of Regional and Urban Economics, edition 1, volume 4, chapter 66, pages 2981-3019 Elsevier. Joan Ramón Rosés and Nikolaus Wolf (eds), The Economic Development of Europe's Regions: A Quantitative History since 1900, Routledge, 2018. Schulze, M-S., and N. Wolf, 2012. "Economic Nationalism and Economic Integration: the Austro-Hungarian Empire in the late 19th Century", Economic History Review, vol. 62 (2), pp. 652-673.

Assessment: Essay (40%, 3000 words) in the LT.

Essay (40%, 3000 words) in the ST.

Presentation (20%) in the MT and LT.

EH312

Knowledge, Technology and Economy from the Middle Ages to Modernity

This information is for the 2020/21 session.

Teacher responsible: Dr Jordan Claridge SAR 5.05 and Prof Max-Stephan Schulze SAR 6.14

Availability: This course is available on the BSc in Economic History, BSc in Economic History with Economics and BSc in Economics and Economic History. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: How has technology changed the way we live? How have humans managed to raise levels of productivity under a range of different circumstances and in an array of environmental conditions? This course addresses these questions through an exploration of the production and diffusion of knowledge and how

this has affected technical change and economic growth in the very long run, from the Middle Ages to modernity. The course will explore, both theoretically and empirically, how economists and historians have accounted for technical change. Social scientists have for decades tried to parse the respective contributions of capital, technology and labour to economic development. To what extent do the differing roles ascribed to technical change account for divergent interpretations of the key factors in long-run economic development and productivity growth? How can we explain shifts in the locus of technological leadership and dynamism over time?

These themes will be expanded upon throughout the course with case studies drawn from across place and time. We will look closely at paradigm-changing innovations and their economic effects from, for example, the introduction of the heavy plough, the clock and the printing press in the Middle Ages to more recent technologies like steam, railways, telegraphs, electricity and shifts in production technology towards automation.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes, short online introductory lectures and (when and where possible) small group 'in-person' seminars.

The course includes a reading week in Week 6 of Michaelmas Term and Lent Term.

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

Students are also expected to give one presentation to class.

Indicative reading: Edgerton, David. *The Shock of the Old: Technology and Global History since 1900* (London: Profile, 2008). Landes, David S. *The Unbound Prometheus: Technical Change and Industrial Development in Western Europe from 1750 to Present* (New York: Cambridge University Press, 2003). MacKenzie, Donald A. *Knowing Machines: Essays on Technical Change*. (Cambridge: MIT Press, 1998). Mokyr, Joel. *The Gifts of Athena*. (Princeton: Princeton University Press, 2002). Rosenberg, Nathan. *Inside the Black Box: Technology and Economics* (Cambridge: Cambridge University Press, 1983). White, Lynn, *Medieval Technology and Social Change*. (Oxford: Oxford University Press, 1962).

Assessment: Essay (30%, 3000 words) in the LT.

Take-home assessment (70%) in the ST.

The take home exam will cover all topics of the course and take place during the Summer examination period.

The 3,000-word summative essay is an opportunity for students to explore some of the themes of the course in greater depth. More detailed guidance on the essay will be disseminated early in Michaelmas Term.

EH313 Not available in 2020/21

Economic History Lab: Cities, Economy and Society, 1550-1750

This information is for the 2020/21 session.

Teacher responsible: Prof Patrick Wallis SAR 5.11

Availability: This course is available on the BSc in Economic History, BSc in Economic History with Economics and BSc in Economics and Economic History. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course examines the economic and social history of European cities and towns between 1550 and 1750, with a specific research focus on the history of London. During these two centuries, cities in north west Europe grew rapidly. London in particular experienced explosive growth, transforming from a minor industrial and commercial centre to the hub of a global trading network and the primary port of a global empire. In this course, we explore the ways in which urban development contributed to wider changes in economy and society and how

cities and towns were themselves transformed in the process. The taught section of the course covers a set of key issues in the economic and social history of cities and towns in the period, including the connection between cities and economic development; urban hierarchies and networks; the organisation of urban economies; cities and trade; urban-rural relations; urban institutions and economic development; towns and the state; social structure and social mobility; and standards of living. In the research section of the course students will participate in a research lab engaging in primary historical research into the economic and social history of London. The focus of the lab will be defined each year to engage students on work on one or more significant topics in current academic research. Students will work collectively with the course teacher to identify research questions, design research strategies, collect primary evidence, analyse this and write up their results. The findings of the lab's collective research will be disseminated through working papers, publications and a data depository.

Teaching: 5 hours of lectures, 5 hours of classes, 10 hours of workshops and 5 hours of workshops in the MT. 5 hours of lectures, 5 hours of classes, 10 hours of workshops and 5 hours of workshops in the LT.

This course will be capped at 15 students.

The course begins in MT with 5 weeks devoted to lectures (1 hour) and classes (1 hour) to introduce core issues in the economic and social history of early modern cities. At the end of this cluster of teaching students will prepare a literature review essay on one of the themes, comparing London and one other European town or city.

During these weeks, students will be given additional instruction on how to read early modern handwriting, through an additional workshop in week 2 and online self-study.

We start the lab section in the second half of Michaelmas Term.

The subject of the first lab period will be broadly defined by the course convenor, with students helping to define the exact focus of the sub-projects they will work on. During the lab, students will have one two-hour seminar each week. In addition, in week 8, we will have at least one additional archival research sessions of five hours held at the relevant site.

The Lent Term mirrors the first, except that we begin with the second research project in the first half of the term, in order to avoid a clash between the research paper and dissertations. The final sessions of the term will focus on developing comparative perspectives on the topic.

Formative coursework: All students are expected to write one formative essay in MT and participate in two group presentations (MT and LT) to receive feedback on their projects and analysis before they write up their results.

Indicative reading:

- Friedrichs, C. *The Early Modern European City 1450-1750* (1985)
- Cowan, A. *Urban Europe, 1500-1700* (1998).
- Hohenberg, P.M. and L.H. Lees, *The Making of Urban Europe, 1000-1994* (1995).
- Nicholas, D.: *Urban Europe, 1100-1700* (2002).
- Epstein & Prak, *Guilds, Innovation and the European Economy, 1400-1800* (2008)

Assessment: Essay (25%, 2500 words) and project (45%, 3000 words) in the LT.

Project (30%, 3000 words) in the MT.

EH316 Not available in 2020/21

Atlantic World Slavery

This information is for the 2020/21 session.

Teacher responsible: Dr Anne Ruderman

Availability: This course is available on the BSc in Economic History, BSc in Economic History with Economics and BSc in Economics and Economic History. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General

Course students.

Course content: This course will explore the way the transatlantic slave trade and subsequent systems of slavery in the Americas have shaped our modern world. In doing so, it will offer a broad look at questions of slavery, resistance and abolition from the late seventeenth through the nineteenth century. Lasting over 300 years, the transatlantic slave trade resulted in the forced migration of 12.5 million people out of Africa, 10.6 million of whom survived the Middle Passage to become slaves in the Americas. That demographic movement and the disparities that grew out of it, has had deep consequences for development in Africa, Europe, the United States and Latin America. Thoroughly international in focus, this course will look at slavery in Africa, Europe and the Americas, considering the formation of transatlantic slavery, similarities and differences in Caribbean and North American slaveries and potential explanations for slavery's demise. We will consider the workings of the slave trade, the plantation complex, crops such as sugar, slavery outside of plantation economies, the intersection of slavery and science, gender, rebellion, revolt, abolition and war. The subject of Atlantic world slavery has also prompted a wide range of creative approaches from historians, and we will examine the different types of sources that historians of slavery have used to try to understand the past. In doing so we will juxtapose economic history with other historical methods, and consider some of the economic, social, cultural and legal aspects of slavery, from the commercial organization of the transatlantic slave trade to the multiple forms of slave resistance. Additionally, this course will introduce students to the rapidly expanding world of digital history, by incorporating digital projects related to slavery into weekly readings.

Teaching: 10 hours of lectures and 10 hours of seminars in the MT. 10 hours of lectures and 10 hours of seminars in the LT. This course will be taught over 20 one-hour lectures with a weekly discussion section.

Formative coursework: The podcast project will include several formative assessments, due throughout the Lent term. These formative assessments are: A review and outline of an existing historical podcast, a topic and outline for the students' podcast and audio reading responses for discussion section.

Indicative reading:

- Behrendt, Stephen D. (2001). "Markets, Transaction Cycles, and Profits: Merchant Decision Making in the British Slave Trade." *The William and Mary Quarterly* 58, no. 1: 171-204.
- Berry, Daina Ramey. (2017). *The Price for their Pound of Flesh: The Value of the Enslaved, from Womb to Grave, in the Building of a Nation*, Boston: Beacon Press.
- Galenson, David W. (1984). "The Rise and Fall of Indentured Servitude in the Americas: An Economic Analysis." *The Journal of Economic History* 44, no. 1: 1-26
- Hunter, Tera. (2017). *Bound in Wedlock: Slave and Free Black Marriage in the Nineteenth Century*. Cambridge, Mass.: Harvard University Press.
- Richardson David. (2001). "Shipboard Revolts, African Authority and the Atlantic Slave trade," *William and Mary Quarterly*, 58: 69-92
- Rosenthal Caitlin. (2018) *Accounting for Slavery: Masters and Management*. Cambridge, Mass.: Harvard University Press
- Schmidt-Nowara, Christopher. (2011). *Slavery, Freedom, and Abolition in Latin America and the Atlantic World*. 160 Albuquerque: University of New Mexico Press.
- Wright Gavin. (2003) "Slavery and American Agricultural History." *Agricultural History* 77, no. 4: 527-52.

Assessment: Essay (50%, 4000 words) and podcast (50%) in the LT.

EH325 Not available in 2020/21

Issues in Modern Japanese Economic Development: Late Industrialisation, Imperialism and High Speed Growth

This information is for the 2020/21 session.

Teacher responsible: Prof Janet Hunter SAR 5.17

Availability: This course is available on the BSc in Economic History, BSc in Economic History with Economics, BSc in Economics and Economic History and BSc in Economics with Economic History. This course is not available as an outside option nor to General Course students.

Course content: The course combines an examination of selected major themes and historiographical issues in modern Japanese development with a focus on particular empirical aspects of Japanese economic history since the mid-19th century. Topics will include pre-industrial growth and its legacy; economic growth before the Second World War; formal and informal empire; the Pacific War and the Occupation of Japan; trade and interaction with the international economy; consumption and living standards; gender in the modern Japanese economy; institutions and organisations.

Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.

20 weekly two-hour seminars in MT and LT. One 2-hour seminar in ST.

(There will be a Reading Week in the 6th week of MT and LT.)

Students are expected to do prior reading and preparation, to participate in group discussion and to make presentations.

Formative coursework: students will be expected to write two essays of no more than 2,500 words.

Indicative reading: A detailed reading/seminar list is handed out at the beginning of the course, but the texts listed below provide a background: A Gordon, *A Modern History of Japan* (2003); P Francks, *Japanese Economic Development* (3rd edn, 2015); P Francks, *Rural Economic Development in Japan* (2006); J E Hunter, 'The Japanese Experience of Economic Development' in P O'Brien (Ed, *Industrialisation: Critical Perspectives on the World Economy* (1998); M Tanimoto (eds), *The Role of Tradition in Japan's Industrialisation* (2006), Part 1.

Assessment: Exam (70%, duration: 2 hours) in the summer exam period.

Essay (30%, 3500 words) in the LT.

EH326

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

This information is for the 2020/21 session.

Teacher responsible: Dr Gerben Bakker SAR 5.09

Availability: This course is available on the BSc in Economic History, BSc in Economic History with Economics, BSc in Economics and Economic History and BSc in Economics with Economic History. This course is not available as an outside option nor to General Course students.

Pre-requisites: Students taking the course as an outside option must have completed at least one other economic history course.

Course content: The course explores the relationship between innovation and the financing of it in the nineteenth and twentieth centuries, the impact on economic growth and how policy makers managed (or failed) to encourage innovation investment and technology adoption.

Technological change and organizational innovation are critical determinants of the pace of economic growth. This course looks at the specific ways in which innovation transformed industries around the world in the modern era. The course has a global reach though it will concentrate on countries in Northern Europe and the United States. Particular attention focuses on links between innovation and finance: finance is a fundamental

input for almost every type of productive activity. The course will explore issues such as; the relationship between market size and structure and technological progress; how firms developed the capabilities to profit from new technologies; and how policy makers attempted to nurture institutions to stimulate investment and technology adoption. The course will therefore cover themes such as the process of invention, innovation typologies, the history of R&D management, anti-trust policy, corporate governance, organisational change, incentives, intellectual property rights and the regulation of technology and its finance more broadly.

Teaching: This course is delivered through a series of seminars totalling 40 hours across Michaelmas Term and Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual seminars and other online activities. This course includes a reading week in Week 6 of both terms.

Formative coursework: All students are expected to write three essays or equivalent pieces of written work

Indicative reading: Naomi Lamoreaux and Kenneth Sokoloff eds., *Financing Innovation in the United States, 1870 to the Present* (MIT Press, 2007); Joel Mokyr, *The Gifts of Athena: Historical Origins of the Knowledge Economy*, (Princeton University Press, 2002); Raghuram Rajan and Luigi Zingales, "Financial Dependence and Growth," *American Economic Review* 88 (1998): 559-586; Nathan Rosenberg, *Inside the Black Box: Technology and Economics*, (Cambridge University Press, 1982); Joseph A. Schumpeter, "Can Capitalism Survive?" in his *Capitalism, Socialism and Democracy* (Routledge reprint, 1942, 2000); Benn Steil, David G. Victor and Richard R. Nelson eds., *Technological Innovation and Economic Performance* (Princeton University Press, 2002); John Sutton, *Technology and Market Structure: Theory and History* (MIT Press, 1998); James M. Utterback, *Mastering the Dynamics of Innovation* (Harvard Business School Press, 1996).

Assessment: Exam (100%, duration: 3 hours) in the summer exam period.

EH327

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

This information is for the 2020/21 session.

Teacher responsible: Prof Kent Deng SAR 5.17

Availability: This course is available on the BSc in Economic History, BSc in Economic History with Economics and BSc in Economics and Economic History. This course is not available as an outside option nor to General Course students.

Course content: The course explores the main aspects China's economic growth in the very long term from c.1000 AD to 1800. It begins with a survey of general models/themes in Chinese economic history, followed by particular issues: the formation, expansion and the function of the Chinese empire; Confucian values and state economic policies; property rights; peasantry and peasant economy; proto-industrialisation; commerce and trade; science and technology; demographic fluctuations; living standards; external shocks and foreign influence; internal rebellions and revolutions; reforms and modernisation.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos. This course includes a reading week in Week 6 of Michaelmas and Lent Term. Students are expected to do prior reading and to make presentations on a regular basis.

Indicative reading: A full reading list and course outline are distributed at the beginning of the course. The following readings provide indication of the scope and nature of materials used in the course: K G Deng, 'A Critical Survey of Recent Research in of Chinese Economic History', *Economic History Review* (2000); J K Fairbank, *Chinese Thought and Institutions* (1957); M Elvin,

The Pattern of the Chinese Past (1973); C A Ronan, *The Shorter Science and Civilisation in China* (1978-86); J Y Lin, 'The Needham Puzzle: Why the Industrial Revolution did not Originate in China', *Economic Development and Cultural Change* (1995); G W Skinner, *The City in Late Imperial China* (1977); J Lee & F Wang, *One Quarter of Humanity* (1999); K Pomeranz, *The Great Divergence, Europe, China and The Making of the Modern World Economy* (2000); A Watson, *Economic Reform and Social Change in China* (1992); R B Wong, *China Transformed* (1997). 'Imperial China under the Song and Late Qing', in Andrew Monson and Walter Scheidel (eds), *Fiscal Regimes and Political Economy of Premodern States*, Cambridge University Press: ch. 10 (pp. 308-42). Deng, Kent and Zheng, Lucy (2015) Economic restructuring and demographic growth: demystifying growth and development in Northern Song China, 960-1127 *Economic History Review*, 68 (4). 1107-1131.

Assessment: Exam (70%, duration: 3 hours) in the summer exam period.

Essay (10%, 2000 words) in the MT.

Essay (10%, 2000 words) in the LT.

Class participation (10%) in the MT, LT and ST.

EH390

Dissertation in Economic or Social History

This information is for the 2020/21 session.

Teacher responsible: Dr Spike Gibbs SAR 6.15

Availability: This course is compulsory on the BSc in Economic History, BSc in Economic History with Economics and BSc in Economics and Economic History. This course is available on the BSc in Economics with Economic History. This course is not available as an outside option nor to General Course students.

Course content: The subject of the dissertation should relate broadly to one of the economic history courses that have been chosen. This course consists of two lectures, the first in week 1 of MT and the second in week 1 of LT. All students also participate in an intensive workshop in week 7 of MT. This provides the opportunity for students to present their dissertation ideas and receive feedback from their peers.

Assessment: Dissertation (90%, 10000 words) and dissertation draft (5%) in the LT.

Proposal (5%) in the MT.

The dissertation must not exceed 10,000 words in length.

After being marked, the dissertation will not be returned to the candidate.

EH391

Dissertation in Historical Economic Geography

This information is for the 2020/21 session.

Teacher responsible: Mr Alex Gibbs

Availability: This course is compulsory on the BSc in Economic History and Geography. This course is not available as an outside option nor to General Course students.

Course content: The subject of the dissertation should relate broadly to one of the core or optional courses on the BSc Economic History and Geography programme. It must address a topic in historical economic geography.

This course consists of two lectures, the first in week 1 of MT and the second in week 1 of LT. All students also participate in an intensive workshop in week 7 of MT. This provides the opportunity for students to present their dissertation ideas and receive feedback from their peers.

Assessment: Dissertation (90%, 10000 words) and coursework (5%) in the LT.

Coursework (5%) in the MT.

Dissertation (90%, 10000 words) and dissertation draft (5%) in the LT.

Proposal (5%) in the MT.
The dissertation must not exceed 10,000 words in length.
After being marked, the dissertation will not be returned to the candidate.

FM100 Half Unit

Introduction to Finance

This information is for the 2020/21 session.

Teacher responsible: Prof Martin Oehmke

Availability: This course is compulsory on the BSc in Finance. This course is not available as an outside option nor to General Course students.

Course content: This course will provide a non-technical introduction to Finance and an overview of the Finance discipline. The aim of the course is to explain the importance of finance to individuals, firms, and society in general. Topics will include discounting and present value, risk and return, financial markets and trading, mutual and hedge funds, banks and other financial intermediaries, financial securities, capital structure, venture capital and private equity, initial public offerings, and valuation of firms and projects.

Teaching: 30 hours of seminars in the LT.

Additional workshops may be scheduled as needed.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

Formative coursework: Weekly homework assignments.

Indicative reading: Detailed course programmes and reading lists are distributed at the start of the course.

Assessment: Coursework (40%) and coursework (60%) in the LT.

FM101 Half Unit

Finance

This information is for the 2020/21 session.

Teacher responsible: Dr Elisabetta Bertero OLD.M.2.13

Availability: This course is compulsory on the BSc in Management. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course cannot be taken with AC100 Elements of Accounting and Finance.

Course content: This course includes an introduction to the financial decisions of firms, in particular capital budgeting; the financial decisions of households; the role of the financial system in the economy and the flow of funds; causes and consequences of the recent financial crises.

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

Formative coursework: Classwork exercises will be set each week. Two classworks will be marked by class teachers.

Indicative reading: The main readings for this course are selected chapters from two textbooks combined in a customized textbook, Finance (2020), prepared specifically for this course by Dr E. Bertero. The book is available from the Economist's Bookshop on campus. The textbooks it draws from are: Hillier et al (2017) Fundamentals of Corporate Finance, European Edition, McGraw-Hill. Cecchetti et al (2017) Money, banking and financial markets, McGraw-Hill. A few additional readings will be discussed during the lectures and posted on Moodle for downloading.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

FM200 Half Unit

Financial Systems and Crises

This information is for the 2020/21 session.

Teacher responsible: Prof Dimitrios Vayanos

Availability: This course is compulsory on the BSc in Finance. This course is not available as an outside option nor to General Course students.

Course content: The course FM200 Financial Systems and Crises covers financial markets and institutions, and their interaction with the real economy. The course emphasizes particularly banks and credit markets, and their role in generating economic growth as well as financial crises. Basic economic theories and models developed to understand these phenomena are covered, and the theoretical analysis is complemented with a historical perspective. The first part of the course, taught over weeks 1-6 of Michaelmas Term, presents theories of debt and banks; reviews key historical developments pertaining to banks and financial crises until the middle of the 20th century; and presents theories of credit booms and busts in the macroeconomy.

The second part of the course, taught over weeks 7-10 of Michaelmas Term, reviews key historical developments pertaining to banks and financial crises from the middle of the 20th century until now; reviews how money markets work and how central banks conduct monetary policy; presents the theory and practice of bank regulation; and reviews the international monetary system.

Teaching: 33 hours of seminars in the MT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

Formative coursework: Students will be expected to produce a number of problem sets in the MT.

Indicative reading: 1. Kindleberger, Charles, 2015, Manias, Panics and Crashes: A History of Financial Crises, 7th edition, Palgrave Macmillan.

2. Gorton, Gary, 2012, Misunderstanding Financial Crises: Why We Don't See Them Coming, Oxford University Press.

3. Tirole, Jean, 2006, The Theory of Corporate Finance, Princeton University Press.

Assessment: In-class assessment (30%) and in-class assessment (70%) in the MT.

The first ICA will be held in in Week 6 and the other at the end of MT.

FM201 Half Unit

Macro-Finance

This information is for the 2020/21 session.

Teacher responsible: Dr Paula Lopes

Availability: This course is compulsory on the BSc in Finance. This course is not available as an outside option nor to General Course students.

Pre-requisites: Students must have completed Economics A (EC100) or Economics B (EC102).

Course content: This course will study the relationship between financial markets and the macro-economy. Topics include the behaviour of returns of different asset classes over the business cycle, the relationship between returns and inflation, and the implications for expected returns and portfolio choice.

Teaching: 33 hours of seminars in the LT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

Formative coursework: Weekly problem sets

Indicative reading: Detailed course programme and reading lists are distributed at the start of the course.

Illustrative texts include: Blanchard, Macroeconomics, 7th ed. and Mankiw, Macroeconomics, 9th ed.

Assessment: Coursework (40%) and coursework (60%) in the LT.

FM212

Principles of Finance

This information is for the 2020/21 session.

Teacher responsible: Dr James Clark

Dr Jojo Paul

Availability: This course is available on the BSc in Accounting and Finance, BSc in International Social and Public Policy and Economics, BSc in Management, BSc in Social Policy and Economics and Diploma in Accounting and Finance. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

This course cannot be combined with FM213.

Permission forms from General Course admin office should be submitted to the Department of Finance Student Information Centre OLD.2.05 with a copy of the transcript attached.

Pre-requisites: Students must have completed: one level 1 Economics course (either EC100 Economics A or EC102 Economics B), one level 1 Mathematics course and one level 1 Statistics course

Course content: The course examines the theory of financial decision-making by firms and examines the behaviour of the capital markets in which these decisions are taken. The topics covered are the theory of capital budgeting under certainty in perfect and imperfect capital markets, portfolio theory, equity and bond markets, the capital asset pricing model, efficient markets, derivative pricing, sources of funds, basic theory of capital structure and the cost of capital, company dividend decisions and financial markets and institutions.

This course covers the same topics as FM213. Thus, both FM213 and FM212 are equivalent content-wise. However, compared to FM213, this course puts less emphasis on the underlying statistical theory and relies less on the use of mathematical methods. Nonetheless, the course is quantitative in nature, and familiarity with mathematical and statistical methods taught in first-year courses will be assumed.

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

There will also be workshops in both MT and LT.

Formative coursework: Students are expected to produce written work for classes and to make positive contributions to class discussion.

Indicative reading: Detailed course programmes and reading lists are distributed at the start of the course. Illustrative texts include:

- Principles of Corporate Finance by Richard Brealey, Stewart Myers, and Franklin Allen, McGraw-Hill Inc.
- Corporate Finance by Jonathan Berk and Peter Demarzo, Pearson Global Edition.

Assessment: Exam (100%, duration: 3 hours) in the summer exam period.

This course cannot be combined with FM212. Students on the BSc in Accounting and Finance can only take this course if they have met the general course prerequisites as below.

Pre-requisites: Students must have completed: one level 1 Economics course (either EC100 Economics A or EC102 Economics B), MA100 and ST102.

Course content: The course examines the theory of financial decision-making by firms and examines the behaviour of the capital markets in which these decisions are taken. The topics covered are the theory of capital budgeting under certainty in perfect and imperfect capital markets, portfolio theory, equity and bond markets, the capital asset pricing model, efficient markets, derivative pricing, sources of funds, basic theory of capital structure and the cost of capital, company dividend decisions and financial markets and institutions.

This course covers the same topics as FM212. Thus, both FM213 and FM212 are equivalent content-wise. However, compared to FM212, this course puts more emphasis on the underlying statistical theory and relies more on the use of mathematical methods.

Teaching: 20 hours of lectures and 15 hours of classes in the MT. 20 hours of lectures and 15 hours of classes in the LT. 2 hours of lectures and 1 hour and 30 minutes of classes in the ST.

Formative coursework: Students are expected to produce written work for classes and to make positive contributions to class discussion.

Indicative reading: Detailed course programmes and reading lists are distributed at the start of the course. Illustrative texts include: Principles of Corporate Finance by Richard Brealey, Stewart Myers, and Franklin Allen, McGraw-Hill Inc.

Assessment: Exam (100%, duration: 3 hours) in the summer exam period.

FM300

Corporate Finance, Investments and Financial Markets

This information is for the 2020/21 session.

Teacher responsible: Dr Georgy Chabakauri CON.2.08 and Dr Juanita Gonzalez Uribe

Availability: This course is compulsory on the BSc in Accounting and Finance. This course is available on the BSc in Business Mathematics and Statistics, BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Management, BSc in Mathematics, Statistics and Business and Diploma in Accounting and Finance. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Principles of Finance (FM212) or Principles of Finance (FM213)

Course content: This course is intended for third-year undergraduates and will be a broad-based follow-up to FM212/FM213 Principles of Finance. The goal is to broaden, and selectively deepen, students' understanding of finance, building on their existing knowledge of financial economics. The course will cover a broad range of topics, with both a theoretical and an empirical emphasis. These include topics in corporate finance, investments and performance evaluation and international finance. The course consists of two interchangeable ten-week components, one on investments and international finance, and the other on corporate finance.

The first component provides students with a way of thinking about investment decisions by examining the empirical behaviour of security prices. We first study the empirical evidence of the CAPM and other asset pricing models, and then analyse different tests of market efficiency focusing on event studies and investment anomalies. We also study the main empirical findings in behavioural finance. We then learn how to measure the performance of a portfolio manager and to attribute it to different types of skill. Finally, this section of the course introduces the

FM213

Principles of Finance

This information is for the 2020/21 session.

Teacher responsible: Dr Cameron Peng and Dr Hongda Zhong

Availability: This course is compulsory on the BSc in Finance and BSc in Financial Mathematics and Statistics. This course is available on the BSc in Accounting and Finance, BSc in Actuarial Science, BSc in Business Mathematics and Statistics, BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Management, BSc in Mathematics and Economics and BSc in Mathematics, Statistics and Business. This course is not available as an outside option nor to General Course students. Students on the BSc in Management can only take this course if they have met the following programme-specific prerequisites: a 1st in MA107 and/or ST107 and email permission from their Senior Undergraduate Tutor.

foundations of international finance and explores issues related to international portfolio management.

The second component of the course examines theory and evidence concerning major corporate financial policy decisions. It builds on FM212/FM213 (Principles of Finance) and emphasises practical implementation, with some of the same topics covered in more depth, and some additional topics not covered before. This is achieved with a combination of lectures, problem sets, and case studies such that students can apply the concepts using real-life situations.

The goal of corporations is to take on the best possible projects (e.g. a plant expansion) and finance them in the best way possible (e.g. through profits, debt, or equity). The time and uncertainty of investment payoffs make these problems nontrivial and essential for long-term success. The course will focus on answering the following questions:

(a) Valuation: How can we value and choose projects? What is the value of a company? What should be the expected return for a project, division, and the whole firm?

(b) Capital Structure: How should corporations obtain financing? For what projects?

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

Formative coursework: Students are expected to produce written work for classes and to make positive contributions to class discussions.

Indicative reading: Detailed course programmes and reading lists are distributed at the start of the course. Illustrative texts include: Bodie, Kane & Marcus, Investments (Irwin) and Grinblatt & Titman, Financial Markets and Corporate Strategy (Irwin, McGraw-Hill).

Assessment: Exam (100%, duration: 3 hours) in the summer exam period.

FM300GC Half Unit

Corporate Finance, Investments and Financial Markets (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Dr Georgy Chabakauri CON.2.08 and Dr Juanita Gonzalez Uribe

Availability: This course is available to General Course 'Spring Semester' students.

Pre-requisites: Principles of Finance (FM212) or Principles of Finance (FM213)

Course content: This course is intended for General Course students and will be a broad-based follow-up to the corporate finance part of FM212/FM213 Principles of Finance. The goal is to broaden, and selectively deepen, students' understanding of corporate finance, building on their existing knowledge of financial economics. The course will cover a broad range of topics, with both a theoretical and an empirical emphasis.

The course examines theory and evidence concerning major corporate financial policy decisions. It builds on FM212/FM213 (Principles of Finance) and emphasises practical implementation, with some of the same topics covered in more depth, and some additional topics not covered before. This is achieved with a combination of lectures, problem sets, and case studies such that students can apply the concepts using real-life situations.

The goal of corporations is to take on the best possible projects (e.g. a plant expansion) and finance them in the best way possible (e.g. through profits, debt, or equity). The time and uncertainty of investment payoffs make these problems nontrivial and essential for long-term success. The course will focus on answering the following questions:

(a) Valuation: How can we value and choose projects? What is the value of a company? What should be the expected return for a project, division, and the whole firm?

(b) Capital Structure: How should corporations obtain financing? For what projects?

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

Formative coursework: Students are expected to produce written work for classes and to make positive contributions to class discussions.

Indicative reading: Detailed course programmes and reading lists are distributed at the start of the course. Illustrative texts include: Bodie, Kane & Marcus, Investments (Irwin) and Grinblatt & Titman, Financial Markets and Corporate Strategy (Irwin, McGraw-Hill).

Assessment: Exam (100%, duration: 1 hour and 30 minutes) in the summer exam period.

FM301 Half Unit

Market Anomalies and Asset Management

This information is for the 2020/21 session.

Teacher responsible: Dr Cameron Peng

Availability: This course is compulsory on the BSc in Finance. This course is not available as an outside option nor to General Course students.

Pre-requisites: Students must have completed FM213 Principles of Finance.

Course content: This course will examine the extent to which financial markets are informationally efficient. Topics include notions of market efficiency, return predictability in bond, stock, and derivatives markets, limits to arbitrage and other theories of return predictability.

Teaching: 33 hours of seminars in the MT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

Formative coursework: Weekly homework assignments

Indicative reading: Detailed course programmes and reading lists are distributed at the start of the course. Illustrative texts include: Shleifer, Inefficient Markets: An Introduction to Behavioral Finance (Oxford University Press).

Assessment: Coursework (30%) and in-class assessment (70%) in the MT.

FM302 Half Unit

Theories of Corporate Finance

This information is for the 2020/21 session.

Teacher responsible: Prof Martin Oehmke

Availability: This course is compulsory on the BSc in Finance. This course is not available as an outside option nor to General Course students.

Pre-requisites: Students must have completed Principles of Finance (FM212 or FM213), Mathematical Methods (MA100) and Elementary Statistical Theory (ST102). Introduction to Econometrics, Principles of Econometrics or other statistics courses where at least linear regression models are covered are recommended but not required. Students who have not taken Principles of Finance, but have an excellent quantitative background, may be allowed to take this course at the discretion of the course leader.

Course content: This course introduces concepts and theories to critically assess major corporate financial policy decisions.

The course focuses in particular on a firm's capital structure and the impact of taxes, bankruptcy costs, agency conflicts, and asymmetric information on a firm's financing decisions. We will also discuss other major topics in corporate finance, such as the market for corporate control. In developing tools to analyze these issues, we will introduce the key concepts of corporate finance theory, including debt overhang, risk shifting, and the free-rider problem.

Teaching: 33 hours of seminars in the LT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are “sessions” only, and the pedagogical approach in each session is interactive.

Formative coursework: Students will be expected to produce 10 problem sets in the LT.

Indicative reading: Detailed course programmes and reading lists are distributed at the start of the course. Illustrative texts include: “Financial Markets and Corporate Strategy” by Hillier, Grinblatt and Titman. “Corporate Finance” by Ivo Welch, and “The Theory of Corporate Finance” by Tirole.

Assessment: Coursework (40%), coursework (50%) and class participation (10%) in the LT.

FM304 Half Unit

Applied Corporate Finance

This information is for the 2020/21 session.

Teacher responsible: Dr Ashwini Agrawal

Availability: This course is compulsory on the BSc in Finance. This course is not available as an outside option nor to General Course students.

Pre-requisites: Students must have completed FM213 Principles of Finance

Course content: This course will focus on the applications of key concepts in corporate finance and implicitly extend the topics covered in “Principles of Corporate Finance”. There will be three main topics covered in the course. The first topic is corporate investment. We will consider various methods used by firms to evaluate investment opportunities. The second topic is financing decisions. We will cover how firms finance their operations using debt and equity. The third topic is valuation. We will learn methods used to value companies and specific transactions such as mergers, acquisitions, and leveraged buyouts. Each topic will be addressed using both theoretical material provided by the professor and weekly case studies with questions and solutions.

Teaching: 33 hours of seminars in the LT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are “sessions” only, and the pedagogical approach in each session is interactive.

Formative coursework: Weekly homework assignments.

Indicative reading: A course pack will be distributed that includes case studies as well as additional readings such as textbook chapters, and practitioner articles.

Assessment: Coursework (30%) and coursework (70%) in the LT.

FM305 Half Unit

Advanced Financial Economics

This information is for the 2020/21 session.

Teacher responsible: Prof Ian Martin and Prof Dimitrios Vayanos

Availability: This course is compulsory on the BSc in Finance. This course is not available as an outside option nor to General Course students.

Pre-requisites: Students must have completed FM213 Principles of Finance.

Course content: This course will present modern theories of financial markets and asset valuation. The first part of the course, taught by Ian Martin, will cover the principle of no arbitrage, state prices and the stochastic discount factor, utility functions and portfolio choice, and equilibrium pricing and risk-neutral pricing. It will also apply these tools to forecast market returns. The second part of the course, taught by Dimitri Vayanos, will build on this material and develop additional tools to explore the effects of frictions in financial markets, such as asymmetric information, costs of search and market participation, leverage constraints and

delegated portfolio management.

Teaching: 33 hours of seminars in the MT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are “sessions” only, and the pedagogical approach in each session is interactive.

Indicative reading: Teaching notes will be provided

Assessment: In-class assessment (30%), in-class assessment (60%) and class participation (10%) in the MT.

Midterm exam (two questions from Prof Martin) and final in-class exam (one question from Prof Martin, three questions from Prof Vayanos).

FM320

Quantitative Finance

This information is for the 2020/21 session.

Teacher responsible: Dr Thummim Cho and Dr Rohit Rahi

Availability: This course is compulsory on the BSc in Financial Mathematics and Statistics. This course is available on the BSc in Accounting and Finance, BSc in Business Mathematics and Statistics, BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Mathematics and Economics, BSc in Mathematics, Statistics and Business and Diploma in Accounting and Finance. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Pre-requisites: Students must have completed Principles of Finance (FM212 or FM213), Mathematical Methods (MA100) and Elementary Statistical Theory (ST102). Introduction to Econometrics, Principles of Econometrics or other statistics courses where at least linear regression models are covered are recommended but not required. Students who have not taken Principles of Finance, but have an excellent quantitative background, may be allowed to take this course at the discretion of the course leader.

Course content: This course is intended for third-year undergraduates and builds upon FM212/FM213 Principles of Finance. The main topics covered are financial risk analysis and financial risk management (first part of the course) and derivatives pricing (second part). As such, this course is complementary to FM300 Corporate Finance, Investments and Financial Markets, with minimal overlap.

The first part of the course provides students with a thorough understanding of market risk from both a practical and technical point of view. A representative list of topics covered includes:

- empirical properties of market prices (fat tails, volatility clusters) and forecasting of conditional volatility
- concepts of financial risk (volatility, Value-at-Risk)
- univariate and multivariate volatility models (ARCH, GARCH)
- implementation and evaluation of risk forecasts
- endogenous risk
- credit markets and liquidity

Students apply the models to real financial data using Matlab, a programming environment widely used in industry and academia. No prior knowledge of programming is assumed: students will learn-by-doing in class. Students will at times use data and software for classwork assignments.

The second part of the course focuses on derivatives, with a particular emphasis on equity derivatives (standard call and put options, exotic options), futures and forward contracts, and interest rate derivatives (swaps, caps and floors, swaptions).

We systematically address three basic questions: how do these products work, i.e. what are their payoffs? How can they be used, for hedging purposes or as part of trading strategies? And above all: how are they priced? The course emphasises a small number of powerful ideas: absence of arbitrage, replication, and risk-neutral pricing. These are typically introduced in the context of discrete-time models, but the course also covers some well-known continuous-time models, starting with a comprehensive

treatment of the Black-Scholes model. The level of mathematics is appropriate for third-year students with a solid quantitative background. Continuous-time stochastic processes and stochastic calculus will be introduced as we go.

Teaching: 20 hours of lectures and 10 hours of classes in the MT. 20 hours of lectures and 10 hours of classes in the LT.

Formative coursework: Students will be expected to produce written work for classes and to make positive contributions to class discussion.

Indicative reading: J Danielsson, *Financial Risk Forecasting: The Theory and Practice of Forecasting Market Risk* will be the required textbook for the first half of the course; additional readings may be assigned as needed.

For the second half of the course, there is no required textbook, but the following is an excellent reference: J Hull, *Options, Futures, and Other Derivatives*.

Assessment: Exam (45%, duration: 2 hours) in the summer exam period.

Coursework (50%) in the MT.

Coursework (5%) in the LT.

FM321 Half Unit

Risk Management and Modelling

This information is for the 2020/21 session.

Teacher responsible: Dr Thummim Cho

Availability: This course is compulsory on the BSc in Finance. This course is not available as an outside option nor to General Course students.

Pre-requisites: Students must have completed Principles of Finance (FM213), Mathematical Methods (MA100) and Elementary Statistical Theory (ST102).

Course content: This course is intended for third-year undergraduates and builds upon FM212/FM213 Principles of Finance. The main topics covered are financial risk analysis and financial risk. The course provides students with a thorough understanding of market risk from both a practical and technical point of view. A representative list of topics covered includes:

- empirical properties of market prices (fat tails, volatility clusters) and forecasting of conditional volatility
- concepts of financial risk (volatility, Value-at-Risk)
- univariate and multivariate volatility models (ARCH, GARCH)
- implementation and evaluation of risk forecasts
- endogenous risk

Students apply the models to real financial data using Matlab, a programming environment widely used in industry and academia. No prior knowledge of programming is assumed: students will learn-by-doing in class. Students will at times use data and software for classwork assignments.

Teaching: 20 hours of lectures and 10 hours of classes in the MT.

Formative coursework: Students will be expected to produce written work for classes and to make positive contributions to class discussion

Indicative reading: J Danielsson, *Financial Risk Forecasting: The Theory and Practice of Forecasting Market Risk* will be the required textbook for the course. Additional readings may be assigned as needed.

Assessment: Coursework (100%) in the MT.

FM322 Half Unit

Derivatives

This information is for the 2020/21 session.

Teacher responsible: Dr Rohit Rahi

Availability: This course is compulsory on the BSc in Finance. This course is not available as an outside option nor to General Course students.

Pre-requisites: Students must have completed Principles of

Finance (FM213), Mathematical Methods (MA100) and Elementary Statistical Theory (ST102)

Course content: This course will build on "Principles of Finance" to study the theoretical foundations of financial derivatives on a variety of underlying assets including bonds, stocks, commodities, and currencies.

Teaching: 20 hours of lectures and 10 hours of classes in the LT.

Formative coursework: Students will be expected to produce written work for classes and to make positive contributions to class discussion.

Indicative reading: J Hull, *Options, Futures, and Other Derivatives*

Assessment: Exam (90%, duration: 2 hours) in the summer exam period.

Coursework (10%) in the LT.

GV100

Introduction to Political Theory

This information is for the 2020/21 session.

Teacher responsible: Prof Paul Kelly

Availability: This course is compulsory on the BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Policy with Government. This course is available on the BA in Social Anthropology, BSc in Environment and Development, BSc in Social Anthropology and BSc in Social Policy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: An introduction to political theory through the thought and texts of some of the most important political theorists. A study of the ideas of some of the major political theorists from the ancient Greeks to the 20th Century. Topics will include theories of human nature, the origin of government and law, man's relation to society and the state, the basis of political obligation, the idea of social contract, the idea of social progress, the critique of capitalism, and questions about race and gender. The thinkers discussed this year will include Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Kant, J S Mill, Marx, Nkrumah, Arendt, Fanon.

Teaching: This course provides a combination of classes and lectures totalling 29 hours in the Michaelmas term, 30 hours in the Lent term, and 3 hours in the Summer term. This year, some or all of this teaching will be delivered through a combination of online and on-campus lectures and classes. There will be a reading week in Week 6 of both Michaelmas and Lent terms.

The lecture in ST1 will be a revision lecture and the class in ST1 will be a revision class.

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

Indicative reading: D. Boucher and P. Kelly, *Political Thinkers: From Socrates to the Present* (Oxford 2009); Plato, *Republic*; Aristotle, *Politics*; Cicero, *The Republic and On Duties*; Machiavelli, *The Prince*; Hobbes, *Leviathan*; Locke, *2nd Treatise of Government*; Rousseau, *Discourse on the Origins of Inequality and The Social Contract*; J S Mill, *Utilitarianism, The Subjection of Women, and On Liberty*; Marx, *Selected Writings* (Ed D McLellan); Arendt, *The Origins of Totalitarianism*; Fanon, *Black Skins, White Masks*.

Assessment: Essay (33%, 2000 words) in the MT.

Essay (33%, 2000 words) and essay (34%, 2000 words) in the LT.

The summative assessment will be 3 essays for whole course.

Effectively this means 1 summative assessment in MT and 2 for LT. However, in the event of the first, formative MT essay being 'best', students will be allowed to count that as one of their summative essays (so the best 3 out of 4 essays will form the summative assessment for this course).

GENERAL COURSE STUDENTS ONLY:

The Class Summary Grade for General Course students will be calculated as follows: 80% class participation and 20% attendance.

GV100GC Half Unit Introduction to Political Theory (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Prof Paul Kelly

Availability: This course is available to General Course 'Spring Semester' students.

Course content: An introduction to political theory through the thought and texts of some of the most important political theorists. A study of the ideas of some of the major political theorists from the early modern to the 20th Century. Topics will include: theories of human nature, the origin of government and law, man's relation to society and the state, the basis of political obligation, the idea of social contract, the idea of social progress, the critique of capitalism, and questions about race and gender. The thinkers discussed this year will include: Rousseau, Kant, J S Mill, Marx, Nkrumah, Arendt, Fanon.

Teaching: This course provides a combination of classes and lectures totalling 30 hours in the Lent term, and 3 hours in the Summer term. This year, some or all of this teaching will be delivered through a combination of online and on-campus lectures and classes. There will be a reading week in Week 6 of the Lent term.

The lecture in ST1 will be a revision lecture and the class in ST1 will be a revision class.

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

Indicative reading: D. Boucher and P. Kelly, *Political Thinkers: From Socrates to the Present* (Oxford 2009); Rousseau, *Discourse on the Origins of Inequality and The Social Contract*; J S Mill, *Utilitarianism, The Subjection of Women, and On Liberty*; Marx, *Selected Writings* (Ed D McLellan); Arendt, *The Origins of Totalitarianism*; Fanon, *Black Skins, White Masks*.

Assessment: Essay (100%, 2000 words) in the ST.

The summative assessment will be 1 essay for whole course submitted in week 2 of the ST.

GENERAL COURSE 'SPRING SEMESTER' STUDENTS ONLY:

The Class Summary Grade for General Course 'Spring Semester' students will be calculated as follows: 80% class participation and 20% attendance.

or political outcomes will be presented and various theoretical explanations will be assessed. Most weeks will involve an interactive element.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 50 hours across Michaelmas Term, Lent Term and Summer Term. Some or all of this teaching will be delivered through a combination of online and on-campus lectures and classes. There will be reading week in Week 6 of both the MT and LT terms.

Formative coursework: Students will be expected to undertake one problem set and a group assignment (writing a blog piece) in the MT.

Indicative reading: W Clark, M Golder and S Nadenichek Golder, *Foundations of Comparative Politics*, Sage, 2019. A Lijphart, *Patterns of Government: Government Forms and Performance in Thirty-Six Countries*, 2nd edn, Yale University Press, 2012. G. Tsebelis, *Veto Players: How Political Institutions Work*, Princeton University Press, 2002.

Assessment: Essay (50%, 2000 words) in the LT.

Online assessment (50%) in the ST.

GENERAL COURSE STUDENTS ONLY:

The Class Summary Grade for General Course students will be calculated as follows: 75% class participation (including attendance and contribution), and 25% for the blog post.

GV101GC Half Unit Introduction to Political Science (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Prof Simon Hix and Dr Ryan Jablonski

Availability: This course is available to General Course 'Spring Semester' students.

Course content: The course is an introduction to politics in a globalised world, with a focus on how political science tries to understand and explain cross-country and cross-time differences. The course will begin by introducing students to some of the main empirical variations political institutions, before turning the attention to how institutional variation affect policy outcomes across the world, focusing mainly on democratic and partially democratic countries (in both the developed and developing world), and introducing students to some of the basic theoretical ideas and research methods in political science. Each subsequent week will be devoted to a substantive topic, where a more detailed analysis of political institutions or political outcomes will be presented and various theoretical explanations will be assessed. Most weeks will involve an interactive element. General Course students should review introductory lectures and readings from the MT of the year-long version of the course, as background context for the topics to be covered in LT.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 26 hours across Lent Term and Summer Term. Some or all of this teaching will be delivered through a combination of online and on-campus lectures and classes. There will be a reading week in Week 6 of LT.

Formative coursework: Student will be expected to produce 1 blog post on a selected topic and country in collaboration with a study group of 4-5 of their peers.

Indicative reading: W Clark, M Golder and S Nadenichek Golder, *Foundations of Comparative Politics*, Sage, 2019. A Lijphart, *Patterns of Government: Government Forms and Performance in Thirty-Six Countries*, 2nd edn, Yale University Press, 2012. G. Tsebelis, *Veto Players: How Political Institutions Work*, Princeton University Press, 2002.

Assessment: Online assessment (100%) in the ST.

Please note that the exam will be specifically designed for Spring Semester General Course Students.

GENERAL COURSE SPRING SEMESTER STUDENTS ONLY:

The Class Summary Grade for General Course Spring Semester

GV101

Introduction to Political Science

This information is for the 2020/21 session.

Teacher responsible: Prof Simon Hix and Dr Ryan Jablonski

Availability: This course is compulsory on the BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Policy with Government. This course is available on the BA in Geography, BA in Social Anthropology, BSc in Accounting and Finance, BSc in International Relations, BSc in International Social and Public Policy, BSc in Psychological and Behavioural Science, BSc in Social Anthropology and BSc in Social Policy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: The course is an introduction to politics in a globalised world, with a focus on how political science tries to understand and explain cross-country and cross-time differences. The course will begin by introducing students to some of the main empirical variations in political behaviour, political institutions, and outcomes across the world, focusing mainly on democratic and partially democratic countries (in both the developed and developing world), and introducing students to some of the basic theoretical ideas and research methods in political science. Each subsequent week will be devoted to a substantive topic, where a more detailed analysis of political behaviour, political institutions,

students will be calculated as follows: 75% class participation (including attendance and contribution), and 25% blog post.

GV225

Public Choice and Politics

This information is for the 2020/21 session.

Teacher responsible: Prof Torun Dewan

Availability: This course is available on the BSc in Government, BSc in Government and Economics, BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy, BSc in Psychological and Behavioural Science and BSc in Social Policy with Government. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students will normally be expected to have taken GV101 Introduction to the Study of Politics, or equivalent, in a previous year. An introductory knowledge of economics would be useful.

Course content: This course is concerned with positive political economy and public choice theory applied to the study of political conflicts, democratic institutions and public policy. The course covers the main tools for the study of public choice (rational decision-making theory, game theory, social choice theory) and a number of both theoretical and applied topics, including the empirical study of institutions. This course will cover the main topics in positive political economy and institutional public choice. These include: the aggregation of preferences; voting paradoxes and cycles; electoral competition and voting behaviour; the problems of and solutions to collective action; welfare state and redistribution; the impact of information and mass media on voting behaviour and public policy; the theory of coalitions, the behaviour of committees and legislatures including agenda-setting and veto-player power; principal-agent problems in politics; models of bureaucracy.

Teaching: This course provides a combination of classes and lectures totalling 24 hours in the Michaelmas Term, 25 hours in the Lent Term and 2.5 hours in the Summer Term. This year, some or all of this teaching will be delivered through a combination of online and on-campus lectures and classes.

There will be reading week in Week 6 of both the MT and the LT.

Formative coursework: Students will complete at least one formative essay and at least one timed essay in each term to allow practise on problem sets and essay writing under exam conditions.

Indicative reading: P Dunleavy, *Democracy, Bureaucracy and Public Choice*; D Mueller, *Public Choice III*; K A Shepsle & M S Bonchek, *Analyzing Politics*; George Tsebelis, *Veto Players. Major Works*; A Downs, *An Economic Theory of Democracy*; M Olson, *The Logic of Collective Action*; W Niskanen, *Bureaucracy and Representative Government*.

Assessment: Exam (100%, duration: 3 hours) in the summer exam period.

GENERAL COURSE STUDENTS ONLY:

The Class Summary Grade for General Course students will be calculated as follows: 25% formative essay (best mark), 25% timed essay (best mark), 50% class participation (including presentations and attendance).

with Economics, BSc in Government, BSc in Government and Economics, BSc in Government and History, BSc in International Relations, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Policy with Government. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.

Pre-requisites: Students will normally be expected to have taken GV101 Introduction to Political Science or equivalent, in a previous year. An introductory knowledge of economics would be useful.

Course content: The aim of this course is to look at political science explanations of changes in public policy, and to apply that literature to major cases of economic policy (both contemporary and historical). In particular, it aims to examine the extent to which economic policy change is affected by ideas, interests and institutions, and the interaction between international and national factors. The material for the course is drawn mainly from the comparative literature on the politics of markets in industrialised countries.

Teaching: 10 hours of lectures and 9 hours of classes in the MT. 6 hours of lectures, 10 hours of classes and 4 hours of workshops in the LT. 1 hour of classes in the ST.

Classes will run from Weeks 2-5 and 7-11 in MT and Weeks 1-5 and 7-11 in LT. There will be a reading week in Week 6 of both terms.

Formative coursework: Two formative essays of 1,500 words each. One presentation to be given in class.

Indicative reading: W. Streeck and K Thelen eds, *Beyond continuity: institutional change in advanced political economies* (Oxford: Oxford University Press, 2005), V Schmidt and M Thatcher (eds), *Resilient Liberalism in Europe's Political Economy* (Cambridge: Cambridge University Press 2013); C Hood, *Explaining Economic Policy Reversals* (Buckingham: Open University Press, 1994), Blyth, M (2002) *Great Transformations. Economic Ideas and Institutional Change in the Twentieth Century* (CUP), V S. Schmidt, *The Futures of European Capitalism* (Oxford: Oxford University Press, 2002), PA Hall and D Soskice (eds), *Varieties of Capitalism. The Institutional Foundations of Comparative Advantage* (Oxford: Oxford University Press, 2001).

Assessment: Exam (75%, duration: 2 hours) in the summer exam period. Essay (25%).

GENERAL COURSE STUDENTS ONLY:

The Class Summary Grade for General Course students will be calculated as follows: 10% attendance, 10% participation and project presentation, 80% formative coursework.

GV245

Democracy and Democratisation

This information is for the 2020/21 session.

Teacher responsible:

Professor Francisco Panizza

Additional teaching:

Professor Sebastian Balfour, Professor Sumantra Bose, Professor John Chalcraft, Dr Vesselin Dimitrov, Dr George Ofosu and Professor John Sidel.

Availability: This course is available on the BSc in Government, BSc in Government and Economics, BSc in Government and History, BSc in International Relations, BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Policy with Government. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students must have completed Introduction to

GV227 Not available in 2020/21

The Politics of Economic Policy

This information is for the 2020/21 session.

Teacher responsible: Professor Mark Thatcher CON 4.17

Availability: This course is available on the BSc in Accounting and Finance, BSc in Economics, BSc in Environmental Policy

Political Science (GV101).

Course content: The course is concerned with theories of democratisation and case studies of democratic transformations during the so-called “third wave” of democratisation from the 1970s to the present. It analyses processes of transition and consolidation of democracy and of democratic reversal in the context of globalisation. The first five weeks study the concept of democracy, theories of transition to democracy, democratic consolidation and hybrid regimes and the crisis of liberal democracy. The remainder of the course uses the conceptual tools of the first five weeks to study the condition of democracy in different regions of the world, including Eastern and Southern Europe, Latin America, South East Asia, Africa, India, the Middle East and Russia.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 51 and a half hours across the Michaelmas, Lent and Summer Terms. This year, some or all of this teaching will be delivered through a combination of online and on-campus lectures and classes. There will be a reading week in Week 6 of both the MT and LT terms.

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

Indicative reading: The most useful introductory readings are: J. Grugel and M. L. Bishop (2016) *Democratization: A Critical Introduction*; L. Whitehead (2002) *Democratization and the articles in Journal of Democracy*, January 2015.

Other useful texts are: S. Levitsky and D. Ziblatt (2018) *How Democracies Die*; Y. Mounk (2018) *The People Vs Democracy*; A. Przeworski, *Democracy and the Market* (1991); D. A. Rostow (1970) *Transitions to Democracy: Towards a Dynamic Model*; T. Carothers (2002) *The End of the Transition Paradigm?*; Donatella Della Porta (2013) *Can Democracy be Saved?*

Assessment: Exam (60%, duration: 3 hours) in the summer exam period.

Essay (40%, 2500 words) in the LT.

GENERAL COURSE STUDENTS ONLY:

The Class Summary Grade for General Course students will be calculated as follows: 70% formative coursework, 20% class presentation, 10% class participation (including attendance and contribution).

GV248

Power and Politics in the Modern World: Comparative Perspectives

This information is for the 2020/21 session.

Teacher responsible: Dr David Woodruff

Availability: This course is available on the BSc in Government, BSc in Government and Economics, BSc in Government and History, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations and BSc in Politics and Philosophy. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students must have completed Introduction to Political Science (GV101).

Other background in political science will be considered as a substitute for GV101 for students outside of Government.

Course content: This course will acquaint students with the contemporary study of comparative politics, focusing on theories susceptible to testing with narrative historical evidence. Students will learn to address the methodological challenges of developing and testing such theories. The course will treat a wide variety of themes, including the political impact of natural resources in developing countries, social movements and revolution, political and bureaucratic corruption, the political economy of distribution, and political ideologies. With respect to each theme, students will receive a grounding in theories of the topic and samples

of application to empirical cases drawn from throughout the developed, developing, and post-Communist world.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across the Michaelmas Term, Lent Term and Summer Term. This year, some or all of the teaching will be delivered through a combination of online and on-campus lectures and classes; online classes, if required, will involve a mix of virtual meetings and other forms of online engagement.

Classes are expected to run from Weeks 2-5 and 7-11 in MT and Weeks 1-5 and 7-11 in LT, but alternative forms of online engagement may replace class sessions. There will be a reading week in Week 6 of both terms.

The Week 11 lecture in LT will be a revision lecture and there will be one revision class per group in Week 1 of ST.

Formative coursework: Students will be expected to produce 2 essays in the MT and 1 essay in the LT.

The highest-marked formative essay will count for assessment; see below.

In addition to the three formative essays students will also produce one final exam essay plan in the LT.

Indicative reading: Skocpol, Theda. *States and Social Revolutions*. Cambridge: Cambridge University Press, 1979. Hertog, Steffen.

"Shaping the Saudi State: Human Agency's Shifting Role in Rentier-State Formation." *International Journal of Middle East Studies* 39, no. 4 (2007). doi:10.2307/30069487. <http://www.jstor.org/stable/30069487>. Brierley, Sarah. "Unprincipled Principals: Co-opted Bureaucrats and Corruption in Ghana." *American Journal of Political Science* 64, no. 2 (2020): 209-222. Doi:10.1111/ajps.12495. Weyland, Kurt. "The Rise of Latin America's Two Lefts: Insights From Rentier State Theory." *Comparative Politics* 41, no. 2 (2009): 145-164. <http://www.jstor.org/stable/40599207>.

Hacker, Jacob S, and Paul Pierson. "Winner-Take-All Politics: Public Policy, Political Organization, and the Precipitous Rise of Top Incomes in the United States." *Politics & Society* 38, no. 2 (2010). doi:10.1177/0032329210365042. Orloff, Ann Shola. "Gender and the Social Rights of Citizenship: The Comparative Analysis of Gender Relations and Welfare States." *American Sociological Review* 58, no. 3 (1993). doi:10.2307/2095903. Fourcade-Gourinchas, Marion, and Sarah L. Babb. "The Rebirth of the Liberal Creed: Paths to Neoliberalism in Four Countries." *American Journal of Sociology* 108, no. 3 (November 2002): 533-79. <https://doi.org/10.1086/367922>

Assessment: Essay (25%, 1500 words) in the MT and LT. Online assessment (75%) in the ST.

Students' summative essay mark will be the highest mark of those given for the three formative essays. Students who attempt all three (3 out of 3) will receive the highest mark achieved. Students who attempt two essays (2 out of 3) will receive the highest mark out of the two essays attempted. However, students who submit fewer than two essays (1 out of 3 or 0 out of 3) will be awarded a Zero Incomplete for the whole course and cannot be awarded the degree until they submit the work at resit (either the second of two essays if only 1 out of 3 was completed, or two essays if 0 out of 3 were completed). In such circumstances the student's resit course mark will be capped at the pass rate of 40%.

The exam will be an online assessment in 2020/21.

GENERAL COURSE STUDENTS ONLY:

The Class Summary Grade for General Course students will be based on the average of the three formative essays (75%) and attendance (25%).

Assessment: Essay (25%, 1500 words) in the MT and LT.

Online assessment (75%) in the ST.

Students' summative essay mark will be the highest mark of those given for the three formative essays. Students who attempt all three (3 out of 3) will receive the highest mark achieved. Students who attempt two essays (2 out of 3) will receive the highest mark out of the two essays attempted. However, students who submit fewer than two essays (1 out of 3 or 0 out of 3) will be awarded a Zero Incomplete for the whole course and cannot be awarded the degree until they submit the work at resit (either the second of two essays if only 1 out of 3 was completed, or two essays if 0 out of 3 were completed). In such circumstances the student's resit course mark will be capped at the pass rate of 40%.

The exam will be an online assessment in 2020/21.

GENERAL COURSE STUDENTS ONLY:

The Class Summary Grade for General Course students will be based on the average of the three formative essays (75%) and attendance (25%).

GENERAL COURSE STUDENTS ONLY:

The Class Summary Grade for General Course students will be based on the average of the three formative essays (75%) and attendance (25%).

GV248GC Half Unit

Power and Politics in the Modern World: Comparative Perspectives (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Dr David Woodruff

Availability: This course is available with permission to General

Course 'Spring Semester' students.

Pre-requisites: Students must have completed Introduction to Political Science (GV101).

Background in political science roughly equivalent to GV101.

Course content: This course will acquaint students with the contemporary study of comparative politics, focusing on theories susceptible to testing with narrative historical evidence. Students will learn to address the methodological challenges of developing and testing such theories. The course will treat a wide variety of themes, including corruption, the political impact of natural resources in developing countries, social movements and revolution, the political economy of distribution, and political ideologies. Spring semester topics will be drawn from this list. With respect to each theme, students will receive a grounding in theories of the topic and samples of application to empirical cases drawn from throughout the developed, developing, and post-Communist world.

Teaching: At least 20 hours of lectures and classes across the LT and ST, expected to include a mix of online and in-person teaching. Classes will run from weeks 1-5 and 7-11 in the LT. There will be a reading week in Week 6. Alternative forms of online engagement may replace some class sessions.

The Week 11 lecture in LT will be a revision lecture and there will be one revision class per group in Week 1 of ST.

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

Indicative reading: Skocpol, Theda. *States and Social Revolutions*. Cambridge: Cambridge University Press, 1979. Brierley, Sarah. "Unprincipled Principals: Co-opted Bureaucrats and Corruption in Ghana." *American Journal of Political Science* 64, no. 2 (2020): 209-222. Doi:10.1111/ajps.12495. Hertog, Steffen. "Shaping the Saudi State: Human Agency's Shifting Role in Rentier-State Formation." *International Journal of Middle East Studies* 39, no. 4 (2007): doi:10.2307/30069487. <http://www.jstor.org/stable/30069487>. Weyland, Kurt. "The Rise of Latin America's Two Lefts: Insights From Rentier State Theory." *Comparative Politics* 41, no. 2 (2009): 145-164. <http://www.jstor.org/stable/40599207>. Hacker, Jacob S, and Paul Pierson. "Winner-Take-All Politics: Public Policy, Political Organization, and the Precipitous Rise of Top Incomes in the United States." *Politics & Society* 38, no. 2 (2010): doi:10.1177/0032329210365042. Orloff, Ann Shola. "Gender and the Social Rights of Citizenship: The Comparative Analysis of Gender Relations and Welfare States." *American Sociological Review* 58, no. 3 (1993): doi:10.2307/2095903

Assessment: Essay (25%) in the LT.

Online assessment (75%) in the ST.

GENERAL COURSE 'SPRING SEMESTER' STUDENTS ONLY:

The Class Summary Grade for General Course 'Spring Semester' students will be based on the average of a formative essay (50%) and attendance (50%). The Exam Grade will be based on the formative essay (25%) and an online final assessment (75%).

GV249

Research Design in Political Science

This information is for the 2020/21 session.

Teacher responsible: Dr Florian Foos

Availability: This course is available on the BSc in Government, BSc in Government and Economics, BSc in Government and History, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations and BSc in Politics and Philosophy. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: The course will introduce students to the design, conduct and analysis of research in empirical Political Science spanning different subfields. The first term covers the formulation of research questions, and the development of theory and empirically testable hypotheses. From there, we will discuss

different types of data, measurement, the distinction between description and inference, as well as correlation and causation, and basic quantitative and qualitative data collection and analysis strategies. Moreover, students will learn about research ethics, and some of the major methodological challenges that we face as a discipline including p-hacking, the file-drawer problem, issues of statistical power, as well as potential solutions such as pre-registration and results-blind review. The second term introduces students to specific research designs including ethnographic research, comparative case studies, as well as experimental and quasi-experimental designs. Throughout the year, there is an emphasis on the importance of good research design, and a solid understanding of the assumptions underlying the design that have implications for data analysis. The ultimate goal of the course is to equip students with the knowledge and skills to conduct their own research projects such as their BA thesis, and to allow them to evaluate published and unpublished work, as well as scientific and journalistic claims, based on the quality of the underlying research design.

In MT, the course includes an introduction to the statistical programming language R, where students will learn practical skills of basic data management and analysis.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 51 and a half hours across Michaelmas Term, Lent Term and Summer Term. Some or all of this teaching will be delivered through a combination of online and on-campus lectures and classes. There will be a Week 6 reading week in both the MT and LT terms.

Formative coursework: Students will complete four formative problem sets throughout the course, two in MT and two in LT that allow them to apply material from the course to concrete political science examples (e.g., identifying design elements of a published research paper; proposing strategies for answering a given research question, etc.). Some of these problem sets will involve applied problems in R.

Indicative reading: Bueno de Mesquita, E. & Fowler, A. 2019.

Thinking Clearly in a Data-Driven Age. Geddes, B. 2003. *Paradigms and Sand Castles: Theory building and research design in comparative politics*. Ann Arbor, Michigan: University of Michigan Press. Gerber, A. S., and D. P. Green. 2008. Field experiments and natural experiments. *The Oxford Handbook of Political Science*. Oxford: Oxford University Press. Healy, K. 2017. Fuck nuance, *Sociological Theory* 35(2): 118–127. Kellstedt, P.M. and Whitten, G.D., 2018. *The fundamentals of political science research*. Cambridge University Press. King, G.; Keohane, R. O. & Verba, S. 1994. *Designing Social Inquiry*. Princeton University Press. Mill, J.S. 1882. A System of Logic, *Chapter VIII. On the four methods of experimental inquiry*. 8th edition. Harper and Brothers. Wedeen, L. 2010. Reflections on ethnographic work in political science. *Annual Review of Political Science* 13: 255-272.

Assessment: Exam (40%, duration: 2 hours) in the summer exam period.

Coursework (30%, 2000 words) in the MT.

Coursework (30%, 2000 words) in the LT.

The coursework in the Michaelmas Term will consist of a Summative Problem Set, and the coursework in the Lent Term will consist of a Research Design Proposal.

The Class Summary Grade for General Course students will be calculated as follows: 25% Problem Set 1, 25% Problem Set 2, 25% Problem Set 3, and 25% Problem Set 4.

GV249GC Half Unit

Research Design in Political Science (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Dr Florian Foos

Availability: This course is available with permission to General Course 'Spring Semester' students.

Course content: The course introduces students to the design, conduct and analysis of research in empirical political science spanning different subfields. We will discuss the distinction between description and causal inference, as well as research ethics, and basic quantitative and qualitative data collection and analysis strategies. LT (Spring Semester) covers specific research designs and methods including ethnographic research, comparative case studies, as well as large-n observational studies, and experimental/quasi-experimental designs.

Basic knowledge of the statistical programming language R (which is taught in MT) or a willingness to catch up with R in your own time, is a requirement if you want to take GV249 in Spring Semester only.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 26 and a half hours across Lent Term and Summer Term. Some or all of this teaching will be delivered through a combination of online and on-campus lectures and classes. There will be a Week 6 reading week in the LT.

Formative coursework: Students will complete two problem sets in LT that allow them to apply material from the course to concrete political science examples (e.g. identifying design elements of a published research paper; proposing strategies for answering a given research question, etc.). One of these problem sets will involve basic R programming.

Indicative reading: Bueno de Mesquita, E. & Fowler, A. 2019. *Thinking Clearly in a Data-Driven Age*. Geddes, B. 2003. *Paradigms and Sand Castles: Theory building and research design in comparative politics*. Ann Arbor, Michigan: University of Michigan Press. Gerber, A. S., and D. P. Green. 2008. Field experiments and natural experiments. *The Oxford Handbook of Political Science*. Oxford: Oxford University Press. Healy, K. 2017. Fuck nuance, *Sociological Theory* 35(2): 118–127. King, G.; Keohane, R. O. & Verba, S. 1994. *Designing Social Inquiry*. Princeton University Press. Mill, J.S. 1882. A System of Logic, *Chapter VIII. On the four methods of experimental inquiry*. 8th edition. Harper and Brothers. Welden, L. 2010. Reflections on ethnographic work in political science. *Annual Review of Political Science* 13: 255-272.

Assessment: Coursework (50%, 2000 words) in the LT. Online assessment (50%) in the ST. The coursework in LT will consist of a Research Design Proposal (2000 words).

The **Class Summary Grade** for General Course Spring Semester students will be calculated as follows: 50% Problem Set 1, 50% Problem Set 2.

GV251 Government, Politics and Public Policy in the European Union

This information is for the 2020/21 session.

Teacher responsible: Dr Eiko Thielemann

Availability: This course is available on the BSc in Government, BSc in Government and Economics, BSc in Government and History, BSc in International Relations, BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Policy with Government. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students must have completed Introduction to Political Science (GV101).

Course content: The course is divided into two parts; (i) Government and Politics: the EU as a political system, the Council, the Commission and the European Parliament, the Court of Justice and Judicial politics, public opinion and EP elections, parties and Europe, interest representation; (ii) Public Policy. Policy sessions usually include: the policy-making process, the Single Market, budgetary policies, redistributive policies, EMU, asylum, migration

and refugee policies, external relations policies, and others.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 41 hours across the Michaelmas, Lent and Summer Terms. This year, some or all of this teaching will be delivered through a combination of online and on-campus lectures and classes. This course includes reading weeks in Week 6 of both the MT and LT.

Formative coursework: Two essays per term; students' preparedness for the examinations will depend on this written work and on private reading.

Indicative reading: S Hix and B Hoyland, *The Political System of the European Union*, 3rd edn; H Wallace, M Pollack & A Young (Eds), *Policy-Making in the European Union*, 6th edn; N Nugent, *Government and Politics of the European Union*, 8th edn (2017).

Assessment: Online assessment (100%) in the ST. Online 24 hour (take home) exam (100%), in the summer exam period. Estimated amount of effort required: 3 hours in the 24 hour period.

GENERAL COURSE STUDENTS ONLY:

The Class Summary Grade for General Course students will be calculated as follows: 15% class participation, 80% formative coursework (each formative essay counts for 20%) and 5% attendance.

GV251GC Half Unit

Government, Politics and Public Policy in the European Union (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Dr Eiko Thielemann

Availability: This course is available to General Course 'Spring Semester' students.

Pre-requisites: Students would usually have completed Introduction to Political Science (GV101) or some equivalent.

Course content: The course has two elements. The first introduces students to the policy-making process in the European Union, highlighting the role of the EU institutions such as the Council, the Commission, the European Parliament and the EU Court of Justice. The second covers policy case studies in selected EU policy areas. These policy case studies usually include: the Single Market, the EU budget and redistributive policies, Economic and Monetary Union, asylum, migration and refugee policies, employment and social policies and EU foreign policies.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 22 hours across the Lent and Summer Terms. This year, some or all of this teaching will be delivered through a combination of online and on-campus lectures and classes.

There will be a reading week in week 6 of LT for feedback and advice sessions and assessment preparation.

Formative coursework: Two essays in the LT.

Indicative reading: S Hix and B Hoyland, *The Political System of the European Union*, 3rd edn; H Wallace, M Pollack & A Young (Eds), *Policy-Making in the European Union*, 6th edn; N Nugent, *Government and Politics of the European Union*, 8th edn (2017).

Assessment: Online assessment (100%) in the ST. Online 24 hour (take home) exam in the summer exam period. Estimated amount of effort required: 2 hours in the 24 hour period.

GENERAL COURSE SPRING SEMESTER STUDENTS ONLY:
The Class Summary Grade for General Course Spring Semester students will be calculated as follows: 15% class participation, 80% formative coursework (each formative essay counts for 40%) and 5% attendance.

GV262

Contemporary Political Theory

This information is for the 2020/21 session.

Teacher responsible: Dr Paul Apostolidis

Availability: This course is available on the BSc in Environmental Policy with Economics, BSc in Government, BSc in Government and Economics, BSc in Government and History, BSc in International Relations, BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Policy with Government. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Introduction to Political Theory or equivalent.

Course content: This course provides an advanced introduction to contemporary political theory. Both parts of the course engage normative- and critical-theoretical texts by considering present-day political and social problems. Part One investigates political-theoretical concepts and arguments in view of increasingly precarious social and economic conditions for much of the world's population. What norms of justice, equality, and liberty might justify efforts to redistribute material resources? How have recent changes in capitalism affected human desires with regard to work, work's products, and work-based relationships, and what new forms of freedom or submission might such altered desires promote? Part Two confronts pressing questions that stem from climate change, global migration, and racial and colonial violence. What shifts in modern notions of nature-human relations might climate change spur and under what political conditions would people respond to these ethical imperatives? What obligations does a political society have to migrants and what new conceptions of political agency might migrants' work and political ventures suggest? What are the sources of colonial and racial violence, and what ethical and political commitments should anti-racist and decolonizing responses entail?

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 50 hours across Michaelmas Term and Lent Term. Some or all of this teaching will be delivered through a combination of online and on-campus lectures and classes. There will be reading weeks in MT Week 6 and LT Week 6.

Formative coursework: Students are expected to submit one formative essay and two formative blogs in MT.

The course requires students to organize their workloads, to complete readings in advance of lectures, and to prepare to participate actively in seminars. The course thus emphasizes the development of verbal and written communication abilities. Students also should expect to tackle basic questions about what it means to write political theory by exploring tensions and affinities between normative/ethical and critical-theoretical approaches.

Indicative reading: John Rawls, "A Theory of Justice"; Robert Nozick, "Anarchy, State, and Utopia"; Jacques Rancière, "Disagreement"; Joseph Carens, "The Ethics of Immigration"; Michel Foucault, "Two Lectures"; Mohandas K. Gandhi, "Hind Swaraj"; James Baldwin, "The Fire Next Time"; Rosa Luxemburg, "The Mass Strike"; V. I. Lenin, "What Is To Be Done?"; C. L. R. James, "The Black Jacobins"; Susan Moller Okin, "Justice, Gender, and the Family"; Friedrich A. von Hayek, "The Constitution of Liberty"; Herbert Marcuse, "One-Dimensional Man"; Ingolfur Blühdorn, "Sustainability - Post-Sustainability - Unsustainability".

Assessment: Exam (50%, duration: 2 hours) in the summer exam period.

Essay (30%, 1500 words), blog post (10%) and blog post (10%) in the LT.

Each blog post would have a word count of 500 words, and both would be due in the LT.

GENERAL COURSE STUDENTS ONLY:

The Class Summary Grade for General Course students will be calculated as follows: 15% class participation, 50% assessed

coursework, 30% formative coursework (15% per assignment), and 5% attendance.

GV262GC Half Unit

Contemporary Political Theory
(Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Dr Paul Apostolidis

Availability: This course is available to General Course 'Spring Semester' students.

Pre-requisites: Introduction to Political Theory or equivalent.

Course content: This course provides an advanced introduction to contemporary political theory. The course engages normative- and critical-theoretical texts by considering present-day political and social problems. Our 'Spring Semester' confronts pressing questions that stem from climate change, global migration, and racial and colonial violence. What shifts in modern notions of nature-human relations might climate change spur and under what political conditions would people respond to these ethical imperatives? What obligations does a political society have to migrants and what new conceptions of political agency might migrants' work and political ventures suggest? What are the sources of colonial and racial violence, and what ethical and political commitments should anti-racist and decolonizing responses entail? We conclude by reflecting on what it means to practise political theory, from contrasting intellectual perspectives.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 25 hours across Lent Term and Summer Term. Some or all of this teaching will be delivered through a combination of online and on-campus lectures and classes. There will be a reading week in LT Week 6.

Formative coursework: There are no formative coursework assignments in the LT or ST.

The course requires students to organize their workloads, to complete readings in advance of lectures, and to prepare to participate actively in seminars. The course thus emphasizes the development of verbal and written communication abilities. Students also should expect to tackle basic questions about what it means to write political theory by exploring tensions and affinities between normative/ethical and critical-theoretical approaches.

Indicative reading: John Rawls, "Justice as Fairness"; Michel Foucault, "Two Lectures"; Jacques Rancière, "Disagreement"; Joseph Carens, "The Ethics of Immigration"; Thomas Nagel, "The Problem of Global Justice"; Mohandas K. Gandhi, "Hind Swaraj"; Edward Said, "Orientalism"; Aimé Césaire, "Discourse on Colonialism"; James Baldwin, "The Fire Next Time"; Simon Caney, "Climate Change and the Duties of the Advantaged"; Kyle White "Indigenous Environmental Movements and the Function of Governance Institutions"; Ingolfur Blühdorn, "Sustainability - Post-Sustainability - Unsustainability".

Assessment: Exam (50%, duration: 2 hours) in the summer exam period.

Essay (50%, 1500 words) in the LT.

GENERAL COURSE 'SPRING SEMESTER' STUDENTS ONLY:

The Class Summary Grade for General Course 'Spring Semester' students will be calculated as follows: 15% class participation, 80% assessed coursework, and 5% attendance.

GENERAL COURSE STUDENTS ONLY:

The Class Summary Grade for General Course students will be calculated as follows: 15% class participation, 50% assessed coursework, 30% formative coursework (15% per assignment), and 5% attendance.

The Exam Grade would be on the summative assessment outlined above.

GV263

Public Policy Analysis

This information is for the 2020/21 session.

Teacher responsible: Prof Edward Page

Availability: This course is available on the BSc in Environmental Policy with Economics, BSc in Government, BSc in Government and Economics, BSc in Government and History, BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Policy with Government. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: GV101 Introduction to Political Science (or equivalent).

Course content: A systematic examination of the policy process in the context of developed nations. This course introduces key theories and models in the study of public policy and encourages a critical appreciation of the main trends in contemporary public policy-making. The course looks at the different stages of the 'policy cycle' (e.g. agenda-setting, implementation and evaluation), the determinants of public policy (for example, public opinion, political parties, technology) as well as central themes in the study and practice of public policy, such as corruption and policy learning.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across the Michaelmas, Lent and Summer Terms. Some or all of this teaching will be delivered through a combination of online and on-campus lectures and classes. There will be reading weeks in Week 6 of MT and LT.

Indicative reading: Frank R Baumgartner and Christian Breunig (eds) *Comparative Policy Agendas*, Oxford University Press, 2019; Hal Colebatch and Robert Hoppe *Handbook on Policy, Process and Governing* Edward Elgar 2018; P Cairney, *Understanding Public Policy. Theories and Issues*, Palgrave, 2012; BW Hogwood & A L Gunn, *Policy Analysis for the Real World*, Oxford University Press, 1984; J W Kingdon, *Agendas, Alternatives and Public Policies* (2nd edn), HarperCollins, New York 1995.

Assessment: Exam (75%, duration: 3 hours) in the summer exam period.

Essay (25%, 2500 words) in the LT.

GENERAL COURSE STUDENTS ONLY:

The Class Summary Grade for General Course students will be calculated as follows: 25% attendance, 37.5% formative essay (best essay), 37.5% participation

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in the Lent Term, and 2 hours in the Summer Term. Some or all of this teaching will be delivered through a combination of online and on-campus lectures and classes. There will be a reading week in Week 6 of the LT.

Indicative reading: P Cairney, *Understanding Public Policy. Theories and Issues*, Palgrave, 2012; BW Hogwood & A L Gunn, *Policy Analysis for the Real World*, Oxford University Press, 1984; C Knill, and J Tosun, *Public Policy. A New Introduction*, Macmillan 2020.

Assessment: Essay (100%) in the LT.

GENERAL COURSE 'SPRING SEMESTER' STUDENTS ONLY:

The Class Summary Grade for General Course 'Spring Semester' students will be calculated as follows: 25% attendance, 37.5% formative essay (best essay), and 37.5% participation; the Exam Grade will be based on a summative essay due in the latter half of the LT.

GV264

Politics and Institutions in Europe

This information is for the 2020/21 session.

Teacher responsible: Dr Vesselin Dimitrov

Prof Michael Bruter, Dr Florian Foos, and Dr Eiko Thielemann

Availability: This course is available on the BSc in Environmental Policy with Economics, BSc in Government, BSc in Government and Economics, BSc in Government and History, BSc in International Relations, BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Policy with Government. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students must have completed Introduction to Political Science (GV101).

Course content: The course aims to give students an understanding of the full range of leading topics and areas of debate and research relevant to the analysis of political institutions and politics in Europe. The course focuses on both traditional fields of comparative enquiry, such as the study of party competition and voting behaviour, and emerging fields of interest, such as national and European identities, and immigration. The course places particular emphasis on the diverse experiences of liberal democracy in different parts of Europe. The course covers not only long-established democracies in Western Europe, but also the relatively new democracies in Central and Eastern Europe. In the Lent Term, the course will study in depth a number of European countries, such as Britain, France and Germany, analysing the main developments in the country concerned in the last twenty years (elections, parties, governments), and then examining issues of particular interest related to that country. Course topics include: electoral behaviour and party systems; government formation and coalitions; regionalism and federalism; national and European identities; and immigration.

Teaching: This course provides a combination of lectures and classes totalling a minimum of 50 and a half hours across the Michaelmas, Lent and Summer Terms. Some or all of this teaching will be delivered through a combination of online and on-campus lectures and classes.

There will be reading weeks in Week 6 of the MT and Week 6 of the LT for private study and essay and assessment preparation.

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

Indicative reading: T Bale, *European Politics: A Comparative Introduction* (4th edn) (2017); M Gallagher et al, *Representative Government in Modern Europe* (5th edn) (2011); P Heywood et al (Eds), *Developments in European Politics* (2006); S Hix and B Hoyland, *The Political System of the European Union* (3rd edn)

GV263GC Half Unit

Public Policy Analysis (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Prof Edward Page

Availability: This course is available to General Course 'Spring Semester' students.

Pre-requisites: GV101 Introduction to Political Science (or equivalent).

Course content: The study of public policy has been one of the key fields in political science, drawing, however, on many other social science disciplines, such as economics, law, sociology, and social psychology. The past two decades have witnessed considerable changes in public policies, whether in the field of economic, law and order or social policy. This course pays particular attention to underlying theories of policy-making and policy analysis rather than substantive policy domains and encourages both cross-national and cross-sectoral comparison. It concentrates on a range of contested issues in public policy including the role of science, how policy disasters might arise, corruption, cross-national policy learning, the role of ICT and "nudge" theory.

(2011); V Dimitrov, K H Goetz & H Wollmann, *Governing after Communism: Institutions and Policymaking* (2006); A Lijphart, *Patterns of Democracy* (2nd edn) (2012).

Assessment: Exam (100%, duration: 3 hours) in the summer exam period.

GENERAL COURSE STUDENTS ONLY:

The Class Summary Grade for General Course students will be calculated as follows: 15% general contribution to class discussions, 15% presentation(s) and, if applicable, essay outline(s), 60% grading of formative coursework (15% for each of the 4 essays), 10% attendance.

GV264GC Half Unit

Politics and Institutions in Europe (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Dr Vesselin Dimitrov

Prof Michael Bruter, Dr Florian Foos

Availability: This course is available to General Course 'Spring Semester' students.

Pre-requisites: Students must have completed Introduction to Political Science (GV101).

Course content: The course places particular emphasis on the diverse experiences of liberal democracy in different parts of Europe. The course covers not only long-established democracies in Western Europe, but also the relatively new democracies in Central and Eastern Europe. In the Lent Term, the course will study in depth a number of European countries, such as Britain, France and Germany, analysing the main developments in the country concerned in the last twenty years (elections, parties, governments), and then examining issues of particular interest related to that country.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 26 and a half hours across Lent Term and Summer Term. Some or all of this teaching will be delivered through a combination of online and on-campus lectures and classes. There will be a reading week in Week 6 of the LT for private study and essay and assessment preparation.

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

Indicative reading: T Bale, *European Politics: A Comparative Introduction* (4th edn) (2017); M Gallagher et al, *Representative Government in Modern Europe* (5th edn) (2011); P Heywood et al (Eds), *Developments in European Politics* (2006); S Hix and B Hoyland, *The Political System of the European Union* (3rd edn) (2011); V Dimitrov, K H Goetz & H Wollmann, *Governing after Communism: Institutions and Policymaking* (2006); A Lijphart, *Patterns of Democracy* (2nd edn) (2012).

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

GENERAL COURSE 'SPRING SEMESTER' STUDENTS ONLY:

The Class Summary Grade for General Course students will be calculated as follows: 15% general contribution to class discussions, 15% presentation(s) and, if applicable, essay outline(s), 60% grading of formative coursework (30% for each of the 2 essays), 10% attendance.

GV302

Key Themes in the History of Political Thought

This information is for the 2020/21 session.

Teacher responsible: Dr Signy Gutnick Allen

Availability: This course is available on the BSc in Government, BSc in Government and Economics, BSc in Government and History, BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in

Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Policy with Government. This course is not available as an outside option nor to General Course students.

This course is capped at two groups.

Pre-requisites: Students will normally be expected to have taken Introduction to Political Theory or equivalent, in a previous year.

Course content: A thematic study of political thought in Ancient, Medieval/Renaissance and Modern periods. This advanced course treats some of the major themes in the history of western European political thought as drawn from the writings of selected political philosophers of the ancient Greek, Roman, Medieval, renaissance, early modern and modern periods. The aim is to demonstrate, and explain, some of the continuities and discontinuities in ethical and political problems and their solutions over time and changing context.

Examples of such themes: different views on the nature of "man" and the consequences for political agency of different perspectives on human reason, will, desire; debates on the origins of law and the purpose of legislation; changing conceptions of justice; different views on government and the state's relation to the individual; on the sources of public authority and the nature of legitimate sovereignty; on the relation of property ownership to personal identity and to participation in collective governance; the historical and socio-political presuppositions behind the different constitutional regimes: democracy, monarchy, republic etc; on the role of religion in politics; the changing perspectives on the relationship between life in the family and a life of active citizenship; theories of natural law and natural rights; social contract theories; idealist political theory; utilitarianism; nationalism; liberal, conservative and socialist traditions of thought; anarchism and feminism.

The themes, thinkers and primary texts will be selected each year to reflect the current debates in contemporary scholarly literature on them and the research interests of the lecturer. This year, we will focus on debates over the nature and political status of 'rights' in the theories of Hobbes, Locke, Wollstonecraft and Arendt.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 50 hours across Michaelmas Term and Lent Term. This year, some or all of this teaching will be delivered through a combination of online and on-campus lectures and classes. This course includes reading weeks in Week 6 of each term.

Formative coursework: There will be 3 formative assignments over the year, with a passage analysis of up to 1000 words and an essay of up to 1,500 words due & returned in the MT, and a second essay of up to 1,500 words due towards the end of the LT.

Indicative reading: Primary Sources: A selection of the following (this list should not be taken as exhaustive): Plato, *Republic*; Aristotle, *Politics*, Machiavelli, *Discourses*, Hobbes, *Leviathan*, Locke, *Second Treatise on Civil Government*, Rousseau, *On The Social Contract*, Hume, *Political Writings*, Kant, *Political Writings*, Hegel, *The Philosophy of Right*, Marx, *The German Ideology*, Sieyes, E. *Political Writings*, Carl Schmitt, *The concept of the Political*

Assessment: Essay (40%, 2500 words) and group presentation (10%) in the LT.

Essay (40%, 2500 words) in the ST.

Continuous assessment (10%) in the MT and LT.

For the continuous assessment element, students will be assessed on their individual participation in online activities in the MT and LT.

GV306 Half Unit Not available in 2020/21

Global Public Policy

This information is for the 2020/21 session.

Teacher responsible: Dr Mathias Koenig-Archibugi

Availability: This course is available on the BSc in Government, BSc in Government and Economics, BSc in Government and History, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Economics, BSc in Politics and History, BSc in

in Politics and International Relations and BSc in Politics and Philosophy. This course is not available as an outside option nor to General Course students.

This course is capped at 1 group. The deadline for enrolments is 12:00 noon on Friday 4 October 2019.

Pre-requisites: N/A

Course content: The course examines the process and outcomes of policy-making at the global level. It considers a range of modes of policy-making, from classic intergovernmental cooperation to novel forms of governance beyond the state such as transgovernmental networks, multistakeholder initiatives, and regulation by non-state actors. The lectures provide an analytical toolbox and cover the following topics: 1. What are "global", "public" and "policy"? Does global public policy exist? 2. How to assess the performance of global public policy: output criteria. 3. How to assess the performance of global public policy: input and throughput criteria. 4. Who are the targets of global public policy and what are their interests? 5. How are global "problems" framed and interpreted, and how does this affect their solution? 6. Which types and combinations of actors develop global public policies and how does it matter? 7. Do the delegation of authority and the legalization of global public policy affect its outcomes? 8. What role does deliberation and experimentation play in global policy initiatives? 9. What are the consequences of fragmentation and competition in the overall architecture of global public policy? 10. What are the prospects for building a global polity? The seminars apply the analytical tools provided in the lectures and readings to case studies. Students can choose an area of specialization from a range of global policy issues, with a focus on those addressed by the Sustainable Development Goals set by the United Nations. Examples of policy areas covered in the course are environmental governance, with a focus on the protection of forests; global health governance, with a focus on tackling communicable diseases; the promotion of workers' rights in the global economy; the elimination of gender-based discrimination and violence; and the fight against tax avoidance and illicit financial flows.

Teaching: 10 hours of lectures and 15 hours of seminars in the MT. 1 hour of lectures and 1 hour and 30 minutes of seminars in the ST.

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

Indicative reading: Koenig-Archibugi, M. (2002) 'Mapping Global Governance', in D. Held and A. McGrew (eds) *Governing Globalisation*. Cambridge: Polity Press. Koenig-Archibugi, M. (2010) *Understanding the Global Dimensions of Policy*, Global Policy, Vol. 1(1): 16-28. Koenig-Archibugi, M. and M. Zurn, eds (2006) *New Modes of Governance in the Global System*. Basingstoke: Palgrave Macmillan. Hale, T. and D. Held, eds (2011) *Handbook of Transnational Governance*. Cambridge: Polity. Peinhardt, C. and Sandler, T. (2015) *Transnational Cooperation: An Issue-Based Approach*. Oxford University Press. Reinicke, W. (1998) *Global Public Policy*. Washington DC: Brookings Institution. A.-M. Slaughter (2004) *A New World Order*. Princeton University Press. Braithwaite J. and P. Drahos (2000) *Global Business Regulation*. Cambridge University Press. Hale, T., D. Held and K. Young (2013) *Gridlock: Why Global Cooperation Is Failing When We Need It Most*. Cambridge: Polity.

Assessment: Essay (100%, 4000 words) in the LT.

GV307 Half Unit

Conflict and Cooperation: A Few Provocative Debates

This information is for the 2020/21 session.

Teacher responsible: Dr Omar Shahabudin McDoom

Availability: This course is available on the BSc in Government, BSc in Government and Economics, BSc in Government and History, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Economics, BSc in Politics and History, BSc

in Politics and International Relations and BSc in Politics and Philosophy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course is capped at two groups.

Course content: (Q1) When is it permissible to kill civilians for a political cause? (Q2) Should governments be permitted to restrict civil liberties in the name of security? (Q3) Is cultural diversity more problematic than desirable in societies? (Q4) Should we preserve and promote multiculturalism? (Q5) Do grievances or ideologies matter more in explaining radicalization and terrorism? (Q6) How convincing are the arguments in favour of open borders? (Q7) What role, if any, does inequality play in the onset of political violence? (Q8) How skeptical should we be of apocalyptic claims regarding climate refugees and violent conflict? (Q9) When it is justifiable to use drones to kill? (Q10) What are the arguments for and against an international responsibility to protect civilians in cases of gross human rights violations?

This course is organized around these ten "big" empirical and normative questions which touch on issues in the public sphere relating to political and ethnic conflict and cooperation. The selection of debates and cases may vary year-to-year as the scholarly frontier of understanding and the world's catalogue of conflicts also evolve. The course is taught as a research seminar comprising ten weekly two-hour sessions. Given its research-oriented focus, the course is attentive to methodology and students will be taught to critically evaluate the more common approaches to empirical research in the field. Students will have the opportunity to undertake a single substantial research project on a course-related topic resulting in an assessed summative essay.

Teaching: This course is delivered through 20 hours of seminars in the Michaelmas Term. In 2020-21, teaching may be delivered through a combination of online and on-campus seminars to allow maximum flexibility. Students will also be encouraged to participate in smaller, peer group-only meetings in advance of the seminars to discuss and prepare the week's topic. This course includes a reading week in Week 6 of the MT.

Formative coursework: Students will be expected to produce 1 piece of coursework in the MT.

Students will submit a 1500 word annotated bibliography, in which they summarize between 3 and 6 scholarly writings (articles or books) that they have carefully chosen themselves after conducting a comprehensive literature search on a course topic and research question approved by the course instructor.

Indicative reading: A statement from Al Qaeda regarding the mandates of the heroes and the legality of the operations in New York and Washington - Al Qaeda, 2002. The Lesser Evil - Michael Ignatieff, 2004. E Pluribus Unum: Diversity and Community in the Twenty-first Century The 2006 Johan Skytte Prize Lecture - Robert D. Putnam, 2007-06. Are There Any Cultural Rights? - Kukathas, Chandran. Dying to win: the strategic logic of suicide terrorism - Robert Anthony Pape, 2005. Aliens and Citizens: The Case for Open Borders - Joseph Carens. Beyond greed and grievance: feasibility and civil war - P. Collier, A. Hoeffler, D. Rohner. Climate Change and Conflict: The Migration Link - Nils Petter Gleditsch, Ragnhild Nordas. Killing by remote control: the ethics of an unmanned military - Jeff McMahan, 2013. The 'Responsibility to Protect' and the Structural Problems of Preventive Humanitarian Intervention - Roland Paris, 2014-10-20

Assessment: Essay (80%, 4000 words) in the ST.

Class participation (20%) in the MT.

The annotated bibliography will inform the final 4000 word summative essay on the student's chosen course topic.

GV308 Half Unit Not available in 2020/21**Leadership in the Political World****This information is for the 2020/21 session.****Teacher responsible:** Prof Torun Dewan**Availability:** This course is available on the BSc in Government, BSc in Government and Economics, BSc in Government and History, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations and BSc in Politics and Philosophy. This course is not available as an outside option nor to General Course students.

This course is capped at one group. The deadline for enrolments is 12:00 noon on Friday 4 October 2019.

Pre-requisites: Students must have completed Public Choice and Politics (GV225).**Course content:** Good leadership is central toward having effective organisations, well functioning institutions, and attaining desirable policy outcomes. But what is good leadership? What is successful leadership? Can we distinguish outcomes as causally related to the actions taken by good and successful leaders? And how important is a leader's style? The course will look at both theoretical and empirical frameworks for analysing these questions developing in particular rational choice accounts of leadership. Different notions of leadership will be discussed including: (1) Leading by Example; (2) The Leader as a Focal Point and (3) The Leader as an information source. These will be illustrated by specific examples.**Teaching:** 10 hours of lectures and 10 hours of seminars in the LT. There will be a reading week in week 6 of the LT for private study and assessment preparation.**Formative coursework:** Students will be expected to produce 1 presentation in the LT.**Indicative reading:** Ahlquist, JS. and M. Levi. 2011). "Leadership: What it means, what it does, and what we want to know about it". Annual Review of Political Science. vol. 14. Besley, T and Marta Reynal-Querol (2009) "Do Democracies Select More Educated Leaders?", American Political Science Review, 105,3. Humphreys, M., Masters, W., and Sandhu, M. E. (2006). The role of leadership in democratic deliberations: Results from a field experiment in Sao Tome and Principe. World Politics, Jones, B and Olken, B (2005) 'Do Leaders matter? National Leadership and Growth since World War 2', Quarterly Journal of Economics, 120, 3, 835–864. Schelling, T (1980), The Strategy of Conflict, Chapter 4. Shepsle, K and M. Boncheck (1997), Analyzing Politics, Chapter 14**Assessment:** Exam (40%, duration: 1 hour and 30 minutes) in the summer exam period.

Essay (40%, 5000 words) and in-class assessment (20%).

GV309 Half Unit Not available in 2020/21**Politics of Money and Finance in Comparative Perspective****This information is for the 2020/21 session.****Teacher responsible:** Prof Cheryl Schonhardt-Bailey**Availability:** This course is available on the BSc in Government, BSc in Government and Economics, BSc in Government and History, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations and BSc in Politics and Philosophy. This course is not available as an outside option nor to General Course students.

This course is capped at one group.

Pre-requisites: A background in political economy would be advantageous.**Course content:** The course focuses on the role of institutions, ideas and interests in the process and formulation of both (a) monetary policy, and (b) financial stability & regulation. We examine in particular the causal influences of institutions, ideas and interests in independent central banking, financial stability and

financial regulation (including times of financial crisis), and the oversight and accountability of independent financial agencies, as well as relevant aspects of Brexit. Focusing predominantly on OECD countries, we draw on theories from economics and political science to analyse both decision making and policy outcomes, using both contemporary and historical perspectives. The course adopts a comparative country perspective, rather than an international relations perspective.

Teaching: 4 hours and 30 minutes of lectures and 20 hours and 30 minutes of seminars in the MT.

The seminars will be a combination of 3 x 1hr and 7 x 2.5hr sessions, and there will be three lectures featuring guest speakers during the term. There will be a reading week in week 6 of the MT for private study and assessment preparation.

Formative coursework: Students will be expected to produce 1 essay in the MT.**Indicative reading:** The full reading list for this course is currently available on Moodle for GV309. This new course will take the readings from the introductory weeks, along with all the weeks covering issues of money and finance. Blinder, A., The Quiet Revolution: Central Banking Goes Modern (Yale Univ Press, 2004). H. D. Clarke, Brexit: Why Britain Voted to leave the European Union (Cambridge University Press, 2017). Blinder, A., After the Music Stopped: The Financial Crisis, the Response, and the Work Ahead (Penguin, 2013). Reinhart, Carmen & Rogoff, Kenneth, This Time Is Different: Eight Centuries of Financial Folly (Princeton University Press, 2009). McCarty, N., et al, Political Bubbles: Financial Crises and the Failure of American Democracy (Princeton, 2013). Schonhardt-Bailey, C., Deliberating American Monetary Policy: A Textual Analysis (MIT Press, 2013). King, M., The End of Alchemy (Little Brown, 2016)**Assessment:** Presentation (10%) and essay (90%, 3500 words).**GV311****British Government****This information is for the 2020/21 session.****Teacher responsible:** Prof Antony Travers**Availability:** This course is available on the BSc in Government, BSc in Government and Economics, BSc in Government and History, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations and BSc in Politics and Philosophy. This course is not available as an outside option nor to General Course students.

This course is capped at two groups.

Pre-requisites: Students must have completed Introduction to Political Science (GV101).**Course content:** The course will provide an introduction to contemporary British government, notably the institutions involved and processes of policy-making. The first part of the course will explain the evolution of British government from the earliest times, including the philosophical ideas that have come to underpin contemporary politics. The key institutions of British government will be described and analysed, focusing on factors that explain the functioning of a complex modern State. By the end of the course, students will have a practical understanding of the entire system of British government and the influences that affect it.**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 51 and a half hours across Michaelmas Term, Lent Term and Summer Term. Some or all of this teaching will be delivered through a combination of online and on-campus lectures and classes. There will be a reading week in Week 6 of both the MT and LT terms.**Formative coursework:** Students will be required to submit 2 unassessed essays in both the Michaelmas and Lent Terms.**Indicative reading:** R. Heffernan, P Cowley and C Hay Developments in British Politics 9, Palgrave Macmillan. P. Norton, The British Polity, 5th Edition, London, Pearson Longman, 2010. M. Garnett and P. Lynch, Exploring British Politics, 2nd edition, London,

Pearson Longman, 2009. R. A. W. Rhodes, *Everyday Life in British Government*, Oxford University Press, 2011. C. Hood, *The blame game: spin, bureaucracy, and self-preservation in government*, Princeton University Press, 2011

Assessment: Exam (100%, duration: 3 hours) in the summer exam period.

GV312 Not available in 2020/21

Advanced Topics in Government: Executive Politics

This information is for the 2020/21 session.

Teacher responsible: Prof Martin Lodge

Availability: This course is available on the BSc in Government, BSc in Government and Economics, BSc in Government and History, BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Policy with Government. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is not available to General Course students.

This course is capped at one group.

Pre-requisites: GV101 or GV100 or equivalent

Course content: This course offers an advanced consideration of select key themes in the study of executive politics. It focuses on the changing conditions in which politics takes places (demographic change, sovereign debt crisis, environmental change and societal values) and considers how these changes impact on national executives.

Teaching: 15 hours of classes in the MT. 15 hours of classes in the LT.

Formative coursework: Two formative essays (2500 words) and project proposal for assessed essay component.

Indicative reading: Hood, C (2011) *The Blame Game*, Carpenter, D (2010) *Reputation and Power*, Lewis, DE (2009) *The Politics of Presidential Appointments*, Lodge, M and Wegrich, K (2012/eds) *Executive Politics in Times of Crisis*.

Assessment: Exam (50%, duration: 2 hours) in the summer exam period.

Essay (50%, 2500 words).

GV313 Half Unit Not available in 2020/21

Politics of Trade in Comparative Perspective

This information is for the 2020/21 session.

Teacher responsible: Prof Stephanie Rickard

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

This course is capped at three groups. The deadline for enrolments is 12:00 noon on Friday 4 October 2019.

Pre-requisites: A background in political economy would be advantageous.

Course content: The course focuses on the role of institutions and interests in the process and formulation of trade policy. We examine the causal influences of institutions and interests in trade, focusing predominantly on developed countries. We draw on theories from economics and political science and analyze these using both historical and contemporary examples, and do so from a comparative perspective, rather than an international relations perspective.

The primary focus of the course is on actual policy outcomes.

Teaching: 15 hours of lectures and 10 hours of seminars in the LT. There will be a reading week in Week 6.

Formative coursework: Weekly writing assignments.

Indicative reading: Frieden, Lake and Schultz (2010) *World Politics*. 216-233. Hiscox, Michael. (2002) "Commerce, Coalitions, and Factor Mobility: Evidence from Congressional Votes on Trade Legislation." *American Political Science Review* 96(3): 593-608. Milner, Helen V. and Keiko Kubota. (2005) "Why the Move to Free Trade? Democracy and Trade Policy in the Developing Countries." *International Organization* 59 (Winter): 107-144. Rickard, Stephanie J. (2010) "Democratic Differences: Electoral Institutions and Compliance with GATT/WTO Agreements." *European Journal of International Relations* 16(4): 711-729. Nielson, Daniel L. (2003). *Supplying Trade Reform: Political Institutions and Liberalization in Middle-Income Presidential Democracies*. *American Journal of Political Science* 47:3 470-491. C. Schonhardt-Bailey, *From the Corn Laws to Free Trade: Interests, Ideas and Institutions in Historical Perspective* (MIT Press, 2006). Zahrt, Valentin. (2008). *Domestic constituents and the formulation of WTO negotiating positions: what the delegates say*. *World Trade Review* 7 (2): 393-421. Wei and Zhang (2010) *Do external interventions work? The case of trade reform conditions in IMF supported programs* *Journal of Development Economics* Volume 92, Issue 1, May 2010, Pages 71–81. Frieden, Jeffry, Ronald Rogowski. (1996) "The Impact of the International Economy on National Policies: An Analytical Overview." In *Internationalization and Domestic Politics*. Edited by Robert Keohane and Helen Milner, p. 25-47.

Assessment: Essay (100%, 4000 words).

GV314 Not available in 2020/21

Empirical Research in Government

This information is for the 2020/21 session.

Teacher responsible: Prof Edward Page

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

This course is capped at one group.

Course content: The course introduces a variety of techniques and issues in the empirical study of political science and applies them to a practical research project in which students participate throughout the year. No prior knowledge of statistics or research methods is required. The focus of the course will be the practical research project. At the theoretical level the course will cover questions relating to the utilization of policy research, forms of research design, sampling, questionnaire construction, coding and converting non-quantitative to quantitative indicators, response rates, elite interviewing and research ethics. As the practical research project progresses classes will cover the development of practical skills such as, principles of research report writing and, where appropriate for the project, use of text processing programmes, and basic routines in the widely-used Statistical Package for the Social Sciences (SPSS), such as those used for compiling crosstabulations.

Teaching: 20 hours of seminars and 2 hours of workshops in the MT. 20 hours of seminars and 2 hours of workshops in the LT. 2 hours of seminars in the ST.

The two workshops will take place in the reading weeks (week 6 of MT and LT) and will consist of additional teaching activities to extend students' familiarity with the course content, at which attendance will be voluntary.

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

Indicative reading: Sandra Halperin and Oliver Heath, *Political Research. Methods and Political Skills* (2012); Floyd J. Fowler

Survey Research Methods, 5th edn (2013); Alan Buckingham and Peter Saunders, *The Survey Methods Workbook* (2004); Tim May, *Social Research: Issues, Methods and Process*, 3rd edn, (2001); Claus Moser and Graham Kalton, *Survey Methods in Social Investigation*, 2nd edn, (1985); Melanie Mauthner et al (eds), *Ethics in Qualitative Research*, (2002).

Assessment: Exam (50%, duration: 2 hours) in the summer exam period.

Essay (25%, 2500 words) and research project (25%).

GV315 Half Unit

Voting and Elections in Developing Democracies

This information is for the 2020/21 session.

Teacher responsible: Dr Ryan Jablonski

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

The course is capped at two groups.

Pre-requisites: Government students should have completed GV101 Introduction to Political Science or equivalent.

Course content: Most governments in the developing world have adopted electoral institutions, many in the last few decades. However, these institutions vary considerably in their ability hold politicians accountable. Emergent democracies are frequently plagued by violence, fraud, corruption, weak accountability, and clientelism. This seminar is a discussion of the nature of electoral institutions in developing democracies, with a particular focus on the causes and consequences of these ills. Among other things, we will seek answers to the following questions: Why do governments adopt electoral institutions, but then fail to permit free and fair voting? When and why do governments use fraud and violence to win elections? What has been the impact of development aid, election monitoring and democracy assistance on elections and democratization? To answer these questions we will draw on an emerging political science literature on these issues, as well as several case studies. Students are expected to be active participants in this course, and will participate in several class debates and writing exercises.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 25 hours in Lent Term. Some or all of this teaching will be delivered through a combination of online and on-campus lectures and classes. There will be a Reading Week in Week 6 of LT.

Formative coursework: Students will be expected to produce 1 essay of 1,000 words in the LT.

Indicative reading: Stokes, Susan C., et al. *Brokers, Voters, and Clientelism: the puzzle of distributive politics*. Cambridge University Press, 2013.

Wantchekon, Leonard. 2003. "Clientelism and Voting Behavior: Evidence from a Field Experiment in Benin." *World Politics* 55, no. 3: 399-422. Zakaria, F. 1997. *The Rise of Illiberal Democracy*. *Foreign Affairs* 76: 22-43. Bratton, Michael, and Nicholas Van de Walle. *Democratic experiments in Africa: Regime transitions in comparative perspective*. Cambridge University Press, 1997. Hafner-Burton, Emilie M., Susan D. Hyde, and Ryan S. Jablonski. "When Do Governments Resort to Election Violence?" *British Journal of Political Science* 44.01 (2014): 149-179.

Weitz-Shapiro, Rebecca. "What wins votes: Why some politicians opt out of clientelism." *American Journal of Political Science* 56.3 (2012): 568-583.

Assessment: Essay (90%, 4000 words) in the ST. Presentation (10%) in the LT.

GV316 Half Unit

Advanced Issues in Applied Political Theory

This information is for the 2020/21 session.

Teacher responsible: Prof Kai Spiekermann

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

This course is capped at two groups.

Pre-requisites: A foundational course in contemporary political theory (such as GV262 or equivalent) is recommended.

Course content: An investigation of contemporary questions in applied political theory. Taking as a starting point a pressing social and political challenge, the course instructs students to systematically apply different political theories to approach the problem, to understand and critically discuss different normative viewpoints, and to develop and defend their own position in these debates.

Examples of such themes include environmental and climate change, free speech, multiculturalism and toleration, poverty and global justice, colonialism, or surveillance and privacy. The topics are selected each year to reflect current debates and the interests of the course convener. The course gives students the opportunity to experience research-led teaching, as the course convener will typically create a syllabus to reflect their current research projects. In 2020-21, the focus on the course will be political-philosophical questions in the context of a pandemic. The approach will be interdisciplinary and exploratory. While the focus is on normative-philosophical issues, we will also make use of positive-analytical and empirical literature. Some of the possible questions to be discussed are: How do epidemics develop and what are the mechanisms and dynamics of contagion? How should we think about and manage the complexity and uncertainty arising from a global pandemic? Which principles should guide the interaction of politics and science? How should scarce health care resources be allocated? Under which circumstances, if any, is it permissible to impose health risks on others? Do we have special reasons to obey the authority of the state during a health crisis? Is it permissible to suspend civil liberties in order to fight an epidemic? Which individual obligations and responsibilities do we have to limit the spread of an epidemic?

Teaching: This course provides a combination of classes and lectures totalling 25 hours in MT. This year, some or all of this teaching will be delivered through a combination of online and on-campus lectures and classes. There will be a reading week in Week 6.

Formative coursework: One team-work assignment.

Indicative reading: Kucharski, Adam. 2020. *The Rules of Contagion: Why Things Spread - and Why They Stop*. London: Profile. Mitchell, Sandra D. 2009. *Unsimple Truths: Science, Complexity, and Policy*. Chicago: The University of Chicago Press. Allen, Danielle, Lucas Stanczyk, I. Glenn Cohen, Carmel Shachar, Rajiv Sethi, Glen Weyl, and Rosa Brooks. n.d. "Securing Justice, Health, and Democracy against the COVID-19 Threat." Edmond J. Safra Center for Ethics, Harvard. <https://ethics.harvard.edu/justice-health-white-paper>. Barry, Christian and Seth Lazar. "Justifying Lockdown." 2020. *Ethics & International Affairs* (blog). May 22, 2020. <https://www.ethicsandinternationalaffairs.org/2020/justifying-lockdown/>.

Assessment: Essay (80%, 2500 words) in the LT.

Blog post (20%) in the MT.

The blog post/wiki entry (500 words) is to be submitted in the MT, and the essay (2500 words) is to be submitted at the beginning of the LT.

GV318 Half Unit

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

This information is for the 2020/21 session.

Teacher responsible: Dr Paul Mitchell

Availability: This course is available on the BSc in Government, BSc in Government and Economics, BSc in Government and History, BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Policy with Government. This course is not available as an outside option nor to General Course students. This course is capped at two groups.

Pre-requisites: Students may find it helpful to have completed Introduction to Political Science (GV101).

Course content: How can we design, build and sustain 'democracies' in less than ideal circumstances? We will explore societies torn apart by political violence and ethnic conflict. The main purpose is to diagnose the central problems, and examine what political responses are most appropriate. The first part of the course mostly looks at the problems, in particular political violence. We consider the likely futures for Iraq, Kurdistan and Islamic State. What are the justifications for political violence? How much political violence is there and what are the main types and trends? We shall examine the strategies terrorism and suicide terrorism. Since the end of the cold war, almost all wars are 'civil wars' and we will consider what causes civil wars, what sustains them (why do some last much longer than others?), and how do they end? The second part of the course shifts the focus of attention to 'solutions' and policy responses to divided societies and failing states. Informed responses might include: intervention, mediation and peace agreements; power-sharing and constitutional design; territorial management of conflict; transitional justice; elections, party systems and institutions for governing divided societies.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours in the Michaelmas Term. Some or all of this teaching will be delivered through a combination of online and on-campus lectures and classes. There will be a Reading Week in Week 6.

Formative coursework: Students will be expected to produce 1 project in the MT.

Formative - one short project proposal - which should be a research design plan for the project. Students will receive written and verbal feedback on the viability and quality of their proposal, but it will not be graded. It is feedback and advice, not part of summative assessment. The deadline will be week 7, just after reading week in week 6. Length 1000 words. Pedagogically, preparation of the research proposal combined with advice and feedback will help improve the quality of the final project.

Indicative reading: Paul Collier (2010), *Wars, Guns and Votes: Democracy in Dangerous Places*. London: Vintage. Lars-Erik Cederman, Kristian Gleditsch and Halvard Buhaug (2013), *Inequality, Grievances and Civil War*. Cambridge University Press. Jonathan Tonge (2014), *Comparative Peace Processes*. London: Polity. Hannah Lerner (2011), *Making Constitutions in Deeply Divided Societies*. Cambridge University Press. Brendan O'Leary (2009), *How to Get Out of Iraq with Integrity*. Penn: University of Pennsylvania Press. Arend Lijphart (2008), *Thinking about Democracy: Power-Sharing and Majority Rule in Theory and Practice*. Routledge. Horowitz, Michael (2015), 'The Rise and Spread of Suicide Bombing', *Annual Review of Political Science* 18: 69-84. Gilligan, Michael and Ernest Sergenti (2008), 'Do UN Interventions Cause Peace? Using Matching to Improve Causal Inference', *Quarterly Journal of Political Science* 3:89-122. Vinjamuri, Leslie and Jack Snyder (2015), 'Law and Politics in Transitional Justice', *Annual Review of Political Science* 18: 303-327. Brancati, Dawn and Jack Snyder (2012), 'Time to Kill: The Impact of Election Timing on Postconflict Stability', *Journal of Conflict Resolution*. Brownlee, Jason, Tarek Masoud and Andrew Reynolds (2015), *The Arab Spring: Pathways of Repression and*

Reform. Oxford University Press. A full reading list will be available on Moodle.

Assessment: Project (90%, 4000 words) in January.

Presentation (10%) in the MT.

As a final year course, the aim is to have a 'research output' as the main method of of assessment in the form of a mini-project. This will be similar to the shorter 'research notes' sections of many academic journals and should not exceed 4,000 words. Students will also each make one seminar presentation, on which they will receive feedback and a grade.

GV319 Half Unit

Experimental Politics

This information is for the 2020/21 session.

Teacher responsible: Dr Florian Foos

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

Pre-requisites: Familiarity with basic research design and statistics as covered by Research Design in Political Science (GV249) or an equivalent course (such as ST102, ST107, ST108, GY140, SA201) is recommended.

Course content: This course will introduce students to the design, conduct and analysis of randomized field experiments (RCTs) in politics to evaluate theories, programmes and policies. The course will cover the science and methods of experimentation (weeks 1-3), debate the practicalities of collaborating with political actors such as parties, NGOs and governments, as well as the ethics of field experiments (weeks 4-5). The second part of the course examines the findings of experimental research in five distinct political domains (weeks 7-11). Topics include:

1. Voter mobilisation
2. Social networks
3. Political persuasion
4. Social contact and prejudice reduction
5. Gender and politics

Teaching: This course will be delivered through a combination of classes and lectures totalling a minimum of 25 hours across the Lent Term and Summer Term. Some or all of this teaching will be delivered through a combination of online and on-campus lectures and classes. There will be no lecture during Week 6 (reading week) and no class during Weeks 1 and 6.

Formative coursework: Students will be expected to solve 1 formative problem set, in LT.

Indicative reading: Required textbook:

Gerber, Alan and Donald P. Green. 2012. *Field Experiments: Design, Analysis, and Interpretation*, New York: W.W. Norton, 2012. Suggested texts: Gerber, Alan S., and Donald P. Green. 2017. "Field experiments on voter mobilization: An overview of a burgeoning literature." In *Handbook of Economic Field Experiments*, Vol. 1, pp. 395-438. John, Peter. 2017. *Field Experiments in Political Science and Public Policy: Practical Lessons in Design and Delivery*, London: Routledge. Karlan, Dean and Jacob Appel. *Failing in the Field*, Princeton, NJ: Princeton University Press, 2016. Journal articles and other reading list texts, as assigned. Students will have free choice on final essay topics, so they should expect to find and read additional books and articles on the topic in consultation with the instructor and the library.

Assessment: Essay (50%, 3000 words) in the ST.

Take-home assessment (50%) in the LT.

The assessment for this module consists of one problem set (50%) and one research design essay (50%). The problem set combines short theoretical problems, and applied problems requiring basic data manipulation/analysis using R. In the research design essay (3000 words) you are asked to write an experimental design

outlining how you would address a causal research question of your choice in Political Science using a randomized field experiment. The research design should include a short literature review, hypotheses, research design, and pre-analysis plan. There is also a practice problem set, for which cohort feedback is provided. The two problem sets (formative and summative) will ensure that students have the skills necessary to propose a credible experimental design. One-on-one meetings after Reading Week will provide a checkpoint to obtain early feedback.

GV320 Half Unit

Populism

This information is for the 2020/21 session.

Teacher responsible: Professor Francisco Panizza

Availability: This course is available on the BSc in Government, BSc in Government and Economics, BSc in Government and History, BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Policy with Government. This course is not available as an outside option nor to General Course students.

This course is capped at two groups.

Course content: The course studies populism from a conceptual and comparative perspective. Given the highly contested nature of populism, the first weeks will look in depth to different theories of populism, including ideational, strategic and performative understandings of populism. It will then move to explore the socio cultural and economic conditions of emergence of populism, the relation between populism and democracy and the relations between populism, political systems and popular movements. The last three lectures will seek to apply the conceptual tools presented in the first part of the course to regional and country case studies. Among the topics to be explored are: what do we talk about when we talk about populism? Populism as a "thin ideology" and as a political strategy; populism as a mode of political identification; the cultural and socio-economic causes of populism; populism and democracy; populism and political systems; populism and grassroots movements; and varieties of populism across different regions of the world.

Teaching: This course provides a combination of classes and lectures totalling 25 hours in the Lent term. This year, some or all of this teaching will be delivered through a combination of online and on-campus lectures and classes. There will be a reading week in Week 6 of the LT.

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

Formative coursework:

One essay to be submitted on week 7 of the LT. The formative essay will offer an outline of the final essay - including key indicative reading. The feedback will be used in two ways: 1) to guide students' critical thinking in line with course learning outcomes; 2) to guide students on the key aspect of formatting an academic argument using literature and critical debate. Students will also be encouraged to reflect upon their learning from the presentation and use this to refine their summative essay.

Indicative reading: Essential Readings

Cristobal Rovira Kaltwasser, Paul Taggart, Pierre Ostiguy and Paulina Ochoa- Espejo (eds). Oxford Handbook on Populism. Oxford: Oxford University Press 2017. K. A. Hawkins, R. E. Carlin, L. Littway and C. Rovira Kaltwasser, *The Ideational Approach to Populism*, London: Routledge, 2018. Pippa Norris and Ronald Inglehart, *Cultural Backlash. Trump, Brexit and Authoritarian Populism*, Cambridge, Cambridge University Press, 2019. Roger Eatwell and Matthew Goodwin, *National Populism. The Revolt Against Liberal Democracy*, London: Pelican, 2018. Francisco Panizza (Ed) *Populism and the Mirror of Democracy*. London: Verso 1995.

Additional Readings

C. de la Torre (ed) *The Promise and Perils of Populism*: Lexington, Kentucky, University Press of Kentucky, 2015. Carlos de la Torre and Cynthia J. Arnson (eds.) *Latin American Populism in the Twenty-First Century*. Baltimore: The John Hopkins University Press, 2013. Michael Kazin. *The Populist Persuasion. An American History*. Ithaca and London: Cornell University Press, 1998. Benjamin Moffitt. *The Global Rise of Populism. Performance, Political Style and Representation*. Stamford Ca.: Stamford University Press, 2016. Cas Mudde and Cristóbal Rovira Kaltwasser (eds.) *Populism in Europe and the Americas. Threat or Corrective to Democracy?* Cambridge: Cambridge University Press, 2012. Cass Mudde and Cristobal Rovira Kaltwasser. *Populism: A Very Short Introduction*, Oxford University Press 2017. Jan-Werner Müller. *What is Populism?* Princeton: Princeton University Press, 2016.

Assessment: Presentation (10%) in the LT.

Essay (90%, 3500 words) in the ST.

The essay will be marked in line with departmental guidance on assessed essays. This will allow for a scale of outcomes in line with different levels of academic outputs. It will be marked for command of the literature, theories and empirical findings, analytical sophistication, use of evidence, critical judgement and originality. The individual class presentations will take the form of a 15 minute presentation followed by 30 minutes of questioning from both the class and the teacher. Particular value will be placed on the ability to present contending arguments in a clear and balanced way, the use of empirical evidence to support arguments and the capacity to raise relevant questions for class discussion.

GV321 Half Unit

Concepts and Controversies in Political Theory

This information is for the 2020/21 session.

Teacher responsible: Prof Leigh Jenco

Availability: This course is available on the BSc in Government, BSc in Government and Economics, BSc in Government and History, BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Policy with Government. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is not available to General Course students.

This course is capped at two groups.

Pre-requisites: Students will be expected to have some familiarity with political theory (e.g., having taken GV100 Introduction to Political Theory, or GV262 Contemporary Political Theory or some other, relevant module).

Course content: This course is devoted to the advanced study of key concepts and related controversies in political theory. In 2020-2021, the course will look at the concept of human nature, and the kinds of questions raised about this concept in the history of political thought. This class will focus on close textual reading of European and Chinese primary sources (in translation), supplemented by secondary sources in intellectual and political history to contextualize and challenge the claims of each text. Students will be expected to read the primary materials every week, alongside at least some of the recommended readings. The arrangement of the readings is roughly chronological but seminar discussions will always encourage transhistorical comparison and theorization (that is, the careful extension of arguments from one context to apply in another).

What is a human, and how do we know one when we see one?

To answer this very big question, this class will focus specifically on how imperial expansion in Europe and China has historically provoked questions about what kind of things human beings are, what qualities they minimally possess, and what if anything they are owed simply by virtue of being human. As we will see, the motivations for these questions vary across time, space, and

individual thinkers, ranging from attempts to protect foreign others from colonial brutality, to arguments for the displacement and in some cases genocide of native peoples. We will consider in what kinds of circumstances such debates emerge, on what kinds of assumptions they rely, and what kinds of human society these visions of human nature make possible or justify.

This course does not require any prior knowledge of any Chinese or European thinker, although a general interest in the history of political thought would be helpful. The only prerequisite is one prior course in political theory, such as GV100 or GV262.

Teaching: This course provides a combination of classes and lectures totalling 20 hours in the LT. This year, some or all of this teaching will be delivered through a combination of online and on-campus lectures and classes. There will be a reading week in LT Week 6.

Formative coursework: Students will be expected to submit a 1500 word formative essay by the end of week 6 (reading week).

Indicative reading: Wang, Yangming. *Instructions For Practical Living And Other Neo-Confucian Writing*. Translated by Wing-tsit Chan. New York: Columbia University Press, 1963. Locke, John. *Locke: Political Essays*. Edited by Mark Goldie. Cambridge University Press, 1997. Thompson, Laurence G. "The Earliest Chinese Eyewitness Accounts of the Formosan Aborigines." *Monumenta Serica* 23 (1964): 163–204. Vitoria, Francisco de. *Vitoria: Political Writings*. Edited by Anthony Pagden. Cambridge: Cambridge University Press, 1991.

Assessment: Essay (60%, 3000 words) in the ST. Class participation (20%) and group presentation (20%) in the LT. The group presentation will be focussed on timelines, and the class participation element will be assessed by quality and quantity of participation in seminar discussion, blog posts reflecting on group presentations of your peers, in the LT.

GV323 Half Unit Not available in 2020/21 Transparency and Accountability in Government

This information is for the 2020/21 session.

Teacher responsible: Dr Daniel Berliner

Availability: This course is available on the BSc in Government, BSc in Government and Economics, BSc in Government and History, BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Policy with Government. This course is not available as an outside option nor to General Course students.

This course is capped at one group.

Course content: Is "sunlight the best disinfectant"? Can information empower citizens to hold their government accountable? How have information technologies been used to enable civic engagement and participation? What are the relationships between transparency, secrecy, corruption, and accountability?

This course will familiarise students with the theory and practice of transparency and accountability in government, enabling them to critically address these questions and engage meaningfully in fast-moving contemporary policy debates.

The course will offer a grounding in theories of democracy, representation, and accountability, as well as debates over the merits of transparency in light of competing values like secrecy and privacy. The course will also enable students to evaluate the role played by different forms of information in political systems, as well as to critically assess the theories of change and assumptions behind information-based policy initiatives.

The course has a global scope, focusing on applications in both developed and developing countries, and on policy types including freedom of information, information-based regulation, participatory budgeting, crowdsourced policymaking, "civic tech," open data, campaign finance and asset disclosures, and applications of transparency to sectors like extractive industries, the environment,

and public health.

Teaching: 15 hours of lectures and 10 hours of classes in the LT. 4 hours of workshops in the ST.

There will be a Reading Week in Week 6 of LT.

Formative coursework: Students will be expected to produce one formative essay of 1,000 words in the LT.

Indicative reading: Fung, Archon. 2013. "Infotopia: Unleashing the democratic power of transparency." *Politics & Society* 41(2): 183-212. Schedler, Andreas. 1999. "Conceptualizing accountability." In *The self-restraining state: Power and accountability in new democracies*, Schedler, Andreas, Larry Diamond, and Marc F. Plattner, eds. Boulder: Lynne Rienner Publishers. Fox, Jonathan A. "Social accountability: what does the evidence really say?" *World Development* 72 (2015): 346-361. Stasavage, David. 2004. "Open-door or closed-door? Transparency in domestic and international bargaining." *International Organization* 58(4): 667-703. Tan, Yeling. 2014. "Transparency without democracy: The unexpected effects of China's environmental disclosure policy." *Governance* 27(1): 37-62. Ackerman, John M., and Irma E. Sandoval-Ballesteros. "The global explosion of freedom of information laws." *Administrative Law Review* 58 (2006): 85. Berliner, Daniel, 2014. "The political origins of transparency." *The Journal of Politics*, 76(2), 479-491. Gonçalves, Sónia. "The effects of participatory budgeting on municipal expenditures and infant mortality in Brazil." *World Development* 53 (2014): 94-110. Worthy, Ben. 2015. "The impact of open data in the UK: Complex, unpredictable, and political." *Public Administration*, 93(3), 788-805. Roberts, Alasdair. 2012. "WikiLeaks: the illusion of transparency." *International Review of Administrative Sciences* 78(1): 116-133.

Assessment: Essay (90%, 2500 words) and presentation (10%) in the ST.

GV324 Half Unit Not available in 2020/21 Applied Quantitative Methods for Political Science

This information is for the 2020/21 session.

Teacher responsible: Prof Valentino Laricinese

Availability: This course is available on the BSc in Government, BSc in Government and Economics, BSc in Government and History, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations and BSc in Politics and Philosophy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course will be freely available to students with the required background

Pre-requisites: Students must have completed Quantitative Methods (Mathematics) (MA107) and Quantitative Methods (Statistics) (ST107).

Course content: This course provides an introduction to the most commonly used methods for causal inference in the social sciences using observational data. It covers simple and multiple regression (particularly focussing on the conditions for a causal interpretation of the coefficients), matching, panel data, diff-in-diff, instrumental variables, regression discontinuity. The course will prioritize the practical understanding and application of the methods rather than their statistical foundations. Applications will be selected from existing research literature.

Teaching: 20 hours of lectures and 9 hours of classes in the LT. Teaching will consist of 10 x 2-hour lectures during the LT and 9 x 1-hour classes. Classes will be conducted in a computer lab.

Formative coursework: Students will be expected to produce 1 problem set and 1 case study in the LT.

Indicative reading: Stock & Watson: "Introduction to Econometrics", Pearson International (various editions, all equally valid). Dunning: "Natural experiments in the social sciences", CUP 2012. Angrist & Pischke: "Mastering metrics", Princeton University

Press 2015

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

GV325 Half Unit

Topics in Political Economy

This information is for the 2020/21 session.

Teacher responsible: Dr Stephane Wolton

Availability: This course is available on the BSc in Government, BSc in Government and Economics, BSc in Government and History, BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy, BSc in Psychological and Behavioural Science and BSc in Social Policy with Government. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students are expected to have taken GV225 Public Choice and Politics, or equivalent, in a previous year. An introductory knowledge of economics and econometrics would be useful.

Course content: This course provides an overview of recent research in political economy. The focus will be on the applications of game theoretical and empirical approaches to the understanding of contemporary political issues. During the lectures, we will cover some seminal and some most recent models to think critically about the topics studied. In addition, we will go over papers testing or related to the theories we cover. Students will learn to assess critically the usefulness and limitations of theories and empirics alike. As such, this course allows students to understand how the tools they acquired in GV225 – Public Choice (or equivalent course) and GV249 – Research Design (or equivalent course) can be combined to study important political questions.

Themes covered change every year as a function of current debates in the scholarly community and of pressing problems in the world at large. In recent years, the topics studied in the course have included, among others, populism, media and democracy, autocratic politics, terrorism. Questions covered during the lectures have included the sources of populists' success, the effect of biased media on political outcomes, the role of violence in securing autocratic regimes, or the evaluation of counter-terrorist policies, among many others.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 42 hours across the Lent and Summer Terms, with a reading week in Week 6 of the LT. There will be a two-hour mock exam and a two-hour revision lecture (either on-campus or online) in the ST. This year, some or all of this teaching will be delivered through a combination of online and on-campus lectures and classes.

Formative coursework: Students will complete one problem set to further their understanding of the concepts covered in the course and prepare for the coursework. There will also be a timed exam in ST Week 1 to allow practise on problem sets solving under exam conditions.

Indicative reading: Canes-Wrone, Brandice, Michael C. Herron, and Kenneth W. Shotts. 2001. "Leadership and pandering: A theory of executive policymaking." *American Journal of Political Science* 45(3): 532-550. Gentzkow, Matthew, and Jesse M. Shapiro. 2006. "Media Bias and Reputation." *Journal of Political Economy* 114(2): 280-316. Most of the reading is from journal articles; a complete list will be supplied at the start of the term. A useful overview of political economy topics in democracy is: T Besley, *Principled Agents? Selection and Incentives in Politics*, Oxford University Press, 2005.

Assessment: Exam (50%, duration: 2 hours and 45 minutes, reading time: 15 minutes) in the summer exam period. Coursework (50%) in the LT.

GV328 Half Unit

Middle East Politics in Transnational Perspective

This information is for the 2020/21 session.

Teacher responsible: Prof John Chalcraft

Availability: This course is available on the BSc in Government, BSc in Government and Economics, BSc in Government and History, BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Policy with Government. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

This course is capped at one group. Priority will be given to students enrolling from the Department of Government.

Pre-requisites: No pre-requisites.

Course content: This course offers an advanced introduction to the politics of the Middle East and North Africa in transnational perspective. It takes a critical, sociological, historically-informed, and qualitative approach. It focuses on cross-border forms of resistance and subaltern activism. We study such topics as transnational revolutionary movements, Third World national liberation, popular movements on the Arabian peninsula, feminism, Salafi-Wahhabism, human rights advocacy, and transnational Palestinian activism. Students will develop an advanced introductory understanding of the transnational politics of the region.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 26 hours across Michaelmas Term. Some or all of this teaching will be delivered through a combination of online and on-campus lectures and classes. There is no teaching scheduled in reading week, but one of the seminars (of the total of 11) will be a (compulsory) essay writing workshop scheduled towards the end of Week 5 (most likely Thursday). In other words, there will be two seminars in Week 5.

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

Indicative reading: Abdelrahman, Maha. 2007. 'The Nationalization of the Human Rights Debate in Egypt', *Nations and Nationalism*, 13(2), pp. 285–300; Abu-Lughod, Lila. 2013. *Do Muslim Women Need Saving?* Cambridge MA: Harvard University Press; Chalcraft, John. 2016. *Popular Politics in the Making of the Modern Middle East*. Cambridge University Press; Farquhar, Michael. 2017. *Circuits of Faith: Migration, Education and the Wahhabi Mission*. Stanford: Stanford University Press; Featherstone, David. 2012. *Solidarity: Hidden Histories and Geographies of Internationalism*. London: Zed Books; Gill, Stephen. 2000. 'Towards a Post-Modern Prince? The Battle in Seattle as a Moment in the New Politics of Globalisation'. *Millennium*, 29, 1: 131-40; Moghadam, V. M. 2012. 'Global Social Movements and Transnational Advocacy'. In *The Wiley-Blackwell Companion to Political Sociology* John Wiley and Sons, pp. 408-420; Perugini, Nicola and Neve Gordon. 2015. *The Human Right to Dominate*. Oxford: Oxford University Press; Prashad, Vijay. 2007. *The Darker Nations: A People's History of the Third World*. New York: New Press; Pratt, Nicola. 2007. 'The Queen Boat case in Egypt: sexuality, national security and state sovereignty' *Review of International Studies* (2007), 33, 129–144; Tarrow, Sidney. 2001. 'Transnational Politics: Contention and Institutions in International Politics' *Annual Review of Political Science* 2001 4:1, 1-20.

Assessment: Essay (100%, 3000 words) in the LT.

GV335 Half Unit**African Political Economy****This information is for the 2020/21 session.****Teacher responsible:** Dr Sarah Brierley and Dr George Ofosu**Availability:** This course is available on the BSc in Government, BSc in Government and Economics, BSc in Government and History, BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Policy with Government. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course is capped at 2 groups.

Course content: This class is an introduction to the study of contemporary African political economy. The goal is to set major questions of state and economy in historical, geographic, and international context. Course readings and lectures stress marked unevenness in national and subnational trajectories and in the political-economic character of different African countries, and introduce students to theories that aim to identify causes of similarity and difference across and within countries. Students will come away with a better understanding of the possibilities and limits of structured, focused comparisons in comparative politics, and with an introduction to political economy approaches to questions of late development. They will also develop substantive knowledge of the political economy of sub-Saharan Africa and analytic tools to describe and make sense of its diversity.**Teaching:** This course provides a combination of classes and lectures totalling 20 hours in the Lent Term. This year, some or all of this teaching will be delivered through a combination of online and on-campus lectures and classes. There will be a reading week in LT Week 6.**Formative coursework:** There will be one 1,200 formative assignment (short essay).**Indicative reading:** Texts used may include all or part of the following: Katherine Baldwin. *The Paradox of Traditional Leaders in Democratic Africa*. Cambridge University Press. Catherine Boone, *Property and Political Order in Africa: Land Rights and the Structure of Politics* (CUP 2014). Fred Cooper, *Africa Since 1940* (Cambridge U. Press). Jeffrey Herbst, *States and Power in Africa* (Princeton 2000). Prempeh, H. Kwasi. "Presidents untamed." *Journal of Democracy* 19.2 (2008). Mahmood Mamdani, *Citizen and Subject: Africa and the Legacy of late Colonialism* (Princeton 1996). Andrew M. Mwenda Roger Tangri, *Patronage politics, donor reforms, and regime consolidation in Uganda* *African Affairs* (2005). Nicolas van de Walle, *African Economies and the Politics of Permanent Crisis, 1979-1999* (Cambridge University Press 2001).**Assessment:** Essay (75%, 3000 words) in the ST.

In-class assessment (25%) in the LT.

For the in-class assessment: Students will be asked to serve as a seminar discussant during the term. On these weeks the discussant will write a two or three-page memo that discusses the readings in a comparative perspective. In the last class meeting, each student will give a 5-minute overview of his/her plans for the final course essay.

an individual academic paper and poster presentation. This is your chance to choose a topic of your interest and use what you've learnt during the degree into what interests you most. You will be encouraged to develop an interdisciplinary research question. The initial weeks in Lent Term will be focused on outlining your research plans. Group feedback and individual feedback sessions will take place regularly throughout term. The aim of this course is not only to produce a written piece of research but to also summarise your research in a poster and be able to present it in an informal setting.

Teaching: 2 hours of seminars in the MT. 4 hours of seminars in the LT. 3 hours of workshops in the ST.

The course is structured around an initial presentation and various group and individual feedback sessions. In week 11 of MT we'll have a two-hour introductory session. During this session we'll establish the goals of the course and you will then have the Christmas break to think about the topic you want to work on in the LT. There will be group feedback sessions in weeks 2, 5, 8 and 11. These seminars / workshops will be supplemented with regular individual feedback sessions.

This year, teaching in the course will be delivered through a combination of online and on-campus workshops and help sessions.

Formative coursework: Students must prepare a draft outline synopsis for their individual project by Thursday of Week 1 Lent Term, and present on it in a seminar in Week 2. Students must then present a detailed account of their progress in weeks 8 and 11.**Indicative reading:** On writing:

- Inger Furseth, Euris Everett and Larry Everett, *Doing Your Master's Dissertation: From Start to Finish* (Sage Study Skills Series, 2013);
- Stella Cottrell, *Dissertations and Project Reports: A Step by Step Guide* (Palgrave Study Skills, 2014);
- Diana Ridley, *The Literature Review: A Step-by-Step Guide for Students* (SAGE Study Skills Series, 2008);
- Christopher Hart, *Doing a Literature Review* (SAGE Study Skills Series, 2018);
- Sharon M. Ravitch and J. Matthew Riggan, *Reason and Rigor: How Conceptual Frameworks Guide Research* (2nd edition, Sage Publications, 2016).

On research:

- Catherine Hakim, *Research Design: Successful Designs for Social Economics Research*, 2nd ed. (Routledge, 2000);
- Joseph A. Maxwell, *Qualitative Research Design* (3rd edition, Sage, 2013);
- Alan Bryman, *Social Research Methods*, 5th ed. (Oxford University Press, 2015);
- David Partington, *Essential Skills for Management Research* (Sage Publications, 2002).

A list of readings will be made available on Moodle.

Assessment: Report (80%) in the ST Week 1.

Other (20%).

There are two pieces of assessment. A final report (max 5,000 words) to be submitted by Week 1 of ST (counts towards 80% of the final mark). And a poster and a short informal presentation (around 3 minutes) on your key conclusions.

The poster and presentations will be assessed during the GV342 Summer Capstone Showcase (count towards 20% of the final mark).

GV342L Half Unit**Philosophy, Politics and Economics: Research Project****This information is for the 2020/21 session.****Teacher responsible:** Dr Rafael Hortalá-Vallve**Availability:** This course is compulsory on the BSc in Philosophy, Politics and Economics. This course is not available as an outside option nor to General Course students.

This course is exclusively for fourth year BSc PPE students.

Course content: The focus of the course is on the production of**GV342M Half Unit****Philosophy, Politics and Economics: Capstone****This information is for the 2020/21 session.****Teacher responsible:** Dr Joachim Wehner**Availability:** This course is compulsory on the BSc in Philosophy, Politics and Economics. This course is not available as an outside option nor to General Course students.

This course is exclusively for fourth year BSc PPE students.

Course content: The Capstone requires groups of students to carry out research and analysis in order to address a practical policy issue or problem relevant to a client organisation. This

allows students to extend their capabilities and apply disciplinary and methodological knowledge and skills they learned in the PPE core courses to address real-life policy needs. Capstone clients may include public sector bodies, private companies, international organisations, think tanks and NGOs. The initial weeks of the course will introduce students to the requirements of Capstone projects, key research strategies and essential questions. At the same time, from week 1 students will begin to research in allocated teams. Students are also expected to work steadily throughout the term with members of their team and with their advisors. The completed research has to be presented by week 11 MT, both in the form of a team presentation and a research report. Further details: There will be a two-hour workshop in week 0 of MT to introduce the projects available and students will then be able to list their preferences, which will be taken into account in deciding allocations. This session will also explain key issues and demands on the students. The workshops in weeks 1 and 2 of MT will discuss key research and project skills. The workshop in week 5 of MT will be a "course correction" session for teams to get guidance on the planned final shape of their reports. In addition, students can access regular help sessions throughout the term. Capstone teams will present their project findings by week 11 of MT.

Teaching: 8 hours of workshops in the MT.

These workshops are supplemented with regular help sessions. This year, some or all of this teaching will be delivered through a combination of online and on-campus workshops and help sessions. This course includes a reading week in week 6 of MT.

Formative coursework: Capstone groups must produce 1 team presentation for the "course correction" session, usually in week 5 of MT. They must also produce a poster or presentation from their final (assessed) presentation for a final showcase workshop, which is usually held in week 1 of ST.

Indicative reading:

- Charles E. Lindblom and David K. Cohen. *Useable Knowledge: Social Science and Social Problem Solving* (New Haven: Yale University Press, 1979).
- Eugene Bardach and Eric M. Patashnik. *A Practical Guide for Policy Analysis* (Sage, 2016).
- Brian A. Griffith and Ethan B. Dunham. *Working in Teams: Moving from High Potential to High Performance* (Sage, 2015).
- Ray Pawson. *The Science of Evaluation: A Realist Manifesto* (Sage, 2013).

Assessment: Project (80%, 8000 words) and presentation (20%) in the MT.

GV366 Not available in 2020/21 Political Economy of the Developing World

This information is for the 2020/21 session.

Teacher responsible: Dr Steffen Hertog

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

This course is capped at one group. Deadline for enrolments is 12:00 noon on Friday 4 October 2019.

Pre-requisites: Students must have completed Introduction to Political Science (GV101).

Course content: This course introduces students to the broad theoretical traditions in the study of political economies outside of the OECD world, and provides an empirical overview of a number of concrete phenomena that shape the interplay of the politics and economics in different world regions. It will address puzzles like: Why did some developing countries grow much faster than others after WWII? Are some forms of corruption more compatible with development than others? Which impact do natural resource rents have on politics and development? Under which conditions

can countries with a short history of independent statehood build efficient institutions?

GV366 will engage with broad theoretical traditions like modernization theory, dependency theory, and neo-patrimonialism, and with concrete empirical topics like state-business relations, the developmental state, corruption and clientelism, the politics of public enterprise, and the political economy of resource-rich countries.

Teaching: 15 hours of lectures and 10 hours of classes in the MT. 15 hours of lectures and 10 hours of classes in the LT. 1 hour of classes in the ST.

Formative coursework: One essay of 3,500 words to be submitted in the LT.

Indicative reading: Bardhan, Pradeep (1997). "Corruption and Development", *Journal of Economic Literature*, Vol. 35. Evans, Peter (1995). *Embedded Autonomy: States and industrial transformation* (Princeton: Princeton University Press). Richards, Alan, and John Waterbury (2007). *A Political Economy of the Middle East* (Boulder: Westview Press). Ross, Michael (2012). *The Oil Curse: How Petroleum Wealth Shapes the Development of Nations* (Princeton: Princeton University Press). Schneider, Ben Ross, and Sylvia Maxfield (eds.) 1997. *State-Business Relations in Developing Countries* (Ithaca: Cornell University Press). Wade, Robert (2003). *Governing the Market: Economic Theory and the Role of Government in East Asian Industrialization* (Princeton: Princeton University Press). Waterbury, John (1993). *Exposed to Innumerable Delusions: Public Enterprise and State Power in Egypt, India, Mexico, and Turkey* (Cambridge: Cambridge University Press).

Assessment: Exam (35%, duration: 2 hours) in the summer exam period.

Essay (15%), essay (35%) and class participation (15%).

GV390

Government Dissertation Option

This information is for the 2020/21 session.

Teacher responsible: Prof Michael Bruter

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

This course may be taken only in the third year. A BSc Government/Politics and History student cannot choose both HY300 and GV390; a BSc Politics and Philosophy student cannot choose both GV390 and PH399; and a BSc Politics and International Relations student cannot choose both GV390 and IR398.

Course content: A dissertation of not more than 10,000 words on a topic to be approved by a proposed dissertation supervisor and the Course Convener. The topic should be chosen from any area within the field covered by the degree course and supported by a member of the academic staff from the Government Department willing to act as dissertation supervisor. Following the dissertation information session organised by the Department in the second year of the students' curriculum, candidates should approach their academic mentor during the Lent Term or Summer Term of their second year to discuss the possibility of a proposed dissertation topic. After also having received approval for a topic by a prospective supervisor, students must submit a dissertation form detailing the final title and synopsis/prospectus to the Course Convener for approval. Dissertation approval forms must be submitted no later than the deadline. Please note that any change from what was approved in the dissertation form will require the approval of the dissertation supervisor.

In 2020-21 the deadline for submitting Dissertation Approval Forms will be Wednesday 7th October 2020, MT Week 2.

Students who fail to submit a proposal by the deadline will be unenrolled from the course.

Teaching: This course provides dissertation-focussed classes totalling 9 hours over the Michaelmas and Lent Terms. This year, some or all of this teaching will be delivered through a combination of online and on-campus classes. There will be a reading week in Week 6 of each term.

Assessment: Dissertation (100%, 10000 words).

GV398 Not available in 2020/21

Inside the Mind of a Voter: Research in Electoral Psychology

This information is for the 2020/21 session.

Teacher responsible: Prof Michael Bruter CON 4.06

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

Available to final year students in the programmes named above. Students from other degrees are not normally accepted on the course except with the exceptional discretionary approval of the course teacher.

This course is capped at one group. The deadline for enrolments is 12:00 noon on Friday 5 October 2018.

Course content: This final year undergraduate course has three important ambitions.

Substantively, it aims to introduce students to the study of electoral psychology and electoral ergonomics, which represent novel and dynamic approaches to the study citizens' electoral behaviour and the way voters' psychology interacts with the organisation of elections.

Methodologically, it introduces students to some of the key methods used in the field and enables them to practice fieldwork in one of them through an empirical group project. That project will change each year in terms of topic and method, and will be discussed jointly by the course teacher and the students. It may include lab experiments, interviews, diaries, or any of the core methods used in the field.

Finally, it introduces students to the research process through the main assessment component, which is a supervised 7,000 words dissertation, and supports them through several research clinics whereby we discuss students' dissertation issues and problems collectively throughout the year.

Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 4 hours of seminars in the ST.

Teaching takes place on MT (10x2 hours), LT (10x2 hours), ST (1x4 hours). The department operates a reading week on week 6.

The course includes:

- 10 x 2 hour SUBSTANTIVE SEMINARS on key issues in electoral psychology
- 5 x 2 hour FIELDWORK SEMINARS focused on preparation and fieldwork for the group project
- 5 x 2 hour RESEARCH CLINICS on the preparation and discussion of analytical, methodological, and ethical issues faced by students with regards to their dissertation
- 1 x 4 hour CONFERENCE WORKSHOP where students will briefly present their findings to one another.

Formative coursework: Formative assessment includes:

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

Indicative reading: Bruter, M. and Harrison, S. Understanding the emotional act of voting. Lipset, S., Lazarsfeld, P, et al. The psychology of voting. Sniderman, P. Personality and democratic politics. Bruter, M., and Lodge, M. Political Science research methods in action. Baddeley, A. The psychology of memory. Cammaerts, B. et al. Youth participation in democratic life

Harrison, S and Bruter, M. Mapping extreme right ideology

Assessment: Dissertation (70%, 7000 words) in the ST.

Group project (15%) in the MT.

Critical evaluation (15%) in the MT and LT.

The critical evaluation is critics of further readings work as follows: to make the reading list more manageable for the 10 substantive seminars, all students will only be expected to familiarise themselves with the core readings, and will divide the further readings between themselves. Each student will be expected to be responsible for a total of 5-6 further readings throughout the year, all in different weeks.

Students responsible for a further reading will be asked to write a short (1-2 page) critic of it following a set format (1) what is the research question and why is it interesting, 2) what methods are the authors using, 3) what are the main findings, 4) what are the main shortcomings or what do you wish the authors had done differently) and post it on moodle by the Sunday before the seminar so that students can quickly browse the week's 'menu' in advance. The students having each covered different further readings will bring them into the seminar discussion.

The critics count for 15% of the final mark as follows: 5% for completing 5 quality critics throughout the year, and 10% based on the average mark for what they choose as their two best critics.

The group work mark (15%) is based on the satisfactory completion of the tasks assigned to small groups of students during the fieldwork (e.g. conducting interviews or experiments, etc depending on the topic of the year).

GV3A1 Half Unit

The Politics and Policies of 'Brexit': The UK's changing relationship with the European Union

This information is for the 2020/21 session.

Teacher responsible: Prof Kevin Featherstone CBG.5.04 and Prof Antony Travers

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

Course content: 'BREXIT' represents one of the most significant challenges to the modern British political system in peacetime. This course will examine how the UK's membership of the European Union became problematic and the implications of 'BREXIT' for government and politics. It will provide students with appropriate conceptual and analytical frames by which to understand the path towards 'BREXIT' and the challenges that arise from it. In doing so, the dynamics and uncertainties of 'BREXIT' will be contextualised within a longer-term perspective and one that recognises the ongoing interests and norms involved in the relationship. Students will be introduced to the key issues for public policy and their possible impacts. Students will gain an appreciation of the contending arguments and interpretations, as well as the public policy dilemmas of dealing with uncertainty and limits to knowledge. No prior knowledge of the European Union will be assumed. The course will adopt a broad disciplinary perspective - covering the political, political sociology, political economy, constitutional, and foreign policy/external relations dimensions. Students will have the opportunity to explore the arguments, issues and interpretations in group work, presentations, and written essays.

Note: the lectures are to be shared with MSc students. The seminar questions for the UG students differ from those for MSc students, taking account of the different stages of study and the intended learning outcomes.

Teaching: This year, some or all of this teaching will be delivered through a combination of online and on-campus lectures and

classes in the Michaelmas term. This course will hold a Reading Week in Michaelmas Term Week 6.

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

The formative essay (1500 words), due by mid-term, will address a question relevant to the impact of BREXIT on the UK political system, drawing upon the readings and seminar discussion.

Indicative reading:

- D. Dinan et al, eds. (2017) *The European Union in Crisis*; London: Palgrave.
 - A. Geddes (2013) *Britain and the European Union*; London: Palgrave.
 - B. Simms (2016) *Britain's Europe: A Thousand Years of Conflict and Cooperation*. London: Allen Lane.
 - S. Wall (2008) *A Stranger in Europe: Britain and the EU from Thatcher to Blair*. Oxford: OUP.
 - H. Young (1998) *This Blessed Plot: Britain and Europe from Churchill to Blair*. London: Macmillan.
 - K. Armstrong (2017) *BREXIT Time: Leaving the EU - why, how and when?* Cambridge: Cambridge University Press.
 - H. Clarke, M. Goodwin and P. Whiteley (2017) *BREXIT: Why Britain voted to leave the European Union*. Cambridge: Cambridge University Press.
 - E. O. Eriksen and J. E. Fossum (2015) *The European Union's Non-Members: independence under hegemony?* London: Routledge.
 - S. Hobolt (2016) 'The BREXIT vote: a divided nation, a divided continent', *Journal of European Public Policy*, 23, 9. And 'Debate Section': 'British exit from the EU - legal and political implications', in the same issue.
 - L. Halligan and G. Lyons (2017), *Clean BREXIT: Why leaving the EU still makes sense*; London: Biteback Publishing.
 - The 'Generation BREXIT' website - an LSE project.
- Assessment:** Project (80%, 3000 words) in the LT.
Group presentation (10%) and essay plan (10%) in the MT.
The summative assessment for this course takes the form of:
- Group seminar presentation (10%)
 - Individual Policy Project Plan - up to 1000 words (10%)
 - Individual Policy Project - up to 3,000 words (80%)

GY100

Introduction to Geography

This information is for the 2020/21 session.

Teacher responsible: This course will be taught by Dr Jessie Speer, Dr Murray Low, Dr Niranjana Ramesh, Dr Jayaraj Sundaresan and Professor Riccardo Crescenzi

Availability: This course is compulsory on the BA in Geography, BSc in Economic History and Geography, BSc in Environment and Development and BSc in Geography with Economics. This course is available on the BA in Social Anthropology and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course provides students with an introduction to Geography at LSE. In Michaelmas Term we will examine human geography's key concepts, including space, place, landscape, nature, globalization, mobility, society and city. In the Lent Term the course will move on to introductory sections on environmental geography and economic geography. The environmental section will trace how geography as a discipline has approached nature-society relationships, covering topics such as, the anthropocene, socio-materiality, wilderness, urban nature, and local and global environmental movements. The economic geography section will introduce students to the changing location of economic activity, inequalities within and between countries, regions and cities, and the rationale, objectives and tools of local and regional development policies in a globalizing world.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person

lectures and other supplementary interactive live activities.

This course is delivered through a combination of classes and lectures across Michaelmas Term and Lent Term.

This course includes a reading week in Week 6 of Michaelmas Term and Week 6 of Lent Term

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

Indicative reading: Detailed reading-lists related to the different topics within the course will be provided at the start of the course. General useful texts include Clifford, N.J., S.L. Holloway, S.R. Rice and G. Valentine (eds) (2009) *Key Concepts in Geography*, 2nd Ed, Sage, London; Dicken, P. (2011) *Global Shift: Mapping the Changing Contours of the World Economy* 6th Edition Sage Publications; W.E. Murray, *Geographies of globalization*, 2006; Pike A., A. Rodriguez-Pose and J. Tomaney (2017) *Local and regional development*. London: Routledge; N. Castree (2014) *Making Sense of Nature*

Assessment: Exam (100%, duration: 3 hours) in the summer exam period.

GY101

Succeeding in your degree: Critical skills for Geography and Environment students

This information is for the 2020/21 session.

Teacher responsible: Dr Richard Perkins

Availability: This course is available on the BA in Geography, BSc in Environment and Development, BSc in Environmental Policy with Economics and BSc in Geography with Economics. This course is not available as an outside option nor to General Course students. This course is very strongly recommended for all first year Geography and Environment undergraduate students.

Course content: This course seeks to provide an introduction to key study skills that Geography and Environmental Social Science students will use throughout their three years of undergraduate study. It will teach students how to get the most out of lectures and classes and, furthermore, how to best prepare for them through effective reading strategies and skills. During the course, students also will learn what makes a good essay, and how to effectively research, write and deliver them. The course will additionally introduce students to how their work is assessed and, moreover, how to best make use of feedback to improve their grades. All first-year undergraduates are strongly encouraged to take this course which has been purposefully designed to maximise their potential.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures and other supplementary interactive live activities.

This course is delivered through lectures in Michaelmas Term.

Indicative reading: Burns, T. and S. Sinfield (2016). *Essential Study Skills: The Complete Guide to Success at University*. 2nd edition. Sage. Cottrell, S. (2013). *The Study Skills Handbook*. 4th edition. Palgrave Macmillan. Greetham, B. (2018). *How to Write Better Essays*. 4th edition. Palgrave Macmillan.

GY103

Contemporary Europe

This information is for the 2020/21 session.

Teacher responsible: Prof Simona Iammarino S410 and Prof Neil Lee

Availability: This course is available on the BA in Geography, BSc in Environment and Development, BSc in Geography with Economics, BSc in Politics and BSc in Politics and International Relations. This course is available as an outside option to students on other programmes where regulations permit and to General Course

students.

Course content: This course aims at: introducing students with little prior knowledge of European issues to some of the most important economic, social, and political challenges the European Union overcame in the past and currently faces; developing an understanding of the determinants and the historical evolution of these challenges, and the related public reactions and policies at different geographical levels; learning about strengths, weaknesses and lessons to be drawn from the most striking example of integration among nation states as a result of historical forces and in the context of a globalised world. The course covers critical issues such as different degrees of economic integration in theory and practice, historical bases for integration, competitiveness, cohesion, innovation and growth, enlargements, Euro crisis, Brexit, Europe in the world, social policy, employment trends, poverty, migration, ageing, and social exclusion and inequality. Particular emphasis is laid upon the geographical foundations of these themes, at various spatial scales in Europe: supranational, national and subnational (e.g. regional, local, urban) levels. The course is traditionally based on close interactions with the lecturers and class teachers, and extra curriculum events will be also organised.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities.

This course is delivered through a combination of classes and lectures across Michaelmas and Lent Term.

This course includes a reading week in Week 6 of Michaelmas and a reading week in Week 6 of Lent Term.

Formative coursework: Students will be expected to produce two class essays during the year (worth 10% each) and will also be expected to give class presentations.

Indicative reading: Given the diversity of the subject, there is no one textbook that covers all of the topics. A mix of academic articles and chapters from textbooks is used in the course. Reading lists are provided electronically, and additional web sources will also be indicated during the lectures. Indicative textbooks are the following: R Baldwin and C Wyplosz, *The Economics of the European Integration*, 4th ed. 2012; S Senior Nello, *The European Union. Economics, Policies and History*, 3rd ed. 2012; J. McCormick, *European Union Politics*, Palgrave, 2nd ed. 2015.

Assessment: Essay (10%, 1000 words) in the MT.

Essay (10%, 1000 words) in the LT.

Take-home assessment (80%) in the ST.

GY120

Environmental Change: Past, Present and Future

This information is for the 2020/21 session.

Teacher responsible: Dr Thomas Smith S421C

Availability: This course is compulsory on the BSc in Environment and Development and BSc in Environmental Policy with Economics. This course is available on the BA in Geography. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: Many consider that 'Climate Change' is the greatest challenge currently facing human society, mainly because of the 'Environmental Changes' that it will cause. But what are 'Climate Change' and 'Environmental Change'? What causes these changes? How much have they changed in the past and how do we know? How much is human activity responsible for the recent changes identified and when did this influence begin? How is the climate going to change in the next century and what are the consequences going to be for extreme weather events, sea-level rise? What can we do about it? Should we adapt, mitigate, or begin to engineer our climate?

To answer these questions requires that the course focuses on developing an appreciation of the Planet Earth as the home of human societies. Through a combination of lectures, classes, practical work, and fieldwork, the course focuses on the physical nature of the 'natural' or biophysical systems and involves consideration of how the solid earth, the gaseous atmosphere, the hydrosphere and the biosphere, were formed, have evolved, interact and have changed over time due to both external (extra-terrestrial) and internal factors, including humans. From this, an appreciation of change and evolution over differing time-scales is developed, which will serve as an essential basis for students when evaluating the contemporary two-way interaction between humans and the environment in the 'anthropocene'. The relevant science will be taught as and when required.

The course consists of the following sections:

PART A: Introduction to environmental change

- A framework for environmental geography
- The nature and causes of environmental/climate change

PART B: Key components of environmental change: The Biosphere

- Formation of the biosphere and change over time
- Contemporary ecosystem processes and change
- The biodiversity crisis: extreme change in the anthropocene

PART C: Key components of environmental change: Atmosphere & Oceans

- Solar radiation, the atmosphere, and interactions
- Global and local energy budgets
- Circulation - atmosphere, oceans, and carbon

PART D: Key components of environmental change: The Hydrosphere

- Water in the atmosphere, clouds and rainfall
- Hydrological cascade, rivers and flooding

PART E: Long-term environmental change

- Geological-scale climate change and Earth's 'greenhouse' and 'icehouse' environments.
- Orbital-scale climate change and the great ice ages
- Millennial-scale climate change and deglaciation

PART F: Contemporary climate change: The emerging human influence

- The Holocene
- Contemporary climate change associated with fossil fuel emissions
- Contemporary climate change and extreme weather
- Land-use and land-cover change (deforestation)

PART G: Future climate change

- Modelling future climate change
- Fixing the future: Adaptation, mitigation, and geoengineering

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities.

This course is delivered through a combination of classes and lectures across Michaelmas and Lent Term.

This course includes a reading week in Week 6 of Michaelmas Term and Week 6 of Lent Term.

Formative coursework: Students will be expected to produce two assignments during the year, one in each term, and give class papers.

Indicative reading:

- Ahrens, C.D., 2012. *Meteorology today: an introduction to weather, climate, and the environment*. Cengage Learning.
- Gaston, K.J. and Spicer, J.I., 2004. *Biodiversity: An Introduction*. Wiley-Blackwell, Oxford.
- Houghton, J.T., 2009. *Global Warming. The Complete Briefing*. 4th edition, Cambridge Univ. Press
- IPCC, 2013. *Climate Change 2013: The Physical Science Basis. Contribution of Working Group I to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change* [Stocker, T.F., D. Qin, G.-K. Plattner, M. Tignor, S.K. Allen, J. Boschung, A. Nauels, Y. Xia, V. Bex and P.M. Midgley (eds.)]. Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA, 1535 pp, doi:10.1017/CBO9781107415324. [online] Available from: <http://>

www.ipcc.ch/report/ar5/wg1/ [last accessed 17 September 2016]

- IPCC, 2018. Global Warming of 1.5°C. An IPCC Special Report on the impacts of global warming of 1.5°C above pre-industrial levels and related global greenhouse gas emission pathways, in the context of strengthening the global response to the threat of climate change, sustainable development, and efforts to eradicate poverty [V. Masson-Delmotte, P. Zhai, H. O. Pörtner, D. Roberts, J. Skea, P.R. Shukla, A. Pirani, W. Moufouma-Okia, C. Péan, R. Pidcock, S. Connors, J. B. R. Matthews, Y. Chen, X. Zhou, M. I. Gomis, E. Lonnoy, T. Maycock, M. Tignor, T. Waterfield (eds.)].
- Maslin, M., 2013. *Climate: a very short introduction*. OUP Oxford.
- Ruddiman, W.F., 2001. *Earth's Climate: past and future*. Macmillan.
- Smithson, P., Addison, K. and Atkinson, K., 2013. *Fundamentals of the physical environment*. Routledge.

Assessment: Exam (60%, duration: 2 hours) in the summer exam period.

Essay (15%, 1500 words) and policy brief (25%) in the LT. The policy brief will be formatted in the style of a UK Parliament science briefing note (POSTnote), with a 2,000 words limit.

GY121

Sustainable Development

This information is for the 2020/21 session.

Teacher responsible: Dr Julia Corwin S414

Availability: This course is compulsory on the BSc in Environment and Development and BSc in Environmental Policy with Economics. This course is available on the BA in Geography, BA in Social Anthropology, BSc in Accounting and Finance, BSc in Geography with Economics and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: Studying sustainable development today means recognizing the urgency of social and environmental problems facing current and future generations across the world. Throughout the year, we explore the relationship between human lives and the environment, debate what human 'development' and 'sustainability' mean, and discuss how to understand these complex and flexible concepts together. The course begins with studying the origins of sustainable development discourse and programmes, and then explores the challenges of sustainable development by looking at major global environmental and social changes, including debates on resource and energy use, urban growth, technology, industrial agriculture, commodity use and disposal, and changes in the global economy. GY121 is split into two distinct terms with different disciplinary and methodological approaches: Michaelmas term is taught by a geographer and Lent term is taught by an environmental economist. Together, these two terms expose students to the diversity of ways that sustainable development is thought about and studied, in order to foster critical understanding about the connections between environmental and social problems.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of classes and lectures across Michaelmas and Lent Term. This course includes a reading week in Week 6 of Michaelmas Term and in Week 6 of Lent Term.

Formative coursework: Students will be expected to produce two pieces of written work during the year. One assignment is practice for the assessed essay (MT). The other assignment is practice for the take-home exam (LT).

Indicative reading: There are a variety of texts available for this course. A detailed reading list will be given at the beginning of each term but an indicative list includes:
G Atkinson, S Dietz, E Neumayer and M Agarwala, eds. (2014)

Handbook of Sustainable Development, 2nd edition, Edward Elgar Publishing; WM Adams (2009) *Green Development: Environment and Sustainability in the Developing World*, 3rd Edition, Routledge; JA Elliott (2012) *An Introduction to Sustainable Development*, 4th edition; J Hickel (2017) *The Divide: A Brief Guide to Global Inequality and its Solutions*. Windmill Books; R Patel and J Moore (2018) *A History of the World in Seven Cheap Things*. Verso Books.

Assessment: Essay (50%, 3000 words) in the LT.

Take-home assessment (50%) in the ST.

The assessments are separated by terms; the essay covers MT content and the take-home assessment covers LT content.

GY140

Introduction to Geographical Research

This information is for the 2020/21 session.

Teacher responsible: Dr Austin Zeiderman, Dr Murray Low, Prof Claire Mercer, Prof Henry Overman, Prof Gareth Jones and Dr Richard Perkins

Availability: This course is compulsory on the BA in Geography and BSc in Economic History and Geography. This course is available on the BSc in Environment and Development. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: The main objective of this course is to introduce students to the production of geographical and environmental knowledge and to prepare them to become producers of such knowledge themselves. It provides students with a sound understanding of both the conceptual foundations and real-world applications of a variety of methodological approaches for conducting research. To appreciate why, how, and to what ends geographers conduct research on the social and spatial dimensions of human activity, the research process is examined from beginning to end: selecting a topic, performing a literature review, designing a project, collecting and analysing data, and communicating results. The process of producing knowledge about geography and the environment is also examined from a number of different perspectives: examining case studies of written work, engaging with internationally-renowned researchers, discussing the rationale for choosing a methodological approach, practicing the application of individual methods, and designing and executing a piece of independent research. Both quantitative and qualitative research methods are discussed in detail and practical exercises give students the opportunity to apply various methods from the course in their own research.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities.

This course is delivered through a combination of lectures and classes across the Michaelmas Term and Lent Term.

No class to be scheduled for Week 1 in MT.

Students on this course will have a reading week in Week 6 of Michaelmas Term and Week 6 of Lent Term. Compulsory exercises to be completed instead of lecture/class in Week 11 of Lent Term.

Formative coursework: Students will be given the opportunity to complete two formative assignments during the course of the year: one in MT that draws on qualitative research methods and one in LT draws on quantitative research methods. Information on the formative assignments will be provided in the course outline.

Indicative reading: *Methods in human geography: a guide for students doing a research project* (Flowerdew and Martin, 2005); *Statistics: a tool for social research* (Healey, 2012); *Statistics in geography and environmental science* (Harris and Jarvis, 2011); *Geography and geographers: Anglo-American geography since 1945* (Johnston, 1997); *International Encyclopedia of Human Geography* (Kitchin and Thrift, 2009); *Key methods in geography* (Clifford, French, and Valentine, 2010); *Qualitative research methods in human geography* (Hay, 2010).

Assessment: Project (50%, 3000 words) in the LT. Project (50%, 3500 words) in the ST. The first project (3000 words) will be due toward the end of Lent Term. The second project (3500 words) will be due at the start of Summer Term.

GY144 Not available in 2020/21

The London Lab: Geography in the City

This information is for the 2020/21 session.

Teacher responsible: Dr Alan Mace STC315a

Availability: This course is available on the BA in Geography and BSc in Geography with Economics. This course is not available as an outside option. This course is available to General Course students.

Course content: How can we understand the human geography of London? How have people shaped the city and how does the city's landscape impact people? How is this differentiated by race, class, gender, sexuality and ethnicity? We address these questions using London as a lab. You will be encouraged to engage with the city in numerous ways including through walks, media and the use of archives. Themes include; landscapes of empire, suburbanism, migration & diaspora, social housing and gentrification. To capture the specificity of the relationship between people and place the themes are sometimes developed in relation to particular settings; for example, Finsbury (housing), Hackney (gentrification) and Westminster (empire).

Teaching: 20 hours of lectures and 10 hours of classes in the MT. 18 hours of lectures and 9 hours of classes in the LT.

Formative coursework: Students are expected to write two formative assignments and to participate actively in classes in the MT and the LT.

Indicative reading: Mapping tool (don't miss 'layer tools' in bottom left of right-hand window) <https://www.layersoflondon.org/map> Municipal dreams – <https://municipaldreams.wordpress.com/>. Jonathan Meades on Letchworth Garden City (The suburbanisation of the UK) <https://www.youtube.com/watch?v=1qT5FquwhpA>. de Botton, Alain. 2009. A Week at the Airport: A Heathrow Diary. London: Profile Books. Hall, Stuart. 2017. Familiar Stranger: A Life Between Two Islands. London: Penguin. The course's own website www.Londongeographies.com

Assessment: Essay (50%, 2000 words) in the MT.

Essay (50%, 2000 words) in the LT.

GY202

Introduction to Global Development

This information is for the 2020/21 session.

Teacher responsible: Dr Alicia Lazzarini

Dr Romola Sanyal

Availability: This course is compulsory on the BSc in Environment and Development. This course is available on the BA in Geography, BSc in Accounting and Finance, BSc in Economic History and Geography, BSc in Environmental Policy with Economics, BSc in Geography with Economics and BSc in International Relations. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: An introduction to analysing global development, focusing on key development theories, strategies, problems and trajectories. In Michaelmas Term we cover concepts and theories of development, histories of colonialism, the debt crisis and structural adjustment, neoliberalism, aid, governance and civil society. In Lent Term we examine poverty, migration, informality, housing, water, sanitation and gender.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/

seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities.

This course is delivered through a combination of classes and lectures across Michaelmas and Lent Term

This course includes a reading week in Week 6 of Michaelmas Term and Week 6 of Lent Term.

Formative coursework: Students will produce two essays during the MT and the LT.

Indicative reading: S. Chant and C. McIlwaine, Geographies of Development in the 21st Century: An Introduction to the Global South, 2009; S. Chari and S. Corbridge (eds), The Development Reader, 2008; G. Williams, P. Meth and K. Willis, Geographies of Developing Areas: the Global South in a Changing World, 2009; V. Desai & R. Potter (Eds), The Companion to Development Studies, 2nd ed, 2008; T. Forsyth (Ed), The Routledge Encyclopaedia of Development, 2005; D. Simon (Ed.), Fifty Key Thinkers on Development, 2005; K. Willis (2011). Theories and practices in development, 2nd ed; UNDP, Human Development Report, published annually; World Bank, World Development Report, published annually.

Assessment: Exam (50%, duration: 2 hours) in the summer exam period.

Essay (50%, 3000 words) in the LT.

GY205

Political Geographies

This information is for the 2020/21 session.

Teacher responsible: Dr Murray Low STC.S512

Availability: This course is available on the BA in Geography, BSc in Economic History and Geography, BSc in Environment and Development, BSc in Environmental Policy with Economics and BSc in Geography with Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: An introduction to the relevance of a geographical perspective for explanation of contemporary political processes, and of a political perspective for explanation of contemporary geographies, at scales from the local to the global. Topics covered include: states; geopolitics; empires and national states; citizenship rights, migration and national 'closure'; nationalism, territory and identity; geographies of elections and representation; democratization; globalisation, neo-liberalism and governance.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online/in-person lectures and other supplementary interactive live activities.

This course is delivered through a combination of classes and lectures across Michaelmas Term and Lent Term.

This course includes a reading week in Week 6 of

Michaelmas Term and Week 6 of Lent Term

Formative coursework: Students will be expected to submit one formative essay per term of up to 1,500 words.

Indicative reading: Detailed reading lists will include journal articles, but indicative texts include: J. Agnew, Making Political Geography, 2002; C. Barnett and M. Low (eds.) Spaces of Democracy 2004; J. Agnew & S. Corbridge, Mastering Space, 1995; K. Cox, M. Low and J. Robinson (eds) The Sage Handbook of Political Geography, 2008.

Assessment: Exam (75%, duration: 3 hours) in the summer exam period.

Essay (25%, 2000 words) in the LT.

GY206 Half Unit

Urban Geography and Globalisation

This information is for the 2020/21 session.

Teacher responsible: Dr Ryan Centner STC601c

Availability: This course is available on the BA in Geography, BSc in Economic History and Geography, BSc in Environment and Development and BSc in Geography with Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course introduces students to the intersection of urban geography and the geography of globalisation, with the aim of understanding key references in academic debates, and their relevance for real-world social, economic, and political issues in our cities today. The course offers a critical, human-geographical perspective on 'global cities', how these manifest in different parts of the world, how they matter for distinct realms of urban life, and how we can study features of global urban geography. Themes include empires, development, and cities; 'global cities'; 'Third World cities' or 'cities of the global South'; urban spaces of neoliberalism; new geographies of urban theory; and planetary urbanisation. We examine cases related to migration, sexual minorities, the circulation of ideas, and gentrification. Examples come from both the 'global North' and the 'global South', with the aim of helping students understand when and how these categories may be useful.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities.

This course is delivered through a combination of classes and lectures across Michaelmas Term.

This course includes a reading week in Week 6 of Michaelmas Term.

Formative coursework: The formative work will be an essay plan that directly prepares students for the summative work.

Indicative reading: Sassen, Saskia. 2001. *The Global City*. New York, London, Tokyo. Second edition. Brenner, Neil and Nik Theodore (eds). 2002. *Spaces of Neoliberalism*. Davis, Mike. 2006. *Planet of Slums*. Robinson, Jennifer. 2006. *Ordinary Cities: Between Modernity and Development*. Brenner, Neil and Christian Schmid (eds). 2014. *Implosions/Explosions: Towards a Study of Planetary Urbanization*. Ghaziani, Amin. 2014. *There Goes the Gayborhood?*

Assessment: Essay (65%, 2500 words), class participation (20%) and presentation (15%) in the MT.

and phenomenon to relate the theory to practice. Examples might include but are not limited to; suburbanisation, rural second homes and gentrification.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities.

This course is delivered through a combination of classes and lectures in Lent Term. There is no teaching in week 11 due to the anticipated second year geography field trip.

This course includes a reading week in Week 6 of Lent Term.

Formative coursework: The formative work will be an essay plan that directly prepares students for the summative work.

Indicative reading:

- Bourdieu, P. (2005) 'Habitus'. In Jean Hillier and Emma Rooksby (eds) *Habitus: a sense of place*. 43-5.
- Mace, A. (2017), Spatial capital as a tool for planning practice. *Planning Theory* 16(2) 119-132.
- Peck, J. (2011). Neoliberal Suburbanism: Frontier Space. *Urban Geography*, 32(6), 884-919.
- Savage, M. The Lost Urban Sociology of Pierre Bourdieu (chapter 45). In Gary Bridge and Sophie Watson (eds) *The new Blackwell companion to the city*. 511-520.

Assessment: Essay (100%, 3000 words) in the ST.

GY209 Half Unit

The Economic Geography of Trade, Production and Development

This information is for the 2020/21 session.

Teacher responsible: Dr Davide Rigo

Availability: This course is compulsory on the BSc in Geography with Economics. This course is available on the BA in Geography, BSc in Economic History and Geography, BSc in Economics, BSc in Environment and Development and BSc in Environmental Policy with Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Economics A (EC100) or Economics B (EC102). ST107 (or equivalent course in statistics) strongly recommended.

Course content: This course is concerned with economic geography. In particular we use ideas from International Trade, International Economics, Development and Regional Economics to talk about the location of economic activity across space and the consequences of uneven location. This module is concerned with two fundamental questions: i) what determines the distribution of production and trade across countries and regions? ii) which are the implications for economic development and inequalities? To answer to these questions, this module provides students with an introduction of international trade theories, their mechanisms and implications for trade patterns. In parallel, this module provides students with a review of the main empirical studies testing for those theories and documenting the implications of trade liberalisation for economic development and income inequalities. Armed with these theories and empirical facts, the module critically evaluates current trade policy disputes.

The main topics covered during the module will be:

1. Introduction to trade
2. The Ricardian model of comparative advantage
3. Heckscher-Ohlin and factor endowments
4. Trade, globalisation and inequality
5. Krugman's New Trade Theories
6. Spatial Distribution of Trade and Production
7. Trade Policy
8. Gravity models
9. Heterogeneous firms and trade

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/

GY207 Half Unit

Economy, Society and Place

This information is for the 2020/21 session.

Teacher responsible: Dr Alan Mace STC318b

Availability: This course is available on the BA in Geography, BSc in Economic History and Geography, BSc in Environment and Development, BSc in Environmental Policy with Economics and BSc in Geography with Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: Why do people choose to live in particular places? Is it simply a trade off of affordability and housing space or are other factors at play? In what ways are residential choices influenced and how significant is the outcome? We address these and other questions with reference to the work of Pierre Bourdieu. Drawing on his theories we look at the role of culture in nuancing class-based explanations of place. In so doing we examine the inter-relatedness of economy, governance and society in influencing the choice of places where people live. We consider how these choices might confer social advantage or disadvantage to individual households and the significance of this for policy makers. We use a series of place-based typologies

seminars, pre-recorded lectures, live online lectures and other supplementary interactive live activities.

This course is delivered through a combination of classes and lectures across Michaelmas Term.

This course includes a reading week in Week 6 of Michaelmas Term.

Formative coursework: Students will be expected to prepare for group discussion of the main readings and hand in a short essay for formative assessment.

Indicative reading:

- Pugel T.A. International Economics. McGraw-Hill.
- Baldwin R and Martin P, (1999), Two waves of globalization: superficial similarities, fundamental differences, NBER working paper 6904.
- Antràs, P. (2020), Conceptual aspects of global value chains. World Bank Policy Research Working Paper 9114.
- Autor D. Dorn D. and Hanson G. (2013), The China Syndrome: Local Labor Market Effects of Import Competition in the US. *American Economic Review*, 103(6), 2121-2168.
- Feenstra C. and Hanson G. (1999), The Impact of Outsourcing and High-Technology Capital on Wages: Estimates for the United States, 1979-1990. *Quarterly Journal of Economics*, 114, 907-940.
- Krugman, Paul (1979), Increasing returns, monopolistic competition, and international trade. *Journal of International Economics*, Vol. 9(4), pp. 469-479.
- Krueger, A. O. (1997), Trade Policy and Economic Development: How we learn. *The American Economic Review*, 87(1).
- James Feyrer, (2009), Distance, Trade, and Income – The 1967 to 1975 Closing of the Suez Canal as a Natural Experiment. NBER Working Papers 15557.
- Bernard A., J.B. Jensen, S.J. Redding, and P.K. Schott (2007), "Firms in International Trade". *The Journal of Economic Perspectives*, Volume 21, Number 3, pp. 105-130.
- Bustos, P. (2011), Trade Liberalization, Exports, and Technology Upgrading: Evidence on the Impact of MERCOSUR on Argentinian Firms. *The American Economic Review*, 101(1), 304-340

Assessment: Coursework (100%, 3000 words) in the LT.

GY210 Half Unit

The Economics of Cities

This information is for the 2020/21 session.

Teacher responsible: Dr Davide Rigo, Prof Olmo Silva and Prof John Henderson

Availability: This course is compulsory on the BSc in Geography with Economics. This course is available on the BA in Geography, BSc in Economic History and Geography, BSc in Economics, BSc in Environment and Development and BSc in Environmental Policy with Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Economics A (EC100) or Economics B (EC102). ST107 (or equivalent course in statistics) strongly recommended.

Course content: Urban economics is concerned with the spatial form of cities and the division of national economic activity into cities, both at a point in time and over time. Three fundamental questions are: (1) Why are economic activities within a country so unequally distributed across space? (2) Why do cities (and more broadly agglomeration of firms and workers) emerge and in what locations? (3) Why are economic activities within cities unequally distributed in general and between areas near the city centre and those near or in the suburbs?

The main topics covered in this course include:

- Why do cities exist and why do firms cluster?
- What determines equilibrium city size and features of the urban system?
- City growth and spatial transformation
- Diseconomies in cities: Urban location, land rents and land use patterns
- Urbanisation in developing countries

Teaching: In the Department of Geography and Environment,

teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities.

This course is delivered through a combination of classes and lectures across Lent Term.

This course includes a reading week in Week 6 of Lent Term.

Formative coursework: Students will be expected to prepare for group discussion of some readings and hand in short essays or problem sets.

Indicative reading:

- O'Sullivan. A. (8th edition) Urban Economics. Boston: Irwin-McGraw-Hill, 2012.
- Greenstone M. R. Hornbeck and E. Moretti (2010), "Identifying agglomeration economies: Evidence from winners and losers of large plant openings", *Journal of Political Economy*, Vol. 118, No. 3, 536-598.
- Eid, Jean & Overman, Henry G. & Puga, Diego & Turner, Matthew A. (2008), "Fat city: Questioning the relationship between urban sprawl and obesity", *Journal of Urban Economics*, Vol. 63, No.2, 385-404.
- Duranton G. (2008), "Viewpoint: From cities to productivity and growth in developing countries", *Canadian Journal of Economics*, Vol. 41, No. 3, 689-736, Sections 1, 2.1, 2.2, 2.3.3, 2.3.4, 2.4, 3.1, 3.2.
- Henderson J.V. (2010), "Cities and development", *Journal of Regional Science*, Vol. 50, No. 1, 515-540.
- Henderson J.V., T. Regan and A.J. Venables (2016) "Building functional cities" *Science* 20 May 2016 <http://urbanisation.econ.ox.ac.uk/materials/papers/105/buildingfunctionalcities.pdf>

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

GY220

Environment: Science and Society

This information is for the 2020/21 session.

Teacher responsible: Dr Thomas Smith STC.421C, Dr Nora Sylvander and Dr Jessica Templeton

Availability: This course is compulsory on the BSc in Environment and Development and BSc in Environmental Policy with Economics. This course is available on the BA in Geography, BSc in Economic History and Geography and BSc in International Relations. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: An analysis of the debates concerning the nature, causes and effects of, and the alternative solutions to, the key natural environmental degradation and pollution problems faced by human societies. The purpose of this course is to provide essential information, first, about the scientific foundations for much environmental concern and, secondly, a social-science perspective on that science, identifying how it is communicated and employed in areas of environmental governance. The course provides both a grounded discussion of physical changes underlying some key environmental debates, and an introduction to approaches from social science concerning the governance implications of environmental science. Students will explore the role of science in environmental understanding and governance through a combination of lectures, classes, and practical environmental monitoring. The course consists of three sections, although the specific content, order and relative proportion of teaching may change with staff availability.

Part A: Introduction and Themes: this introduces students to social scientific perspectives on scientific knowledge and environmentalism.

Part B: Environmental Science, Risk and Policy: this section examines the physical science basis of current regional and global environmental risks, including geohazards, wildfires, land-use change, and pollution.

Part C: Science and Environmental Governance: this final section of the course examines how environmental science is incorporated

in global environmental governance (specific examples include climate change, ozone depletion, and biodiversity conservation). The course concludes with an examination of the notion of sustainability science.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of classes and lectures across Michaelmas and Lent Term.

This course includes a reading week in Week 6 of Michaelmas Term and Week 6 of Lent Term.

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

One essay/report in MT, one mock exam essay in LT

Indicative reading: No one book or small group of books adequately covers the themes considered in the course, and separate reading lists are provided for each distinct part of the syllabus. Basic reading material includes:

- T. Forsyth, *Critical Political Ecology; The Politics of Environmental Science*, 2003;
- A. Goudie (Ed), *The Human Impact Reader*, 6th edition, 2006;
- M. K. Hill, *Understanding Environmental Pollution*, 1997;
- J. Houghton, *Global Warming: The Complete Briefing*, 5th edition, 2015;
- M. Hulme, *Why We Disagree About Climate Change*, 2009;
- A.M. Mannion, *Dynamic World: Land Cover and Land-Use Change*, 2002;
- G. T. Miller (Ed), *Living in the Environment*, 2000;
- K. Smith, *Environmental Hazards*, 2001;
- United Nations Environment Programme, *UNEP Yearbook 2015*,
- M. Whitehead, *Environmental Transformations*, 2014.

Assessment: Exam (60%, duration: 2 hours) in the summer exam period.

Assignment (40%) in the LT.

Students may choose their assignment as either an environmental monitoring report (3000 words) or a summative essay (3000 words).

GY222

Applied Environmental Economics

This information is for the 2020/21 session.

Teacher responsible: Dr Eugenie Dugoua STC421D, Prof Susana Mourato STC.503 and Dr Sefi Roth STC.421A

Availability: This course is compulsory on the BSc in Environmental Policy with Economics. This course is available on the BA in Geography, BSc in Accounting and Finance, BSc in Economic History and Geography, BSc in Environment and Development, BSc in Geography with Economics and BSc in Psychological and Behavioural Science. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator.

Course content: This course is an introduction to economic principles in the analysis of environmental change and natural resource use, and in designing appropriate policy responses. The first part of the course largely covers the concepts and tools of environmental economics, while the second part applies these concepts and tools to specific challenges for real world policy-making. Topics to be covered include: the evaluation of regulatory and market based instruments in controlling pollution; moral suasion and voluntary regulation; economics of natural resource use; economic growth, the environment and sustainable development; cost-benefit analysis and environmental valuation; economics of biodiversity and ecosystem services conservation;

climate change economics; health and the environment; behavioural and happiness economics and the environment.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities.

This course is delivered through a combination of classes and lectures across Michaelmas Term and Lent Term.

This course includes a reading week in Week 6 of Michaelmas Term and Week 6 of Lent Term.

Formative coursework: Students will be expected to produce non-assessed coursework throughout the year that will include at least one essay and a series of quizzes, and may be asked to give class presentations.

Indicative reading: Detailed reading lists will be provided to support each course component. For an overview and introduction to the main issues covered by the course students may wish to consult the following: N Hanley and EB Barbier, *Pricing Nature: Cost-Benefit Analysis and Environmental Policy*, 2009; J Kahn, *The Economic Approach to Environmental and Natural Resources*, 3rd ed. 2005; B Field and M Field, *Environmental Economics*, 6th ed. 2012; DW Pearce, G Atkinson and S Mourato, *Cost-Benefit Analysis and the Environment: Recent Developments*, 2006; E Neumayer, *Weak Versus Strong Sustainability: Exploring the Limits of Two Opposing Paradigms*, 4th Edition, 2013.

Assessment: Exam (75%, duration: 3 hours) in the summer exam period.

Essay (25%, 2000 words).

GY245 Half Unit

Quantitative Methods in Geography

This information is for the 2020/21 session.

Teacher responsible: Dr Davide Rigo and Dr Felipe Carozzi

Availability: This course is compulsory on the BA in Geography and BSc in Geography with Economics. This course is available on the BSc in Economic History and Geography, BSc in Environment and Development and BSc in Environmental Policy with Economics. This course is not available as an outside option nor to General Course students.

Pre-requisites: GY140 Introduction to Geographical Research or a 1st year statistics course such as ST107 Quantitative Methods (Statistics)

Course content: This course provides students with an introduction to quantitative methods for geographical analysis, specifically regression analysis and Geographical Information Systems (GIS). An understanding of quantitative methods of this type is essential for those who wish to go on to do their own research and for those who will use GIS in their future undertakings. The first part of the course is devoted to the principles of regression analysis as applied to quantitative social science. The second part of the course introduces students to the use of GIS in research. Theoretical discussion in the lectures is accompanied by practical computer classes in which students learn how to apply these methods on real data sets. The practical classes develop a range of skills which lead on to an assessed practical project.

Topics covered:

- 1 Introduction to quantitative methods
- 2 Regression analysis: linear models; parameter estimation; regression output interpretation; dummy variables
- 3 Regression analysis: hypothesis tests
- 4 Regression analysis: classical assumptions; omitted variables; reverse causality; heteroscedasticity; multicollinearity
- 5 Regression: practical applications in project work
- 6 GIS: Introduction
- 7 GIS: Spatial representation; vector data; raster data; remote sensing; databases, joins
- 8 GIS: Queries, spatial joins, overlay and data management
- 9 GIS: Examples

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures and other supplementary interactive live activities.

This course is delivered through a combination of classes and lectures across Michaelmas Term.

This course includes a reading week in Week 6 of Michaelmas Term.

Formative coursework: Formative work is based solely on the first part of the course on regression analysis. A dataset is provided alongside a specific set of questions.

Indicative reading: Studenmund, A.H., *Using Econometrics: a practical guide*. Longman: London. Bernhardsen, T (2002), *Geographic Information Systems: An Introduction*. New York: John Wiley and Sons. Breslin, P., Frunzi, N., Napoleon, E., Ormsby, T., *Getting to Know ArcView GIS*. San Francisco: ESRI Press.

Assessment: Project (100%, 3000 words) in the LT.

GY246 Half Unit

Field Methods in Geography

This information is for the 2020/21 session.

Teacher responsible: Dr Ryan Centner STC 6.01c

Availability: This course is compulsory on the BA in Geography. This course is not available as an outside option nor to General Course students.

Course content: The course aims to prepare second-year students to undertake field research, focusing specifically on qualitative methods. It is linked to the BA Geography field course that takes place at the end of LT, and offers key preparation for third-year Independent Research Projects (IRP) that BA Geography students must conduct after this course.

Attendance and active participation is crucial for appropriate preparation for the field trip.

The course examines methodologies in field-based geographical research and evaluates their application to different kinds of research problems. It considers the choice of methods which may be used in the student's own IRP, and how to plan research. It enables students to acquire familiarity with, and practice of, contemporary qualitative research techniques and to examine different ways of, and gain experience in, presenting research results. A further aim of the course is to enable students to evaluate critically the methodological validity of qualitative geographical research as distinct from quantitative approaches. The course covers the following qualitative approaches to social science methodologies:

- (i) techniques for qualitative data analysis including structured and unstructured interviewing, participant observation, and transecting, including ethics when conducting fieldwork;
- (ii) application of qualitative research techniques in the field; and
- (iii) techniques for designing, carrying out, and presenting field research, including both the course's field report and the third-year IRP.

Topics covered:

1. Ethics & planning in independent geography research projects
2. Qualitative methodology in human geography: What can we know? What kind of knowledge can we gain about qualities of the social and spatial world? And how?
3. Interviews: What people think, and are able/willing to tell us
4. Ethnography & observation: What people do, and maybe even how they feel about it
5. Transecting: Making sense of places across space
6. Field-course location: History & context
7. Field-course location: Topics in the field A
8. Field-course location: Topics in the field B
9. Field-course location: Topics in the field C

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities.

Field-course: The course includes a one week-long field trip, normally in the final week of the Lent Term. In the past the field course has visited Havana, Cuba. The destination, duration and content of the field trip in 2020/21 is subject to change, depending on the global situation regarding coronavirus and restrictions on travel.

Students should be aware that, although the costs of this course are subsidised by the Department, they will be expected to make a substantial financial contribution themselves. There are bursaries available from the Department for students who can document financial need.

An alternative field exercise will be undertaken by students who are unable to participate in the above one-week residential field-course. Students on this course will have a reading week in Week 6.

Formative coursework: Short exercises conducted in preparation for class sessions throughout the Lent Term.

Indicative reading:

- Chilson, P. and Mulcahy, J.B. (2017) *Writing abroad: A guide for travelers*. Chicago: University of Chicago Press.
- Bastian, H. (2019) *Everyday adjustments in Havana: Economic reforms, mobility, and emerging inequalities*. Lanham: Lexington Books.
- Becker, H. S. (1998) *Tricks of the trade: How to think about your research while you're doing it*. Chicago: University of Chicago Press.
- Becker, H. S. (2007) *Writing for social scientists: How to start and finish your thesis, book, or article* (2nd edition). Chicago: University of Chicago Press.
- Cloke, P. et al (2004) *Practising human geographies*. London: Sage.
- Esterberg, K.G. (2002) *Qualitative Methods in Social Research*. Boston: McGraw-Hill.
- Flowerdew, R. and Martin, D. (eds.) (2005) *Methods in human geography: A guide for students doing a research project* (2nd edition). Harlow: Pearson/Prentice Hall.
- Hain, I. (2010) *Qualitative research methods in human geography* (3rd edition). Oxford: Oxford University Press.
- Hennink, M. et al (2011) *Qualitative research methods*. London: Sage.
- Jones, J., Quinn, S. and Brown, H. (2011) *Writing for sociology* (2nd edition). Berkeley: Department of Sociology, University of California at Berkeley.
- Luker, K. (2008) *Salsa dancing into the social sciences: Research in an age of info-glut*. Cambridge: Harvard University Press.
- Parsons, T. and Knight, P. (1995) *How to do your dissertation in geography and related disciplines*. London: Chapman & Hall.

Assessment: Project (60%, 3500 words) and research proposal (20%) in the ST.

Class participation (20%) in the LT.

GY247 Half Unit

Field Methods in Geography with Economics

This information is for the 2020/21 session.

Teacher responsible: Dr Ryan Centner STC 6.01c, Prof Claire Mercer, Prof Steve Gibbons (field trip co-ordinator) and Prof Simona Iammarino
Dr Erica Pani

Availability: This course is compulsory on the BSc in Geography with Economics. This course is not available as an outside option nor to General Course students.

Course content: The course aims to prepare second-year students to undertake individual research projects. It examines the methodologies used in field-based geographical and environmental research and evaluates their application to different kinds of research problems. It considers the choice of methodology which may be used in the student's own Independent Research Project (IRP) and how to plan research. It enables students to acquire familiarity with, and practice of, contemporary qualitative research techniques and to examine different ways of, and gain experience

in, presenting research results. A further aim of the course is to enable students to evaluate critically the methodological validity of geographical literature.

The course covers the following approaches to social science methodologies:

- (i) techniques for qualitative data analysis including structured and unstructured interviewing, participant observation, and research ethics, including ethics when conducting fieldwork;
- (ii) application of field-specific qualitative and field-specific quantitative research techniques in the field; and
- (iii) techniques for designing, carrying out, and presenting an Independent Research Project.

Topics covered:

1. Planning an independent research project
2. Qualitative methodology in human geography: What can we know? What kind of knowledge can we gain about qualities of the social and spatial world? And how?
3. Interviews (plus questionnaires and focus groups): What people think, and are able/willing to tell us
4. Ethnography & observation: What people do, and maybe even how they feel about it
5. Transecting & comparing: Making sense of places
6. How to design a research project
7. Topics related to the specific destination of the field course

Field-course: The field course offers an opportunity to apply the methods studied on the first part of the course to research on the economic geography of a specific location. Students will embark on a series of orientation and research activities during the trip. In the past, the field trip has visited the state of Kerala in south India, in the area around Kochi (formerly Cochin). Kerala provides a rich and fascinating introduction to South Asian landscapes and culture, both new and old. Kerala is often described as a success story of economic development – the so called 'Kerala model' – with high levels of literacy and life expectancy, despite its relatively low per capita income. The destination, duration and content of the field trip in 2020/21 is subject to change, depending on the global situation regarding coronavirus and restrictions on travel.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. Field-course: The course includes a one week-long field trip, normally in the final week of the Lent Term. In the past the field course has visited Kerala, India. The destination, duration and content of the field trip in 2020/21 is subject to change, depending on the global situation regarding coronavirus and restrictions on travel.

Students should be aware that, although the costs of this course are subsidised by the Department, they will be expected to make a substantial financial contribution themselves. There are bursaries available from the Department for students who can document financial need.

An alternative field exercise will be undertaken by students who are unable to participate in the above one-week residential field-course.

Students on this course will have a reading week in Week 6.

Formative coursework: Short exercises conducted in preparation for class sessions throughout the Lent Term.

Indicative reading: Alasuutari, P. et al. (2008) *The SAGE Handbook of Social Research Methods*. London: Sage. Barnes, J. A., (1979), *Who Should Know What? Social Science, Privacy and Ethics*, Harmondsworth: Penguin. [HN29 B26 Course Collection]. Barzun, Jacques and Henry F. Graff (1985): *The Modern Researcher*, San Diego: Harcourt Brace Jovanovich, Part III. Bauer M W & G Gaskell (2000) *Qualitative researching with text, image and sound – a practical handbook*, London, Sage. Bell, J. (1993): *Doing your research Project – a Guide for First-Time Researchers in Education and Social Science*, Milton Keynes: Open University Press, chapter 12. Bryman, A. (2004) *Social Research Methods*. 2nd edition. Oxford: Oxford University Press. Coffey, A. and P. Atkinson (1996): *Making Sense of Qualitative Data*, chapter 2, London:

Sage Publications. Crotty, M.J. (2003) *Foundations of Social Research: Meaning and Perspective in the Research Process*. London, Sage. Dunleavy, Patrick (1986): *Studying for a Degree in the Humanities and Social Sciences*, Basingstoke: Macmillan, chapter 5. Esterberg, K.G. (2002) *Qualitative Methods in Social Research*. Boston: McGraw-Hill. Eyles, J. (ed.), (1988), *Research in Human Geography: Introductions and Investigations*. Oxford: Basil Blackwell. Flick U (2006) *An introduction to qualitative research*, London, Sage (3rd edition). Flowerdew, R. and Martin, D. (eds.) (2005) *Methods in Human Geography: A guide for students doing a research project*. 2nd edition. Harlow, England; New York: Pearson/Prentice Hall. Gilbert, N. (1992), *Researching social life*. London: Sage Publications. Flick, U. (2006) *An Introduction to Qualitative Research*. 3rd edition. London: Sage. Flick, U., E. von Kardorff and I. Steinke (eds.) (2004) *A Companion to Qualitative Research*. London: Sage. Flowerdew, R. and D. Martin (2005) *Methods in Human Geography: A guide for students doing a research project*. 2nd edition. Essex: Pearson. Hay, I. (2010) *Qualitative research methods in human geography*. (3rd edition). Oxford: Oxford University Press. Hennink, M. et al (2011) *Qualitative Research Methods*. London; Thousand Oaks, CA: SAGE. Kvale, S. (1996), *Interviews: An introduction to qualitative research interviewing*. London: Sage. Lindsay, J. (1997): *Techniques in Human Geography*, London: Routledge. Mason J (2002) *Qualitative research*, London, Sage (2nd edition). Parsons, Tony and Peter G. Knight (1995): *How to Do Your Dissertation in Geography and Related Disciplines*, London: Chapman & Hall. Rogers, A., Vites, H., Goudie, A. (1992), *The student's companion to Geography*. Blackwell. Turabian, Kate L. (1996): *A Manual for Writers of Term Papers, Theses, and Dissertations*, Chicago: University of Chicago Press. Watson, George (1987): *Writing a Thesis – a Guide to Long Essays and Dissertations*, London: Longman.

Assessment: Research proposal (20%) and research project (60%) in the ST.

Class participation (20%) in the LT.

GY248 Half Unit

Field Methods in Geography & Environment

This information is for the 2020/21 session.

Teacher responsible: Dr Ryan Centner STC 6.01c, Prof Claire Mercer, Dr Thomas Smith 4.21c (field trip co-ordinator) and Dr Julia Corwin

Availability: This course is available on the BSc in Economic History and Geography, BSc in Environment and Development and BSc in Environmental Policy with Economics. This course is not available as an outside option nor to General Course students.

Course content: The course aims to prepare second-year students to undertake individual research projects. It examines the methodologies used in field-based geographical and environmental research and evaluates their application to different kinds of research problems. It considers the choice of methodology which may be used in the student's own Independent Research Project (IRP) and how to plan research. It enables students to acquire familiarity with, and practice of, contemporary qualitative research techniques and to examine different ways of, and gain experience in, presenting research results. A further aim of the course is to enable students to evaluate critically the methodological validity of geographical literature.

The course covers the following approaches to social science methodologies:

- (i) techniques for qualitative data analysis including structured and unstructured interviewing, participant observation, and research ethics, including ethics when conducting fieldwork;
- (ii) application of field-specific qualitative and field-specific quantitative research techniques in the field; and
- (iii) techniques for designing, carrying out, and presenting an Independent Research Project.

Topics covered:

1. Planning an independent research project

2. Qualitative methodology in human geography: What can we know? What kind of knowledge can we gain about qualities of the social and spatial world? And how?
3. Interviews (plus questionnaires and focus groups): What people think, and are able/willing to tell us
4. Ethnography & observation: What people do, and maybe even how they feel about it
5. Transecting & comparing: Making sense of places
6. How to design a research project
7. Field-trip specific teaching
8. Field-trip specific teaching
9. Field-trip specific teaching

Field-course

The destination, duration and content of the field trip in 2020/21 is subject to change, depending on the global situation regarding coronavirus and restrictions on travel.

In previous years, our trip destination has been Kerala, India. The Kerala field course offers an excellent opportunity to experience a fascinating environment at first hand. The field trip visits the states of Kerala and Tamil Nadu in south India, and will transect a section of the Western Ghats from Munnar to Thekkady, before heading to the Kerala Backwaters and Fort Cochin. Kerala provides a rich and fascinating introduction to South Asian landscapes and culture, both new and old. The Western Ghats Mountains separate Kerala from Tamil Nadu and are important for agro-forestry products such as tea, cardamom, and other spices. South of Kochi is the complex agro-ecological system of the 'backwaters' – a chain of lagoons, lakes and canals along the length of Kerala. Students will embark on a series of orientation and research activities during the trip.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. Students should be aware that, although the costs of this course are subsidised by the Department, they will be expected to make a substantial financial contribution themselves. There are bursaries available from the Department for students who can document financial need.

An alternative field exercise will be undertaken by students who are unable to participate in the above one-week residential field-course.

Students on this course will have a reading week in Week 6.

Formative coursework: Short exercises conducted in preparation for class sessions throughout the Lent Term.

Indicative reading: Alasuutari, P. et al. (2008) *The SAGE Handbook of Social Research Methods*. London: Sage. Barnes, J. A., (1979), *Who Should Know What? Social Science, Privacy and Ethics*, Harmondsworth: Penguin. [HN29 B26 Course Collection]. Barzun, Jacques and Henry F. Graff (1985): *The Modern Researcher*, San Diego: Harcourt Brace Jovanovich, Part III. Bauer M W & G Gaskell (2000) *Qualitative researching with text, image and sound – a practical handbook*, London, Sage. Bell, J. (1993): *Doing your research Project – a Guide for First-Time Researchers in Education and Social Science*, Milton Keynes: Open University Press, chapter 12. Bryman, A. (2004) *Social Research Methods*. 2nd edition. Oxford: Oxford University Press. Coffey, A. and P. Atkinson (1996): *Making Sense of Qualitative Data*, chapter 2, London: Sage Publications. Crotty, M.J. (2003) *Foundations of Social Research: Meaning and Perspective in the Research Process*. London, Sage. Dunleavy, Patrick (1986): *Studying for a Degree in the Humanities and Social Sciences*, Basingstoke: Macmillan, chapter 5. Esterberg, K.G. (2002) *Qualitative Methods in Social Research*. Boston: McGraw-Hill. Eyles, J. (ed.), (1988), *Research in Human Geography: Introductions and Investigations*. Oxford: Basil Blackwell. Flick U (2006) *An introduction to qualitative research*, London, Sage (3rd edition). Flowerdew, R. and Martin, D. (eds.) (2005) *Methods in Human Geography: A guide for students doing a research project*. 2nd edition. Harlow, England; New York: Pearson/Prentice Hall. Gilbert, N. (1992), *Researching social life*. London: Sage Publications. Flick, U. (2006) *An Introduction to Qualitative Research*. 3rd edition. London: Sage. Flick, U., E. von Kardorff and

I. Steinke (eds.) (2004) *A Companion to Qualitative Research*. London: Sage. Flowerdew, R. and D. Martin (2005) *Methods in Human Geography: A guide for students doing a research project*. 2nd edition. Essex: Pearson. Hay, I. (2010) *Qualitative research methods in human geography*. (3rd edition). Oxford: Oxford University Press. Hennink, M. et al (2011) *Qualitative Research Methods*. London; Thousand Oaks, CA: SAGE. Kvale, S. (1996), *Interviews: An introduction to qualitative research interviewing*. London: Sage. Lindsay, J. (1997): *Techniques in Human Geography*, London: Routledge. Mason J (2002) *Qualitative research*, London, Sage (2nd edition). Parsons, Tony and Peter G. Knight (1995): *How to Do Your Dissertation in Geography and Related Disciplines*, London: Chapman & Hall. Rogers, A., Vites, H., Goudie, A. (1992), *The student's companion to Geography*. Blackwell. Turabian, Kate L. (1996): *A Manual for Writers of Term Papers, Theses, and Dissertations*, Chicago: University of Chicago Press. Watson, George (1987): *Writing a Thesis – a Guide to Long Essays and Dissertations*, London: Longman.

Assessment: Research proposal (20%) and research project (60%) in the ST.

Class participation (20%) in the LT.

GY307 Half Unit

Regional Economic Development

This information is for the 2020/21 session.

Teacher responsible: Prof Michael Storper STC 4.07

Availability: This course is available on the BA in Geography, BSc in Economic History and Geography, BSc in Economics, BSc in Environment and Development, BSc in Environmental Policy with Economics and BSc in Geography with Economics. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: In 2016, politics were shaped by regional development. In Britain, certain regions voted to leave the European Union and others (Greater London, Scotland) to stay. In the American presidential election in November, 473 counties voted for the Democratic Party candidate and about 2600 counties voted for the Republican. However, the 473 counties contain more than 2/3 of the country's economic output, a majority of its population, produce almost all of its technological innovations, have higher personal incomes, and are responsible for most of the country's exports. This is because economic development is uneven across regions, within countries and at a wider global scale, between countries and continents. Over the past 40 years, in the current cycle of economic development that is defined by globalization and new technologies, these differences have become sharper, leading to more sharply divided politics in many countries.

The future of many countries depends on the future of their regional development patterns: where prosperity is located, how regions and their people transition in response to changing economic forces.

If we bring this down to the personal level, where you live matters for your opportunities, economic welfare and lifestyle. But places do not have a secure position in the world: they can go up or down the economic hierarchy and, with them, alter the opportunities or lack thereof for the people in them, as well as define opportunities or obstacles to migration. In cycles of about 40 years, the hierarchies of incomes among places can undergo significant change. Once prosperous places can decline; formerly less wealthy places can, under some conditions, develop, but only under the right conditions. Those that survive the cycles do so by changing their economic base and many other features of the local economy and society. With such change, the ways we live in places also evolves.

In 2009, the Nobel Prize in economics was awarded to Paul Krugman for founding what is now known as the "New Economic Geography." Since then, researchers have assembled a powerful,

unified vision of what causes cities, metropolitan areas, regions, and countries in the world to develop in a geographically uneven manner. This vision brings together theories of the location of firms and households, trade, local labor markets, transport and trade costs, and local development policies/politics, into a unified whole.

There are challenges today for both the “473” counties and the other 2600. Roughly speaking, the 473 have to keep doing things that have made them prosperous, but this is a moving target as technologies change, and patterns of competition change at a local and global scale. Moreover, even prosperous city-regions have internal challenges, such as poor neighborhoods or unequal opportunities for their people. The less prosperous “2600” counties have different challenges: they have been largely bypassed by the positive dimensions of globalization and technological change. Yet regional policies in the US and other countries have not been very successful in helping them adjust to the current world.

In this course, we will learn the theories, analytical tools and data that explain these issues and frame the challenges for development of both prosperous and less prosperous regions.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures and other supplementary interactive live activities.

This course is delivered through a combination of classes and lectures across Michaelmas Term.

This course includes a reading week in Week 6 of Michaelmas Term.

Formative coursework: A variety of exercises including problems, reading analyses, use of examples that complement theoretical articles and so on. We draw these up as close as possible to the term, or even during the term, in order to enhance the student experience by making the examples relevant and contemporary.

Indicative reading:

- Pierre-Philippe Combes, Thierry Mayer, Jacques-François Thisse, 2008, *Economic Geography: The Integration of Regions and Nations*, Princeton: Princeton University Press.
- Philip McCann, 2001, *Urban and Regional Economics*, Oxford University Press.
- Steven Brakman, Harry Garretsen, Charles van Marrewijk, 2001, *An Introduction to Geographical Economics: Trade, Location and Growth*. Cambridge.
- Storper, M, and Walker, R, 1989 *The Capitalist Imperative*, Oxford: Blackwell.
- Storper, M. 1997 *The Regional World*, London: Guilford.
- Storper, M. 2014. *Keys to the City*, Princeton: Princeton University Press.
- Storper, M. et al, 2015, *The Rise and Decline of Urban Economies*. Stanford: Stanford University Press.

Assessment: Take-home assessment (100%) in the LT.

GY308 Half Unit Not available in 2020/21

The Economic Geography of Growth and Development

This information is for the 2020/21 session.

Teacher responsible: Prof Olmo Silva STC 5.06a

Availability: This course is available on the BA in Geography, BSc in Economic History and Geography, BSc in Economics, BSc in Environment and Development, BSc in Environmental Policy with Economics and BSc in Geography with Economics. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: The course will introduce students to the framework and tools used by economists to study the processes of growth and development, and analyse its determinants. After a short discussion of the basic modelling framework, the course will focus on empirical aspects. First, it will discuss the drawbacks

and failures of simple models in which technological change fully determines the rate of growth of a country or region. Then it will present a set of enriching ingredients, which will allow for a better understanding of why different countries and regions around the world are characterised by different stages of development. The presentation of the material will be structured around four main blocks: Human Capital, Education and Growth; the Information Technology Revolution; Trade and Globalization; and the New Institutional Paradigm. The course will close with a discussion of how the original framework worked out by economists back in '60s, coupled with new insights, provides a flexible tool to derive policy implications for growth and development.

Topics covered:

1. Stylized facts and a general economic framework for studying growth
2. Physical and human capital accumulation
3. Information and Communication Technologies (ICT), innovation and growth
4. Trade and globalization: their effects on growth and inequality
5. Institutions and growth

Teaching: 10 hours of lectures, 9 hours of classes and 2 hours of classes in the LT.

Students on this course will have a reading week in Week 6.

Formative coursework: Students will be expected to prepare for group discussion of some readings and hand in short essays.

There is also a class debate (normally taking place in Week 9 during the students' assigned classes) where students are asked to work in small groups and deliver a presentation on an assigned debate topic.

Indicative reading:

- Mankiw, G. (1995): “The Growth of Nations”, *Brookings Papers on Economic Activity*, vol. 1.
- Van Reenen, J. and B. Sianesi (2003): “The Returns to Education: A Review of the Empirical Macro-Literature”, IFS Working Paper WP02/05 (appendix material is optional).
- Wolf, A. (2004): “Education and Economic Performance: Simplistic Theories and their Policy Consequences”, *Oxford Review of Economic Policy*, vol. 20.
- Daveri, F. (2003): “Information technology and productivity growth across countries and sectors”, Chapter 5 in *The New Economy Handbook*, D. Jones (ed.), Elsevier Academic Press.
- Oliner, S. and D. Sichel (2000): “The resurgence of Growth in the Late 1990s: Is Information Technology the Story?”, *Journal of Economic Perspectives*, vol. 14.
- Autor, D., D. Dorn and G. Hanson (2012): “The China Syndrome: Local Labor Market Effects of Import Competition in the United States”, NBER Working Paper 18054.
- Frankel, J. and D. Romer (1999): “Does Trade Cause Growth?”, *American Economic Review*, vol. 89.
- Persson, T. and G. Tabellini (1994): “Is Inequality Harmful for Growth?”, *American Economic Review*, vol. 84.
- Rodrik, D., A. Subramanian and F. Trebbi (2004): “Institutions Rule: The Primacy of Institutions over Geography and Integration in Economic Development”, *Journal of Economic Growth*, vol. 9.
- Tabellini, G. (2010): “Culture and Institutions: Economic Development in the Regions of Europe”, *Journal of the European Economics Association*, vol. 8.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

GY309 Half Unit

The Political Geography of Development

This information is for the 2020/21 session.

Teacher responsible: Dr Alicia Lazzarini STC 3.06

Availability: This course is available on the BA in Geography, BSc in Economic History and Geography, BSc in Environment and Development, BSc in Environmental Policy with Economics and BSc in Geography with Economics. This course is available as an outside option to students on other programmes where regulations

permit and to General Course students.

Course content: This course offers a critical analysis of the politics of contemporary development processes and the geopolitical interests that influence them. The course considers development as both practical pursuit and as a series of discourses and representations. The course examines topics including Critical Approaches to Development; Histories of Development and Geopolitics (Cold War through Neoliberal Contexts); 9/11 and the Security-Development Nexus; Informality; Resource Extraction; Illicit Trade; Violence; and New Geopolitical Landscapes (China and South-South Ties). The course will examine these themes with special attention to African contexts.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of classes and lectures across Lent Term.

This course includes a reading week in Week 6 of Lent Term.

Formative coursework: Students will be expected to produce one formative essay plan in the Lent Term.

Indicative reading: A comprehensive reading list will be provided during the course. Recommended readings include:

- Chant, S.; McIlwaine, C., 2009. *Geographies of Development in the 21st Century*. Northampton, MA: Edward Elgar.
- Feldman, S.; Geisler, C.; and Menon, G., 2011. *Accumulating Insecurity: Violence and Dispossession in the Making of Everyday Life*. 160 Georgia: University of Georgia press.
- Gregory, D., 2004. *The colonial present: Afghanistan, Palestine, and Iraq*. Malden, MA: Blackwell.
- Kapoor, I., 2008. *The postcolonial politics of development*. London: Routledge
- Mercille, J., 2011. Violent narco-cartels or US hegemony? The political economy of the 'war on drugs' in Mexico. *Third World Quarterly* 32(9), pp.1637-1653.
- Onslow, S., 2009. *Cold War in Southern Africa: White Power, Black Liberation*. Oxon: Routledge.
- Power, M., 2018. *Geopolitics and development*. London: Routledge;
- Said, E., 2003. *Orientalism*. UK: Penguin.
- Watts, Michael. 160 2006. 160 "Empire of Oil: Capitalist Dispossession and the Scramble for Africa." 160 *Monthly Review* 58(4): 1-17.
- Wright, M., 2011. Necropolitics, Narcopolitics, and Femicide: Gendered Violence on the Mexico-U.S. Border. *Signs: Journal of Women in Culture and Society* 36(3), pp. 707-731.

Assessment: Essay (100%, 3000 words) in the ST.

GY310 Half Unit Urban Politics

This information is for the 2020/21 session.

Teacher responsible: Dr Murray Low STC. S512

Availability: This course is available on the BA in Geography, BSc in Economic History and Geography, BSc in Environment and Development, BSc in Environmental Policy with Economics and BSc in Geography with Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course covers theories and processes of contemporary urban development from a variety of perspectives – it aims to introduce students to key concepts in, and approaches to, politics in cities, as these have emerged and developed over time. Themes include, but are not limited to, political and economic power in cities, the role of 'elites', urban government finance, the politics of local economic development policy, the multidimensional role of culture in urban change, and the emergence of forms of urban governance. Case studies are largely drawn from cities in the United States and the United Kingdom, reflecting the development of core ideas in mainstream urban

politics largely in these contexts.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of classes and lectures across Michaelmas Term.

This course includes a reading week in Week 6 of Michaelmas Term.

Formative coursework: One essay plan due in the MT.

Indicative reading:

- David Harvey (2005) *A Brief History of Neoliberalism*.
- Robert Dahl (1961) *Who Governs?*
- Clarence Stone (1988) *Regime Politics*.
- Sharon Zukin (1995) *The Cultures of Cities*.

Assessment: Essay (100%, 3000 words) in the LT.

GY311 Half Unit

The Political Economy of Urbanisation

This information is for the 2020/21 session.

Teacher responsible: Dr Jayaraj Sundaresan STC3.04

Availability: This course is available on the BA in Geography, BSc in Economic History and Geography, BSc in Environment and Development, BSc in Environmental Policy with Economics and BSc in Geography with Economics. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course covers theories and processes of contemporary urban development from a critical political economy perspective, addressing urban problems and policy responses in our rapidly urbanizing world. The course examines what urbanisation means to the state, to (global/domestic) businesses, and ordinary citizens, focusing on a selected set of key themes that are pertinent to the understanding of urban injustice. Such themes include, but not limited to, the understanding of the (social) production of unequal urban space, global circulations of urbanism, gentrification, displacement and dispossession. Case studies are largely drawn from cities in the majority world, especially East and Southeast Asia, which provide opportunities for students to contest urban theories that have largely been rooted in the experiences of the advanced economies.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures and other supplementary interactive live activities.

This course is delivered through a combination of classes and lectures across Michaelmas Term.

This course includes a reading week in Week 6 of Michaelmas Term.

Formative coursework: Students will be expected to produce one formative essay outline in the Michaelmas Term.

Indicative reading:

- Harvey, D. (1989) *The Urban Experience*. Johns Hopkins University Press;
- Wu, F. (2015) *Planning for Growth: Urban and Regional Planning in China*. Routledge;
- Park, B-G. et al. (Eds.) (2012) *Locating Neoliberalism in East Asia*. Wiley-Blackwell;
- Labbé, D. (2014) *Land Politics and Livelihoods on the Margins of Hanoi, 1920-2010*. UBC Press;
- Lees, L., Shin, HB and López-Morales, E. (Eds.) (2015) *Global Gentrifications: Uneven Development and Displacement*. Policy Press;
- Lees, L., Shin, HB and López-Morales, E. (2016) *Planetary Gentrification*. Polity Press;
- Mathews, G. (2011) *Ghetto at the Center of the World: Chungking Mansions, Hong Kong*, The University of Chicago Press;
- Shao, Q. (2013) *Shanghai Gone: Domicide and Defiance in a Chinese Megacity*. Rowman & Littlefield

Assessment: Coursework (90%, 3000 words) and continuous assessment (10%) in the MT.
Continuous assessment refers to class participation.

GY312 Half Unit Not available in 2020/21

Geographies of Gender in the Global South

This information is for the 2020/21 session.

Teacher responsible: Dr Mara Nogueira

Availability: This course is available on the BA in Geography, BSc in Economic History and Geography, BSc in Environment and Development, BSc in Environmental Policy with Economics and BSc in Geography with Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course introduces students to the geography of gender inequalities and their variations at regional, national and local levels in the Global South. Particular attention is paid to the still-lagging but vital 'en-gendering' of development analysis and policy over time, and how gender is critical in understanding people's experiences of social, economic, demographic and political aspects of development as individuals, and in the context of households, communities and nation-states. Topics covered include the evolution of gender on 'development agendas' and the changing nature of gender framing and 'women's empowerment' in development policy and practice, the measurement of gender inequalities, domestic divisions of labour and household transformations, gendered employment, gendered dynamics of migration within and from the Global South, and gender in relation to reproductive health and health and healthcare in general.

Teaching: 10 hours of lectures and 9 hours of classes in the MT. Students on this course will have a reading week in Week 6.

Formative coursework: Students will be expected to produce one formative essay in the Michaelmas Term.

Indicative reading: Benería, L.; Berik, G. and Floro, M. (2015) *Gender, Development and Globalisation*, 2nd ed., London: Routledge; Chant, S. (2007) *Gender, Generation and Poverty: Exploring the 'Feminisation of Poverty' in Africa, Asia and Latin America*, Cheltenham: Elgar; Chant, S. (Ed.) (2010) *The International Handbook of Gender and Poverty: Concepts, Research, Policy*, Cheltenham: Elgar; Chant, S. and Gutmann, M. (2000) *Mainstreaming Men into Gender and Development*, Oxford: Oxfam; Coles, A.; Gray, L. and Momsen, J. (Eds) (2015) *The Routledge Handbook of Gender and Development*, London: Routledge; Cornwall, A., Harrison, E. & Whitehead, A. (Eds) (2007), *Feminisms in Development*, London: Zed; Jackson, C. and Pearson, R. (Eds) (1998), *Feminist Visions of Development*, Routledge; Marchand, M. and Parpart, J. (Eds) (1995), *Feminism/Postmodernism/Development*, London: Routledge; UN Women (2015) *Progress of the World's Women 2015-16: Transforming Economies, Realising Rights*, New York: UN Women; World Bank (2011) *World Development Report 2012: Gender Equality and Development*, Washington DC: World Bank

Assessment: Essay (100%, 3000 words) in the LT.

GY313 Half Unit

Firms and Economic Geography: Location, Technology and Innovation

This information is for the 2020/21 session.

Teacher responsible: Dr Davide Rigo

Availability: This course is compulsory on the BSc in Geography with Economics. This course is available on the BA in Geography, BSc in Economic History and Geography and BSc in Environmental Policy with Economics. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students should have normally taken EC100 or EC102, and one or more of: EC201, GY209 or GY222

Course content: This course aims to develop theoretical and empirical understanding of spatial economic processes in order to study and evaluate a wide range of issues and policies. Particular emphasis will be put on regional economies, business and worker location decisions, focusing in particular on models of the location of economic and innovation activity with a particular emphasis on regional economies. We will analyse the New Economic Geography theories and the agglomeration of economic activity, with a particular focus on EU integration as a testing ground. We will also look at the global and local knowledge economy, focusing on core aspects of a society based on knowledge and technical progress and how this proceeds hand in hand with the enlargement of markets and the intensification of exchange. We will also explore the seeming contradiction that geographically localized knowledge may be increasingly significant just as so much of our world becomes more globalized.

Topics covered:

1. Core-periphery patterns and New Economic Geography theories
2. Formal tests of New Economic Geography models
3. Geographical clustering of firms
4. Spatial distribution of firms, skills and growth
5. Geographical clustering of innovative activities
6. Externalities: knowledge spillovers, networks and agglomeration
7. Relatedness, path dependency and resilience
8. Location strategies of multinational enterprises
9. The impact of foreign investment

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures and other supplementary interactive live activities.

This course is delivered through a combination of classes and lectures.

This course includes a reading week in Week 6 of Michaelmas Term.

Formative coursework: Students will be expected to prepare for group discussion of the main readings and hand in a short essay for formative assessment.

Indicative reading:

- Krugman P. (1991), "Geography and Trade" MIT Press, Cambridge (Mass.)
- Baldwin, R. and C. Wyplosz (2009), "Economics of European Integration", McGraw Hill, 3rd edition.
- Puga, D. (2002), "European Regional Policies in the Light of Recent Location Theories", *Journal of Economic Geography* 2(4), 372-406.
- Combes P. and Overman H.G. (2003), "The spatial distribution of economic activities in the EU", CEPR discussion paper 3999. Sections 1-3.
- Davis, D. and Weinstein, D. (2003), "Market access, economic geography and comparative advantage", *Journal of International Economics* 59(1): 1-23.
- Ellison G., Glaeser E., and Kerr W., (2010) "What Causes Industry Agglomeration? Evidence from Coagglomeration Patterns", *American Economic Review*, 100(3): 1195-1213.
- Moretti, E. (2004) Human capital externalities in cities. In: *Handbook of Urban and Regional Economics*, Volume 4.
- Carlino G., Kerr W.R. (2015), Chapter 6 - Agglomeration and Innovation, in *Handbook of Regional and Urban Economics*, Volume 5, Pages 349-404.
- D'Este P., Guy F., and Iammarino S. (2012), "Shaping the formation of university-industry research collaborations: what type of proximity does really matter?", *Journal of Economic Geography*, 13, 537-558.
- Neffke F., Henning M., and Boschma R. (2011), "How do regions diversify over time? Industry relatedness and the development of new growth paths in regions", *Economic Geography*, vol. 87(3), pp. 237-265.
- Head, K., Mayer, T. (2004), "Market Potential and the Location of Japanese Investment in the European Union", *Review of Economics and Statistics*, 86 (4): 959-972.

- Javorcik S. B., 2004, "Does Foreign Direct Investment Increase the Productivity of Domestic Firms? In Search of Spillovers Through Backward Linkages", *American Economic Review*, 94 605-627.

Assessment: Coursework (100%, 3000 words) in the LT.

GY314 Half Unit

The Economics of Housing Markets and Migration

This information is for the 2020/21 session.

Teacher responsible: Prof Olmo Silva STC.S506a

Availability: This course is compulsory on the BSc in Geography with Economics. This course is available on the BA in Geography, BSc in Economic History and Geography and BSc in Environmental Policy with Economics. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students should have normally taken EC100 or EC102, and one or more of: EC201, GY209, GY210 or GY222.

Course content: The main aim of this course is to analyse how decisions made by individuals influence the distribution of economic activities across space. The lectures will focus on how people sort across areas; on how they express their demand and preferences for specific locations and spatial attributes; and on how individual decisions carry important implications for the urban/regional economies and their labour markets. The emphasis will be on quantitative aspects and the lectures will cover both economic theories and related empirical methodology/applications. The course will be split into two interrelated blocks. One will concentrate on residential markets and study decisions made by individuals in relation to tenure choice and demand for housing space. Some time will be devoted to analysing how these processes affect the neighbourhoods where individuals live in terms of social stratification and externalities. The other part of the course will analyse the dynamics of local labour markets, geographical mobility, national and international migration and their effects on the local economy.

Topics covered:

1. Housing markets: the own vs. rent decision
2. Housing markets: the elasticity of supply and demand of space
3. Housing markets: real estate cycles and price fluctuations
4. Housing markets: hedonics to uncover "what people want"
5. Neighbourhood effects: do places matter?
6. The externalities of homeownership
7. Local labour markets and spatial mismatch
8. The economic determinants of migratory flows
9. The local economic effects of migration: labour markets
10. The local economic effects of migration: innovation and entrepreneurship

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of classes and lectures across the Lent Term.

This course includes a reading week in Week 6 of Lent Term.

Formative coursework: Students will be expected to prepare for group discussion of some readings and hand in short essays and/or problem sets.

Indicative reading: Hilber, C. (2005): "Neighborhood Externality Risk and the Homeownership Status of Properties", *Journal of Urban Economics*, 57(2), 213-241. Mayer, C. and T. Somerville (2000): "Residential Construction: Using the Urban Growth Model to Estimate Housing Supply", *Journal of Urban Economics* 48, 85-109. Gibbons, S., S. Machin and O. Silva (2013): "Valuing School Quality Using Boundary Discontinuities", *Journal of Urban Economics*, 75(1), 15-28. Gibbons, S., O. Silva and F. Weinhardt (2013): "Everybody Needs Good Neighbours? Evidence from Students' Outcomes in England", *Economic Journal*, 123, 831-

874. Bracke, P., C. Hilber and O. Silva (2017): "Mortgage Debt and Entrepreneurship", *Journal of Urban Economics*, 103(1), 52-66. Hatton, T. (2005): "Explaining Trends in UK Immigration", *Journal of Population Economics*, 18, 719-740. Card, D. (2005): "Is the New Immigration Really So Bad?", *Economic Journal*, F300-F323. Hunt, J. and M. Gauthier-Loiselle (2010): "How Much Does Immigration Boost Innovation?" *American Economic Journal: Macroeconomics*, 2, 31-56.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

GY315 Half Unit

Geographies of Race

This information is for the 2020/21 session.

Teacher responsible: Dr Austin Zeiderman STC 601D

Availability: This course is available on the BA in Geography, BSc in Economic History and Geography, BSc in Environment and Development, BSc in Environmental Policy with Economics and BSc in Geography with Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course will critically analyze the intimate relationship between race and geography in the modern world. Through a range of historical and contemporary cases, it will examine how interconnected forms of racial and spatial difference are produced, reproduced, and transformed. Focusing on the material and cultural formation of racialized geographies, students will learn to recognize how racially inflected discourses and practices shape the production of space and how geographical location matters to racial classification, identification, and discrimination. The course will be organized around a series of archetypal spaces: for example, the body, the nation, the colony, the city, the home, the prison, the plantation, the border, the school, or the street. In each case, students will examine the confluence of race and space within broader themes, such as colonialism, capitalism, urbanization, globalization, environmentalism, migration, and incarceration. Since race often intersects with other forms of difference, students will also learn to interrogate the influence of gender, class, religion, and sexuality on the production of space. Texts from human geography, critical race theory, colonial and postcolonial studies, history, sociology, and anthropology in addition to other media, such as film, literature, journalism, and photography, will provide students with conceptual resources and methodological tools. Ultimately, the objective is to advance a comparative, critical analysis of the relationship between geography and race, past and present, and to explore the conditions of future possibility for the linked political projects of anti-racism and spatial justice.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures and other supplementary interactive live activities.

This course is delivered through a combination of lectures and classes in Michaelmas Term.

Students on this course will have a reading week in Week 6.

Formative coursework: Students will be expected to produce one formative essay outline in the Michaelmas Term.

Indicative reading: A detailed reading list will be provided at the beginning of the course, but will include works such as: Stuart Hall, "Race, Articulation and Societies Structured in Dominance" (1980); Michael Omi and Howard Winant, "Racial Formation" (1986); Kimberlé Crenshaw, "Mapping the margins: Intersectionality, identity politics, and violence against women of color" (1991); Claire Alexander and Caroline Knowles, *Making Race Matter: Bodies, Space and Identity* (2005); Claire Dwyer and Caroline Bressey, *New Geographies of Race and Racism* (2008); Hannah Arendt, *The Origins of Totalitarianism* (1951); Paul Gilroy, *There Ain't No Black in the Union Jack: The Cultural Politics of Race and Nation* (1987); Edward Said, *Orientalism*

(1978); Frantz Fanon, *The Wretched of the Earth* (1961); David R. Roediger, *The Wages of Whiteness: Race and the Making of the American Working Class* (2007); Laura Pulido, "Rethinking Environmental Racism: White Privilege and Urban Development in Southern California" (2000); John Hartigan, *Racial Situations: Class Predicaments of Whiteness in Detroit* (1999); bell hooks, "Homeplace: A Site of Resistance" (1991); C. L. R. James, *The Black Jacobins: Toussaint L'Ouverture and the San Domingo Revolution* (1938); Michelle Alexander, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (2010); Ruth Wilson Gilmore, *Golden Gulag: Prisons, Surplus, Crisis, and Opposition in Globalizing California* (2007); Paul Gilroy, *Black Atlantic: Modernity and Double Consciousness* (1993).

Assessment: Essay (100%, 2500 words) in the LT.

GY316 Half Unit

Gender, Space and Power

This information is for the 2020/21 session.

Teacher responsible: Dr Jessie Speer

Availability: This course is available on the BA in Geography, BSc in Environment and Development, BSc in Environmental Policy with Economics and BSc in Geography with Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: Building on geographic approaches, this class will examine a range of spaces and processes through which gender is imagined and produced. These will include 1) empire and race; 2) nation and mobility; 3) city and property; 4) factory and labour; 5) market and consumption; 6) home and reproduction; 7) body and sexuality; 8) media and identity; and 9) nature and ecology. Through each topic, students will engage with feminist theory—as well as a range of contemporary case studies from across the globe—to better understand how power and resistance operate through the geographies of gender.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of classes and lectures across Lent Term.

This course includes a reading week in Week 6 of Lent Term.

Formative coursework: The formative coursework will consist of a paper outline and bibliography due mid-term, through which students begin designing their final essays. This assignment will be marked with written feedback attached before the end of LT in order to help students prepare for the essay.

Indicative reading:

- Carney, J. A. (2002). Converting the wetlands, engendering the environment: The intersection of gender with agrarian change in Gambia. In *Liberation Ecologies* (pp. 177-199). Routledge.
- Gilmore, R. W. (1999) "You have dislodged a boulder": Mothers and prisoners in the post-Keynesian California landscape. *Transforming Anthropology*, 8(1/2), 12–38.
- Hays-Mitchell, M. (2002). Resisting austerity: A gendered perspective on neo-liberal restructuring in Peru. *Gender & Development*, 10(3), 71-81.
- Kobayashi, A. (1994) For the sake of the children: Japanese/Canadian workers/mothers. In A. Kobayashi (ed.), *Women, Work, and Place*. Montreal and Kingston: McGill–Queen's University Press.
- Livermon, X. (2014). Soweto nights: Making black queer space in post-apartheid South Africa. *Gender, Place & Culture*, 21(4), 508-525.
- Meth, P. (2009). Marginalised men's emotions: Politics and place. *Geoforum*, 40(5), 853-863.
- Mohammad, R. (2013). Making gender ma(r)king place: Youthful British Pakistani Muslim women's narratives of urban space. *Environment and Planning A*, 45(8), 1802-1822.
- Pulido, L. (2009). Immigration politics and motherhood. *Amerasia*

Journal, 35(1), 168-178.

- Smith, S. (2012). Intimate geopolitics: Religion, marriage, and reproductive bodies in Leh, Ladakh. *Annals of the Association of American Geographers*, 102(6), 1511-1528.
- Wright, M. W. (2011). Necropolitics, narcopolitics, and femicide: Gendered violence on the Mexico-US border. *Signs: Journal of Women in Culture and Society*, 36(3), 707-731.

Assessment: Take-home assessment (100%) in the ST.

GY326 Half Unit

Sustainable Business and Finance

This information is for the 2020/21 session.

Teacher responsible: Dr Richard Perkins STC.S413

Availability: This course is available on the BA in Geography, BSc in Accounting and Finance, BSc in Economic History and Geography, BSc in Environment and Development, BSc in Environmental Policy with Economics and BSc in Geography with Economics. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.

Course content: This course seeks to explore and critically interrogate the governance of environmental sustainability by corporate and financial actors - commonly framed in terms of corporate social responsibility (CSR) and sustainable and responsible investment (SRI), respectively. Drawing on a range of theoretical ideas, the emphasis of the course is on providing students with an understanding of the motives, practices and outcomes of market actors' growing involvement in sustainability. Topics covered include strategic CSR, self-regulation, evolution of SRI, ESG (environment, social and governance) ratings, green bonds and greenwashing.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures and other supplementary interactive live activities.

This course is delivered through a combination of classes and lectures across Michaelmas Term.

This course includes a reading week in Week 6 of Michaelmas Term.

Formative coursework: Students will be expected to produce a formative issue brief in the Michaelmas Term.

Indicative reading: Rasche, A., Morsing, M. and Moon, J. (eds) (2018). *Corporate Social Responsibility: Strategy, Communication*. Cambridge, Cambridge University Press.

Schoenmaker, D. and Schramade, W. (2018). *Principles of Sustainable Finance*. Oxford, Oxford University Press.

Assessment: Assignment (100%) in the MT.

The assignment will be an issue brief with critical reflection (3500 words).

GY327 Half Unit

Global Environmental Governance

This information is for the 2020/21 session.

Teacher responsible: Dr Michael Mason PAN.10.01A

Availability: This course is available on the BA in Geography, BSc in Accounting and Finance, BSc in Economic History and Geography, BSc in Environment and Development, BSc in Environmental Policy with Economics and BSc in Geography with Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course examines the issues, actors and processes that shape environmental governance at the transnational and global scales. Introductory lectures on the global environmental policy process introduce different scholarly perspectives informing recent and current research: these

approaches are referred to as subsequent lectures address particular actor groups, processes and issues. Students are encouraged to think critically about the ways in which the regulation of global environmental risk is framed and politically negotiated.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live lectures and other supplementary interactive live activities

This course is delivered through a combination of classes and lectures across Lent Term.

Students on this course will have a reading week in Lent Term Week 6.

Formative coursework: Students will be expected to produce a formative essay (1500 words) in the Lent Term.

Indicative reading:

- Betsill, M.M., Hochstetler, K. and Stevis, D. (eds.) (2014) *Advances in international environmental politics*, second edition, Basingstoke: Palgrave Macmillan.
- Biermann, F. (2014) *Earth system governance: World politics in the Anthropocene*, Cambridge, MA: MIT Press.
- Fuentes-George, K. (2016) *Between preservation and exploitation: Transnational advocacy networks and conservation in developing countries*, Cambridge, MIT: MIT Press.
- Gupta, A. and Mason, M. (2014) *Transparency in global environmental governance: Critical perspectives*, Cambridge, MA: MIT Press.
- O'Neill, K. (2017) *The environment and international relations*, second edition, Cambridge: Cambridge University Press.
- Park, S. and T. Kramarz (2019) *Global environmental governance and the accountability trap*, Cambridge, MA: MIT Press.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

The Summer Term exam (students select two from five questions to answer) may be administered online (same question format but four recommended study hours) depending on the public health situation.

GY328 Half Unit

Political Ecology of Development

This information is for the 2020/21 session.

Teacher responsible: Dr Nora Sylvander STC 3.17

Availability: This course is available on the BA in Geography, BSc in Economic History and Geography, BSc in Environment and Development, BSc in Environmental Policy with Economics and BSc in Geography with Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course explores the complex relationships between development, poverty and the environment. It covers a range of important natural resource and environmental issues, and provides students with the necessary tools to critically evaluate how these issues have been addressed by different stakeholders and at different levels of governance. Using concepts and analytical tools grounded in political ecology and critical development studies, the course examines several topics, including: the politics of sustainable development; environmental governance and tenure; and critical resource issues.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures and other supplementary interactive live activities.

This course takes place in Michaelmas Term only. It includes a reading week in Week 6.

Formative coursework: Students will be expected to produce one formative essay plan in the Michaelmas Term.

Indicative reading: Li, T (2007), *The Will to Improve*, Durham: Duke University Press; Scott, J (1991) *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*, Yale

University Press; West, P (2006) *Conservation is Our Government Now: The Politics of Ecology in Papua New Guinea*. Durham: Duke University Press.

Assessment: Essay (100%, 4000 words) in the MT.

GY329 Half Unit

Applied Economics of Environment and Development

This information is for the 2020/21 session.

Teacher responsible: Dr Charles Palmer STC3.03

Availability: This course is available on the BA in Geography, BSc in Economic History and Geography, BSc in Environment and Development, BSc in Environmental Policy with Economics and BSc in Geography with Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Applied Environmental Economics (GY222) and/or Intermediate Microeconomics (EC201)

Course content: This course explores the complex relationships between economic development, poverty and the environment. It covers a range of important natural resource and environmental issues in developing countries, and provides students with the necessary tools to critically evaluate how these issues have been addressed by different stakeholders and at different levels of governance. Using concepts and analytical tools grounded in applied economics, primarily environmental and development economics, the course will examine a range of topics, including: the poverty-environment trap; property rights and governance; the food-energy-environment nexus; biofuels; and urbanization.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of classes and lectures across Lent Term.

This course includes a reading week in Week 6 of Lent Term.

Formative coursework: Students will be expected to produce a 'mock exam' essay during the Lent Term.

Indicative reading: Barbier, E (2005) *Natural Resources and Economic Development*, Cambridge University Press.

Lopez, R., and M. Toman (2006) *Economic Development and Environmental Sustainability*. Columbia University Press.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

GY331 Half Unit

Geographies of Global Migration

This information is for the 2020/21 session.

Teacher responsible: Dr Romola Sanyal STC 3.05

Lectures will be delivered by Dr Romola Sanyal and Professor Claire Mercer

Availability: This course is available on the BA in Geography, BSc in Economic History and Geography, BSc in Environment and Development, BSc in Environmental Policy with Economics and BSc in Geography with Economics. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: Section 1: Migration and security

Section 2: Migration and development

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of classes and lectures across Lent Term.

This course includes a reading week in Week 6 of Lent Term.

Formative coursework: Students will be expected to produce two pieces of formative work in the Lent Term

Indicative reading: Cohen, R. (2008) *Global diasporas: an introduction*, second edition, Routledge, London. Harris, T. (2013) *Geographical diversions: Tibetan trade, global transactions*, University of Georgia Press, Athens. Knott, K. and S. McLoughlin (eds) (2010) *Diasporas: concepts, intersections, identities*, Zed, London. Samers, M. (2010) *Migration*, Routledge, Oxford. Mercer, C., B. Page and M Evans (2008) *Development and the African diaspora: place and the politics of home*, Zed, London. Van Naerssen, T., E. Spaan and A. Zoomers (eds) (2011) *Global migration and development*, London, Routledge

Assessment: Exam (75%, duration: 2 hours) in the summer exam period.

Coursework (25%, 1500 words) in the LT.

GY350

Dissertation

This information is for the 2020/21 session.

Teacher responsible: Dr Romola Sanyal STC.3.19a

Other teachers responsible: Student's academic mentor in the Department of Geography and Environment

Availability: This course is compulsory on the BA in Geography. This course is available on the BSc in Environment and Development, BSc in Environmental Policy with Economics and BSc in Geography with Economics. This course is not available as an outside option nor to General Course students.

For students required to, or choosing to, submit an independent research project ('IRP') as part of a Bachelor's degree within the programmes' listed above.

Pre-requisites: GY245, GY246, GY247 or GY248 are a pre-requisite.

Course content: Students plan their own independent research project from start to finish on a geography topic of their choice. Carrying out the project generally includes reviewing the literature in their chosen topic area, formulating a viable and geography-relevant research question, analysing primary or secondary evidence or other material appropriate to the investigation (often a case study, data set, archival source, fieldwork observation, survey results or interviews, but also other material), and drafting the findings from their investigation into a final, polished submission. Students are expected to deal with the many procedural and analytical decisions that arise in independent research themselves, with guidance from Academic Advisers and others.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of classes and lectures across Michaelmas and Lent Term. This course includes a reading week in Week 6 of Michaelmas and Week 6 of Lent Term.

Formative coursework: Students are required to produce an extended proposal which they must submit during the MT. They will be expected to report regularly to their Academic Adviser on the progress they are making on their dissertation, at least during regular termly Advisee meetings, if not more frequently. Students may also choose to arrange additional oversight and update arrangements with either their Academic Adviser or PhD Adviser. Students are also required to deliver a presentation on their dissertation project as part of the GY350 conference during the LT.

Assessment: Research project (100%) in the ST. Dissertations should not exceed 10,000 words, exclusive of appendices and other supportive material. Appendices may be used for supporting documentation and evidence, but not for discussion and analysis.

HY113

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

This information is for the 2020/21 session.

Teacher responsible: Dr Antony Best SAR 3.14

Availability: This course is available on the BA in Geography, BA in History, BA in Social Anthropology, BSc in Government and History, BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History, BSc in Politics, BSc in Politics and History, BSc in Politics and International Relations and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: An introductory survey of events outside Europe in the twentieth century, with a particular emphasis on the collapse of the Western colonial empires, the development of relations between the West and the new states within Asia and Africa, revolutionary developments in Latin America, and the rise of non-Western models of political development. The course includes the state of the European empires in the first half of the century; the Japanese challenge to the West; the Chinese revolution; Indian independence; the decolonization process in Asia and Africa; the Japanese developmental state; the rise of the non-aligned movement; Caribbean states' independence and the Cuban Revolution; the development of the Arab and non-Arab Middle East; American and Soviet relations with the Third World; post-independence South Asia; the modernization and underdevelopment debates; post-independence Africa; China under Mao and Deng; the rise of Islamic fundamentalism.

Teaching: Students will engage with lecture content through recorded lectures and external content, as well as through live Q&A sessions. Students will engage with class content in a variety of ways, including live sessions, small group meetings, asynchronous moodle posts, and short presentations.

Students on this course will have a reading week in Week 6 of the Michaelmas Term and the Lent Term.

Formative coursework: Students will be asked to write at least three essays and to present a number of brief class reports

Indicative reading: W G Beasley, *The Rise of Modern Japan* (1990); A Best, J Hanhimaki, J Maiolo and K Schulze, *International History of the Twentieth Century* (2001); J Darwin, *Britain and Decolonization* (1988); J P Dunbabin, *International Relations since 1945*, Vol 1, *The Cold War, the Great Powers and their Allies* (1994) Vol 2, *The Post-Imperial Age, The Great Powers and the Wider World* (1994); D Fieldhouse, *Black Africa, 1945-1980* (1986); Goldschmidt, *A Concise History of the Middle East*; R Holland, *European Decolonization, 1918-81* (1985); W Keylor, *The Twentieth Century World* (1984); S Sarkar, *Modern India, 1885-1947* (1983); J Spence, *The Search for Modern China* (1990); M Yapp, *The Near East since the First World War* (1991); Skidmore and Smith, *Modern Latin America* (2005).

Assessment: Take-home assessment (100%) in the ST.

HY113GC Half Unit

From Empire to Independence: The Extra-European World in the Twentieth Century (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Dr Antony Best SAR 3.14

Availability: This course is available to General Course 'Spring Semester' students.

Course content: An introductory survey of events outside Europe in the twentieth century, with a particular emphasis on the development of relations between the West and the new states within Latin America, Asia and Africa, revolutionary developments in Latin America, and the rise of non-Western models of political development. The course includes the Japanese developmental

state; the rise of the non-aligned movement; the development of the Arab and non-Arab Middle East; American and Soviet relations with the Third World; the modernization and underdevelopment debates; post-independence Africa; China under Mao and Deng; the rise of Islamic fundamentalism.

Teaching: Students will engage with lecture content through recorded lectures and external content, as well as through live Q&A sessions.

Students will engage with class content in a variety of ways, including live sessions, small group meetings, asynchronous moodle posts, and short presentations.

Students on this course will have a reading week in Week 6 of the Lent Term.

Formative coursework: Students will be asked to write at least one essay and to present a number of brief class reports.

Indicative reading: W G Beasley, *The Rise of Modern Japan* (1990); A Best, J Hanhimäki, J Maiolo and K Schulze, *International History of the Twentieth Century* (2001); J Darwin, *Britain and Decolonization* (1988); J P Dunbabin, *International Relations since 1945*, Vol 1, *The Cold War, the Great Powers and their Allies* (1994) Vol 2, *The Post-Imperial Age, The Great Powers and the Wider World* (1994); D Fieldhouse, *Black Africa, 1945-1980* (1986); Goldschmidt, *A Concise History of the Middle East*; R Holland, *European Decolonization, 1918-81* (1985); W Keylor, *The Twentieth Century World* (1984); S Sarkar, *Modern India, 1885-1947* (1983); J Spence, *The Search for Modern China* (1990); M Yapp, *The Near East since the First World War* (1991); Skidmore and Smith, *Modern Latin America* (2005).

Assessment: Take-home assessment (100%) in the ST.

HY116

International Politics since 1914: Peace and War

This information is for the 2020/21 session.

Teacher responsible: Prof David Stevenson SAR 3.11

Availability: This course is available on the BA in History, BA in Social Anthropology, BSc in Government and History, BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History, BSc in Politics, BSc in Politics and History, BSc in Politics and International Relations and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course offers an overview of international politics since 1914, providing a factual grounding and surveying the main historiographical debates. Lectures and classes examine the origins, course, and aftermath of the First World War; the Great Depression, appeasement, and the origins of the Second World War in East Asia and Europe; the course and aftermath of the Second World War and the global origins of the Cold War: and aspects of the Cold War world, including decolonization, European integration, the Arab-Israeli conflict, the 'American war' in Vietnam, and peaks and troughs of tension between the superpowers from the Cuban Missile Crisis to détente. The course also addresses the history of international organizations and of peace movements. It closes with the end of the Cold War and the origins of the Persian Gulf/Iraq wars of 1991 and 2003.

Teaching: Students will engage with lecture content through recorded lectures and external content, as well as through live Q&A sessions. There will be a reading week in the Michaelmas and the Lent terms.

Formative coursework: Students will be required to write three 2,000-word essays during the course of the year, two in the MT and one in the LT, from topics chosen from a past examination paper or designated in the course reading list. Essays do not form part of the final course assessment. However, they are required components of the course.

Indicative reading: A detailed course outline and reading list, subdivided by weekly topics, will be found in the HY116 Moodle

site. The following works offer useful background: students should consider reading one of them in advance:

- A. Best, J. Hanhimäki, J. Maiolo, K. E. Schulze, *International History of the Twentieth Century and Beyond* (2015);
- W R Keylor, *The Twentieth Century World and Beyond: an International History since 1900* (2011).

Assessment: Take-home assessment (100%) in the ST.

HY116GC Half Unit

International Politics since 1914: Peace and War (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Prof David Stevenson SAR 3.11

Availability:

This course is available to General Course 'Spring Semester' students.

Course content: This course offers an overview of international politics since 1914, providing a factual grounding and surveying the main historiographical debates. Lectures and classes examine the origins, course, and aftermath of the First World War; the Great Depression, appeasement, and the origins of the Second World War in East Asia and Europe; the course and aftermath of the Second World War and the global origins of the Cold War: and aspects of the Cold War world, including decolonization, European integration, the Arab-Israeli conflict, the 'American war' in Vietnam, and peaks and troughs of tension between the superpowers from the Cuban Missile Crisis to détente. The course also addresses the history of international organizations and of peace movements. It closes with the end of the Cold War and the origins of the Persian Gulf/Iraq wars of 1991 and 2003.

General Course Spring Semester students will concentrate on the period after 1945.

Teaching: Students will engage with lecture content through recorded lectures and external content, as well as through live Q&A sessions. There will be a reading week in the Lent term.

Formative coursework: Students will be required to write one 2,000-word essay in the LT, from topics chosen from a past examination paper or designated in the course reading list. The essay does not form part of the final course assessment. However, it is a required component of the course.

Indicative reading: A detailed course outline and reading list, subdivided by weekly topics, will be found in the HY116 Moodle site. The following works offer useful background: students should consider reading one of them in advance:

- A. Best, J. Hanhimäki, J. Maiolo, K. E. Schulze, *International History of the Twentieth Century and Beyond* (2015);
- W R Keylor, *The Twentieth Century World and Beyond: an International History since 1900* (2011).

Assessment: Take-home assessment (100%) in the ST.

HY118

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

This information is for the 2020/21 session.

Teacher responsible: Dr Paul Keenan SAR.2.13

Availability: This course is available on the BA in History, BA in Social Anthropology, BSc in Government and History, BSc in International Relations and History, BSc in Politics, BSc in Politics and History, BSc in Politics and International Relations and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students. HY118 is available to General Course students starting from the Michaelmas Term ONLY in 2020/21.

Course content: This course provides an introduction to the

international history of the early modern period by examining the complex political, religious, military and economic relationships between Europe and the wider world. The period between 1500 and 1800 enables the course to introduce students to a crucial period in international history. In political terms, it covers the rise of major dynastic states, with increasingly centralised institutions and concepts such as absolutism to promote the authority of the monarch, as well as the challenges to that authority and growing interest in political and social reform, culminating in the revolutions examined at the end of the course. Internationally, the period witnessed the gradual consolidation of leading European powers, as reflected in the Treaty of Westphalia (1648), with formerly peripheral states emerging to challenge their position by the early eighteenth century. At the same time, the rise of major Islamic empires in Eurasia and the growing contact between Europe and the wider world provide students with important points of comparison between European and non-European states. The intellectual, religious and cultural developments of this period provide an important context for these major political events. The course will discuss the influence of key movements, such as the Renaissance, the Scientific Revolution and the Enlightenment, which re-ignited an interest in the Classical past and fostered a culture of rational enquiry into the natural world. Yet religion remained a vital component in the world-view of contemporaries, whether Christian, Muslim, or Jewish. This world-view was subject to challenges throughout the period, as during the Reformation, and often sought to impose its own orthodoxy, whether through religiously-motivated conflicts or the persecution / conversion of certain groups. The course seeks to familiarise students with some of the most important issues and current debates on these aspects of this period. While its scope is necessarily broad in nature, the course will help students to deal with the dynamics of continuity and change over a long period of time.

Teaching: Students will engage with lecture content through asynchronous recorded lectures and synchronous live Q&A sessions each week.

Students will be encouraged to work together to prepare in small groups in advance of each week's class, focussing on primary sources, then discuss their findings and their relation to the week's readings in the synchronous classes.

There will be a reading week in the Michaelmas and the Lent terms.

Formative coursework: Students will be expected to produce 2 essays in the MT and 1 essay in the ST.

The third formative essay is a mock exam answer, which will be written by students as part of their revision during the Easter break, then graded by teachers and given written feedback in the first week of Summer Term.

Indicative reading: Beat Kümin (ed.), *The Early Modern World*, 2nd Edition (2014) D208 E81. Charles Parker, *Global Interactions in the Early Modern Age, 1400–1800* (2010) HN13 P23. Euan Cameron (ed.), *Early Modern Europe: An Oxford History* (2001) D228 E11. Chris Cook and Philip Broadhead, *The Routledge Companion to Early Modern Europe, 1453–1763* (2006) D208 C77. Paul Kennedy, *The Rise and Fall of the Great Powers: Economic Change and Military Conflict from 1500–2000* (1989) D217 K31. Richard Bonney, *The European Dynastic States, 1494–1660* (1991) D228 B71. William Doyle, *The Old Order in Europe, 1660–1800* (1992) D273.A3 D75. Marshall Hodgson, *Rethinking World History: Essays on Europe, Islam and World History* (1993) D21.3 H69. Stephen F. Dale, *The Muslim Empires of the Ottomans, Safavids and Mughals* (2010) DS292 D13. Jack Goldstone (ed.), *Revolution and Rebellion in the Early Modern World* (1991) D210 G62. K. N. Chaudhuri, *Asia before Europe: Economy and Civilisation of the Indian Ocean from the Rise of Islam to 1750* (1990) DS339 C49.

Assessment: Project (50%, 10000 words) in the LT.

Take-home assessment (50%) in the ST.

Please note that this course has an assessed group project, which forms 50% of the final course grade. This project consists of a final piece of work, of no more than 10,000 words, which is written by all members of the group and submitted at the end of LT. The grade for this project is then shared by the group's members.

HY119 Not available in 2020/21 Thinking Like A Historian

This information is for the 2020/21 session.

Teacher responsible: Dr Taylor C. Sherman SAR M.10

Availability: This course is compulsory on the BA in History and BSc in International Relations and History. This course is available on the BSc in Politics and History. This course is not available as an outside option. This course is available with permission to General Course students.

This course is optional for General Course students whose home department is International History. This course is optional for first year BSc Government and History students. Students for whom the course is optional must commit to the course when they choose it.

Course content: This course offers hands-on tutorials in the skills required to get the most out of classes and write essays for History courses. Students are taken through each of the skills required: reading well and taking good notes; asking good questions of sources, classmates and teachers; turning notes into essays; developing persuasive arguments in essays and presentations; identifying and using historiography; writing well; revision and improvement. A training session on presentation skills is also included.

Teaching: 7 hours and 30 minutes of workshops in the MT. 1.5 hour workshop each week in weeks 2, 3, 4, 5, and 7 of the Michaelmas Term only.

Formative coursework: Formative work for this course involves step-by-step drafting of an essay for HY113 or HY116.

Indicative reading: Ludmila Jordanova, *History in Practice* (2nd edn., 2016). Mary Abbott, *History Skills* (2nd edn, 2008). Black and MacRaid, *Studying History* (3rd edn. 2007).

Assessment:

There is no summative assessment for this course.

HY120 Historical Approaches to the Modern World

This information is for the 2020/21 session.

Teacher responsible: Dr Taylor Sherman SAR M.10

Availability: This course is compulsory on the BA in History and BSc in International Relations and History. This course is available on the BSc in Politics and History. This course is not available as an outside option nor to General Course students.

Course content: This course provides a foundation to allow first-year historians to come to grips with the many different ways in which historians pursue their craft. The year begins with a critical discussion of the two institutions at the core of History: universities and archives. Students examine the power relations they sustain and the possibilities for change in the twenty-first century. Next students consider scalar and spatial approaches to history, and then they turn to global, international and transnational history. In the second term, the course explores approaches to identity, and then social history including commodities, sport and the history of clothing. Finally students explore non-textual sources. As students encounter these different methodologies, they maintain a critical approach to the work historians do and the archives they use for their research. While exploring these themes, the course also introduces students to key skills required of a historian: navigating a reading list; taking notes; composing reading summaries; identifying & using historiography; approaching essay questions; developing an argument; structuring essays; footnoting and evidence; avoiding plagiarism; and critically engaging with archival materials.

Teaching: Each subject is taught across two sessions per week. Large-group learning engagement includes short recorded lectures, external content, small group meetings and live Q&A sessions. Students will engage with small-group class content in a variety of ways, including one-hour sessions, small group meetings, and asynchronous moodle posts.

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

Regular moodle posts are a component of the coursework for this course.

Indicative reading:

- Armitage, David, Alison Bashford, and Sujit Sivasundaram (eds), *Oceanic Histories* (2017).
- Bentley, Jerry H., 'Sea and Ocean Basins as Frameworks of Historical Analysis', *Geographical Review*, 89, 2 (1999): 215-24.
- Berger, Stefan, Heiko Feldner, Kevin Passmore (eds), *Writing History: Theory and Practice*, 2nd ed. (2010).
- Briggs, Laura, *Reproducing Empire: Race, Sex, Science, and US Imperialism in Puerto Rico* (2002).
- Burke, Peter, *What is Cultural History?*, 2nd ed. (2008).
- Clavin, P. and G. Sluga (eds), *Internationalisms: A Twentieth Century History* (2017).
- Conrad, Sebastian, *What is Global History?* (2016).
- Davis, Natalie Zemon, *Fiction in the Archives: Pardon Tales and Their Tellers in Sixteenth-Century France* (1987).
- Elmore, Bartow, *Citizen Coke: The Making of Coca-Cola Capitalism* (2014).
- Jordanova, Ludmila, *History in Practice*, 3rd edition (2017).
- Kelly, Marian Patrick, *Sovereign Emergencies: Latin America and the Making of Global Human Rights Politics* (2018).
- Loughran, Tracey (ed.), *A Practical Guide to Studying History: Skills and Approaches* (2017).
- McNeill, J. R., *The Great Acceleration: An Environmental History of the Anthropocene since 1945* (2015).
- Paine, Lincoln, *The Sea and Civilization: A Maritime History of the World* (2013).
- Presnell, Jenny (ed.), *The Information-Literate Historian: A Guide to Research for History Students*, 3rd ed. (2018).
- Putnam, Lara, *Radical Moves: Caribbean Migrants and the Politics of Race in the Jazz Age* (2013).
- Schlotterbeck, Marian, *Beyond the Vanguard: Everyday Revolutionaries in Allende's Chile* (2018).
- Stoler, Anne Laura, *Along the Archival Grain: Epistemic Anxieties and Colonial Common Sense* (2010).
- Tosh, John, *Why History Matters* (2008).
- Tosh, John, *The Pursuit of History: Aims, Methods and New Directions in the Study of History*, 6th ed. (2015).
- Trouillot, Michel-Rolph, *Silencing the Past: Power and the Production of History*, 2nd ed. (2015).
- Tsing, Anna, *The Mushroom at the End of the World: On the Possibility of Life in Capitalist Ruins* (2015).

Assessment: Essay (25%, 2000 words) in the MT.

Essay (40%, 2000 words) in the LT.

Take-home assessment (35%) in the ST.

The take-home essay will be unseen, 1500 words and to be completed within a specific number of hours. *No footnotes or bibliography will be required for this essay.*

HY200

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

This information is for the 2020/21 session.

Teacher responsible: Dr Timothy Hochstrasser Sardinia House 2.14

Availability: This course is available on the BA in History, BSc in Government and History, BSc in International Relations and History and BSc in Politics and History. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students. HY200 is available to General Course students starting from the Michaelmas Term ONLY in 2020/21.

Course content: Human Rights are often assumed to have a

precise twentieth-century origin in the 1948 Universal Declaration or in the succeeding decades of increasing activism. However, the history of human rights discourse and its practical impact emerged as only the latest stage of a sequence of intellectual debates and real-life struggles in specific historical settings over political, religious, economic rights, broadly defined. Different cultural milieus have produced a variety of contexts for working out tensions between claims by individuals or minorities for autonomy on the one hand and the rival demands of collective obligation and identity on the other.

This course will seek to explore an (inevitably selective) range of these historical contexts in order to demonstrate the continuity of perennial themes of conflict between the claims of individual actors and corporate institutions, whether states, churches, empires or other institutions, while also showing how and when key changes take place in the recognition of rights of political action, conscience, property ownership, gender identity and workers' rights etc. The growth of toleration and free speech, the abolition of slavery and torture, and the role of Declarations of Rights will all be examined, but less familiar subjects will also find their place. The contribution of the conceptual legacy and historical inspiration of Greece and Rome will be recognised as will the crucial role of the political thought of the High Middle Ages, and at the other end of the course specific connection will be made to the recent development of human rights organisations.

In each session a contrasted selection of contemporary writings will be studied to recover the intellectual framework of the discussion and the role of the dispositive political, social, and economic circumstances of the debate will also be considered.

Teaching: Recorded lectures. There will be a blend of online and campus teaching for the classes.

There will be a reading week in week 6 of the MT and the LT. Students will be expected to read essential primary and secondary material for each weekly meeting, to participate fully in class discussions and offer presentations. Both presentations and participation will form part of summative assessment.

Formative coursework: There will be two essays of 2,000 words to be submitted in the Michaelmas and the Lent Terms, week 5.

Indicative reading: Michael Barnett, *Empire of Humanity: A History of Humanitarianism* (Ithaca, 2011)
Akira Iriye, Petra Goedde and William Hitchcock (eds.), *The Human Rights Revolution: An International History* (Oxford, 2012). R. Ishay, *The History of Human Rights*, (Berkeley, 2004). Jenny S Martinez, *The Slave Trade and the Origins of International Human Rights Law* (New York, 2012). Samuel Moyn, *The Last Utopia*, (Harvard, 2010) Jack N Rakove, *Declaring Rights: a brief history with documents* (Boston, 1998). Gary J Bass, *Freedom's Battle: the Origins of Humanitarian Intervention* (New York, 2008). Richard A Bauman, *Human Rights in Ancient Rome* (New York, 2000). Robin Blackburn, *American Crucible: Slavery, Emancipation, and Human Rights* (New York, 2011). Elizabeth Borgwardt, *A New Deal for the World: America's Vision for Human Rights* (Cambridge Mass, 2006). Christopher Leslie Brown, *Moral Capital: the Foundations of British Abolitionism*, (Chapel Hill, 2006). Roland Burke, *Decolonization and the Evolution of International Human Rights* (Philadelphia, 2010) Stefan-Ludwig Hoffmann (ed.) *Human Rights in the Twentieth Century* (Cambridge 2011). Lynn Hunt, *Inventing Human Rights. A History*. (New York/London, 2007). John Hutchinson, *Champions of Charity: War and the Rise of the Red Cross*, (Boulder, 1996). Michael Ignatieff, *Human Rights as Politics and Idolatry* (Princeton, 2001). Margaret E Keck and Kathryn Sikkink, *Activists Beyond Borders: Advocacy networks in International Politics* (Ithaca, 1998). Martti Koskenniemi *The Gentle Civiliser of Nations: the rise and fall of International Law, 1870-1960*, (Cambridge, 2002). Pauline Maier, *American Scripture: Making the Declaration of Independence* (New York, 1997). Johannes Morsink, *The Universal Declaration of Human Rights: origins, drafting, and intent* (Philadelphia, 1999). Roger Normand and Sarah Zaidi, *Human Rights at the UN: the Political History of Universal Justice* (Bloomington, 2007). Larry Siedentop, *Inventing the Individual. The Origins of Western Liberalism* (London, 2014). AWB Simpson, *Human Rights and the End of Empire: Britain and the Genesis of the European Convention*

(Oxford, 2001). Dale Van Kley (ed.), *The French Idea of Freedom: The Old Regime and the Declaration of the Rights of 1789* (Stanford, 1994)

Assessment: Exam (70%, duration: 3 hours) in the summer exam period.

Class participation (15%) and presentation (15%) in the MT and LT.

HY206

The International History of the Cold War, 1945-1989

This information is for the 2020/21 session.

Teacher responsible: Prof Nicholas Ludlow SAR 2.16

Availability: This course is available on the BA in History, BSc in Government and History, BSc in International Relations, BSc in International Relations and History and BSc in Politics and History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: The Cold War dominated the second half of the 20th century, but until recently we had only an imperfect sense of what it was all about. Historians wrote about it, of necessity, from within the event they were seeking to describe, so that there was no way to know its outcome. And because only a few Western countries had begun to open their archives, these accounts could only reflect one side of the story. Cold War history, hence, was not normal history: It was both asymmetrical and incomplete. The end of the Cold War and the subsequent partial opening of Soviet, Eastern European, and Chinese archives have revolutionised the field. Everything we thought we knew is up for reconsideration, whether because of the new documents available to us, or as a consequence of being able to reflect on how it all came out in new ways - given that the historical discipline has evolved methodologically as well.

The course will provide an introduction to key topics in the new, international history of the Cold War. The selected topics vary from the study of specific Cold War crises to the exploration of broader themes such as the roles of ideology and technology.

Course objectives: (i) To equip students with comprehensive knowledge of the international politics of the Cold War; (ii) To offer a firm basis for more advanced historical work in this area; (iii) To provide some of the factual grounding and conceptual apparatus necessary to understand the contemporary world.

Teaching: Recorded lectures. Classes on campus, or via Zoom as circumstances dictate.

Students are expected to keep up with readings for weekly meetings, and to participate in the class discussions.

There will be a reading week in the Michaelmas and the Lent Terms.

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

Indicative reading: Barrass, G, *The Great Cold War* (2009); Gaddis, J L, *The Cold War: A New History*; Hanhimäki, J & Westad, O A, *The Cold War: A History in Documents and Eyewitness Accounts*; Leffler, M P, *For the Soul of Mankind* (2007); Leffler, M P & Painter, D, *Origins of the Cold War* (2005); Reynolds, D, *One World Divisible: A Global History since 1945* (2001); Sarotte, M, 1989 (2009); Westad, O A, *Reviewing the Cold War: Approaches, Interpretations, Theory* (2000); Westad, O A, *The Global Cold War* (2005);

Assessment: Essay (35%, 3500 words) in the LT.

Essay (35%, 3500 words) in the ST.

Presentation (15%) and class participation (15%) in the MT and LT.

HY206GC Half Unit

The International History of the Cold War, 1945-1989 (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Prof Nicholas Ludlow SAR 2.16

Availability: This course is available to General Course 'Spring Semester' students.

Course content: The Cold War dominated the second half of the 20th century, but until recently we had only an imperfect sense of what it was all about. Historians wrote about it, of necessity, from within the event they were seeking to describe, so that there was no way to know its outcome. And because only a few Western countries had begun to open their archives, these accounts could only reflect one side of the story. Cold War history, hence, was not normal history: It was both asymmetrical and incomplete. The end of the Cold War and the subsequent partial opening of Soviet, Eastern European, and Chinese archives have revolutionised the field. Everything we thought we knew is up for reconsideration, whether because of the new documents available to us, or as a consequence of being able to reflect on how it all came out in new ways - given that the historical discipline has evolved methodologically as well.

The course will provide an introduction to key topics in the new, international history of the Cold War. The selected topics vary from the study of specific Cold War crises to the exploration of broader themes such as the roles of ideology and technology.

Course objectives: (i) To equip students with comprehensive knowledge of the international politics of the Cold War; (ii) To offer a firm basis for more advanced historical work in this area; (iii) To provide some of the factual grounding and conceptual apparatus necessary to understand the contemporary world.

Teaching: Recorded lectures. Classes on campus, or via Zoom as circumstances dictate.

Students are expected to keep up with readings for weekly meetings, and to participate in the class discussions.

There will be a reading week in the Lent Term.

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

Indicative reading: Barrass, G, *The Great Cold War* (2009); Gaddis, J L, *The Cold War: A New History*; Hanhimäki, J & Westad, O A, *The Cold War: A History in Documents and Eyewitness Accounts*; Leffler, M P, *For the Soul of Mankind* (2007); Leffler, M P & Painter, D, *Origins of the Cold War* (2005); Reynolds, D, *One World Divisible: A Global History since 1945* (2001); Sarotte, M, 1989 (2009); Westad, O A, *Reviewing the Cold War: Approaches, Interpretations, Theory* (2000); Westad, O A, *The Global Cold War* (2005);

Assessment: Essay (70%, 3500 words) in the ST.

Presentation (15%) and class participation (15%) in the LT.

HY221

The History of Russia, 1676-1825

This information is for the 2020/21 session.

Teacher responsible: Dr Paul Keenan SAR 2.13

Availability: This course is available on the BA in History, BSc in Government and History, BSc in International Relations and History and BSc in Politics and History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

May be taken by 3rd years, General Course students and as an outside option where regulations, timetabling constraints and teaching capacity permit.

Course content: The course provides an introduction to the history of the early Russian empire. The following topics are studied: late Muscovite Russia by the 1670s; the impact of the reign of Peter I on the internal development and international position of Russia; the social and political developments of the period 1725-1762; popular revolt during the eighteenth century; the domestic and

foreign policies of Catherine II; the impact of the Enlightenment and the French Revolution on Russia; Russia and the Napoleonic Wars; the failure of constitutional and social reform in the first quarter of the nineteenth century; the policies towards non-Russians within the empire; the Decembrist Revolt of 1825. The course is taught chronologically but several main themes are addressed throughout the period. These themes include: tsarist rule as an instrument of both reform and reaction; the relationship between the ruler and the major social groups; the significance of serfdom for Russia's economic, institutional and legal development; the 'missing' middle class; the nature and impact of Western ideas on Russia; the role of the Orthodox Church within the Russian state; the growth of a disaffected elite in Russia; the relationship between Russia and other European powers; the development of Russia as a 'great power'; the policies towards the non-Russians in the multi-ethnic empire; the growth of a Russian national consciousness.

Teaching: Students will engage with lecture content through asynchronous recorded lectures and synchronous live Q&A sessions each week.

Students will be asked to work together to prepare in small groups in advance of each week's class, focussing on primary sources, then discuss their findings and their relation to the week's readings in the synchronous classes.

The recorded presentations will provide another resource for students in advance of the class and will help students to develop the requisite set of skills (which are similar but not the same as a regular presentation); it will also help to mitigate the challenges of presentations for students with, for example, social anxiety considerations.

There will be a reading week in the Michaelmas and the Lent terms.

Formative coursework: Students will be required to write three essays, one of which will be done under examination conditions.

Indicative reading: A full reading list will be provided at the start of the course. Useful introductory works include: E. Kimerling-Wirschafter, *Russia's Age of Serfdom*; N. S. Kollman, *The Russian Empire, 1450-1801*; J. Hartley, *A Social History of the Russian Empire 1650-1825*; S. Dixon, *The Modernization of Russia: 1676-1825*; M. Raeff, *Understanding Imperial Russia: State and Society in the Old Regime*; J. Billington, *The Icon and the Axe: An Interpretive History of Russian Culture*; A. Kahan, *The Plow, the Hammer and the Knout: An Economic History of 18th-Century Russia*; P. Dukes, *The Making of Russian Absolutism, 1613-1801*; D. Saunders, *Russia in the Age of Reaction and Reform, 1801-1881*.

Assessment: Presentation (20%) and class participation (15%) in the MT and LT.

Take-home assessment (65%) in the ST.

between the ruler and the major social groups; the significance of serfdom for Russia's economic, institutional and legal development; the 'missing' middle class; the nature and impact of Western ideas on Russia; the role of the Orthodox Church within the Russian state; the growth of a disaffected elite in Russia; the relationship between Russia and other European powers; the development of Russia as a 'great power'; the policies towards the non-Russians in the multi-ethnic empire; the growth of a Russian national consciousness.

Teaching: Students will engage with lecture content through asynchronous recorded lectures and synchronous live Q&A sessions each week.

Students will be asked to work together to prepare in small groups in advance of each week's class, focussing on primary sources, then discuss their findings and their relation to the week's readings in the synchronous classes.

The recorded presentations will provide another resource for students in advance of the class and will help students to develop the requisite set of skills (which are similar but not the same as a regular presentation); it will also help to mitigate the challenges of presentations for students with, for example, social anxiety considerations.

There will be a reading week in the Lent term.

Formative coursework: Students will be required to write two essays, one of which will be done under examination conditions.

Indicative reading: A full reading list will be provided at the start of the course. Useful introductory works include: J. Hartley, *A Social History of the Russian Empire 1650-1825*; S. Dixon, *The Modernization of Russia: 1682-1825*; M. Raeff, *Understanding Imperial Russia: State and Society in the Old Regime*; J. Billington, *The Icon and the Axe: An Interpretive History of Russian Culture*; A. Kahan, *The Plow, the Hammer and the Knout: An Economic History of 18th Century Russia*; P. Dukes, *The Making of Russian Absolutism, 1613-1801*; E. Kimerling-Wirschafter, *Russia's Age of Serfdom*; D. Saunders, *Russia in the Age of Reaction and Reform, 1801-1881*.

Assessment: Presentation (20%) and class participation (15%) in the LT.

Take-home assessment (65%) in the ST.

HY221GC Half Unit

The History of Russia, 1762-1825 (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Dr Paul Keenan SAR 2.13

Availability: This course is available to General Course 'Spring Semester' students.

Course content: The course provides an introduction to the history of Russia in all its major aspects from the reign of Catherine II to the accession of Nicholas I. The following topics are studied: popular revolt during the eighteenth century; the domestic and foreign policies of Catherine II; the impact of the Enlightenment and the French Revolution on Russia; Russia and the Napoleonic Wars; the failure of constitutional and social reform in the first quarter of the nineteenth century; the policies towards non-Russians within the empire; the Decembrist Revolt of 1825. The course is taught chronologically but several main themes are addressed throughout the period. These themes include: tsarist rule as an instrument of both reform and reaction; the relationship

HY226

The Great War 1914-1918

This information is for the 2020/21 session.

Teacher responsible: Professor David Stevenson, Sardinia House 3.11

Availability: This course is available on the BA in History, BSc in Government and History, BSc in International Relations, BSc in International Relations and History and BSc in Politics and History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

May be taken by 3rd years where regulations permit.

Course content: The international and comparative history of the First World War. The military, diplomatic, political, economic, social, and cultural aspects of the conflict will all receive attention. The origins and outbreak of the war; the military campaigning on the Western, Eastern, Italian, and extra-European Fronts; the war at sea and in the air; the intervention of neutral powers, war aims and attempts to negotiate peace; domestic politics in the belligerents; the war's economic and social effects; the experience of combat; the Russian Revolution and the road to the Armistice; the impact of the war on the international system and on individual and collective consciousness.

Teaching: Students will engage with lecture content through recorded lectures and external content, as well as through live Q&A sessions. There will be a reading week in the Michaelmas and the Lent terms.

Formative coursework: Students will be required to write one essay of 2500 words in the MT.

Indicative reading: C. Clark, *The Sleepwalkers: How Europe Went*

to War in 1914 (2013); N. Ferguson, *The Pity of War* (1998); A. Watson, *Ring of Steel: Germany and Austria-Hungary in World War I* (2014); A. Millett & W. Murray (Eds), *Military Effectiveness, Volume I. The First World War* (1988); H. Strachan (ed), *The Oxford Illustrated History of the First World War* (1998); H. Strachan, *The First World War: Vol. I. To Arms* (2005); D. Stevenson, *1914-1918: The History of the First World War* (2004); A. Kramer, *Dynamic of Destruction, Culture and Mass Killing in the First World War* (2007); R. Chickering, *Imperial Germany and the Great War, 1914-18* (1998); J. Winter (ed), *The Cambridge History of the First World War* (3 vols, 2014).

Assessment: Essay (50%, 3000 words) in the LT.
Essay (50%, 3000 words) in the ST.

HY226GC Half Unit

The Great War 1914-1918 (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Professor David Stevenson, Sardinia House 3.11

Availability: This course is available to General Course 'Spring Semester' students.

Course content: The international and comparative history of the First World War. The military, diplomatic, political, economic, social, and cultural aspects of the conflict will all receive attention. The origins and outbreak of the war; the military campaigning on the Western, Eastern, Italian, and extra-European Fronts; the war at sea and in the air; the intervention of neutral powers, war aims and attempts to negotiate peace; domestic politics in the belligerents; the war's economic and social effects; the experience of combat; the Russian Revolution and the road to the Armistice; the impact of the war on the international system and on individual and collective consciousness.

General Course Spring Semester students will concentrate on the second half of the war

Teaching: Students will engage with lecture content through recorded lectures and external content, as well as through live Q&A sessions. There will be a reading week in the Lent term.

Formative coursework: General Course Spring Semester students will be required to write one essay of 2500 words in the LT.

Indicative reading: C. Clark, *The Sleepwalkers: How Europe Went to War in 1914* (2013); N. Ferguson, *The Pity of War* (1998); A. Watson, *Ring of Steel: Germany and Austria-Hungary in World War I* (2014); A. Millett & W. Murray (Eds), *Military Effectiveness, Volume I. The First World War* (1988); H. Strachan (ed), *The Oxford Illustrated History of the First World War* (1998); H. Strachan, *The First World War: Vol. I. To Arms* (2005); D. Stevenson, *1914-1918: The History of the First World War* (2004); A. Kramer, *Dynamic of Destruction, Culture and Mass Killing in the First World War* (2007); R. Chickering, *Imperial Germany and the Great War, 1914-18* (1998); J. Winter (ed), *The Cambridge History of the First World War* (3 vols, 2014).

Assessment: Essay (100%, 3000 words) in the ST.

HY232

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

This information is for the 2020/21 session.

Teacher responsible: Prof Anita Prazmowska SAR M.09

Availability: This course is available on the BA in History, BSc in Government and History, BSc in International Relations and History and BSc in Politics and History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

May be taken by 3rd years where regulations permit.

Course content: The course aims to explain the history of these regions as expressed and moulded by the peoples and their leaders

during a particularly turbulent period in European History. Attention will be paid to two European wars and the Russian Revolution, all of which had a profound impact on these countries' freedom to determine their destiny. The study of the inter-war period will include a debate of the reasons for the collapse of democratic institutions, the emergence of patriotic and anti-Semitic movements, economic failures and responses to German and Italian aggression. The establishment, development and the collapse of Soviet domination of the region after the Second World War will be discussed on the background of ethnic and inter ethnic conflicts. In addition political, economic and cultural theories, which formed the background to the emergence of the independent states of Eastern and South Eastern Europe, will be considered. The course will develop these themes in the history of Poland, Czechoslovakia, Hungary, Bulgaria, Romania, Yugoslavia, Albania and the Baltic States. Final lectures will concentrate on the transition from Communism to democratic states. The break up of Yugoslavia and the wars in the Balkans will be considered in a separate lecture.

Teaching: Recorded lectures. Classes will be on campus or via Zoom, as circumstances dictate. There will be a reading week in Michaelmas and Lent terms.

Formative coursework: One essay in the MT, one essay in the LT and a timed essay as exam preparation.

Indicative reading: R J Crampton, *Eastern Europe in the Twentieth Century* (1994); S K Pavlowitch, *A History of the Balkans 1804-1945* (1999); I Y T Berend, *Decades of Crisis. Central and Eastern Europe before World War II* (1998); A J Prazmowska, *Eastern Europe and the Outbreak of the Second World War* (1999); P G Lewis, *Central Europe since 1945* (1994); T Rakowska-Harmstone, *Communism in Eastern Europe* (1979); G Swain & N Swain, *Eastern Europe since 1945* (1993); F Fejtó, *A History of the People's Democracies: Eastern Europe since Stalin* (1971); J Rothschild, *Return to Diversity. A Political History of East Central Europe since World War II* (1990); G Stokes, *The Walls Came Tumbling Down. The Collapse of Communism in Eastern Europe* (1993).

Assessment: Exam (100%, duration: 3 hours) in the summer exam period.

HY232GC Half Unit

War, Genocide and Nation Building. The History of South-Eastern Europe 1914-1990 (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Prof Anita Prazmowska SAR M.09

Availability: This course is available to General Course 'Spring Semester' students.

Course content: The course aims to explain the history of these regions as expressed and moulded by the peoples and their leaders during a particularly turbulent period in European History. Attention will be paid to the consequences of the Second World War on the region. Soviet control over Eastern and South Eastern Europe had a profound impact on these countries' freedom to determine their destiny. The Yugoslav-Soviet conflict will be considered as part of the discussion of the Soviet mechanisms of control. A debate on the German Democratic Republic will form part of the course. The invasion of Czechoslovakia by Warsaw Pact troops will be discussed in order to understand reformist movement in a Communist state. The course will develop key themes in the history of Poland, Czechoslovakia, Hungary, Bulgaria, Romania, Yugoslavia, Albania and the Baltic States. Final lectures will concentrate on the transition from Communism to democratic states. The break up of Yugoslavia and the wars in the Balkans will be considered in a separate lecture.

Teaching: Recorded lectures. Classes will be on campus or via Zoom, as circumstances dictate. There will be a reading week in the Lent term.

Formative coursework: One essay in the LT and a timed essay as exam preparation.

Indicative reading: R J Crampton, *Eastern Europe in the Twentieth Century* (1994); P G Lewis, *Central Europe since 1945* (1994); T Rakowska-Harmstone, *Communism in Eastern Europe* (1979); G Swain & N Swain, *Eastern Europe since 1945* (1993); F Fejto, *A History of the People's Democracies; Eastern Europe since Stalin* (1971); J Rothschild, *Return to Diversity. A Political History of East Central Europe since World War II* (1990); G Stokes, *The Walls Came Tumbling Down. The Collapse of Communism in Eastern Europe* (1993).

Assessment: Exam (100%, duration: 3 hours) in the summer exam period.

HY235

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

This information is for the 2020/21 session.

Teacher responsible: Dr Antony Best SAR 3.14

Availability: This course is available on the BA in History, BSc in Government and History, BSc in International Relations, BSc in International Relations and History and BSc in Politics and History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

May be taken by 3rd years where regulations permit.

Course content: The course is concerned with providing a comparative political history of the major East Asian countries, China, Japan and Korea, in the period from the Opium War to the 1990s. The course is concerned with providing a comparative political history of the major East Asian countries, China, Japan and Korea, in the period from the Opium War to the 1990s. It begins by looking at the impact of the arrival of Western imperialism in the mid-nineteenth century and the respective approaches taken by Japan, Korea and China in response to this encroachment. For Japan, it covers the rise of the Meiji state, the beginnings of constitutional government and the development of Japanese imperialism. This naturally is linked with the study of Korea's failed efforts to maintain its independence; in regard to China it deals with the attempts by the Qing state to introduce reforms and the final collapse of Imperial China. It then deals with the difficulties provoked by modernization and nationalism in the first-half of the twentieth century, taking in the rise and fall of Taisho democracy and the drift towards fascism in Japan and the Guomindang's revolution and state-building and the birth of the Chinese Communist Party in China. The course then concentrates on the aftermath of the Second World War for East Asia, studying the Chinese Civil War and the emergence of the People's Republic, the course and legacy of the US occupation of Japan and the formation of the two Koreas. The last part of the course covers the development of the People's Republic under Mao and Deng, the rise of Japan as an economic superpower and the emergence of South Korea and Taiwan as economic powers.

Teaching: Students will engage with lecture content through recorded lectures and external content, as well as through live Q&A sessions.

Students will engage with class content in a variety of ways, including live sessions, small group meetings, asynchronous moodle posts, and short presentations.

This course has an online option in addition to being taught in the class room.

Students on this course will have a reading week in Week 6 of the Michaelmas and the Lent terms.

Formative coursework: Students will be required to submit three 2000 word essays in all and to sit a mock exam.

Indicative reading: A detailed reading list will be issued at the start of the course, but the following survey texts are essential: W G Beasley, *The Rise of Modern Japan*; P Duus (Ed), *The Cambridge History of Japan: The Twentieth Century*; L Eastman (Ed), *The Nationalist Era in China, 1927-1949*; J L McLain, *Japan: A Modern History*; R MacFarquhar (Ed), *The Politics of China, 1949-1989*; A Buzo, *The Making of Modern Korea*; J Spence, *The Search for*

Modern China.

Assessment: Take-home assessment (100%) in the ST.

HY235GC Half Unit

Modernity and the State in East Asia: China, Japan and Korea since 1840 (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Dr Antony Best SAR 3.14

Availability: This course is available to General Course 'Spring Semester' students.

Course content: The course is concerned with providing a comparative political history of the major East Asian countries, China, Japan and Korea, in the period from the Chinese Civil War to the 1990s. The course concentrates on the aftermath of the Second World War for East Asia, studying the Chinese Civil War and the emergence of the People's Republic, the course and legacy of the US occupation of Japan and the formation of the two Koreas. The last part of the course covers the development of the People's Republic under Mao and Deng, the rise of Japan as an economic superpower the emergence of South Korea and Taiwan as economic powers, and the history of North Korea.

Teaching: Students will engage with lecture content through recorded lectures and external content, as well as through live Q&A sessions.

Students will engage with class content in a variety of ways, including live sessions, small group meetings, asynchronous moodle posts, and short presentations.

This course has an online option in addition to being taught in the class room.

Students on this course will have a reading week in Week 6 of the Lent term.

Formative coursework: Students will be required to submit two 2000-word essays.

Indicative reading: A detailed reading list will be issued at the start of the course, but the following survey texts are essential: W G Beasley, *The Rise of Modern Japan*; P Duus (Ed), *The Cambridge History of Japan: The Twentieth Century*; L Eastman (Ed), *The Nationalist Era in China, 1927-1949*; J L McLain, *Japan: A Modern History*; R MacFarquhar (Ed), *The Politics of China, 1949-1989*; A Buzo, *The Making of Modern Korea*; J Spence, *The Search for Modern China*.

Assessment: Take-home assessment (100%) in the ST.

HY238 Not available in 2020/21

The Cold War and European Integration, 1947-1992

This information is for the 2020/21 session.

Teacher responsible: Dr Piers Ludlow SAR 2.16

Availability: This course is available on the BA in History, BSc in Government and History, BSc in International Relations and History and BSc in Politics and History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: The course will investigate the evolution of both the cold war in Europe and the process of European integration, asking what the linkages were between these parallel developments. The Marshall Plan; the birth of NATO; the Schuman Plan; German Rearmament and the EDC; the Western European Union; the US and Euratom; the other Community - the EEC; JFK's Grand Design; De Gaulle's rival vision; the 'double crisis' of 1965-6; Harmel, NATO and the WEU; Ostpolitik and the re-emergence of German foreign policy activism; enlargement, EPC, and Kissinger; Schmidt, Giscard and Carter; Euromissiles and Eurosclerosis; Genscher-Colombo and the revival of political Europe; Europe and the end of the cold war - spectator or actor?; a German Europe or a

European Germany?; Paris, Berlin & Maastricht.

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

There will be a reading week in the Michaelmas and the Lent terms and a revision session in the Summer Term.

Formative coursework: Students will be required to submit three essays, the last one of which will be formally assessed. There will also be a mock exam in the Summer Term.

Indicative reading: A detailed reading list will be provided at the start of the course. It will include William Hitchcock, *France Restored: Diplomacy and the Leadership in Europe*; Michael Hogan, *The Marshall Plan: America, Britain, and the Reconstruction of Western Europe, 1947-1952*; Marc Trachtenberg, *A Constructed Peace: The Making of the European Settlement 1945-1963*; Geir Lundestad, *'Empire by Integration': the United States and European Integration 1945-1997*; Pascaline Winand, *Eisenhower, Kennedy and the United States of Europe*; Jeffrey Giauque, *Grand Designs and Visions of Unity*; N. Piers Ludlow, *The European Community and the Crises of the 1960s*; Timothy Garton Ash, *In Europe's Name: Germany and the Divided Continent*; Julius Friend, *The Long Presidency, France in the Mitterrand Years*; Phillip Gordon, *A Certain Idea of France: French Security Policy and the Gaullist Legacy*; Pekka Hamalainen, *Uniting Germany*; Kevin Featherstone, *The Road to Maastricht*

Assessment: Exam (75%, duration: 3 hours) in the summer exam period.

Essay (25%, 3000 words).

HY239

People, Power and Protest in Latin America, c.1895 to the present day

This information is for the 2020/21 session.

Teacher responsible: Dr Tanya Harmer SAR M.11

Availability: This course is available on the BA in History, BSc in Government and History, BSc in International Relations and History and BSc in Politics and History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: HY239 is designed to provide students with an introduction to the history of Latin America from the late nineteenth century to the present day. Its focus is predominantly on Latin Americans and what happened within the region. However, the course will also explore Latin Americans' interaction with the wider world, including their pivotal and expanding relationship with the United States during the twentieth century. Major themes covered on the course include identity, citizenship and nationalism; neo-colonialism and anti-imperialism; state-building and concepts of "development"; revolution and resistance; dictatorship and violence; democratization and the struggle for social justice. Among more specific topics covered in lectures and seminars are Cuba's War of Independence; the Mexican Revolution; migration and workers' movements; the Guatemalan Revolution and the US-sponsored 1954 coup against Jacobo Arbenz's government; the Cuban Revolution; the Catholic Church and Liberation Theology; Allende's Chile and the 1973 Chilean coup; military dictatorship and anticommunism in the Southern Cone; solidarity networks and Human Rights; Central American revolutionary movements and conflict; democratization and peace; transitional justice and memory wars; the rise and fall of Latin America's Pink Tide; neoliberalism; and the struggle for indigenous and LGBT rights. In addressing these themes and topics, we will be paying particular attention to histories of race, class and gender with students encouraged to consider how different Latin Americans experienced and influenced the course of history in the region.

Teaching: Students will engage with workshop content through recorded lectures and podcasts and externally sourced content.

Students will engage with seminar content in a variety of ways, including live sessions, small group meetings, asynchronous Moodle posts, and short presentations.

There will be a reading week in the Michaelmas and the Lent Terms.

Formative coursework: Students will be required to do two presentations, to write one 2,000-word essay and one 1,000-1,500-word book review, and to contribute to weekly Moodle discussion forums. These assignments will not form part of the final assessment but they are a required component of the course, and students must complete them in order to be admitted to the course examination.

Indicative reading: A detailed course outline and reading list, subdivided by weekly topics, will be provided at the first lecture and will also be available on Moodle and in the departmental public folders. However, the following works are useful introductions for the course:

- Appelbaum, Macpherson and Roseblatt (eds), *Race and Nation in Modern Latin America*;
- Brown, *From Frontiers to Football: An Alternative History of Latin America since 1800*;
- Burgos-Debray, (ed.), *I, Rigoberta Menchú: An Indian Woman in Guatemala*;
- Chase, *Revolution within the Revolution: Women and Gender Politics in Cuba, 1952-1962*;
- Chasteen, *Born in Blood and Fire: A Concise History of Latin America*; Dinges, *The Condor Years: How Pinochet and His Allies Brought Terrorism to Three Continents*;
- Drinot (ed), *Che's Travels: The Making of a Revolutionary in 1950s Latin America*; Guillermprieto, *The Heart that Bleeds: Latin America Now*;
- Finchelstein, *From Fascism to Populism in History*; Kelly, *Sovereign Emergencies: Latin America and the Making of Global Human Rights Politics*;
- Klaren, *Peru: Society and Nationhood in the Andes*;
- Moya, *The Oxford Handbook of Latin American History*;
- Munro, *Feminism for the Americas: The Making of an International Human Rights Movement*;
- Skidmore and Smith, *Modern Latin America*;
- Taffet and Walcher, *The United States and Latin America: A History with Documents*;
- Williamson, *The Penguin History of Latin America*

Assessment: Essay (25%, 3000 words) in the LT. Take-home assessment (75%) in the ST.

HY239GC Half Unit

People, Power and Protest in Latin America, 1970s to the present day (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Dr Tanya Harmer SAR M.11

Availability: This course is available to General Course 'Spring Semester' students.

Course content: HY239 is designed to provide students with an introduction to the history of Latin America from the 1970s to the present day. Its focus is predominantly on Latin Americans and what happened within the region. However, the course will also explore Latin Americans' interaction with the wider world, including their pivotal and expanding relationship with the United States during the twentieth century. Major themes covered on the course include identity, citizenship and nationalism; neo-colonialism and anti-imperialism; state-building and concepts of "development"; revolution and resistance; dictatorship and violence; democratization and the struggle for social justice. Among more specific topics covered in lectures and seminars are military dictatorship and anticommunism in the Southern Cone; solidarity networks and Human Rights; Central American revolutionary movements and conflict; democratization and peace; transitional justice and memory wars; the rise and fall of Latin America's Pink

Tide; neoliberalism; and the struggle for indigenous and LGBT rights. In addressing these themes and topics, we will be paying particular attention to histories of race, class and gender with students encouraged to consider how different Latin Americans experienced and influenced the course of history in the region.

Teaching: Students will engage with workshop content through recorded lectures and podcasts and externally sourced content. Students will engage with seminar content in a variety of ways, including live sessions, small group meetings, asynchronous Moodle posts, and short presentations.

There will be a reading week in the Lent Term.

Formative coursework: Students will be required to write one 2,000-word essay and one 1,000-1,500-word book review, and to contribute to weekly Moodle discussion forums. These assignments will not form part of the final assessment but they are a required component of the course, and students must complete them in order to be admitted to the course examination.

Indicative reading: A detailed course outline and reading list, subdivided by weekly topics, will be provided at the first lecture and will also be available on Moodle and in the departmental public folders. However, the following works are useful introductions for the course:

Brown, *From Frontiers to Football: An Alternative History of Latin America since 1800*; Burgos-Debray, (ed.), *I, Rigoberta Menchú: An Indian Woman in Guatemala*; Chasteen, *Born in Blood and Fire: A Concise History of Latin America*; Dinges, *The Condor Years: How Pinochet and His Allies Brought Terrorism to Three Continents*; Kelly, *Sovereign Emergencies: Latin America and the Making of Global Human Rights Politics*; Meade, *A History of Modern Latin America*; Moya, *The Oxford Handbook of Latin American History*; Skidmore and Smith, *Modern Latin America*; Williamson, *The Penguin History of Latin America*

Assessment: Essay (25%, 3000 words) in the LT.

Take-home assessment (75%) in the ST.

HY240

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

This information is for the 2020/21 session.

Teacher responsible: Dr Joanna Lewis SAR G.02

Availability: This course is available on the BA in History, BSc in Government and History, BSc in International Relations and History and BSc in Politics and History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: The study of Empire has always been political. But with support for Brexit partly explained by pundits as imperial nostalgia, and the sweeping rise of the global Black Lives Matter movement, the imperative and importance of studying the British Empire and its legacy has gone stratospheric. This course will bring you back down to earth. It offers a unique and scholarly history of the complexity of the British Empire through its origins, rise, fall and legacy. No subject is off limit. Its primary focus is on understanding the experience of and the reasons for these processes including controversies and catastrophes. Many of the case studies are Africa focused. Within the context of Britain's wider political, social and cultural history, the course will examine the following: the origins of the second empire; explorers; liberalism and racism; the expansion of colonies of white settlement; the role of missionaries; the scramble for Africa; the Victorians and popular imperialism; the contribution of empire to the First and Second World Wars; fast exit strategies; violent decolonisation; race and immigration; post-colonial dictators and the legacy of white settlers. Case studies include Britain and Zimbabwe; Idi Amin and Uganda; the Mau Mau insurgency in Kenya; plus British rule in Somaliland and the fallout of the Somali civil war. The thread of racism, the imperialism of industrial capitalism and the role of key

individuals are recurring themes. This was an empire that I believe was uniquely polyphonic, ideological and Victorian, pushed along from above and pulled down from below.

Teaching: Recorded lectures. On-campus and/or Zoom class teaching, as circumstances permit.

There will be a reading week in the Michaelmas and the Lent terms.

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

Indicative reading: Books: C. A. Bayly, *The Birth of the Modern World, 1780-1914: Global Connections and Comparisons* (2004); Padraic Scanlan, *Slave Empire: How Slavery Made Modern Britain* (2020) David Olusoga, *Black and British: A forgotten History* (2016) ; John Darwin, *The British Empire Project: The Rise and Fall of the British World System, 1830-1970* (OUP 2010; (Blackwell 2004); Ronald Hyam, *Understanding the British Empire* (CUP, 2010); Ronald Hyam, *Britain's Imperial Century, 1815 to 1914* (CUP latest edn); John Newsinger, *The blood never dried: A people's history of the British Empire* (Bookmark Publications 2006); Sarah Stockwell (ed) *The British Empire: Themes and Perspectives* (Blackwell, 2007); Bernard Porter, *Absent Minded Imperialists: Empire, Society and Culture in Britain* (OUP, 2006) Bill Schwarz, *The White Man's World: Memories of Empire* (OUP, 2012); Shashi Tharoor, *Inglorious Empire: What the British Did to India* (Penguin, 2018); Peter Clarke, *Hope and Glory: Britain 1900-2000* (CUP, 2004); P D Morgan; S Hawkins (ed) *The Black Experience and the Empire* (OUP, 2004)); Ashley Jackson & David Tomkins, *Illustrating Empire: A Visual History of British Imperialism* (The Bodleian Library, Oxford; 2011); James Belich, *The Settler Revolution and the Rise of the Anglo-world* (OUP, 2011); Christian Høgsbjerg, C. L. R. James in *Imperial Britain*, (Duke University Press, 2014); Robert Hughes, *Fatal Shore: History of the Transportation of Convicts to Australia, 1787-1868* (Vintage Books, 2003); Berny Sèbe, Bertrand Taithe, Peter Yeandle Max Jones (eds) *Decolonising Imperial Heroes* (Routledge 2018); Hazel V Carby, *Imperial Intimacies: A Tale of Two Islands* (Verso 2019). Scott Ellsworth, *The World Beneath Their Feet: the race to conquer the Himalayas* (John Murray 2020). *Novels/ travelogues:* Henry Morton Stanley, *How I found Livingstone* (1871; Adansonia Press, 2018 edn); J G Farrell, *The Siege of Krishapur 1857* (Pheonix Paperback, 2002 edn) ; Mary Kingsley, *Travels in West Africa* (National Geographic adventure classics, 2002 edn); Jomo Kenyatta, *Facing Mount Kenya* (Heinemann African Writers Series, 1979); George Laming, *Castle of my skin* (Penguin Modern Classic, 2017edn) ; Chimamanda Ngozi Adichie, *Half of a Yellow Sun* (Harper Collins 2017); Petina Gappah, *An Elegy for Easterly* ; *The Book of Memory*; Simon Winchester, *Outposts: Journeys to the Surviving Relics of the British Empire*, (Penguin, 2002 edn); Jane Gourdam, *Old Filth* (Failed in London, try Hong Kong) (Hachette Digital, 2014 edn); Nadifa Mohamed, *The Orchard of the Lost Souls* (2016)

Assessment: Essay (40%, 4000 words) in the LT.

Essay (60%, 6000 words) in the ST.

HY240GC Half Unit

From Empire to Commonwealth: war, race and imperialism in British History, from the First World War to the present day (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Dr Joanna Lewis SAR G.02

Availability: This course is available to General Course 'Spring Semester' students.

Course content: The study of Empire has always been political. But with support for Brexit partly explained by pundits as imperial nostalgia, and the sweeping rise of the global Black Lives Matter movement, the imperative and importance of studying the British Empire and its legacy has gone stratospheric. This course will bring you back down to earth. It offers a unique and scholarly history of the complexity of the British Empire through its origins,

rise, fall and legacy. No subject is off limit. Its primary focus is on understanding the experience of and the reasons for these processes including controversies and catastrophes. Many of the case studies are Africa focused. Within the context of Britain's wider political, social and cultural history, the course will examine the following: the contribution of empire to the First and Second World Wars; fast exit strategies; violent decolonisation; race and immigration; post-colonial dictators and the legacy of white settlers. Case studies include Britain and Zimbabwe; Idi Amin and Uganda; the Mau Mau insurgency in Kenya; plus British rule in Somaliland and the fallout of the Somali civil war. The thread of racism, the imperialism of industrial capitalism and the role of key individuals are recurring themes. This was an empire that I believe was uniquely polyphonic, ideological and Victorian, pushed along from above and pulled down from below.

Teaching: Recorded lectures. On-campus and/or Zoom class teaching, as circumstances permit.

There will be a reading week in the Lent term.

Formative coursework: One formative essay, class presentations.

Indicative reading: Books: C. A. Bayly, *The Birth of the Modern World, 1780-1914: Global Connections and Comparisons* (2004); Padraic Scanlan, *Slave Empire: How Slavery Made Modern Britain* (2020) David Olusoga, *Black and British: A forgotten History* (2016); John Darwin, *The British Empire Project: The Rise and Fall of the British World System, 1830-1970* (OUP 2010; (Blackwell 2004); Ronald Hyam, *Understanding the British Empire* (CUP, 2010); John Newsinger, *The blood never dried: A people's history of the British Empire* (Bookmark Publications 2006); Bill Schwarz, *The White Man's World: Memories of Empire* (OUP, 2012); Shashi Tharoor, *Inglorious Empire: What the British Did to India* (Penguin, 2018); Peter Clarke, *Hope and Glory: Britain 1900-2000* (CUP, 2004); P D Morgan; S Hawkins (ed) *The Black Experience and the Empire* (OUP, 2004); Ashley Jackson & David Tomkins, *Illustrating Empire: A Visual History of British Imperialism* (The Bodleian Library, Oxford; 2011); Hazel V Carby, *Imperial Intimacies: A Tale of Two Islands* (Verso 2019)

Scott Ellsworth, *The World Beneath Their Feet: the race to conquer the Himalayas* (John Murray 2020)

Novels/travelogues: Jomo Kenyatta, *Facing Mount Kenya* (Heinemann African Writers Series, 1979); George Laming, *Castle of my skin* (Penguin Modern Classic, 2017edn); Chimamanda Ngozi Adichie, *Half of a Yellow Sun* (Harper Collins 2017); Petina Gappah, *An Elegy for Easterly*; The Book of Memory; Simon Winchester, *Outposts: Journeys to the Surviving Relics of the British Empire*, (Penguin, 2002 edn); Jane Gourdam, *Old Filth* (Failed in London, try Hong Kong) (Hachette Digital, 2014 edn); Nadifa Mohamed, *The Orchard of the Lost Souls* (2016)

Assessment: Essay (100%, 6000 words) in the ST.

HY241

What is History? Methods and Debates

This information is for the 2020/21 session.

Teacher responsible: Dr Timothy Hochstrasser SAR 2.14

Availability: This course is available on the BA in History, BSc in Government and History, BSc in International Relations and History and BSc in Politics and History. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

HY241 is available to General Course students starting in the Michaelmas Term ONLY in 2020/21.

Course content: What is history? How and for what purposes do we study the past? What kinds of debates and controversies result from historical study? The purpose of this course is to provide undergraduate students with an introduction to these important issues. We will discuss the history of history from ancient times to the present and how it has changed as an intellectual pursuit over the years. We will think about different types of history – for example, international history, intellectual history, social history,

economic history, cultural history or the history of religion – and we will discern their different concerns and priorities. We will analyse some of the most important themes in modern historical study: empires and colonialism, war and conflict, nationalism. We will outline different ideological frameworks for conducting historical research, for example Marxism, postmodernism, and gender studies. We will debate some of the key philosophical questions surrounding historical research: for example, how historians determine facts, and whether or not historical study can ever be truly objective? Finally, we will look at different ways of presenting the past, from traditional history books to museums and TV history. The course is highly recommended for students who may wish to continue studying history beyond bachelors level.

Teaching: Seminars will consist of a blend of campus and online teaching.

There will be a reading week in the Michaelmas and the Lent terms.

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

There will also be a mock exam.

Indicative reading: A full reading list will be provided at the start of the course but will include the following introductory surveys: Berger, Feldner and Passmore, *Writing History*; D Cannadine (Ed), *What is History now?*; L Jordanova, *History in Practice*; R Evans, *In Defence of History*; J Tosh, *The Pursuit of the Past*; M Bloch, *The Historian's Craft*; R G Collingwood, *The Idea of History*; T. Garton Ash, *The File*.

Assessment: Exam (80%, duration: 3 hours) in the summer exam period.

Class participation (20%) in the MT and LT.

HY242

The Soviet Union: Domestic, International and Intellectual History

This information is for the 2020/21 session.

Teacher responsible: Prof Vladislav Zubok SAR 3.13

Availability: This course is available on the BA in History, BSc in Government and History, BSc in International Relations, BSc in International Relations and History and BSc in Politics and History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course will cover the history of the Soviet Union, from its inception as a combination of the Russian Revolution and a Bolshevik dictatorship, through the Stalinist terror and World War II, its role as an international centre of the 'socialist camp' during the Cold War, to the failure of Gorbachev's reforms and a surprisingly peaceful demise in 1991. Many courses on Soviet history deal separately with politics, social history, foreign policy, and intellectual/cultural developments. This course seeks to connect disparate threads into one historical and analytical narrative by focusing on major issues confronting the interpretation of the Soviet Union and its role in the international history of the twentieth century. The course takes advantage of the extraordinary wealth of new sources about Soviet history that appeared in recent years. The following questions will be examined during this course. Was the Soviet Union a continuation or rejection of its Russian heritage? What were the sources of Soviet legitimacy, modernization, and expansionism? What was Stalinism about? Why and how did the Soviets win the war against the Nazis? Can Soviet history be better understood as a multinational, imperial, or transnational history? How did the outside world affect Soviet domestic evolution? Why did the militarily successful Soviet state that emerged strongly from the Second World War then collapse so suddenly only a few decades later? Finally, the course will examine the legacy of the Soviet Union and the extent to which there is a Soviet 'path dependency' for Putin's Russia.

Teaching: Recorded lectures. Classes will be on campus or via

Zoom as circumstances dictate. There will be a reading week in the Michaelmas and the Lent terms.

Formative coursework: Students will be required to write two 2,000-word essays (one in MT and one in LT) and make two class presentations (one in MT and one in LT).

Indicative reading: Vladislav Zubok, *A Failed Empire. The Soviet Union in the Cold War from Stalin to Gorbachev* (2007); Vladislav Zubok, *Zhivago's Children: The Last Russian Intelligentsia* (2009); Martin Malia, *The Soviet Tragedy. A History of Socialism in Russia* (Free Press, 1995); Ronald Suny, *The Structure of Soviet History. Essays and Documents* (Oxford, 2002); Terry D. Martin, *The affirmative action empire: nations and nationalism in the Soviet Union 1923-1939* (Ithaca: Cornell University Press, 2001); Sheila Fitzpatrick, *Everyday Stalinism. Ordinary Life in Extraordinary Times* (Oxford, 2000); Jochen Hellbeck, *Revolution on my mind. Writing a Diary under Stalin* (Cambridge, MA: Harvard University Press, 2006); Varlam Shalamov, *Kolyma Tales* (New York : Norton, c1980); Catherine Merridale, *Ivan's War. Life and Death in the Red Army, 1939-1945* (Picador, 2007); Elena Zubkova, *Russia After the War : Hopes, Illusions, and Disappointments, 1945-1957* (E.M.Sharp, 1998); Geoffrey Hosking, *Rulers and Victims: Russians in the Soviet Union* (Belknap, 2006); Yuri Slezkine, *The Jewish Century* (Princeton, 2006); relevant chapters on the Soviet Union and Soviet foreign policy from Melvyn Leffler and Arne Westad, eds, *The Cambridge History of the Cold War* (2010), vols. 1-3; Katerina Clark and Evgeny Dobrenko, with Andrei Artizov and Oleg Naumov, *Soviet Culture and Power. A History in Documents, 1917-1953* (New Haven, Yale University Press, 2007); William Taubman, *Khrushchev. The Man and His Era* (W.W.Norton, 2003); Alexei Yurchak, *Everything Was Forever, Until It Was No More. The Last Soviet Generation* (Princeton, 2005); Yegor Gaidar, *Collapse of an Empire: Lessons for Modern Russia* (Washington, Brookings, 2007).

Assessment: Exam (100%, duration: 3 hours) in the summer exam period.

HY242GC Half Unit The Soviet Union: Domestic, International and Intellectual History (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Prof Vladislav Zubok SAR 3.13

Availability: This course is available to General Course 'Spring Semester' students.

Course content: This course will cover the history of the Soviet Union, from its victory in World War II to the failure of Gorbachev's reforms and a surprisingly peaceful demise in 1991. Many courses on Soviet history deal separately with politics, social history, foreign policy, and intellectual/cultural developments. This course seeks to connect disparate threads into one historical and analytical narrative by focusing on major issues confronting the interpretation of the Soviet Union and its role in the international history in the second half of the twentieth century. The course takes advantage of the extraordinary wealth of new sources about Soviet history that appeared in recent years. The following questions will be examined during this course. What were the sources of Soviet legitimacy, modernization, and expansionism? What was Stalinism about? How did the outside world affect Soviet domestic evolution and devolution? Why did the Soviet state collapse so suddenly? Running through the course is the discussion about change and continuity, agency and contingency, reform and path dependency. The course helps to understand the origins of Putin's Russia.

Teaching: Recorded lectures. Classes will be on campus or via Zoom as circumstances dictate. There will be a reading week in the Lent term.

Formative coursework: Students will be required to write one 2,000-word essay in the LT and make one class presentation in the LT.

Indicative reading: Vladislav Zubok, *A Failed Empire. The Soviet Union in the Cold War from Stalin to Gorbachev* (2007); Vladislav

Zubok, *Zhivago's Children: The Last Russian Intelligentsia* (2009); Martin Malia, *The Soviet Tragedy. A History of Socialism in Russia* (Free Press, 1995); Ronald Suny, *The Structure of Soviet History. Essays and Documents* (Oxford, 2002); Elena Zubkova, *Russia After the War : Hopes, Illusions, and Disappointments, 1945-1957* (E.M.Sharp, 1998); Geoffrey Hosking, *Rulers and Victims: Russians in the Soviet Union* (Belknap, 2006); Yuri Slezkine, *The Jewish Century* (Princeton, 2006); relevant chapters on the Soviet Union and Soviet foreign policy from Melvyn Leffler and Arne Westad, eds, *The Cambridge History of the Cold War* (2010), vols. 1-3; William Taubman, *Khrushchev. The Man and His Era* (W.W.Norton, 2003); Alexei Yurchak, *Everything Was Forever, Until It Was No More. The Last Soviet Generation* (Princeton, 2005); William Taubman, *Gorbachev. His Life and Times* (W.W.Norton, 2017).

Assessment: Exam (100%, duration: 3 hours) in the summer exam period.

HY243 Not available in 2020/21

Islamic Empires, 1400 - 1800

This information is for the 2020/21 session.

Teacher responsible: Dr Gagan D. S. Sood. SAR 2.07

Availability: This course is available on the BA in History, BSc in Government and History, BSc in International Relations and History and BSc in Politics and History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: None.

Course content: Following the transformations wrought by the Mongols in the thirteenth and fourteenth centuries, the Ottoman, Safavid and Mughal empires arose in India and the Islamic heartlands. These 'Islamic' empires would go on to rank among the wealthiest and most powerful regimes of the early modern world. Supported by an array of provincial and local elites, they were at the zenith of their power in the sixteenth and seventeenth centuries, spanning a region that extended from the Mediterranean to the Bay of Bengal, from Yemen to the Crimea. Their populations were producers, consumers, importers and exporters of goods critical for global trade; their location accorded them a vital role in the flow of ideas and information; there was a remarkable flowering of the arts in the period; and conversion to the region's dominant religious tradition, Islam, continued apace, breaching new frontiers. By the eighteenth century, however, the Islamic empires were reduced to shadows of their former selves, with power monopolised by a kaleidoscope of smaller regimes vying with each other for supremacy. This struggle paved the way for the region's later incorporation into Europe's global empires of modern times, and the emergence of today's Middle East and South Asia. This course will examine the Ottoman, Safavid and Mughal empires, and the larger world to which they belonged, from their formation in the fifteenth and early sixteenth centuries to the 'unscripted possibilities' of the eighteenth century. We will study the ways in which temporal power was institutionalised; the patterns of daily life found in urban and rural settings, as well as on the frontier; Islam in theory and in practice, and its relationship to the region's other major religious traditions; diplomacy within and without the Islamic world; the prevailing techniques and technologies of warfare; inherited and collective knowledge of other lands, near and far, and the everyday movement of people, goods and news; the signal achievements in the literary, visual and architectural realms; secular changes to the region's societies and economies; early modern millenarianism, fundamentalism and reformism; and the eighteenth-century demise of the Islamic empires, with the concomitant emergence of successor regimes that shaped the paths to modernity embarked upon within the region.

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

In the ST, there will be a mock exam (1 hour) and revision class (1

hour). There will be a reading week in both MT and LT.

Formative coursework: Students are expected to submit two 2000-word essays (one in MT, one in LT), give an oral presentation in class, and sit a 1-hour mock exam in ST.

Indicative reading: Christopher A. Bayly, *The Birth of the Modern World, 1780-1914: Global Connections and Comparisons* (Oxford, 2004). Stephen F. Dale, *The Muslim Empires of the Ottomans, Safavids and Mughals* (Cambridge, UK, 2010). Joseph F. Fletcher, 'Integrative history: Parallels and interconnections in the early modern period, 1500-1800', *Journal of Turkish Studies* 9 (1985), 37-57. Colin Imber, *The Ottoman Empire, 1300-1650: The Structure of Power* (2nd edn, New York, 2009). Ira M. Lapidus, 'State and religion in Islamic societies', *Past & Present* 151 (1996), 3-27. Rudi P. Matthee, *Persia in Crisis: Safavid Decline and the Fall of Isfahan* (London, 2012). Donald Quataert, *The Ottoman Empire, 1700-1922* (Cambridge, UK, 2005). David Morgan, *Medieval Persia, 1040-1797* (London, 1988). John F. Richards, *The Mughal Empire* (Cambridge, UK, 1993). Francis Robinson, 'Ottomans-Safavids-Mughals: Shared knowledge and connective systems', *Journal of Islamic Studies* 8:2 (1997), 151-184. Gagan D. S. Sood, *India and the Islamic Heartlands: An Eighteenth-Century World of Circulation and Exchange* (Cambridge, UK, 2016).

Assessment: Exam (100%, duration: 3 hours) in the summer exam period.

HY245

The United States and the World since 1776

This information is for the 2020/21 session.

Teacher responsible: Dr Thomas Ellis SAR M.13

Availability: This course is available on the BA in History, BSc in Government and History, BSc in International Relations and History and BSc in Politics and History. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.

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

Teaching: Students will engage with lecture content through recorded lectures and through live Q&A sessions. Students will

engage with class content in large and small group meetings.

Students on this course will have a reading week in Week 6 of the MT and the LT.

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

One essay will be thematic and the other will contextualise a primary source.

A mock exam may be offered as part of exam revision arrangements.

Indicative reading: Walter Hixson, *American Foreign Relations: A New Diplomatic History* (New York: Routledge, 2016). Jay Sexton, *The Monroe Doctrine: Empire and Nation in Nineteenth Century America* (New York: Hill and Wang, 2012). Anthony F.C. Wallace, *The Long, Bitter Trail: Andrew Jackson and the Indians* (New York: Hill and Wang, 1993). Matthew Karp, *This Vast Southern Empire: Slaveholders at the Helm of American Foreign Policy* (Cambridge: Harvard University Press, 2016). Kristin Hoganson, *Consumer's Imperium: The Global Production of American Domesticity, 1865-1920* (Chapel Hill, NC: University of North Carolina Press, 2007). Daniel Immerwahr, *How to Hide an Empire: A History of the Greater United States* (Palgrave Macmillan, New York, 2019). Emily Rosenberg, *Financial Missionaries to the World: The Politics and Culture of Dollar Diplomacy* (Durham: Duke UP, 2003). Erez Manela, *The Wilsonian Moment: Self-Determination and the International Origins of Anticolonial Nationalism* (New York: Oxford University Press, 2007). Elizabeth Borgwardt, *A New Deal for the World: America's Vision for Human Rights* (Cambridge: Belknap Press of Harvard University Press, 2005). Nick Cullather, *The Hungry World: America's Battle for Cold War Asia* (Cambridge: Harvard University Press, 2011). Daniel J. Sargent, *A Superpower Transformed: The Remaking of American Foreign Relations in the 1970s* (New York: Oxford University Press, 2014). James Spiller, *Frontiers for the American Century: Outer Space, Antarctica and Cold War Nationalism* (Palgrave Macmillan, New York, 2015). Melani McAlister, *Epic Encounters: Culture, Media, and U.S. Interests in the Middle East, 1945-2000* (Berkeley: University of California Press, 2005).

Assessment: Essay (25%, 3000 words) in the LT.

Take-home assessment (75%) in the ST.

Take-away exam, released via Moodle.

HY245GC Half Unit

The United States and the World during the American Century (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Dr Thomas Ellis SAR M.13

Availability: This course is available to General Course 'Spring Semester' students.

Course content: In 1941 Henry Luce, the publisher of Time and Life magazines called on his fellow Americans to meet the challenges and responsibilities of global leadership in what he called "The American Century". This course explores how the United States has engaged the wider world from its contentious decision to intervene in the Great War through to the present day. Throughout, the course analyzes state-to-state policy-making alongside a wide array of non-state actors and institutions that have also shaped U.S. global power. Rather than focus on a narrow cast of presidents, diplomats and decision-makers, this course examines American interaction with the wider world through themes such as American exceptionalism—the belief that the United States is fundamentally different than other nation-states and empires—, settler colonialism, race, gender, capitalism, imperialism, immigration, and transnationalism. The semester begins with the United States revelling in its growing economic power while struggling to reconcile its new formal imperial territories in the Pacific and the Caribbean with its much-mythologised credentials as a nation forged in anti-imperial rebellion. In and through two World Wars, the United States jockeyed for a lead role in

constructing an international global order organized around commitments to self-determination. These commitments rang hollow, however, as the United States intervened across the Third World as part of a Cold War contest with the Soviet Union to win hearts, minds, and allies. With decolonization movements, the international order began to fragment, a process accelerated by a new era of globalization. The course will trace this arc and concludes by considering such transnational forces, including migration, environmentalism, humanitarianism, financialisation, and terrorism, which have underscored the recent emergence of a nationalist brand of anti-globalisation in the United States and wider world. Throughout, we will ask, what historical conditions incited and enabled the projection of American power in the world? How has the American empire differed from its predecessors? How have forces of globalisation impacted the nation-state?

Teaching: In the Lent Term students will engage with lecture content through recorded lectures and through live Q&A sessions. Students will engage with class content in large and small group meetings.

Students on this course will have a reading week in Week 6 of the LT.

Formative coursework: Spring Semester Students will be expected to produce one formative essay in the LT.

Students will find a primary source and give a brief presentation contextualising it within the relevant literature; they will then draw on peer feedback to write a formative essay.

A mock exam may be offered as part of exam revision arrangements.

Indicative reading: Walter Hixson, *American Foreign Relations: A New Diplomatic History* (New York: Routledge, 2016). Kristin Hoganson, *Consumer's Imperium: The Global Production of American Domesticity, 1865-1920* (Chapel Hill, NC: University of North Carolina Press, 2007). Daniel Immerwahr, *How to Hide an Empire: A History of the Greater United States* (Palgrave Macmillan, New York, 2019). Erez Manela, *The Wilsonian Moment: Self-Determination and the International Origins of Anticolonial Nationalism* (New York: Oxford University Press, 2007). Elizabeth Borgwardt, *A New Deal for the World: America's Vision for Human Rights* (Cambridge: Belknap Press of Harvard University Press, 2005). Nick Cullather, *The Hungry World: America's Battle for Cold War Asia* (Cambridge: Harvard University Press, 2011). Daniel J. Sargent, *A Superpower Transformed: The Remaking of American Foreign Relations in the 1970s* (New York: Oxford University Press, 2014). James Spiller, *Frontiers for the American Century: Outer Space, Antarctica and Cold War Nationalism* (Palgrave Macmillan, New York, 2015). Melani McAlister, *Epic Encounters: Culture, Media, and U.S. Interests in the Middle East, 1945-2000* (Berkeley: University of California Press, 2005).

Assessment: Take-home assessment (100%) in the ST. Take-away exam, released via Moodle.

HY246

The Global Caribbean: Colonialism, Race and Revolutions 1780s-1980s

This information is for the 2020/21 session.

Teacher responsible: Dr Oscar Webber SAR M.13

Availability: This course is available on the BA in History, BSc in Government and History, BSc in International Relations and History and BSc in Politics and History. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.

Course content: Lying southeast of North America, north of South America and east of Central America, the Caribbean, while geographically small, has played a major role in global history. Over the course of five-hundred-years the Caribbean has been at the centre of clashes and encounters between indigenous peoples, Amerindians, Europeans, Africans, and Asians all of which has

led to momentous political, social, economic and cultural change. Far from simply being a tropical tourist paradise or tax haven, the Caribbean is widely recognised as being a key site of modernity through the role the region has played in global historical processes of exploration, colonialism, transatlantic slavery, capitalism, revolution, wars, migrations and diasporas. Critical movements have emerged from the Caribbean ranging from pan-African consciousness, creolisation, Garveyism, Rastafarianism, and multiculturalism all of which had an impact in Africa, Asia, the United States, Europe and Latin America. The Caribbean has spawned foundational writers, artists, and intellectuals like José Martí, C L R James, Una Marson, Eric Williams, Nicolás Guillén, Sam Selvon, Jean Price-Mars, Aimé Césaire, Frantz Fanon, Fidel Castro, Claudia Jones, Walter Rodney, Bob Marley, and contemporary figures such as Edwidge Danticat and Junot Díaz who have provided critical commentary on the region and its links to the wider world.

This course delves into all of these issues and presents an overview of Caribbean political, economic, social and cultural history from the height of transatlantic slavery to the postcolonial era in the 1980s. It especially focuses on the three central themes of American and European colonialism, race and revolution and takes an expansive view of the Anglophone, Francophone, and Hispanic Caribbean. Wherever possible, comparisons and contrasts with the United States and Latin America are drawn upon. Weekly topics that will be explored in lectures and classes include: European Colonial Encounters; transatlantic slavery and the making of 'race'; the structure of slave societies: plantations and Maroons; the Haitian Revolution; abolition, apprenticeship and emancipation in the British and French Caribbean; Asian Indentureship and the continuation of slavery in the Hispanic Caribbean; Independence, Wars, and the rise of US imperialism in the Hispanic Caribbean; inter-regional labour migrations and radicalism; the First World War; extra-regional labour migrations, black internationalism, Negritude, and Afrocaribbeanism; the US Occupation of the Dominican Republic and Haiti; economic Depression and Labour Rebellions; the Second World War and Departmentalisation in the Anglophone and Francophone Caribbean; the Cold War; the Cuban Revolution and Caribbean Federation; Decolonization in the Anglophone Caribbean; the Black Power Movement; neo-colonialism, tourism, and violence in the postcolonial era; the politics of reparations.

Teaching: Students will engage with the course in a variety of ways. There will be pre-recorded lectures with some lectures including externally sourced video content. The lectures will be posted a week in advance of the classes.

Classes will be conducted either in person for one hour or via Zoom. During classes students will discuss in groups one primary source and two secondary readings. All secondary sources will be available via Moodle and primary sources will be sent to students via email or provided in class one week in advance of the class. For those students who are in varied time zones online moodle forums will be used to ensure they engage with class discussion and this will be considered part of their class participation grade. There will be a reading week in week 6 of the Michaelmas and the Lent Terms.

Formative coursework: Students will be expected to produce one source analysis in the MT.

Indicative reading:

- Bolland, O Nigel, *On the March: Labour Rebellions in the British Caribbean, 1934-39* (Kingston: Ian Randle, 1995).
- Briggs, Laura, *Reproducing empire: race, sex, science and US imperialism in Puerto Rico* (Berkeley: University of California Press, 2002).
- Childers, Kristen Stromberg, *Seeking Imperialism's Embrace: national identity, decolonization and assimilation in the French Caribbean* (New York: Oxford University Press, 2016).
- Duke, Eric D, *Building a Nation: Caribbean federation in the black diaspora* (Gainesville: University Press of Florida, 2016)
- Dubois, L. *Avengers of the New World: The Story of the Haitian Revolution* (Cambridge MA: Harvard University Press, 2004).
- Dubois, L, and Garrigus, J (eds), *Slave Revolution in the*

Caribbean, 1789-1804: A History in Documents (New York: Bedford Press, 2006).

- Ferrer, Ada, *Freedom's Mirror: Cuba and Haiti in the Age of Revolution* (Cambridge University Press, 2014)
- Higman, B W, *A Concise History of the Caribbean* (Cambridge: Cambridge University Press, 2011).
- Heuman, Gad, *The Caribbean: a brief history* (London: Bloomsbury Academic, 2013).
- Holt, Thomas, *The Problem of Freedom: Race, Labor, and Politics in Jamaica and Britain, 1832-1938* (Baltimore MD: Johns Hopkins University Press, 1992).
- Palmié Stephan and Francisco A. Scarano (eds.) *The Caribbean: a history of the region and its peoples* (Chicago: Chicago University Press, 2011).
- Parker, Jason, *Brother's Keeper: The United States, Race and Empire in the British Caribbean 1927-1962* (New York: Oxford University Press, 2008).
- Putnam, Lara, *The Company they Kept: Migrants and the Politics of Gender in Caribbean Costa Rica, 1870-1960* (Chapel Hill: University of North Carolina Press, 2002).
- Renda, Mary L, *Taking Haiti: Military Occupation and the Culture of US Imperialism 1915-1940* (Chapel Hill: University of North Carolina Press, 2004).
- Quinn, Kate, (ed), *Black Power in the Caribbean* (Gainesville: University Press of Florida, 2014).

Assessment: Essay (35%, 3500 words) in the LT.

Essay (35%, 3500 words) in the ST.

Class participation (15%) in the MT and LT.

Source analysis (15%) in the MT.

HY246GC Half Unit

The Global Caribbean in the Twentieth Century: Colonialism, Race and Revolutions (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Dr Oscar Webber SAR M.13

Availability: This course is available to General Course 'Spring Semester' students.

Course content: Lying southeast of North America, north of South America and east of Central America, the Caribbean, while geographically small, has played a major role in global history. Over the course of five-hundred years the Caribbean has been at the centre of clashes and encounters between indigenous peoples, Amerindians, Europeans, Africans, and Asians all of which has led to momentous political, social, economic and cultural change. Far from simply being a tropical tourist paradise or tax haven, the Caribbean is widely recognised as being a key site of modernity through the role the region has played in global historical processes of exploration, colonialism, transatlantic slavery, capitalism, revolution, wars, migrations and diasporas. Critical movements have emerged from the Caribbean ranging from pan-African consciousness, creolisation, Garveyism, Rastafarianism, and multiculturalism all of which had an impact in Africa, Asia, the United States, Europe and Latin America. The Caribbean has spawned foundational writers, artists, and intellectuals like José Martí, C L R James, Una Marson, Eric Williams, Nicolás Guillén, Sam Selvon, Jean Price-Mars, Aimé Césaire, Frantz Fanon, Fidel Castro, Claudia Jones, Walter Rodney, Bob Marley, and contemporary figures such as Edwidge Danticat and Junot Díaz who have provided critical commentary on the region and its links to the wider world.

This course delves into all of these issues and presents an overview of Caribbean political, economic, social and cultural history from the period after the First World War to the postcolonial era in the 1980s. It especially focuses on the three central themes of American and European colonialism, race and revolution and takes an expansive view of the Anglophone, Francophone, and Hispanic Caribbean. Wherever possible, comparisons and

contrasts with the United States and Latin America are drawn upon. Weekly topics that will be explored in lectures and classes include: extra-regional labour migrations, black internationalism, Negritude, and Afrocubanismo; the US Occupation of the Dominican Republic and Haiti; economic Depression and Labour Rebellions; the Second World War and Departmentalisation in the Anglophone and Francophone Caribbean; the Cold War; the Cuban Revolution and Caribbean Federation; Decolonization in the Anglophone Caribbean; the Black Power Movement; neo-colonialism, tourism, and violence in the postcolonial era; the politics of reparations.

Teaching: Students will engage with the course in a variety of ways. There will be pre-recorded lectures with some lectures including externally sourced video content. The lectures will be posted a week in advance of the classes.

Classes will be conducted either in person for one hour or via Zoom. During classes students will discuss in groups one primary source and two secondary readings. All secondary sources will be available via Moodle and primary sources will be sent to students via email or provided in class one week in advance of the class. For those students who are in varied time zones online moodle forums will be used to ensure they engage with class discussion and this will be considered part of their class participation grade. There will be a reading week in week 6 of the Lent Term.

Indicative reading:

- Bolland, O Nigel, *On the March: Labour Rebellions in the British Caribbean, 1934-39* (Kingston: Ian Randle, 1995).
- Briggs, Laura, *Reproducing empire: race, sex, science and US imperialism in Puerto Rico* (Berkeley: University of California Press, 2002).
- Childers, Kristen Stromberg, *Seeking Imperialism's Embrace: national identity, decolonization and assimilation in the French Caribbean* (New York: Oxford University Press, 2016).
- Duke, Eric D, *Building a Nation: Caribbean federation in the black diaspora* (Gainesville: University Press of Florida, 2016)
- Dubois, L. *Avengers of the New World: The Story of the Haitian Revolution* (Cambridge MA: Harvard University Press, 2004).
- Dubois, L, and Garrigus, J (eds.), *Slave Revolution in the Caribbean, 1789-1804: A History in Documents* (New York: Bedford Press, 2006).
- Ferrer, Ada, *Freedom's Mirror: Cuba and Haiti in the Age of Revolution* (Cambridge University Press, 2014)
- Higman, B W, *A Concise History of the Caribbean* (Cambridge: Cambridge University Press, 2011).
- Heuman, Gad, *The Caribbean: a brief history* (London: Bloomsbury Academic, 2013).
- Holt, Thomas, *The Problem of Freedom: Race, Labor, and Politics in Jamaica and Britain, 1832-1938* (Baltimore MD: Johns Hopkins University Press, 1992).
- Palmié Stephan and Francisco A. Scarano (eds.) *The Caribbean: a history of the region and its peoples* (Chicago: Chicago University Press, 2011).
- Parker, Jason, *Brother's Keeper: The United States, Race and Empire in the British Caribbean 1927-1962* (New York: Oxford University Press, 2008).
- Putnam, Lara, *The Company they Kept: Migrants and the Politics of Gender in Caribbean Costa Rica, 1870-1960* (Chapel Hill: University of North Carolina Press, 2002).
- Renda, Mary L, *Taking Haiti: Military Occupation and the Culture of US Imperialism 1915-1940* (Chapel Hill: University of North Carolina Press, 2004).
- Quinn, Kate, (ed), *Black Power in the Caribbean* (Gainesville: University Press of Florida, 2014).

Assessment: Essay (70%, 3500 words) in the ST.

Class participation (15%) and source analysis (15%) in the LT.

HY247 Not available in 2020/21**The History of Modern Turkey, 1789 to the Present****This information is for the 2020/21 session.****Teacher responsible:** Prof Marc Baer SAR 3.17**Availability:** This course is available on the BA in History, BSc in Government and History, BSc in International Relations and History and BSc in Politics and History. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.**Course content:** The history of modern Turkey provides the student an important opportunity to examine a crucial nation bridging Europe and the Middle East, through the lenses of democracy and dictatorship, globalisation and nationalism, revolution and reform, and tolerance and genocide. This course explores late Ottoman and Turkish Republican history from 1789 to the present. The following topics are studied: Global change and the Ottoman 'New Order', 1789-1807; the reforms of Mahmut II and the Tanzimat; reform and repression in the Hamidian era, 1876-1908; Salonica as window onto Ottoman transformations; the revolution of 1908; the Committee of Union and Progress and the Balkan Wars, 1908-1913; Talat Pasha, World War I, and the Armenian genocide; the collapse of the empire; Greco-Turkish wars, 1918-1922; Mustafa Kemal and the new Republic, 1923; the revolutionary changes wrought by Kemalism, 1923-1945; Turkey and World War II; transition to democracy, 1945-1950; democratising reforms, 1950-1960; the three coups of 1961, 1970, and 1980; political Islam in Turkey since the 1970s; the Turkish diaspora in Europe; the Kurdish issue since the 1980s; opening up to the world, 1983-1991; and Recep Tayyip Erdogan: new Atatürk, new caliph.**Teaching:** 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 1 hour of lectures in the ST.

There will be a reading week in Week 6 of the Michaelmas Term and Week 6 of the Lent Term. There will be a revision lecture in Summer Term.

Formative coursework: Students are required to submit one essay of 3500 words in the Michaelmas Term.**Indicative reading:** A full reading list will be provided at the start of the course. The textbook is Erik J. Zürcher, *Turkey, A Modern History*, 4th ed. Other readings will include Caroline Finkel, *Osman's Dream: The History of the Ottoman Empire*; Selim Deringil, *The Well-Protected Domains: Ideology and the Legitimation of Power in the Ottoman Empire, 1876-1909*; Marc David Baer, *The Dönme: Jewish Converts, Muslim Revolutionaries, and Secular Turks*; Hans-Lukas Kieser, *Talaat Pasha: Father of Modern Turkey, Architect of Genocide*; Eugene Rogan, *The Fall of the Ottomans: The Great War in the Middle East*; Ronald Grigor Suny, *"They Can Live in the Desert but Nowhere Else": A History of the Armenian Genocide*; Erik Zürcher, *The Young Turk Legacy and Nation Building: From the Ottoman Empire to Atatürk's Turkey*; Vamik Volkan and Norman Itzkowitz, *The Immortal Atatürk: A Psychobiography*; Hale Yilmaz, *Becoming Turkish: Nationalist Reforms and Cultural Negotiations in early Republican Turkey, 1923-1945*; Corry Guttstadt, *Turkey, the Jews, and the Holocaust*; Esra Özyürek, *Nostalgia for the Modern: State Secularism and Everyday Politics in Turkey*; The Kurdish Question in Turkey: *New Perspectives on Violence, Representation, and Reconciliation*, edited by Cengiz Gunes and Welat Zeydanlioglu; and Soner Cagaptay, *The New Sultan: Erdogan and the Crisis of Modern Turkey*.**Assessment:** Exam (50%, duration: 2 hours) in the summer exam period.

Essay (35%, 3500 words) in the LT.

Presentation (15%) in the MT and LT.

HY300**Dissertation****This information is for the 2020/21 session.****Teacher responsible:** Dr David Motadel SAR 3.16**Availability:** This course is compulsory on the BA in History. This course is available on the BSc in Government and History, BSc in International Relations and History and BSc in Politics and History. This course is not available as an outside option nor to General Course students.**Course content:** A dissertation of not more than 10,000 words on a topic to be approved by the candidate's supervisor. It is designed to allow a detailed and thorough exploration of a topic of interest to the candidate. The topic should fall within the parameters of the degree course. It should include the examination of primary sources, in printed, manuscript and/or digital form.**Teaching:** Recorded lectures: 2 for second-year students in the Lent Term; 1 for third-year students in the Michaelmas Term. Each lecture will be followed by a live large-group Zoom session for Q&A. Candidates should secure in the course of the LT of their second year the agreement of a member of academic staff in the Department of International History (who need not be their advisor or tutor) to supervise a suitable topic, and then submit a title to the Undergraduate Programmes Administrator by published deadline. Supervisors can be expected to offer advice on the scholarly literature, guidance on research and writing, and detailed comments on a sample of up to 3000 words.**Assessment:** Dissertation (100%, 10000 words) in the ST.

The dissertation must be submitted by the published deadline in Week 1 of the ST in the student's third year. It should be typewritten. Precise details on length, format, presentation and deadline will be issued by the Department through the workshops and Moodle. Candidates may be called for an oral examination if the Examiners wish to satisfy themselves that the dissertation is the candidate's own work.

HY311**Limited War During the Cold War Era: The US in Korea (1950-53) and Vietnam (1954-75)****This information is for the 2020/21 session.****Teacher responsible:** Prof Steven Casey SAR 2.10**Availability:** This course is available on the BA in History, BSc in Government and History, BSc in International Relations and History and BSc in Politics and History. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.**Course content:** Based on a variety of primary sources, and a wide range of secondary reading, this course will explore US attitudes and policies towards and during the Korean and Vietnam Wars. The problems of limited war; the origins of the Korean War; Truman and the decision to intervene; Inchon and the decision to cross the 38th parallel; the Chinese intervention and its consequences; the US home front during the Korean War; the Truman-MacArthur Controversy; Korea and US Cold War strategy: NSC-68, NATO, and 'The Great Debate'; fighting while negotiating, 1951-53; legacies; JFK and Vietnam; LBJ and the decision to escalate; LBJ as Commander in Chief; the war on the ground in Vietnam: 'search and destroy' versus 'hearts and minds'; the Tet Offensive; the media and military at war; the US home front during the Korean War; Vietnam and US Cold War strategy: détente and triangular diplomacy; fighting while negotiating, 1969-73; legacies.**Teaching:** 110-minute weekly seminars, on campus or online as circumstances dictate, with various weekly activities determined by the teacher.

Students are expected to keep up with the readings (documents and secondary literature) for the weekly meetings, and to participate in seminar discussions.

There will be a reading week in the Michaelmas and the Lent

terms.

Formative coursework: Students will be required to write one essay and one source analysis exercise in the MT

Indicative reading: A detailed course outline and reading list, as well as handouts, will be available as the start of the course. The following works are recommended: Steven Casey, *Selling the Korean War* (2008); William Stueck, *Rethinking the Korean War* (2002); Burton I. Kaufman, *The Korean War: Challenges in Crisis, Credibility and Command* (1986, or later edition); Rosemary Foot, *The Wrong War: American Policy and the Dimensions of the Korean Conflict, 1950-53* (1985); George Herring, *America's Longest War* (various editions); David L. Anderson, *Shadow on the White House: Presidents and the Vietnam War* (1993); David L. Anderson (ed), *The Columbia History of the Vietnam War* (2011); Robert J. McMahon, *The Limits of Empire: The United States and Southeast Asia since World War II* (1999).

Assessment: Essay (35%, 3500 words) and source analysis (15%) in the LT.

Essay (50%, 5000 words) in the ST.

HY311GC Half Unit

Limited War During the Cold War Era: The US in Vietnam (1954-75) (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Prof Steven Casey SAR 2.10

Availability: This course is available to General Course 'Spring Semester' students.

Course content: Based on a variety of primary sources, and a wide range of secondary reading, this course will explore US attitudes and policies towards and during the Vietnam War.

JFK and Vietnam; LBJ and the decision to escalate; LBJ as Commander in Chief; the war on the ground in Vietnam: 'search and destroy' versus 'hearts and minds'; the Tet Offensive; the media and military at war; the US home front during the Korean War; Vietnam and US Cold War strategy: détente and triangular diplomacy; fighting while negotiating, 1969-73; legacies.

Teaching: 110-minute weekly seminars, on campus or online as circumstances dictate, with various weekly activities determined by the teacher.

Students are expected to keep up with the readings (documents and secondary literature) for the weekly meetings, and to participate in seminar discussions.

There will be a reading week in the Lent term.

Indicative reading: A detailed course outline and reading list, as well as handouts, will be available as the start of the course. The following works are recommended: George Herring, *America's Longest War* (various editions); David L. Anderson, *Shadow on the White House: Presidents and the Vietnam War* (1993); David L. Anderson (ed), *The Columbia History of the Vietnam War* (2011); Robert J. McMahon, *The Limits of Empire: The United States and Southeast Asia since World War II* (1999).

Assessment: Essay (40%, 3500 words) in the LT.

Essay (60%, 5000 words) in the ST.

HY315

The European Enlightenment, c.1680-1799

This information is for the 2020/21 session.

Teacher responsible: Dr Timothy Hochstrasser SAR 2.14

Availability: This course is available on the BA in History, BSc in Government and History, BSc in International Relations and History and BSc in Politics and History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

HY315 is available to General Course students starting in the Michaelmas Term ONLY in 2020/21.

Course content: The European Enlightenment of the eighteenth century is conventionally taken to be the period in which the disciplines of philosophy, history, economics and anthropology, and other social sciences began to emerge as discrete disciplines independent of state and church control. This course therefore sets out to explore the new ideas generated in these areas as a result of a fresh understanding of man's place in the physical world. But while the course aims to look at ideas and concepts in themselves it is also concerned with the way that they were applied in political practice and adapted to provide new understanding of social structures, or as contemporaries put it, a 'Science of Man'. The chronological context of the Enlightenment is taken to be Europe between the reign of Louis XIV and the end of the Directory in France in 1799. Within this broad framework the following large themes provide the subject matter of both lectures and classes in the Michaelmas Term: the impact of the Scientific Revolution upon institutionalised religion; the emergence of a 'Republic of Letters'; English and French critiques of absolutist monarchy; the creation of scientific approaches to the study of ethics and politics; the political theory of enlightened despotism; the intellectual origins of the French Revolution; intellectual encounters with the New World; the concept of a Counter-Enlightenment; and the move from a private to a public sphere of cultural inquiry. The contributions of Newton, Locke, Voltaire, Montesquieu, and Rousseau - among others - will be highlighted. In the Lent Term the focus will be more narrowly directed to the study of individual key authors and texts and on the impact of enlightened ideas in particular countries, notably England, France, Prussia, Russia and the Habsburg Monarchy. Space will also be found for an examination of the contribution of enlightened thought to the visual arts and music in the 18th century. The course gives students the chance to consider whether or not the Enlightenment was an era of European history that fostered the application of reason to political and social reform, an end to censorship, torture, and hierarchical social models, and a beginning to religious toleration and recognizably modern concepts of human rights, international law and social equality. The focus throughout will be on the writings of the philosophes themselves and their attempts to convert theoretical innovation into practical reform through the agency of bureaucracy and rulers.

Teaching: Recorded lectures. Classes will consist of a blend of campus and online teaching.

There will be a reading week in week 6 of the Michaelmas and the Lent Terms.

Formative coursework: Two pieces of formative assessment are required, the first a source-criticism exercise in the Michaelmas Term (week 4), and the second a conventional essay in the Lent Term (week 7). In addition students will do a mock.

Indicative reading: A full reading list will be provided at the start of the course. The following represent basic introductory reading only, and an indication of some primary sources: T C W Blanning, *The culture of power and the power of culture* (2002); D Outram, *The Enlightenment* (1995); T Munck, *The Enlightenment* (2000); R Porter, *The Enlightenment* (2001). Anthologies: I Kramnik (Ed), *The Portable Enlightenment Reader* (1995); S Eliot & B Stern (Eds), *The Age of Enlightenment* (2 vols, 1979).

Assessment: Exam (70%, duration: 3 hours) in the summer exam period.

Presentation (15%) and class participation (15%) in the MT and LT. Students MUST give an assessed presentation in either the MT or the LT.

Class participation will be graded across both the MT and the LT.

HY319

Napoleon and Europe

This information is for the 2020/21 session.

Teacher responsible: Dr Paul Keenan SAR 2.13

Availability: This course is available on the BA in History, BSc in Government and History, BSc in International Relations, BSc in

International Relations and History and BSc in Politics and History. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

HY319 is available to General Course students starting in the Michaelmas Term ONLY in 2020/21.

Course content: The Napoleonic Empire was crucial in the formation of modern Europe. Much of Europe was covered by the Napoleonic Empire and its impact was felt across large parts of the non-European world. The influence of the emperor and his policies was most obvious in relation to the European international system, particularly through his military campaigns and his territorial reorganisation of Europe in the wake of his successes. However, the Napoleonic era also saw major developments in the legal, constitutional, social, and economic order of many states, whether allied or opposed to the Napoleonic project. Likewise, in the aftermath of the French Revolution, much attention is paid to the impact of the Napoleonic era on the relationship between Church and State and the rise of national consciousness, whether in political or cultural terms. By studying how Napoleon's empire was created, challenged, and ultimately defeated, the course will focus on the nature of power and legitimacy in this era. An attempt will be made to place the Napoleonic empire in a broader context, in part by comparing it to other contemporary, rival states, including Russia, Austria, and the United Kingdom. Finally, the course will begin and end with an assessment of the Napoleonic myth, both in terms of his contemporaries and for subsequent generations of historians.

Teaching: Learning engagement activities will include preparatory small group work, presentations, and live discussion. There will be a reading week in the Michaelmas and the Lent terms.

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

Indicative reading: A full reading list will be provided at the beginning of the course. Useful introductory reading includes: M. Lyon, Napoleon Bonaparte and the Legacy of the French Revolution; G. Ellis, The Napoleonic Empire; C. Emsley, Napoleon: Conquest, Reform and Reorganisation; M. Broers, Europe under Napoleon, 1799-1815; C. Esdaile, Napoleon's Wars; S. J. Woolf, Napoleon's Integration of Europe; P. Dwyer (ed.), Napoleon and Europe; P. Geyl, Napoleon, For and Against.

Assessment: Essay (50%, 3500 words) in the ST.

Document analysis (20%) in the LT.

Presentation (20%) and class participation (10%) in the MT and LT.

HY320

The Cold War Endgame

This information is for the 2020/21 session.

Teacher responsible: Professor Kristina Spohr, SAR 2.17

Availability: This course is available on the BA in History, BSc in Government and History, BSc in International Relations and History and BSc in Politics and History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: Based upon a variety of primary sources, this course will explore why and how in the second half of the 1980s the East-West conflict between the United States and the Soviet Union transformed itself so suddenly and peacefully into the collapse of (European) communism, German unification and the end of the USSR and her empire, while China took an entirely different exit from the Cold War era. In doing so, we will ask what was the correlation between "high" and "low politics" in these events and processes? Topics will include: the onset of détente and neue Ostpolitik; the impact of Helsinki (1975) and human rights; détente's death, Euromissiles and the war in Afghanistan; the second Cold War of the early 1980s, pacifism and transatlantic turmoil; the Pope and the Polish crisis of 1980-81; Gorbachev's new thinking and reforms in the USSR; Reagan and

Gorbachev: superpower summitry; the Chinese crackdown and the eastern European revolutions; German unification: domestic and international aspects; Kohl, Mitterrand and the road to the European Union; the collapse of the Soviet 'empire'; the Baltic independence struggle, Yeltsin and the Moscow coup; Soviet disintegration and Yugoslavia's implosion; explanations and interpretations of the Cold War endgame. The discussion in each seminar will draw on a combination of primary and secondary material.

Teaching: Twenty 110-minute live seminars, on campus or on Zoom as circumstances dictate, with various weekly activities determined by the teacher and bilateral essay planning supervision. There will be a reading week in the MT and the LT.

Formative coursework: Students will be required to present one short class paper during the MT or the LT as well as to submit a practice essay (1,500 words) and one document answer during the MT.

Indicative reading: A detailed course outline and reading list, subdivided by weekly topics, as well as a document pack will be available at the beginning of the course on Moodle. The following works are recommended as essential reading: K Spohr, Post Wall Post Square (2019); P Zelikow & C Rice, To Build a Better World (2019); S Dockrill, The End of the Cold War Era (2005); O A Westad et al (eds), The Cambridge History of the Cold War, vols 2-3 (2010); M E Sarotte, 1989 (2009); Hal Brands, The Unipolar Moment (2016); A Brown, The Gorbachev Factor (1996); R L Garthoff, The Great Transition (1994); Idem, Détente and confrontation (1985); J Levesque, The Enigma of 1989 (1997); C S Maier, Dissolution (1997); H Adomeit, Imperial Overstretch (1998); R Summy & M E Salla (eds), Why the Cold War Ended (1995). Also students should familiarise themselves with the Cold War International History Project homepage (<http://www.wilsoncentre.org>) and in particular: Bulletins No 5 'Cold War Crises', No 8-9 'The Cold War in the Third World and the Collapse of Detente in the 1970s', and No 12/13 'The End of the Cold War'.

Assessment: Essay (35%, 3500 words), essay (50%, 5000 words) and source analysis (15%) in the LT.

HY320GC Half Unit

The Cold War Endgame (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Professor Kristina Spohr, SAR 2.17

Availability: This course is available to General Course 'Spring Semester' students.

Course content: Based upon a variety of primary sources, this course will explore why and how in the second half of the 1980s the East-West conflict between the United States and the Soviet Union transformed itself so suddenly and peacefully into the collapse of (European) communism, German unification and the end of the USSR and her empire, while China took an entirely different exit from the Cold War era. In doing so, we will ask what was the correlation between "high" and "low politics" in these events and processes? Topics will include: the Chinese crackdown and the eastern European revolutions; German unification: domestic and international aspects; Kohl, Mitterrand and the road to the European Union; the collapse of the Soviet 'empire'; the Baltic independence struggle, Yeltsin and the Moscow coup; Soviet disintegration and Yugoslavia's implosion; explanations and interpretations of the Cold War endgame. The discussion in each seminar will draw on a combination of primary and secondary material.

Teaching: Ten 110-minute live seminars, on campus or on Zoom as circumstances dictate, with various weekly activities determined by the teacher and bilateral essay planning supervision. There will be a reading week in the LT.

Formative coursework: Students will be required to submit a practice essay (1,500 words) during the LT.

Indicative reading: A detailed course outline and reading list, subdivided by weekly topics, as well as a document pack will be

available at the beginning of the course on Moodle. The following works are recommended as essential reading: K Spohr, *Post Wall Post Square* (2019); P Zelikow & C Rice, *To Build a Better World* (2019); S Dockrill, *The End of the Cold War Era* (2005); O A Westad et al (eds), *The Cambridge History of the Cold War*, vols 2-3 (2010); M E Sarotte, 1989 (2009); Hal Brands, *The Unipolar Moment* (2016); A Brown, *The Gorbachev Factor* (1996); R L Garthoff, *The Great Transition* (1994); Idem, *Détente and confrontation* (1985); J Levesque, *The Enigma of 1989* (1997); C S Maier, *Dissolution* (1997); H Adomeit, *Imperial Overstretch* (1998); R Summy & M E Salla (eds), *Why the Cold War Ended* (1995). Also students should familiarise themselves with the Cold War International History Project homepage (<http://www.wilsoncentre.org>) and in particular: Bulletins No 5 'Cold War Crises', No 8-9 'The Cold War in the Third World and the Collapse of Detente in the 1970s', and No 12/13 'The End of the Cold War'.

Assessment: Essay (100%, 5000 words) in the LT.

HY322

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

This information is for the 2020/21 session.

Teacher responsible: Dr David Motadel SAR 3.16

Availability: This course is available on the BA in History, BSc in Government and History, BSc in International Relations and History and BSc in Politics and History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

HY322 will be available to General Course students starting in the Michaelmas Term only in 2020/21.

Course content: The Second World War was the most destructive conflict in modern European history. At the height of the war, German soldiers occupied lands from the Channel Islands to the Caucasian mountains, from Scandinavia to Attica. Across the continent, societies were torn apart by war, occupation, and civil war. Drawing on key secondary texts and primary sources, this course examines Nazi Germany's war in Europe from a comparative perspective. It looks at the origins of the conflict; the course of the war, from the partition of Poland to the fall of Berlin; war crimes; Nazi occupation regimes; local collaboration and the recruitment of hundreds of thousands of non-Germans into Hitler's armies; resistance and partisan insurgency; ethnic cleansing and genocide; and the aftermath of the war. The focus is not only on political leaders, party functionaries, and generals, but also on ordinary people, such as soldiers, peasants, slave workers, and concentration camp inmates. Particular attention is given to the views and experiences of contemporary intellectuals, such as George Orwell, Raphael Lemkin, Marc Bloch, and Hannah Arendt. The course considers the Second World War as an amalgam of different forms of conflict, including wars between states, civil wars, and partisan wars, and it also addresses more general questions about conflict and violence in the modern age.

Teaching: Seminars will be taught on campus, with online teaching via Zoom as a back-up if required.

There will be a reading week in the MT and the LT.

Formative coursework: Students will be required to write one conventional essay of 2,000 words during LT and one timed mock exam. Students will also be required to prepare short summaries of the readings (bullet points) for the weekly meetings.

Indicative reading: Omer Bartov, *The Eastern Front, 1941-45: German Troops and the Barbarisation of Warfare* (London, 1985). Christopher Browning, *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland* (New York, 1992). Richard J. Evans, *The Third Reich at War, 1939-1945* (London, 2008). Saul Friedländer, *The Years of Extermination: Nazi Germany and the Jews, 1939-1945* (London, 2007). Peter Fritzsche, *An Iron Wind: Europe under Hitler* (New York, 2016). Robert Gildea, Marianne in Chains: In Search of the German Occupation, 1940-1945 (London,

2002). Jan T. Gross, *Neighbours: The Destruction of the Jewish Community in Jedwabne, Poland* (Princeton, 2001). Christian Hartmann, *Operation Barbarossa: Nazi Germany's War in the East, 1941-1945* (Oxford, 2013). Raul Hilberg, *The Destruction of the European Jews* (London, 1961). Ian Kershaw, *Hitler 1937-1945: Nemesis* (London, 2001). Ian Kershaw, *The End: Hitler's Germany, 1944-45* (London, 2011). Halik Kochanski, *The Eagle Unbowed: Poland and the Poles in the Second World War* (Cambridge, MA, 2012). Mark Mazower, *Inside Hitler's Greece: The Experience of Occupation, 1941-44* (New Haven, 1993). Mark Mazower, *Hitler's Empire: Nazi Rule in Occupied Europe* (London, 2008). Catherine Merridale, *Ivan's War: The Red Army at War 1939-45* (London, 2006). Rolf-Dieter Müller and Gerd R. Ueberschär, *Hitler's War in the East: A Critical Assessment* (Oxford, 1997). Nicholas Stargardt, *The German War: A Nation Under Arms, 1939-45* (London, 2015). Jozo Tomasevich, *War and Revolution in Yugoslavia, 1941-1945: Occupation and Collaboration* (Stanford, 2001).

Assessment: Exam (85%, duration: 3 hours) in the summer exam period.

Presentation (15%).

The Presentation (15%) will be in MT or LT.

Unseen examination paper, in-person or online as circumstances permit.

HY323

Travel, Pleasure and Politics: The European Grand Tour, 1670-1825

This information is for the 2020/21 session.

Teacher responsible: Dr Paul Stock SAR 2.15

Availability: This course is available on the BA in History, BSc in Government and History, BSc in International Relations and History and BSc in Politics and History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

HY323 will be available to General Course students starting in the Michaelmas Term only in 2020/21.

Course content: Throughout the eighteenth century thousands of young British men and women embarked on extensive journeys to continental Europe – an activity known as the Grand Tour. 'Travel, Pleasure and Politics: The European Grand Tour 1670-1825' explores who these people were, where they went, and the reasons for their expeditions. For some, the Tour was the final stage of formal education; to others an opportunity for sexual adventures and pleasure-seeking. The course discusses the practical challenges of eighteenth-century travel, the political, religious, and cultural contexts of the Tour, as well as the key places to visit and the reasons for their popularity. It also considers what the Tourists brought back with them: from physical artefacts for public and private collections, to new ways of seeing and understanding the world. 'Travel, Pleasure and Politics' introduces students to the actual writings of the Tourists, showing how they experienced international travel and shaped the modern tourist industry.

Teaching: Learning engagement may include recorded content, live sessions, small group meetings, asynchronous Moodle posts, and short presentations. This course operates reading weeks in the MT and LT.

Formative coursework: Students will be expected to produce 1 piece of coursework in the LT and 2 essays in the MT and LT. Specifically, the course's formative coursework will consist of two essays (MT and LT), one document analysis (LT). Students will also have an opportunity to sit a mock exam.

Indicative reading: Jeremy Black, *The British Abroad: the Grand Tour in the Eighteenth Century* (New York: St Martin's Press, 1992) D915 B62. John Brewer, *The Pleasures of the Imagination: English Culture in the Eighteenth Century* (New York: Farrar Straus Giroux, 1997) DA485 B84. James Buzard, 'The Grand Tour and after (1660-1840)', in Peter Hulme and Tim Youngs, eds., *The Cambridge Companion to Travel Writing* (Cambridge: Cambridge University

Press, 2002) PR756.T72 C17. Edward Chaney, *The Evolution of the Grand Tour: Anglo-Italian Relations since the Renaissance* (London: Frank Cass, 1998) DA47.9 .I8 C45. Tony Claydon, *Tony, Europe and the Making of England, 1660-1760* (Cambridge: Cambridge University Press, 2007) BR757 C62. Stephen Conway, *Britain, Ireland, and Continental Europe in the Eighteenth Century: Similarities, Connections, Identities* (Oxford: Oxford University Press, 2011) LSE ebooks library. Brian Dolan, *Ladies of the Grand Tour* (London: HarperCollins, 2001) Women's Library@LSE 914.0425 DOL. Clare Hornsby, ed., *The Impact of Italy: the Grand Tour and Beyond* (London: The British School at Rome, 2000) DA47.9.I8 I31. Rosemary Sweet, *Cities and the Grand Tour: the British in Italy, 1690-1820* (Cambridge: Cambridge University Press, 2012). John Towner, 'Venturing Abroad: The European Grand Tour', in *An Historical Geography of Recreation and Tourism in the Western World 1540-1940* (Chichester: John Wiley, 1996) G155 T74

Assessment: Exam (100%, duration: 3 hours) in the summer exam period.

Unseen examination paper, in-person or online as circumstances permit.

HY325 Not available in 2020/21

Retreat from Power: British foreign and defence policy, 1931-68

This information is for the 2020/21 session.

Teacher responsible: Prof Matthew Jones SAR 3.09

Availability: This course is available on the BA in History, BSc in Government and History, BSc in International Relations and History and BSc in Politics and History. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: The period between the onset of the Manchurian Crisis of 1931 and the decision of the Wilson Government in 1968 to accelerate the withdrawal from East of Suez saw Britain's position in the world transformed under the multiple pressures of economic decline, world war, nationalist opposition to colonial control, and the demands of Cold War confrontation with the Soviet Union and international communism more generally. This course examines how this change occurred by studying several central episodes in British foreign and defence policy. Its focus is predominantly on high-level policymaking in the diplomatic, military and economic realms, but it will all give attention to shifts in popular attitudes, parliamentary debates, the influence of electoral considerations, and the larger-scale transitions taking place in the international system. In common with other Level 3 courses, it will include study and discussion of primary sources throughout. Documents will be drawn from either published collections, including British Documents on Foreign Policy, 1919-1939, and Documents on British Policy Overseas, 1945-, official publications such as Command papers (including such material as international agreements and Defence White Papers), the diaries of key politicians or officials, and copies of documents from The National Archives at Kew. Much use will be made of online sources. Specific topics include the Italian invasion of Ethiopia; the Munich Agreement of 1938 and appeasement; British strategy in the Second World War; Anglo-Soviet relations in the Second World War; the formation of NATO; the Korean War; the Malayan emergency; Suez crisis; the first application to join the EEC; and the withdrawal from East of Suez in the 1960s.

Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of help sessions in the ST.

Students will be expected to read essential primary and secondary material for each weekly class, to deliver presentations, and to participate in seminar discussions.

There will be a reading week in the Michaelmas and the Lent terms.

Formative coursework: Students will be expected to produce 1

essay in the MT and 1 essay and 1 other piece of coursework in the LT.

Formative assessment is by one essay for submission in week 5 of the MT, and one essay for submission in week 5 of the LT (each essay should be a maximum of 2000 words and be drawn from a list supplied at the start of the course). One gobbet exercise will also be conducted in the LT as a form of revision for the final examination.

Indicative reading: Paul W. Doerr, *British Foreign Policy, 1919-1939* (1998). David Reynolds, *Britannia Overruled: Britain and World Power in the 20th Century*, 2nd ed (2000). C. J. Bartlett, *The Long Retreat: A Short History of British Defence Policy, 1945-70* (1972). Alan Bullock, Ernest Bevin: *Foreign Secretary, 1945-1951* (1983). Anne Deighton (ed), *Britain and the First Cold War* (1991). Robert Holland, *The Pursuit of Greatness: Britain and the World Role, 1900-1970* (1991). Ronald R. Hyam, *Britain's Declining Empire: The Road to Decolonization, 1918-1968* (2007). Paul Kennedy, *Background Influences on British External Policy, 1865-1980* (1981). R. A. C. Parker, *Chamberlain and Appeasement: British Policy and the Coming of the Second World War* (1993). Christopher Thorne, *Allies of a Kind: The United States, Britain, and the War Against Japan, 1941-1945* (1978). John W. Young, *Britain and the World in the Twentieth Century* (1997)

Assessment: Exam (100%, duration: 3 hours) in the summer exam period.

The summative assessment consists of a three hour examination paper which involves each candidate writing two essays selected from a list of questions, and two comments on a selection of extracts from primary sources.

HY327

The Anglo-American Special Relationship, 1939-89

This information is for the 2020/21 session.

Teacher responsible: Prof Nigel Ashton SAR M.07

Availability: This course is available on the BA in History, BSc in Government and History, BSc in International Relations and History and BSc in Politics and History. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Primarily for 3rd year BA History, BSc International Relations and History, and BSc Government and History students, but may be taken by 2nd years where regulations permit. May also be taken as an outside option and by General Course students where regulations, timetabling constraints and capacity permit.

HY327 is available to General Course students starting in the Michaelmas Term ONLY in 2020/21.

Course content: This course will analyse the changing nature of the Anglo-American "special" relationship from its creation against the backdrop of the Second World War through to the end of the 1980s. It will illuminate the foundations of the relationship in terms of culture and ideology, and also the threat posed by common enemies in the Second World War and Cold War. The competitive dimension of the Anglo-American relationship will also be highlighted as a means of explaining instances of discord such as the Suez Crisis of 1956. Topics addressed include: the creation of the Anglo-American alliance, 1939-41; competitive co-operation in war strategy and politics, 1941-45; the American "occupation" of Britain during the Second World War; the emergence of the Cold War in Europe and Asia, 1945-54; the Palestine question; the Suez Crisis; nuclear relations; the Cuban Missile Crisis; European integration; decolonisation; the impact of the Vietnam War; the cultural Cold War; intelligence co-operation; Anglo-American relations in the 1970s; the Falklands War of 1982; and the revival of the special relationship under Thatcher and Reagan in the 1980s.

Teaching: In common with other Level 3 History courses, this course will include the study and discussion of primary sources in each weekly seminar. Documents will be drawn from published

collections, including the Foreign Relations of the United States series and the Documents on British Policy Overseas, the diaries of key politicians or officials, copies of documents from the UK National Archives, the US National Archives and the relevant US Presidential Libraries.

110-minute live session. Students will engage with seminar content in large and small group meetings.

There will be a reading week in the Michaelmas and the Lent terms.

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

Formative assessment will be through the submission of one essay in week 7 of the MT, and one essay in week 5 of the LT (each essay must be a maximum of 2000 words long and be drawn from a list supplied at the start of the course).

One 'gobbet' answer, consisting of commentaries on two extracts, must also be submitted in week 9 of the LT.

Indicative reading: K. Burk, *Old World, New World: the Story of Britain and America* (2007). D. Reynolds & D. Dimpleby, *An Ocean Apart: the Relationship between Britain and America in the Twentieth Century* (1988). J. Dumbrell, 'A Special Relationship': *Anglo-American Relations from the Cold War to Iraq* (2006). W. R. Louis & H. Bull (Eds), *The Special Relationship: Anglo-American Relations since 1945* (1984). D. C. Watt, *Succeeding John Bull: America in Britain's Place, 1900-75* (1984)

Assessment: Exam (100%, duration: 3 hours) in the summer exam period.

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

HY328

The Arab-Israeli Conflict: Nationalism, Territory, Religion

This information is for the 2020/21 session.

Teacher responsible: Dr Kirsten Schulze SAR 2.12

Availability: This course is available on the BA in History, BSc in Government and History, BSc in International Relations and History and BSc in Politics and History. This course is not available as an outside option. This course is available with permission to General Course students.

The course is available to General Course students whose home department is International History, and ONLY to those starting in the Michaelmas Term in 2020/21.

Course content: The 1948 Arab-Israeli War; Israeli foreign and defence policy; the 1956 Suez-Sinai Campaign; the 1967 Six-Day War; regime change in Egypt and Syria in 1970; 1970/71 Black September; the 1973 Yom Kippur War; the 1975 Lebanese civil war; the ascendance of the Likud; the Camp David Accords 1979; the invasion of the Lebanon 1982; Palestinian resistance; the 1987 Intifada; the 1991 Madrid Peace Conference; the 1993 Oslo Accords; the 1994 Jordanian-Israeli Peace Treaty; the 2000 al-Aqsa intifada; peace efforts since 2000; the 2006 Lebanon War; and the 2006-2014 Gaza Wars.

Teaching: This course has an online option, in addition to being taught in the classroom. Week 6 of both the Michaelmas and the Lent terms will be a Reading Week.

Formative coursework: Students are required to write one essay in the MT.

Assessment: Essay (35%, 3000 words) in the LT.

Essay (35%, 3000 words) in the ST.

Class participation (15%) in the MT and LT.

Document analysis (15%) in the MT.

HY329 Not available in 2020/21

Independent India: Myths of Freedom and Development

This information is for the 2020/21 session.

Teacher responsible: Dr Taylor C. Sherman, SAR M.10

Availability: This course is available on the BA in History, BSc in Government and History, BSc in International Relations and History and BSc in Politics and History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: Focusing on the early decades after India gained independence in 1947, this course raises questions about the nature of freedom and the tasks of development and modernisation faced by postcolonial nations. The course begins with a brief study of Jawaharlal Nehru, India's first prime minister. Students will survey his philosophy and his style of leadership while exploring the myth of the strong male leader. The course will then cover India's foreign policy, asking students to probe the meaning of Nonalignment, and inspect the character of India's relations with Indians Overseas and with its neighbours, including China and Pakistan. Students will then turn to the nature of secularism in India by examining the treatment of Muslims who remained in India after the creation of Pakistan. This section also probes official attempts to reform Hinduism and improve the lives of Dalits (former untouchables) in India. Students then are asked to query how socialist India was by reading political theory from Communists, Socialists, Gandhians and others. Next, students interrogate the nature and extent of economic development achieved in this period by studying the strengths and weaknesses of international aid supplied to the country, as well as India's own development programmes. Students will then explore how Indians expressed their visions of modernity in the realms of science, art & architecture and the emancipation of women. Finally, the course concludes by scrutinising the Constitution and the conduct of India's first democratic elections. Using a variety of primary source materials, with a strong element of film and visual arts, this course asks students to see India and Indians in new ways.

Teaching: Learning engagement includes seminars, recorded content, small group meetings and asynchronous Moodle posts. There will be a reading week in the Michaelmas and the Lent terms.

Formative coursework: Students will be expected to produce 1 essay (2000 words) in the MT, and 1 gobbet exercise (600 words) in the MT.

Indicative reading:

- Guha, R. (2007). *India after Gandhi: the History of the World's Largest Democracy*. London, Macmillan.
- Khilnani, S. (1997). *The Idea of India*. London, Penguin.
- Chatterji, J. (2007). *The Spoils of Partition: Bengal and India, 1947-1967*. Cambridge, Cambridge University Press.
- Zamindar, V. F.-Y. (2007). *The Long Partition and the Making of Modern South Asia: Refugees, Boundaries, Histories*. New York, Columbia UP.
- Gopal, J. N. (2013). *Citizenship and its Discontents: An Indian History*. Cambridge, MA, Harvard University Press.
- Sherman, T.C. (2015) *Muslim Belonging in Secular India: Negotiating Citizenship in Postcolonial Hyderabad*. Cambridge, Cambridge University Press.
- Kavuri-Bauer, S. (2011) *Monumental Matters: The Power, Subjectivity and Space of India's Mughal Architecture*. Durham, NC: Duke University Press.
- Granville, Austin (1999) *Working a Democratic Constitution*. New Delhi: Oxford University Press.
- Chatterjee, P. (1993). *The Nation and its Fragments: Colonial and Postcolonial Histories*. Princeton, Princeton University Press.
- Chatterjee, P. (ed). (1998). *Wages of Freedom: Fifty Years of the Indian Nation-State*. Delhi, OUP.
- Gould, W. (2011). *Bureaucracy, Community and Influence in India: Society and the State, 1930s - 1960s* Abingdon, Routledge.
- Abraham, I. (2014). *How India Became Territorial: Foreign Policy, Diaspora, Geopolitics*. Palo Alto, Stanford UP.

- Bhagavan, M. (2012). *The Peacemakers: India and the Quest for One World*. New Delhi, Harper Collins Publishers India.
- McGarr, P. (2013). *The Cold War in South Asia: Britain, the United States and the Indian Subcontinent 1945-65*. Cambridge, Cambridge University Press.
- Phalkey, J. (2013). *Atomic State: Big Science in Twentieth Century India*. Hyderabad: Orient BlackSwan.
- Tyabji, N. (2015). *Forging Capitalism in Nehru's India: Neocolonialism and the State, c.1940-1970*. New Delhi, OUP.
- Chibber, V. (2003) *Locked in Place: State-Building and Late Industrialization in India*. 160 Princeton, NJ: Princeton University Press.
- Kale, S. S. (2014). *Electrifying India: Regional Political Economies of Development*. Palo Alto, Stanford UP.

Assessment: Essay (30%, 3000 words) and document analysis (20%) in the LT.

Essay (35%, 3000 words) in the ST.

Class participation (15%) in the MT and LT.

HY329GC Half Unit Not available in 2020/21

Independent India: Myths of Freedom and Development (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Dr Taylor C. Sherman, SAR M.10

Availability: This course is available to General Course 'Spring Semester' students.

Course content: Focusing on the early decades after India gained independence in 1947, students begin the lent term by interrogating India's economic development in this period, studying the strengths and weaknesses of international aid supplied to the country, as well as India's own development programmes. Students will then explore how Indians expressed their visions of modernity in the realms of science, art & architecture and the emancipation of women. Finally, the course scrutinises the Constitution and the conduct of India's first democratic elections. Using a variety of primary source materials, with a strong element of film and visual arts, this course asks students to see India and Indians in new ways.

Teaching: Learning engagement includes seminars, recorded content, small group meetings and asynchronous Moodle posts. There will be a reading week in the Lent term.

Formative coursework: Optional 2000-word essay in the LT.

Indicative reading:

- Guha, R. (2007). *India after Gandhi: the History of the World's Largest Democracy*. London, Macmillan.
- Khilnani, S. (1997). *The Idea of India*. London, Penguin.
- Chatterji, J. (2007). *The Spoils of Partition: Bengal and India, 1947-1967*. Cambridge, Cambridge University Press.
- Zamindar, V. F.-Y. (2007). *The Long Partition and the Making of Modern South Asia: Refugees, Boundaries, Histories*. New York, Columbia UP.
- Gopal, J. N. (2013). *Citizenship and its Discontents: An Indian History*. Cambridge, MA, Harvard University Press.
- Sherman, T.C. (2015) *Muslim Belonging in Secular India: Negotiating Citizenship in Postcolonial Hyderabad*. Cambridge, Cambridge University Press.
- Kavuri-Bauer, S. (2011) *Monumental Matters: The Power, Subjectivity and Space of India's Mughal Architecture*. Durham, NC: Duke University Press.
- Granville, Austin (1999) *Working a Democratic Constitution*. New Delhi: Oxford University Press.
- Chatterjee, P. (1993). *The Nation and its Fragments: Colonial and Postcolonial Histories*. Princeton, Princeton University Press.
- Chatterjee, P. (ed). (1998). *Wages of Freedom: Fifty Years of the Indian Nation-State*. Delhi, OUP.
- Gould, W. (2011). *Bureaucracy, Community and Influence in India: Society and the State, 1930s - 1960s* Abingdon, Routledge.
- Abraham, I. (2014). *How India Became Territorial: Foreign Policy,*

Diaspora, Geopolitics. Palo Alto, Stanford UP.

- Bhagavan, M. (2012). *The Peacemakers: India and the Quest for One World*. New Delhi, Harper Collins Publishers India.
- McGarr, P. (2013). *The Cold War in South Asia: Britain, the United States and the Indian Subcontinent 1945-65*. Cambridge, Cambridge University Press.
- Phalkey, J. (2013). *Atomic State: Big Science in Twentieth Century India*. Hyderabad: Orient BlackSwan.
- Tyabji, N. (2015). *Forging Capitalism in Nehru's India: Neocolonialism and the State, c.1940-1970*. New Delhi, OUP.
- Chibber, V. (2003) *Locked in Place: State-Building and Late Industrialization in India*. 160 Princeton, NJ: Princeton University Press.
- Kale, S. S. (2014). *Electrifying India: Regional Political Economies of Development*. Palo Alto, Stanford UP.

Assessment: Essay (55%, 3000 words) in the ST.

Document analysis (35%) and class participation (10%) in the LT.

HY330

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

This information is for the 2020/21 session.

Teacher responsible: Dr Chung Yam Po SAR.2.18

Availability: This course is available on the BA in History, BSc in Government and History, BSc in International Relations and History and BSc in Politics and History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: Did China foster or resist the early wave of globalisation? How should we situate China within the global context prior to the First Opium War? Compared with the Dutch and the British, in what ways did the Chinese interact with the world that had been created by global trade? Had China already become the world factory in the eighteenth century? Using both primary and secondary sources, this seminar examines these questions by looking at the production, circulation and consumption of a variety of commodities that were exported from and imported to China. If we agree that a commodity has its own social life and history, then we can also examine its story in order to complicate our understanding of China's role and significance in the global market throughout the long eighteenth century.

This seminar is divided into two parts. In Part I (the first five sessions) we will historicise the political, social and economic background of the Qing dynasty in the early modern period. From week to week, we will identify remarkable watersheds that changed or transformed the way that China engaged in or became disengaged from the global market, covering the China Seas, Indian Ocean, Atlantic and Pacific. We will also focus on port cities in China and Southeast Asia, so as to illustrate exactly how peoples and places facilitated the flow of commodities on a global scale. In Part II (the remaining sixteen sessions) we will study a series of commodities that each fits under different featured themes, such as 'When Silk was Gold', 'Pepper and Parley', 'Camphor and Taiwan' and 'Opium and Power'.

Teaching: Students will engage with class content in large and small group meetings. Learning engagement will include live sessions, small group meetings, asynchronous moodle posts, video clips, and short presentations.

There will be a reading week in the Michaelmas Term and the Lent Term.

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

Indicative reading: Kenneth Pomeranz, *The World that Trade Created* (London and New York: Routledge, 2012). Frank Trentmann (ed.), *The Oxford Handbook of the History of Consumption* (Oxford: Oxford University Press, 2012). John E. Wills, Jr., *Pepper, Guns, and Parleys* (Cambridge, MA.: Harvard

University Press, 1974). Gang Zhao, *The Qing Opening to the Ocean: Chinese Maritime Policies, 1684-1757* (Hawaii: University of Hawaii Press, 2013). Maxine Berg (ed.), *Goods from the East, 1600-1800: Trading Eurasia* (Houndmills, Palgrave Macmillan, 2015). Peter J. Kitson, *Forging Romantic China: Sino-British Cultural Exchange 1760-1840* (Cambridge: Cambridge University Press, 2013). Sucheta Mazumdar, *Sugar and Society in China: Peasants, Technology, and the World Market* (Cambridge, MA: Harvard University, 1998). Jean McClure Mudge, *Chinese Export Porcelain for the American Trade, 1785-1835* (Newark: University of Delaware Press, 1981). Sarah Rose, *For All the Tea in China: Espionage, Empire, and the Secret Formula for the World's Favourite Drink* (London: Hutchinson, 2009). Shelagh Vainker, *Chinese Silk: A Cultural History* (London: British Museum Press, 2004). Carol Benedict, *Golden-Silk Smoke: A History of Tobacco in China, 1550-2010* (Berkeley: University of California Press, 2011). Zheng Yangwen, *The Social Life of Opium in China* (Cambridge: Cambridge University Press, 2005).

Assessment: Exam (50%, duration: 2 hours) in the summer exam period.

Essay (35%, 3500 words) in the LT.

Presentation (15%) in the MT and LT.

HY330GC Half Unit

From Tea to Opium: China and the Global Market in the Long Eighteenth Century (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Dr Ronald Po, SAR 2.18

Availability: This course is available to General Course 'Spring Semester' students.

Course content: Did China foster or resist the early wave of globalisation? How should we situate China within the global context prior to the First Opium War? Compared with the Dutch and the British, in what ways did the Chinese interact with the world that had been created by global trade? Had China already become the world factory in the eighteenth century? Using both primary and secondary sources, this seminar examines these questions by looking at the production, circulation and consumption of a variety of commodities that were exported from and imported to China. If we agree that a commodity has its own social life and history, then we can also examine its story in order to complicate our understanding of China's role and significance in the global market throughout the long eighteenth century. In this seminar we will historicise the political, social and economic background of the Qing dynasty in the early modern period. From week to week, we will identify remarkable watersheds that changed or transformed the way that China engaged in or became disengaged from the global market, covering the China Seas, Indian Ocean, Atlantic and Pacific. We will also study a series of commodities that each fits under different featured themes, such as 'When Silk was Gold', 'Fur and Nature', 'Camphor and Taiwan', and 'Opium and Power'.

Teaching: Students will engage with class content in large and small group meetings. Learning engagement will include live sessions, small group meetings, asynchronous Moodle posts, video clips, and short presentations.

There will be a reading week in the Lent Term.

Indicative reading: Kenneth Pomeroy, Steven Topik, *The World that Trade Created* (London and New York: Routledge, 2012). Frank Trentmann (ed.), *The Oxford Handbook of the History of Consumption* (Oxford: Oxford University Press, 2012). John E. Wills, Jr., *Pepper, Guns, and Parleys* (Cambridge, MA: Harvard University Press, 1974). Gang Zhao, *The Qing Opening to the Ocean: Chinese Maritime Policies, 1684-1757* (Hawaii: University of Hawaii Press, 2013). Maxine Berg (ed.), *Goods from the East, 1600-1800: Trading Eurasia* (Houndmills, Palgrave Macmillan, 2015). Peter J. Kitson, *Forging Romantic China: Sino-British*

Cultural Exchange 1760-1840 (Cambridge: Cambridge University Press, 2013). Sucheta Mazumdar, *Sugar and Society in China: Peasants, Technology, and the World Market* (Cambridge, MA: Harvard University, 1998). Jean McClure Mudge, *Chinese Export Porcelain for the American Trade, 1785-1835* (Newark: University of Delaware Press, 1981). Sarah Rose, *For All the Tea in China: Espionage, Empire, and the Secret Formula for the World's Favourite Drink* (London: Hutchinson, 2009). Shelagh Vainker, *Chinese Silk: A Cultural History* (London: British Museum Press, 2004). Carol Benedict, *Golden-Silk Smoke: A History of Tobacco in China, 1550-2010* (Berkeley: University of California Press, 2011). Zheng Yangwen, *The Social Life of Opium in China* (Cambridge: Cambridge University Press, 2005).

Assessment: Exam (50%, duration: 2 hours) in the summer exam period.

Essay (35%, 4000 words) and presentation (15%) in the LT.

HY331

Henry Kissinger and the Global 1970s

This information is for the 2020/21 session.

Teacher responsible: Dr Roham Alvandi SAR M.12

Availability: This course is available on the BA in History, BSc in Government and History, BSc in International Relations and History and BSc in Politics and History. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.

HY331 will be available to General Course students starting in the Michaelmas Term ONLY in 2020/21.

Course content: Henry Kissinger might be the most controversial American statesman of the twentieth century. More than forty years since he left office, he remains the focus of intense popular and scholarly debate concerning the uses of American power during the Cold War. This course offers an introduction to these controversies in the study of 'America and the World' in the 1970s. The course begins by examining how Kissinger's ideas about foreign policy evolved during his early life in wartime Germany and his career as a foreign policy intellectual at Harvard University. The majority of the course is then concerned with the central controversies of Kissinger's time in office as national security adviser and secretary of state between 1969 and 1976. Each week students will examine Kissinger's role in shaping and implementing American foreign policy in a particular theatre of the global Cold War, focusing on the major crises and conflicts of the decade. Students read and reflect on extracts from Kissinger's memoirs as a primary source, in conjunction with the latest historical research on that topic. They are asked to engage with ongoing historiographical debates about Kissinger's record and legacy and to form their own judgements, based on their reading of primary and secondary sources. Finally, students are asked to reflect on Kissinger's ideas about international relations in light of his praxis as a statesman by asking, is Henry Kissinger really a Realist?

Teaching: Students will engage with class content in large and small group meetings. Learning engagement includes recorded content, live sessions, small group meetings, asynchronous moodle posts, and short presentations.

There will be a reading week in week 6 of the Michaelmas and the Lent Terms.

Formative coursework: A 3,500-word book review essay in the Michaelmas Term.

Indicative reading: Roham Alvandi, Nixon, Kissinger, and the Shah: *The United States and Iran in the Cold War* (New York: Oxford University Press, 2014). Garry Bass, *The Blood Telegram: Nixon, Kissinger, and a Forgotten Genocide* (New York: Knopf, 2013). Mario Del Pero, *The Eccentric Realist: Henry Kissinger and the Shaping of American Foreign Policy* (Ithaca: Cornell University Press, 2010). Niall Ferguson, *Kissinger: 1923-1968: The Idealist* (New York: Penguin, 2015). Jussi Hanhimäki, *The Flawed Architect: Henry Kissinger and American Foreign Policy*

(New York: Oxford University Press, 2004). Christopher Hitchens, *The Trial of Henry Kissinger* (London: Verso, 2001). Barbara Keys, *Reclaiming American Virtue: The Human Rights Revolution of the 1970s* (Cambridge, MA: Harvard University Press, 2014). Henry Kissinger, *American Foreign Policy: Three Essays* (New York: W. W. Norton, 1969). Henry Kissinger, *White House Years* (Boston, Little, Brown, 1979). Henry Kissinger, *Years of Upheaval* (Boston: Little, Brown, 1982). Henry Kissinger, *Diplomacy* (New York: Simon & Schuster, 1994). Henry Kissinger, *Years of Renewal* (New York: Simon & Schuster, 1999). Henry Kissinger, *Crisis: The Anatomy of Two Major Foreign Policy Crises* (New York: Simon & Schuster, 2003). Henry Kissinger, *Ending the Vietnam War: A History of America's Involvement in and Extradition from the Vietnam War* (New York: Simon & Schuster, 2003). Henry Kissinger, *World Order* (New York: Penguin, 2014). Frederick Logevall and Andrew Preston (eds.), *Nixon in the World: American Foreign Relations, 1969-1977* (New York: Oxford University Press, 2008). Daniel Sargent, *A Superpower Transformed: The Remaking of American Foreign Relations in the 1970s* (Oxford: Oxford University Press, 2015). Sarah Snyder, *Human Rights Activism and the End of the Cold War: A Transnational History of the Helsinki Network* (New York: Cambridge University Press, 2011). Jeremi Suri, *Henry Kissinger and the American Century* (Cambridge, MA: Harvard University Press, 2007).

Assessment: Essay (35%, 3500 words) in the LT.

Essay (35%, 3500 words) in the ST.

Presentation (15%) and class participation (15%) in the MT and LT. 3,500-word review essay on an extract from Kissinger's memoirs, using primary sources, due in the Lent Term (35%); 3,500-word review essay on Hitchens's *Trial of Henry Kissinger*, using primary sources, due in the Summer Term (35%); Class presentation (15%); Class participation (15%).

HY332

Interwar worlds: the cultural consequences of the First World War

This information is for the 2020/21 session.

Teacher responsible: Dr Dina Gusejnova room SAR M.14

Availability: This course is available on the BA in History, BSc in Government and History, BSc in International Relations and History and BSc in Politics and History. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.

Course content: A political catastrophe of global proportions, the First World War also had a transformative impact on cultural life worldwide throughout the interwar period. Trenchcoats, jazz, shellshock, avantgarde, aerial photography, radio news, spotlights – these wartime notions also represent a profound impact on cultural practices in the postwar era. This course will examine how technological, social, and political changes brought about cultural change in postwar societies, principally focusing on the transnational and global circulation of commodities, ideas, population groups, and cultural fashions between Europe and the world. Technological advancements spurred by military needs, such as radio, telephony, and photography, became available to postwar populations on a new scale. The representation of war atrocities and their impact on the human psyche created a need for new, hybrid, multilingual, and multimedia communication. Wartime disruption and change to education continued to have an impact on schools and universities in the postwar years, intensifying the global circulation of ideas. The increase in contact between previously disconnected communities, mediated as well as direct in places like prisoner of war camps, increased the exposure to different ideas, sights and sound, leading to the emergence of increasingly global cultural fashions such as jazz. Nonetheless, this globalisation of culture also went hand in hand with the growth of new forms of racist caricature and the drawing of new frontiers.

The role of international and humanitarian organisations such as the Red Cross or YMCA in wartime changed the relationship between states and societies by introducing a transnational dimension to cultural provision, yet it is noteworthy that this new internationalism was neither disinterested nor did it lie 'beyond' ideology.

The course is organised around weekly themes which will discuss the war's "cultural consequences" through specific case studies and documents rather than a broader narrative of interwar cultural history. This will be supplemented by a systematic engagement with a range of methodological approaches to cultural and intellectual history in global and transnational perspective. By the end of MT, students will be encouraged to develop a research specialism in one of the thematic areas and concentrate on a local, national, or global dimension of this theme. In seminars and independent coursework, they will engage in the close reading and interpretation of key artefacts, ideas, or works of intellectual history, whose analysis will facilitate a nuanced understanding both of the scale and the depth of cultural change brought about by the war. Did the war act as a catalyst for a new, hybrid global culture, which had already been emerging in the age of steam and print? Did it increase the global hegemony of European culture or weaken it? How did America's entry into the war affect the place of American culture in the postwar period? To what extent did the war give greater resonance to previously marginal cultural movements? What was the relationship between cultural change and political radicalism? How did experiences and expectations of gender and sexuality change in this period? How did interwar culture correspond to the making of new worlds in urban and rural settings, in colonies and mandates, in national or diasporic communities? These are some of the questions we will be exploring throughout the course.

Teaching: Students will engage with class content in large and small group meetings. Learning engagement includes recorded content, live sessions, small group meetings, asynchronous moodle posts, and short presentations.

There will be a reading week in week 6 of the Michaelmas and the Lent Terms.

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

Formative essay or annotated research bibliography on a subject of choice 1,500 - 2,000 words

Formative source analysis exercise, 500 words

Indicative reading: <https://encyclopedia.1914-1918-online.net/search/?fq%5Bquery%5D=culture>. 'From 1919 to 2019: Pivotal lessons from Versailles', panel discussion at LSE with Margaret MacMillan, David Stevenson and Linda Yueh <http://www.lse.ac.uk/lse-player?id=4790>. recording here: <http://www.lse.ac.uk/lse-player?id=4790>. Atina Grossman, 'The New Woman' (2016), https://www.youtube.com/watch?v=6LcovM4OqR0&list=RDCMUChrvkZPNMeC6nwMzoD6Gj6w&start_radio=1&t=0. Sheila Fitzpatrick, *The Commissariat of Enlightenment. Soviet Organization of Education and the Arts under Lunacharsky, October 1917–1921* (Cambridge, 2002). Robert Gerwarth, *The Vanquished: Why the First World War Failed to End, 1917-1923* (London, 2016). Adom Getachew, *Worldmaking after empire: The Rise and Fall of Self-Determination* (Princeton, 2019). Mary Hammond and Shafquat Towheed, *Publishing in the First World War. Essays in Book History* (Basingstoke, 2007). Richard Overy, *The Morbid Age: Britain and the Crisis of Civilisation [1919 - 1939]* (London, 2010). David Stevenson, *1914 - 1918: The History of the First World War* (London: Penguin Books, 2012). Jay Winter, *Sites of Memory, Sites of Mourning: The Great War in European Cultural History* (Cambridge: Cambridge University Press, 2014)

Assessment: Essay (35%, 3500 words) in the LT.

Essay (35%, 3500 words) in the ST.

Source analysis (15%) and presentation (15%) in the MT.

HY332GC Half Unit**Interwar worlds: the cultural consequences of the First World War (Spring Semester)****This information is for the 2020/21 session.****Teacher responsible:** Dr Dina Gusejnova room SAR M.14**Availability:** This course is available to General Course 'Spring Semester' students.

Course content: A political catastrophe of global proportions, the First World War also had a transformative impact on cultural life worldwide throughout the interwar period. Trench coats, jazz, shellshock, avantgarde, aerial photography, radio news, spotlights – such fashions and cultural practices were the consequence of wartime developments or technologies which had become widespread as the conflict evolved. This course will examine how technological, social, and political changes brought about cultural change in postwar societies, principally focusing on the transnational and global circulation of commodities, ideas, population groups, and cultural fashions between Europe and the world. Technological advancements spurred by military needs, such as radio, telephony, and photography, became available to postwar populations on a new scale. The representation of war atrocities and their impact on the human psyche created a need for new, hybrid, multilingual, and multimedia communication. Wartime disruption and change to education continued to have an impact on schools and universities in the postwar years, intensifying the global circulation of ideas. The increase in contact between previously disconnected communities, mediated as well as direct in places like prisoner of war camps, increased the exposure to different ideas, sights and sound, leading to the emergence of increasingly global cultural fashions such as jazz. Nonetheless, this globalisation of culture also went hand in hand with the growth of new forms of racist caricature and the drawing of new frontiers. The role of international and humanitarian organisations such as the Red Cross or YMCA in wartime changed the relationship between states and societies by introducing a transnational dimension to cultural provision, yet it is noteworthy that this new internationalism was neither disinterested nor did it lie 'beyond' ideology. Did the war create a new, hybrid global culture? Or did it increase the global hegemony of European culture? How did America's entry into the war affect the place of American culture in the postwar period? To what extent did the war give greater resonance to previously marginal cultural movements? How did gender norms change as a result of the permeation of military culture into what used to be the home front? Interwar culture is often associated with urban and metropolitan communities, but how did it develop in rural or distant settings? How did the new exposure to previously unfamiliar populations change ideas of friends and enemies? Which earlier myths or historical memories were mobilised in order to cope with the war experience? The course will be organised around the close reading and interpretation of key artefacts, ideas, or works of intellectual history, whose analysis will facilitate a nuanced understanding both of the scale and the depth of cultural change brought about by the war.

Teaching: Students will engage with class content in large and small group meetings. Learning engagement includes recorded content, live sessions, small group meetings, asynchronous Moodle posts, and short presentations.

There will be a reading week in week 6 of the Lent Term.

Formative coursework: Students will be expected to produce two pieces of coursework in the Lent Term:

Formative essay or annotated research bibliography on a subject of choice 1,500 - 2,000 words.

Formative source analysis exercise, 500 words.

Indicative reading: Introductory materials:

<https://encyclopedia.1914-1918-online.net/search/?fq%5Bquery%5D=culture>. 'From 1919 to 2019: Pivotal lessons from Versailles', panel discussion at LSE with Margaret MacMillan, David Stevenson and Linda Yueh <http://www.lse.ac.uk/lse-player?id=4790>. recording here: <http://www.lse.ac.uk/lse-player?id=4790>. Modris Eksteins, *Rites of Spring. The Great War and the Birth of the Modern Age* (Boston and New York, 1989).

Atina Grossman, 'The New Woman' (2016), https://www.youtube.com/watch?v=6LcovM4OqR0&list=RDCMUChrvkZPNMeC6nwMz0d6Gj6w&start_radio=1&t=0. Sheila Fitzpatrick, *The Commissariat of Enlightenment. Soviet Organization of Education and the Arts under Lunacharsky, October 1917–1921* (Cambridge, 2002). Robert Gerwarth, *The Vanquished: Why the First World War Failed to End, 1917-1923* (London, 2016). Adom Getachew, *Worldmaking after empire: The Rise and Fall of Self-Determination* (Princeton, 2019). Mary Hammond and Shafquat Towheed, *Publishing in the First World War. Essays in Book History* (Basingstoke, 2007). Richard Overy, *The Morbid Age: Britain and the Crisis of Civilisation [1919 - 1939]* (London, 2010). David Stevenson, *1914 - 1918: The History of the First World War* (London: Penguin Books, 2012). Jay Winter, *Sites of Memory, Sites of Mourning: The Great War in European Cultural History* (Cambridge: Cambridge University Press, 2014)

Assessment: Essay (35%, 1500 words) in April.

Essay (50%, 2000 words) in the ST.

Class participation (15%) in the LT.

HY333**Enslavement, commerce, and political formations in West Africa, c. 1550-1836****This information is for the 2020/21 session.****Teacher responsible:** Jake Richards

Availability: This course is available on the BA in History, BSc in International Relations and History and BSc in Politics and History. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students. HY333 is available to General Course students starting from the Michaelmas Term ONLY in 2020/21.

Course content: What role did West Africa and West Africans play in the Atlantic world? In this module, we will investigate how African political communities formed and changed from the rise of the transatlantic slave trade to the age of revolutions. Between c. 1550 and 1800, empires rose and fell, trading patterns were transformed, and social and cultural practices changed in the regions that became known as the Gold Coast, Bight of Benin, and West Central Africa. African empires that had expanded were threatened by revolutionary political rivals. Slaving, which had begun as a marginal enterprise, became the primary export activity, generating widespread warfare and demographic distortion. And ideas and practices regarding gods, gender, and land changed to make sense of problems such as inequality, the abuse of political power, and the interference of outsiders. We will discover how Africans participated in commerce, diplomacy, and cultural production on equal terms with white Europeans between c. 1550 and 1700. We will trace how those relationships changed with growing commercial dependence on the transatlantic slave trade, along with its devastating effects on military conflict, spiritual beliefs, and political stability. Through various themes such as kinship, trade, spirituality, and political power, this course investigates how West Africans were participants in the Atlantic world, rather than its one-dimensional victims.

Teaching: Students will engage with class content in large and small group meetings. Learning engagement includes recorded content, live sessions, small group meetings, asynchronous Moodle posts, and short presentations. There will be a reading week in week 6 of the Michaelmas and the Lent Terms.

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

Indicative reading: Gwyn Campbell, Suzanne Miers, and Joseph C. Miller, eds., *Women and slavery. 2 volumes* (Athens, Ohio, 2007). Mariana Candido, *An African Slaving Port and the Atlantic World: Benguela and its Hinterland* (Cambridge, 2013). Toby Green, *A fistful of shells: West Africa from the rise of the slave trade to the age of revolution* (London, 2019). Linda Heywood, Njinga of

Angola: Africa's warrior queen (Cambridge, MA, 2017). Jan S. Hogendorn and Marion Johnson, *The shell money of the slave trade* (Cambridge; New York, 2003). Robin Law, *The Oyo Empire, c. 1600-c.1836: A West African imperialism in the era of the Atlantic slave trade* (Aldershot, Hampshire, England; Brookfield, Vt., USA, 1991). T. C. McCaskie, *State and society in pre-colonial Asante* (Cambridge, 2002). John K. Thornton, *Africa and Africans in the making of the Atlantic world, 1400-1680* (Cambridge; New York, 1992). Jan Vansina, *Paths in the rainforests: toward a history of political tradition in equatorial Africa* (London, 1990). Ivor Wilks, *Forests of gold: essays on the Akan and the Kingdom of Asante* (Athens, 1997).

Assessment: Essay (80%, 5000 words) in the ST.

Source analysis (20%) in the LT.

IR100

International Relations: Theories, Concepts and Debates

This information is for the 2020/21 session.

Teacher responsible: Dr Yuna Han CBG.10.08 and Dr Tristen Naylor CBG.10.07

Availability: This course is compulsory on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Available as an outside option to Year 1 students only.

Course content: An examination of the concepts designed to explain the nature of contemporary international relations.

1. The emergence of the discipline and the nature of its subject matter.
2. Key agential concepts in IR: state; empire; international and subnational agents; foreign policy.
3. Key structural concepts in IR: the states system; Euro-centrism, globalisation, post-colonialism; global governance; security.
4. Key institutional concepts in IR: international society; great powers; diplomacy; war; balance of power; international law and human rights.
5. Key sociological concepts in IR: power and sovereignty; intervention; gender; anarchy.

Teaching: This course is delivered through a combination of classes and lectures totaling a minimum of 40 hours across Michaelmas Term, Lent Term and Summer Term. This year, some or all of this teaching will be delivered through a combination of online lectures and in-person classes/classes delivered online. This course includes a reading week in Week 6 in line with departmental policy.

Formative coursework: Students are required to write three essays of approximately 1,500 words. They will also be required to upload at least one blog post responding to the essential readings.

Indicative reading: A full course description and guide to reading will be provided: relevant course texts include J Baylis & S Smith (Eds), *Globalisation and World Politics*, 2nd edn, (Oxford UP, 2001); C Brown, *Understanding International Relations*, 2nd edn (Macmillan, 2001); R Jackson & G Sørensen, *Introduction to International Relations* (OUP, revised edn., 2003).

Assessment: Take-home assessment (100%) in the ST.

IR100GC Half Unit

International Relations: Theories, Concepts and Debates (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Dr Yuna Han CBG.10.08 and Dr Tristen Naylor CBG.10.07

Availability: This course is available to General Course 'Spring Semester' students.

Course content: An examination of the concepts designed to explain the nature of contemporary international relations, focussing on critical theoretical perspectives.

1. The emergence of the discipline and the nature of its subject matter.
2. Key agential concepts in IR: state; empire; international and subnational agents; foreign policy.
3. Key structural concepts in IR: the states system; Euro-centrism, globalisation, post-colonialism; global governance; security.
4. Key institutional concepts in IR: international society; great powers; diplomacy; war; international law and human rights.
5. Key sociological concepts in IR: power and sovereignty; intervention; gender; hierarchy.

Teaching: This course is delivered through a combination of classes and lectures totaling a minimum of 20 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of online lectures and in-person classes/classes delivered online. This course includes a reading week in Week 6 in line with departmental policy.

Formative coursework: Students are required to write one essay of approximately 1,500 words.

Indicative reading: A full course description and guide to reading will be provided: relevant course texts include J Baylis & S Smith (Eds), *Globalisation and World Politics*, 2nd edn, (Oxford UP, 2001); C Brown, *Understanding International Relations*, 2nd edn (Macmillan, 2001); R Jackson & G Sørensen, *Introduction to International Relations* (OUP, revised edn., 2003).

Assessment: Online assessment (100%) in the ST.

IR101

Contemporary Issues in International Relations

This information is for the 2020/21 session.

Teacher responsible: Dr Luca Tardelli CBG 10.05

Prof. Peter Trubowitz CBG 10.16

Availability: This course is compulsory on the BSc in International Relations. This course is available on the BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option nor to General Course students.

Course content: This course provides an opportunity to gain an analytically deeper understanding and reflect critically upon some of the most topical issues that currently confront international relations and which shape the development of the contemporary international order. These include but are not limited to: the rise of China; tensions between Russia and the West; violent conflict in the Middle East; US foreign policy under President Donald Trump; challenges to multilateral cooperation and liberal internationalism; human rights; humanitarian intervention; financial crises; poverty and global inequality; climate change and environmental security; migration and refugees. The course encourages students to engage in debating the nature of, and possible responses to, contemporary challenges and crises in international politics. The course complements IR100 with a more applied policy focus, while emphasising the need for critical analytical depth when reflecting on the origins, nature and implications of current affairs. Students will develop an awareness of the relationship between the discipline of International Relations as a field of knowledge and the practices of world politics.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 45 hours across Michaelmas Term and Lent Term. This year, some or all of this teaching will be delivered through a combination of online lectures and in-person classes/classes delivered online. This course includes a reading week in Week 6 of Michaelmas Term and Lent Term.

Formative coursework: Students will receive feedback on the first short answers submitted in the MT as part of their weekly

coursework. Students will then be expected to produce 1 formative policy memo in the LT and submit the outline of their summative policy memo in the LT. In addition, students will be expected to deliver short class presentations in both the MT and LT.

Indicative reading:

- John Baylis, Steve Smith and Patricia Owen (eds), *The Globalization of World Politics* 8th ed (OUP: 2020)
- Chris Brown, *Understanding International Relations* 5th ed (Palgrave: 2019)
- Jenny Edkins and Maja Zehfuss (eds), *Global Politics: A New Introduction* (Routledge: 2019)
- Mary Kaldor and Iavor Rangelov (eds), *The Handbook of Global Security Policy* (Wiley-Blackwell: 2014).

Assessment: Policy memo (70%) in the ST.

Continuous assessment (10%) in the MT and LT.

Presentation (20%) in the MT.

Students on the course will write a 2,500 word 'policy memo' (70%) on a particular contemporary issue. Students will also give a group presentation on a particular issue or problem (20%). The coursework is the submission of weekly short answers to the class questions (10%).

IR102

Thinking Globally: Studying International Relations

This information is for the 2020/21 session.

Teacher responsible: Dr Luca Tardelli CBG.10.05

Availability: This course is compulsory on the BSc in International Relations and BSc in International Relations and Chinese. This course is available on the BSc in Politics and International Relations. This course is not available as an outside option nor to General Course students.

Students for whom the course is optional must commit to the course when they choose it.

Course content: The aims of this short course are two-fold. First, to enable you to reflect on and share ideas with other students about why you chose to study international relations and what it means to study international relations. Second, to acquire and develop the key skills you need to study international relations, including analytical skills, communications skills (verbal and written), problem solving skills and team working skills. Students will work together on the skills required for reading and taking notes; conducting research; writing essays and exams; and succeeding as an IR scholar.

Teaching: This course is delivered through a combination of workshops totaling 7 hours and 30 minutes across Michaelmas term. This year, some or all of this teaching will be delivered through a combination of online lectures and in-person classes/classes delivered online.

Formative coursework: There is no formal 'formative assessment' for the course. A variety of 'formative exercises' will be used in the workshop setting aimed at developing and enhancing a range of study skills linked to the study of international relations.

Indicative reading: A.C. McKeil, 'Student Feature – A Brief Introduction to the Study of International Relations', e-International Relations, 3 July 2017: <http://www.e-ir.info/2017/07/03/student-feature-a-brief-introduction-to-the-study-of-international-relations/> Chris Brown and Kirsten Ainley, 'Introduction: Defining International Relations', *Understanding International Relations*, 4th ed (Palgrave: 2009): 1-17. LSE LIFE Learning Resources, available at: <https://info.lse.ac.uk/current-students/lse-life/resources>

Assessment: There is no summative assessment for this course.

IR200

International Political Theory

This information is for the 2020/21 session.

Teacher responsible: Dr Martin Bayly CBG.8.07

Availability: This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students must have completed International Relations: Theories, Concepts and Debates (IR100).

Course content: This course offers an introduction to the history of international political theory (IPT). The course deals with debates and themes prompted by classical thinkers and considers their location within the existing IR canon including realism, liberalism, feminist, and postcolonial theory. The course also broadens this purview to consider how 'classical' international thought has been adopted, adapted, and critiqued by more recent thinkers, including those situated outside of the 'west'. Students will be encouraged to consider how international thought sits within global intellectual history, the impact of world political events on IPT, and its enduring relevance. Topics covered will include sovereignty, the state, and war; international government, empire, and decolonization; gender, race, and class.

Teaching: This course is delivered through a combination of classes and lectures totaling a minimum of 40 hours across Michaelmas Term and Lent Term. This year, some or all of this teaching will be delivered through a combination of online lectures and in-person classes/classes delivered online. This course includes a reading week in Week 6 in line with departmental policy.

Formative coursework: Students are required to write two essays of a maximum length of 1,500 words each to be set and marked by class teachers. They are also expected to give at least one class presentation.

Indicative reading: D. Armitage, *Foundations of Modern International Thought*; E. Keene, *International Political Thought: A Historical Introduction*; S. Burchill, *Theories of International Relations*; R. Shilliam, *International Relations and Non-Western Thought*; I. Kant, *Kant's Political Writings*; E. H. Carr, *The Twenty Years' Crisis*; B. K. Sarkar, *The Futurism of Young Asia*; R. Vitalis, *White World Order, Black Power Politics: The Birth of American International Relations*

Assessment: Take-home assessment (100%) in the ST.

IR202

Foreign Policy Analysis 1

This information is for the 2020/21 session.

Teacher responsible: Prof Christopher Alden CBG.9.04

Availability: This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: The course analyses various theoretical perspectives on foreign policy, and the means of conduct of the main actors in the international system towards each other. It focuses mainly, but not entirely, on states. Foreign Policy Analysis as a sub-discipline of IR; the problem of formulating goals and choosing policy instruments; the role of leadership and psychological elements in policy making; the rational actor model; bureaucratic politics; the impact of history and identity on foreign policy; domestic sources of foreign policy including public opinion, pressure groups and constitutions; the motivations underpinning foreign policy; the role and influence of transnational actors in relation to foreign policy making; foreign policy crises. The discussion classes combine a discussion of these themes with their application to the foreign

policies of major powers in the international system.

In the LT the course turns to an analysis of the foreign policies of a selected group of major states, with due regard to their respective national interests, external commitments, traditional values and other relevant factors. There will be lectures on Britain, China, the United States and the Soviet Union/Russia. Additional guest lecturer country case studies will be included for the remainder of the course. The guest lectures offer additional empirical material to help with answering theoretical questions.

Teaching: This course is delivered through a combination of classes and lectures totaling a minimum of 40 hours across Michaelmas Term, Lent and Summer Term. This year, some or all of this teaching will be delivered through a combination of online lectures and in-person classes/classes delivered online. This course includes a reading week in Week 6 in line with departmental policy.

Formative coursework: Students are required to write two essays of about 1,500 words each for their class teachers during the course and to make presentations in the discussion classes.

Indicative reading: C Alden and A Aran, *Foreign Policy Analysis – New Approaches*, 2nd Edition, Routledge, 2017; S Smith, A Hadfield and T Dunne (Eds), *Foreign Policies: Theories, Actors and Cases*, 3rd Edition, Oxford University Press, 2016.

Assessment: Take-home assessment (100%) in the ST.

IR202GC Half Unit

Foreign Policy Analysis 1 (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Prof Christopher Alden CBG.9.04

Availability: This course is available to General Course 'Spring Semester' students.

Course content: The course analyses various theoretical perspectives on foreign policy, and the means of conduct of the main actors in the international system towards each other. It focuses mainly, but not entirely, on states. Foreign Policy Analysis as a sub-discipline of IR; the problem of formulating goals and choosing policy instruments; the role of leadership and psychological elements in policy making; the rational actor model; bureaucratic politics; the impact of history and identity on foreign policy; domestic sources of foreign policy including public opinion, pressure groups and constitutions; the motivations underpinning foreign policy; the role and influence of transnational actors in relation to foreign policy making; foreign policy crises. The discussion classes combine a discussion of these themes with their application to the foreign policies of major powers in the international system.

In the LT the course turns to an analysis of the foreign policies of a selected group of major states, with due regard to their respective national interests, external commitments, traditional values and other relevant factors. There will be lectures on Britain, China, the United States and the Soviet Union/Russia. The key features of the country comparative studies will be an initial lecture that focuses on the sources of foreign policy and a follow up lecture on foreign policy making in that country. Additional guest lecturer country case studies will be included for the remainder of the course. The guest lectures offer additional empirical material to help with answering theoretical questions.

Teaching: This course is delivered through a combination of classes and lectures totaling a minimum of 20 hours across Lent Term and Summer Term. This year, some or all of this teaching will be delivered through a combination of online lectures and in-person classes/classes delivered online. This course includes a reading week in Week 6 in line with departmental policy.

Formative coursework: Students are required to write one essay of about 1,500 words for their class teachers during the course and to make presentations in the discussion classes.

Indicative reading: C Alden and A Aran, *Foreign Policy Analysis – New Approaches*, Routledge, 2011; C Hill, *The Changing Politics of Foreign Policy*, Palgrave, 2003; S Smith, A Hadfield and T

Dunne (Eds), *Foreign Policies: Theories, Actors and Cases*, Oxford University Press, 2007.

Assessment: Take-home assessment (100%) in the ST.

IR203

International Organisations

This information is for the 2020/21 session.

Teacher responsible: Dr Ulrich Sedelmeier CBG.10.02 and Dr Theresa Squatrito CBG.8.08

Availability: This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students should have a background in International Relations. Prior familiarity with international relations theory is an advantage, but not necessary.

Course content: The course draws on theories of international institutions to explain comparatively key aspects of the role of International Organisations in international politics. These questions include why states create International Organisations, why states transfer certain powers to them, how decisions in International Organisations are made, and what impact International Organisations they have on the practice of international cooperation with regard to matters of concern to international society such as the maintenance of international peace and security, the management of international economic relations, the promotion of international environmental standards, or the protection of human rights. International organisations to be discussed include the United Nations, the International Monetary Fund, the World Bank, the World Trade Organization, NATO, the International Criminal Court and regional organisations like the European Union, the African Union, and ASEAN

Teaching: This course is delivered through a combination of classes and lectures totaling a minimum of 40 hours across Michaelmas Term, Lent and Summer Term. This year, some or all of this teaching will be delivered through a combination of online lectures and in-person classes/classes delivered online. This course includes a reading week in Week 6 in line with departmental policy.

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

Formative essays 1,500 words. Class teachers will mark the essays and provide feedback on student presentations.

Indicative reading: Ian Hurd (2018): *International Organizations: Politics, Law, Practice*, 3rd edition (Cambridge: Cambridge University Press); Volker Rittberger, Bernhard Zangl and Andreas Kruck, and Hylke Dijkstra *International Organization: Polity, Policy, Politics*, 3rd ed. (Basingstoke: Palgrave, 2019).

Assessment: Essay (30%, 2000 words) in the MT.

Take-home assessment (70%) in the ST.

The essay will be from a fixed range of questions. The essay topics will be posted on Moodle before Week 9 of the MT and will focus on the theories and conceptual material covered in the first part of the course.

IR205

International Security

This information is for the 2020/21 session.

Teacher responsible: Dr Anna Getmansky CBG.8.05

Availability: This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and

International Relations. This course is not available as an outside option. This course is available with permission to General Course students.

Course content: This course tackles questions of war, peace and security from an analytical perspective, by highlighting changes and continuities in international security. What are the causes and consequences of war? What explains the use of violence for the resolution of inter and intra-state disputes? Does the liberal order promote peace and stability? What are the implications of changes in the distribution of power and the world? What renders the threat of force credible? Can intervention in civil wars ever curb violence and bring about peace? Do nuclear weapons make the world less safe? We address these questions through a combination of theoretical discussions and contemporary policy debates. The first half of the course reviews the major theoretical frameworks that have been used to explain the causes of war on the world stage, as well as its character and duration in the international and domestic arenas. We use these theoretical frameworks as a lens through which to examine problems of war and peace, and threats to individual, national and international security in the contemporary era. The second half of the course turns to questions of security more generally. We examine political violence, terrorism, insurgency, humanitarian emergencies, climate change, and other threats to individual and collective security.

Teaching: This course is delivered through a combination of classes and lectures totaling a minimum of 40 hours across Michaelmas Term and Lent Term. This year, some or all of this teaching will be delivered through a combination of online lectures and in-person classes/classes delivered online. This course includes a reading week in Week 6 in line with departmental policy.

Formative coursework: Students will submit one formative essay (up to 1,500 words) which they may use to develop ideas for their summative essay. Students will also complete two online quizzes (one per term) in preparation for the exam. In addition, each student once per term will circulate to the class using Moodle a written summary and discussion points (up to 1 page) based on the assigned readings.

Indicative reading: Bruce Bueno de Mesquita, "Principles of International Politics," 5th edition (Thousand Oaks, CA: CQ Press, 2014). James Fearon. 1995. Rationalist Explanations for War. *International Organization* 49(3):379-414. Jessica Weeks. 2012. Strongman and Straw Men: Authoritarian Regimes and the Initiation of International Conflict. *American Political Science Review* 106(2):326-347. Michael Tomz and Jessica Weeks. 2013. Public Opinion and the Democratic Peace. *American Political Science Review* 107(4):849-865. Elizabeth Saunders. 2018. Leaders, Advisors, and the Political Origins of Elite Support for war. *Journal of Conflict Resolution* 62(10):2118-2149. Zeynep Bulutgil. 2019. Prewar Domestic Conditions and Civilians in War. *Journal of Global Security Studies* (Review Essay). Tanisha M. Fazal, "Wars of Law," (Ithaca, NY: Cornell University Press, 2018)

Assessment: Exam (40%, duration: 2 hours) in the summer exam period.

Essay (60%, 2500 words) in the LT.

IR206

International Political Economy

This information is for the 2020/21 session.

Teacher responsible: Dr Ranjit Lall CBG 8.01

Availability: This course is available on the BSc in Economics, BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option. This course is available with permission to General Course students.

Students from other degree programmes will be admitted by permission of the Course Coordinator, including BSc Economic History

Course content: The course examines the role of power and

politics in international economic relations. Besides international structural factors, it emphasises the role of domestic political interests and their influence over foreign economic policies. Major approaches covered include historical views on international political economy, and contemporary systemic theories of international cooperation, interest groups politics, ideas and institutions. The course provides an overview and explanation of the international monetary and trade systems since 1944. It also discusses current debates on trade, monetary policy, the political roots of financial crises, globalisation and the retreat of the state, and environmental protection.

Teaching: This course is delivered through a combination of classes and lectures totaling a minimum of 40 hours across Michaelmas Term, Lent Term and Summer Term. This year, some or all of this teaching will be delivered through a combination of online lectures and in-person classes/classes delivered online. This course includes a reading week in Week 6 in line with departmental policy.

Formative coursework: Students will be expected to produce 1 essay in the MT and 1 essay in the LT. Formative Essays 1,500 words.

Indicative reading: Basic references are: M Blyth (ed), *Routledge Handbook of International Political Economy* (IPE); ; J Ravenhill (ed), *Global Political Economy*; S Strange, *States and Markets*; R Palan, *Global Political Economy: Contemporary Theories*; J Frieden & D Lake, *International Political Economy*; T Oatley, *International Political Economy*; A Walter & G Sen, *Analyzing the Global Political Economy*. A detailed reading list will be given at the beginning of the course.

Assessment: Take-home assessment (100%) in the ST.

IR305

Strategic Aspects of International Relations

This information is for the 2020/21 session.

Teacher responsible: Dr Jürgen Haacke CBG 9.01

Availability: This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course examines key topics in relation to strategy and war. In order to contextualise these topics, the course first explores the meaning of strategy and the place of strategic studies in International Relations. The course will then discuss the contributions made by important strategic thinkers, focusing on Carl von Clausewitz and Sun Tzu (Sunzi), as well as on Alfred Thayer Mahan and Julian Stafford Corbett in relation to maritime strategy. The course will also investigate particular influences on the ways of conducting warfare, including strategic cultures. Other topics will focus on war and technology, nuclear strategy, asymmetric and irregular warfare, geopolitics and geostrategy, as well as ethics and war with reference, among others, to works on humane warfare. The Lent term lectures and classes focus on contemporary empirical cases relating to the study of strategic aspects of international relations: the failures of counterinsurgency strategies; Russia and hybrid war; geostrategy and the Arctic; US-China strategic competition; as well as debates about recent UK strategic defence and security reviews.

Teaching: This course is delivered through a combination of classes and lectures totaling 37.5 hours across Michaelmas Term and Lent Term. This year, some or all of this teaching will be delivered through a combination of online lectures and in-person classes/classes delivered online. This course includes a reading week in Week 6 in line with departmental policy.

Formative coursework: Students will be required to write two essays (c. 2000 words each) in the course of the year, one in MT and one in LT.

Indicative reading:

- Beatrice Heuser, *The Evolution of Strategy: Thinking War from Antiquity to the Present* (Cambridge University Press, 2010)
- Clausewitz, Christopher Coker, *Rebooting Clausewitz- On War in the 21st Century* (Hurst, 2017)
- Derek M.C. Yuen, *Deciphering Sun Tzu: How to read The Art of War* (Hurst, 2014)
- Ian Speller, *Understanding Naval Warfare*, 2nd ed. (Routledge 2019)
- Patrick Porter, *Military Orientalism: Eastern War Through Western Eyes* (Hurst, 2009)
- P.W. Singer, *Wired for War: The Robotics Revolution and Conflict in the 21st Century* (Penguin, 2009)
- Vipin Narang, *Nuclear Strategy in the Modern Era: Regional Powers and International Conflict* (Princeton, 2014)
- David Kilcullen, *The Accidental Guerrilla: Fighting Small Wars in the Midst of a Big One* (Hurst, 2009)
- Zbigniew Brzezinski, *Grand Chessboard: American Primacy And Its Geostrategic Imperatives*, (Basic Books, 1997).
- James E. Hickey, *Precision-guided Munitions and Human Suffering in War* (Ashgate, 2012).
- Frank Lewidge, *Losing Small Wars: British Military Failure in The 9/11 Wars*, 2nd ed. (New Haven, Yale University Press, 2017)
- Mitchell A. Orenstein, *The Lands in Between: Russia vs. the west and the New Politics of Hybrid War* (Oxford, 2019)
- Klaus Dodds and Mark Nuttal, *The Scramble for the Poles* (Polity Press, 2016);
- Graham Allison, *Destined for War: Can America and China Escape Thucydides's Trap?* ((Houghton Mifflin Harcourt, 2017)

Assessment: Exam (100%, duration: 3 hours) in the summer exam period.

IR312 Half Unit

Genocide

This information is for the 2020/21 session.

Teacher responsible: Dr Pilar Elizalde CBG.9.08

Availability: This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students. This course cannot be taken in conjunction with SO309 Atrocity and Justice.

Course content: This course provides an introduction to the study of genocide. The course's disciplinary ambit ranges from anthropology to economics, from history to law, and from political science to sociology. Against the background of diverse disciplinary approaches, it explores major theoretical and empirical aspects of the role(s) of genocidal campaigns in international politics, inter alia, their origins, development, and termination; the manner of their perpetration, progression, and diffusion; their impact on the maintenance of international peace and security; their consequences for the reconstruction and development of states and the building of nations; and their adjudication in domestic and international courts and tribunals. Empirical cases to be discussed include Australia, Cambodia, China, the Democratic Republic of Congo, East Timor, Nazi Germany, Guatemala, Iraq, Northern Ireland, the Ottoman Empire, Rwanda, Uganda, the Soviet Union, Sudan, the former Yugoslavia, and Burma/Myanmar, among others. The course is designed to equip students with the analytic tools necessary for making sense of the evolution of the international system from the nineteenth century to the present - and for critically assessing the promise and limits of responding to collective violence.

Teaching: This course is delivered through lectures and/or classes totaling a minimum of 20 hours in Lent Term. This year, some or all of this teaching will be delivered through a combination of in-person classes/classes delivered online. This course includes a reading week in Week 6 in line with departmental policy.

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

Students are required to research and write one formative essay (1,500 words) due in Week 7 of Lent term. In order to ensure a broad acquisition of knowledge, students should diversify the subject matter of their essays. In addressing a given essay topic, students must seek to integrate theory and history and bring empirical evidence to bear on the research question they have chosen. In constructing their answers, students may examine a number of cases, drawing comparisons among them, or may focus on a single case. Essays must be fully - and carefully - referenced using one of the major conventions consistently.

Indicative reading:

- Jens Meierhenrich, *Genocide: A Reader* (Oxford: Oxford University Press, 2014).
- William A. Schabas, *Genocide in International Law: The Crimes of Crimes*, Second edition (Cambridge: Cambridge University Press, 2009).
- Anne Orford, *International Authority and the Responsibility to Protect* (Cambridge: Cambridge University Press, 2011).
- Karen E. Smith, *Genocide and the Europeans* (Cambridge: Cambridge University Press, 2010).
- Charles Tilly, *The Politics of Collective Violence* (Cambridge: Cambridge University Press, 2003).
- Eric D. Weitz, *A Century of Genocide: Utopias of Race and Nation* (Princeton: Princeton University Press, 2003).
- Diane M. Nelson, *Who Counts? The Mathematics of Death and Life after Genocide* (Durham and London: Duke University Press, 2015).
- Damien Short, *Redefining Genocide: Settler Colonialism, Social Death and Ecocide* (London: Zed Books, 2016).

Assessment: Take-home assessment (100%) in the ST.

IR313 Half Unit Not available in 2020/21

Managing China's Rise in East Asia

This information is for the 2020/21 session.

Teacher responsible: Dr Jurgen Haacke CBG.9.01

Availability: This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option. This course is available to General Course students.

Course content: The main focus of this class-based half-course on the contemporary international relations of East Asia is the management of China's rise. The course begins by exploring China's re-emergence as a major regional power, in part by discussing the economic, political and military dimensions of Chinese power, China's evolving identity, as well as the major aspects of its declaratory and substantive foreign and security policy. It also examines from different theoretical and political perspectives the implications that China's rise has been posing for East Asia. As regards the management of China's growing capabilities, status and ambitions, the course explores what political and security strategies vis-à-vis China have in turn been adopted by the key states that are either resident in or have a significant presence in the wider East Asia, such as the United States, Japan, Russia and India. The course also explores the ways in which China's rise has impacted on conflicts in the South China Sea and on the Korean peninsula, and the nature of the management of China's rise by states from continental and maritime Southeast Asia. It moreover examines how regional arrangements and institutional frameworks for dialogue and cooperation led by lesser regional states have served the management of China's rise. Concepts and theories from International Relations will be drawn upon as appropriate.

Teaching: 20 hours of classes in the MT. 2 hours of classes in the ST.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will write two essays with a maximum length of 2,000 words and present on class topics.

Indicative reading: William A. Callahan, *China the Pessimist*

Nation (Oxford: Oxford University Press, 2010); Thomas J. Christensen, *The China Challenge: Shaping the Choices of a Rising Power* (New York: W.W. Norton, 2015). Aaron L. Friedberg, *A Contest for Supremacy: China, America, and the Struggle for Mastery in Asia* (New York: W.W. Norton, 2011); Jonathan Holslag, *China's Coming War with Asia* (Cambridge: Polity, 2015). Alastair Iain Johnston and Robert S. Ross, eds, *Engaging China: The Management of an Emerging Power* (London: Routledge, 1999); Rex Li, *A Rising China and Security in East Asia: Identity Construction and Security Discourse* (Abingdon: Routledge, 2009); Gilbert Rozman, *Chinese Strategic Thought toward Asia* (New York: Palgrave Macmillan, 2010); David Shambaugh, ed., *Power Shift: China and Asia's New Dynamics* (Berkeley: University of California Press, 2005); Sheila Smith, *Intimate Rivals: Japanese Domestic Politics and a Rising China* (New: Columbia University Press, 2015). Ian Storey, *Southeast Asia and the Rise of China: The search for security* (London: Routledge, 2011); Robert G. Sutter, *U.S.-Chinese Relations: Perilous Past, Pragmatic Present*, 2nd ed (Rowman & Littlefield, 2013); Michael Yahuda, *Sino-Japanese Relations After the Cold War: Two Tigers Sharing a Mountain* (Abingdon: Routledge, 2013).

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

IR314 Half Unit Not available in 2020/21

Southeast Asia: Intra-regional Politics and Security

This information is for the 2020/21 session.

Teacher responsible: Dr Jurgen Haacke CBG.9.01

Availability: This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option. This course is available to General Course students.

Course content: This class-based half unit course examines key aspects of the contemporary international relations of Southeast Asia, with the primary focus being on the intramural relations of the member states of the Association of Southeast Asian Nations (ASEAN). In order to contextualise these intramural relations, the course first explores the different domestic political contexts in which Southeast Asian decision-makers operate, the historical backdrop to the region's major intrastate and interstate conflicts and disputes, and the key security issues and challenges affecting the region and individual states. The course also, secondly, engages in a comparative analysis of the foreign and security policies of the five original member states of ASEAN that will, for instance, take account of the influence of geographical factors, the relevance of ethnic politics and nationalism, political change, leadership ambitions, and the main economic and security interests pursued by governments. Finally the course explores how the respective domestic backdrop and foreign policy outlook of Southeast Asian states have shaped the nature, effectiveness and limits of ASEAN as a vehicle for intramural political-security cooperation. In this context, the course assesses the grouping's efforts to establish an ASEAN political-security community. The course will conclude by comparing the role played respectively by the ASEAN states and extra-regional powers in managing regional security and order. Concepts and theories drawn from International Relations, and especially Foreign Policy Analysis, will be applied as appropriate.

Teaching: 20 hours of classes in the LT. 2 hours of classes in the ST.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will write two essays with a maximum length of 2,000 words and present on class topics.

Indicative reading: Beeson, Mark (2009) *Contemporary Southeast Asia*, 2nd ed. (Houndmills, Basingstoke: Palgrave Macmillan);

Acharya, Amitav (2014), *Constructing a security community in Southeast Asia: ASEAN and the problem of regional order*, 3rd ed. (Abingdon: Routledge); Ganesan, N. and Ramses Amer, eds (2010) *International Relations in Southeast Asia: Between Bilateralism and Multilateralism* (Singapore: ISEAS); Leifer, Michael (2000) *Singapore's Foreign Policy: Coping with Vulnerability* (London and New York: Routledge); Saravanamuttu, Johan (2010) *Malaysia's Foreign Policy: The First Fifty Years-Alignment, Neutralism, Islamism* (Singapore: ISEAS); Severino, Rudolfo (2006) *Southeast Asia in Search of an ASEAN Community* (Singapore: ISEAS); Slater, Dan (2010) *Ordering Power: Contentious Politics and Authoritarian Leviathans in Southeast Asia* (Cambridge: Cambridge University Press); Tan, Andrew T.H., ed., *A Handbook of Terrorism and Insurgency in Southeast Asia* (Cheltenham: Edward Elgar, 2007).

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

IR315

The Middle East and International Relations Theory

This information is for the 2020/21 session.

Teacher responsible: Dr Katerina Dalacoura CBG.9.14

Availability: This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students must have completed International Political Theory (IR200) or Foreign Policy Analysis (IR202) or an equivalent course.

Course content: The course applies the theories and conceptual tools of the discipline of International Relations to the study of the Middle East region. It uses the empirical material offered by the history, politics, political economy and international politics of the region to explore these concepts and theories. More specifically, it concentrates on the areas of foreign policy analysis, international political economy, gender, the study of international norms and conflict and peace studies. It explores the applicability of various International Relations theories (for example, realism and neo-realism; neo-liberalism; constructivism; English School; neo-Marxism and structuralism; and post-colonialism) to the study of the region.

Teaching: This course is delivered through a combination of classes and lectures totaling a minimum of 40 hours across Michaelmas Term and Lent Term. This year, some or all of this teaching will be delivered through a combination of online lectures and in-person classes/classes delivered online.

Formative coursework: Two essays of 1,500 words each.

Indicative reading:

- Raymond Hinnebusch and Anoushiravan Ehteshami (eds.), *The Foreign Policies of Middle Eastern States* (Lynne Rienner, 2014);
- Raymond Hinnebusch, *The International Politics of the Middle East* (Manchester University Press, 2003);
- Fred Halliday, *The Middle East in International Relations: Power, Politics, and Ideology* (CUP, 2005);
- Shibley Telhami and Michael Barnett, *Identity and Foreign Policy in the Middle East* (Cornell University Press, 2002);
- Michael Barnett, *Dialogues in Arab Politics* (Columbia University Press, 1998);
- Louise Fawcett (ed.) *The International Relations of the Middle East* (Oxford University Press, 2019).

Assessment: Take-home assessment (100%) in the ST.

IR317 Half Unit

American Grand Strategy

This information is for the 2020/21 session.

Teacher responsible: Prof Peter Trubowitz CBG 10.16

Availability: This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: None

Course content: This course explores American foreign policy at the broadest level of analysis – the level known as grand strategy. The course showcases the main theoretical perspectives that inform the study of grand strategy and applies them to historical and contemporary cases of American statecraft. In this connection, we will assess the relevance of the U.S. experience for theorizing about power politics and the implications of alternative theories for thinking critically about American international behaviour. Emphasis is placed on the debates and controversies that animate the study of grand strategy, as well as of the unique challenges posed by making foreign policy in the American political, economic, and cultural context.

Teaching: This course is delivered through a combination of classes and lectures totaling a minimum of 20 hours across Michaelmas Term (MT). This year some or all of this teaching will be delivered via online lectures and in-person classes or classes delivered online.

Formative coursework: Students will write short weekly blog posts on Moodle and provide an 800-word outline of their assessed essay by the end of Week 8. This will be returned by the end of MT.

Indicative reading:

- John Lewis Gaddis, *Strategies of Containment* (2005)
- Peter Trubowitz, *Politics and Strategy* (Princeton 2011)
- Linda Weiss, *America Inc.?* (Cornell 2014)
- Robert Kagan, *The Jungle Grows Back* (Knopf, 2018)

Assessment: Essay (100%, 2500 words) in the LT.

Students will write a 2,500 word assessed essay selecting from a list of topics and questions provided by the course coordinator. The essay will be due at the end of Week 1 of the LT.

IR318 Half Unit Not available in 2020/21

Visual International Politics

This information is for the 2020/21 session.

Teacher responsible: Prof William Callahan CBG.9.05

Availability: This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: We live in a visual age. Images play an increasingly important role in shaping international political events and our understanding of them. The objective of this course is to examine how visual sources – maps, photographs, film, television, new media – influence international political phenomena, our perception of them, and public responses to them. The course has conceptual, empirical, and practical objectives. At a conceptual level students will acquire knowledge of key theoretical and methodological debates necessary to study visual international politics. At an empirical level, students will gain a better understanding of several concrete instances where images helped to shape international political phenomena, from wars to humanitarian crises, from global social movements to alternative world orders. At a practical level, students will learn how to make a short documentary film.

Teaching: 9 hours of lectures, 3 hours of seminars and 20 hours of classes in the MT.

Students on this course will have a reading week in Week 6, in line with departmental policy.

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

MT week 7: 750-word essay project proposal

MT week 8: Rough edit of film – approx. 3 minutes duration

Indicative reading:

- Berger, John (1972) *Ways of Seeing*. London: Penguin.
- Bleiker, Roland, ed. (2018) *Visual Global Politics*. London: Routledge.
- Callahan, William A. (2018) 'The Politics of Walls: Barriers, Flows and the Sublime'. *Review of International Studies*, first view.
- Campbell, David (2007) 'Geopolitics and Visual Culture: Sighting the Darfur Conflict 2003-05'. *Political Geography* 26(4): 357-382.
- Der Derian, J. (2009). *Virtuous War: Mapping the Military-Industrial-Media-Entertainment-Network*. New York: Routledge.
- Evans, Jessica and Stuart Hall, eds. (1999) *Visual Culture: The Reader*. London: Sage.
- Mirzoeff, Nicolas (2015) *How to See the World*. London: Pelican Books.
- Rose, Gillian (2016) *Visual Methodologies: An Introduction to Researching with Visual Materials*, 4th ed. London: Routledge.
- Shapiro, Michael J. (2011) *Cinematic Geopolitics*. London: Routledge.

Assessment: Project (50%) in the MT.

Essay (50%, 2500 words) in the LT.

The project will be a ten minute documentary film, which will be made by groups of 2 or 3 students.

IR319 Half Unit

Empire and Conflict in World Politics

This information is for the 2020/21 session.

Teacher responsible: Prof Tarak Barkawi CBG.9.03

Availability: This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This is a course about war and empire. Many peoples and places in the world have been shaped by imperialism. This course explores some of the violent dimensions of the imperial past and present. It imagines world politics as a space of co-constitution and war or violent conflict as a form of social interconnection. The course considers armed conflict in imperial context from colonial "small war" through to the War on Terror. It looks at how warfare shapes (and is shaped by) the societies, cultures and politics that populate world politics. It also considers some of the intellectual traditions that have arisen out of the experience of, and inquiry into, colonial violence, from the thought of resistance leaders to subaltern and postcolonial studies. The premise of the course is that imperial warfare and violence have been generative forces in shaping world politics, well beyond the times and places of specific battles and killings.

This course familiarises students with some themes from scholarship on empire and conflict in the social sciences and humanities. This involves, first, understanding the limitations of the sovereign nation-state as the basic unit of world politics. For most people in most times and places, international relations have taken imperial form of one kind or another. What would it mean to take empire seriously in international thought and inquiry? The course approaches this question by looking at the relations between empire and globalisation in historical and theoretical context. Second, although much scholarship on empire concerns economy and culture, the history of empire is a history of continual warfare and armed resistance. Such "small wars" have shaped society and politics in both the core and periphery of the international system, and often continue to do so long after the guns fall silent (as for example in the case of the US and the Vietnam War). The

course will cover the histories, strategies and theories associated with such wars and their effects. Third and finally, the course will explore the intersection between empire and knowledge in political theory and social inquiry. Not only did anti-colonial resistance produce its own theorists, such as Frantz Fanon and Mao Zedong, but in recent decades empire has been the site of new turns in social and political theory and inquiry, as for example in subaltern studies and post-colonialism. The course will introduce students to this work and its applications to understanding world politics.

Teaching: This course is delivered through a combination of classes and lectures totaling a minimum of 20 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of online lectures and in-person classes/ classes delivered online. Students on this course will have a reading week in Week 6, in line with departmental policy.

Lectures

- 1) Introduction: Empire and International Relations
- 2) Empire/History/Globalization
- 3) Empire, the Regions, and World Politics
- 4) Politics/Strategy/War
- 5) Decolonising War
- 6) Orientalism and 'Small war'
- 7) Revolutionary Guerrilla War
- 8) Counterinsurgency
- 9) Empire after 1945
- 10) The War on Terror and the Colonial Present

Undergraduate Class Topics

- 1) Empire and History
- 2) Orientalism
- 3) The Politics of Imperial War
- 4) War and Society
- 5) The Global Colour Line
- 6) Empire and the United Nations
- 7) Counterinsurgency
- 8) Case Study: The Wars in Vietnam
- 9) Empire and the War on Terror

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

Indicative reading: Note: Required texts for this course change every year

- 1 Frantz Fanon, *The Wretched of the Earth* (London: Penguin, 2001 [1961]).
- 2 Tzvetan Todorov, *The Conquest of America: The Question of the Other* (Norman: University of Oklahoma Press, 1999 [1984])
- 3 Doty, Roxanne Lynn. (1996) *Imperial Encounters: The Politics of Representation in North-South Relations*. Minneapolis, MN: University of Minnesota Press.
- 4 Richard Drinnon, *Facing West: The Metaphysics of Indian-Hating and Empire-Building* (Norman: University of Oklahoma Press, 1997).
- 5 Michel Rolph-Trouillot, *Silencing the Past: Power and the Production of History* (Boston: Beacon, 2015 [1995])
- 6 Edward Said, *Culture and Imperialism* (New York: Vintage, 1994 [1993]).
- 7 Mark Mazower, *No Enchanted Palace: The End of Empire and the Ideological Origins of the United Nations* (Princeton: Princeton University Press, 2009)
- 8 Wolf, Eric R. (1997[1982]) *Europe and the People Without History*. Berkeley: University of California Press.

Assessment: Essay (100%, 4000 words) in the ST.

students.

Pre-requisites: Students must have completed International Organisations (IR203).

Course content: Europe is the region with the highest density of organisations in the world. This course will analyse the importance of European organisations for both their member states and international relations in general. It will review the development of Europe's institutional order in the post-war era and its evolution since the end of the Cold War. Much emphasis will be placed on the evolution of West European organisations such as the Council of Europe, the European Union and NATO, but attention will also be given to European organisations in the former communist bloc, trans-European organisations, and sub-regional organisations.

Lecture and class topics:

1. Europe in International Relations
2. Building Europe's Institutional Order I: NATO and the Warsaw Pact
3. Building Europe's Institutional Order II: economic integration in the European Community
4. Building Europe's Institutional Order III: economic cooperation in EFTA and COMECON
5. Europe's Institutional Order and the ending of the Cold War
6. Europe's security and defence institutions after the Cold War I: what is NATO for?
7. Enlarging Europe's institutional order after the Cold War I: NATO
8. Integration in Europe after the Cold War: the European Union since Maastricht
9. Enlarging Europe's institutional order after the Cold War II: the EU
10. Europe's security and defence institutions after the Cold War II: the case of the Ukraine crisis 2014

Teaching: 20 hours of classes in the LT.

20 hours of classes in the LT.

In line with departmental policy, students on the course will have a reading week in Week 6.

Independent study based on the readings is required. Classes provide an opportunity to discuss issues in depth in a small group setting. Attendance at classes is mandatory, as is adequate preparation for participation in each class discussion. Students will be required to give at least one presentation on one of the topics on the class schedule. Each presenter should provide the class with a one-page outline of the presentation. Presentations should be a maximum of 15 minutes long.

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

Students will produce one short 1,500 word formative essay due in week 6 of the Lent Term. The essay question is to be selected from a list provided to students in week 1. The purpose of the essay is to provide experience of summarising succinctly and engaging with complex empirical and theoretical material, develop research and writing skills necessary for the assessed essay, and to assist in the development of ideas and arguments for the assessed essay. Independent study, based on the readings indicated on the reading list, is required.

Students will also produce a 1.5-2 page outline of their summative essay in week 9. The outline will include the essay question/title, an overview of the argument, a draft of the structure, and an indicative reading list. The reading list must include primary sources.

Feedback will be given to students by the end of week 10.

Indicative reading: Brent Nelsen and Alexander Stubb, *The European Union: Readings on the Theory and Practice of European Integration* 4th ed (Palgrave, 2014). Stuart Croft et al, *The Enlargement of Europe* (Manchester University Press, 1999). Peter Stirk and David Weigall (eds), *The Origins and Development of European Integration* (Pinter, 1999). Desmond Dinan, *Europe Recast: A History of the European Union*, 2nd ed (Palgrave, 2014). Desmond Dinan, *Ever Closer Union? An Introduction to the European Union*, 4th ed. (Palgrave, 2010). Mette Eilstrup-Sangiovanni (ed), *Debates on European Integration: A Reader* (Palgrave, 2006). William Hitchcock, *The Struggle for Europe: the Turbulent History of a Divided Continent 1945 to the Present* (Anchor Books 2004). Ben Rosamund, *Theories of European Integration* (Palgrave, 2000)

IR320 Half Unit Not available in 2020/21

Europe's Institutional Order

This information is for the 2020/21 session.

Teacher responsible: Prof Karen Smith CLM 4.09

Availability: This course is available on the BSc in International Relations, BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option. This course is available to General Course

Assessment: Essay (100%, 3000 words) in the ST.

IR321 Half Unit Not available in 2020/21

Revolutions and World Politics

This information is for the 2020/21 session.

Teacher responsible: Dr George Lawson CBG.9.12

Availability: This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: Revolutions are often considered to be a 'side order' to the 'main course' of International Relations. But as this course explores, the lack of attention paid to revolutions is a mistake – revolutions have played a major part in the making of modern international order. From the 'Atlantic Revolutions' of the late 18th and early 19th centuries to the 'colour revolutions' of the early 21st century, revolutions have been constitutive of notions of sovereignty, order, justice, and more. Revolutions have also been tightly bound up with dynamics of war and peace. This course explores both the theory and practice of revolutions, teasing out their effects and examining the prospects for revolutionary change in the contemporary world.

List of Topics

Part 1 Thinking about revolutions

Week 1 What are revolutions?

Week 2 Key themes in the study of revolutions

Week 3 Revolutions and world politics

Part 2 The experience of revolution

Week 4 The Atlantic 'age of revolutions'

Week 5 Socialist revolutions

(Week 6 Reading week – session on the assessed essay)

Week 7 'Third World' revolutions

Week 8 The 'last great revolution'?

Week 9 'Colour' revolutions

Part 3 Revolution today

Week 10 The Arab uprisings

Week 11 Rethinking revolution

Teaching: 10 hours of lectures, 15 hours of classes and 4 hours of workshops in the MT.

The main aim of the course is to provide an opportunity for students to make informed judgments about how and in what ways revolutions have impacted on core features of modern international order. Additional aims include assessment of the place of revolution in the contemporary world and, more generally, the ability to connect theoretical arguments about revolutions with the substantive experience of revolutions.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will produce 1 x 1,500 word essay in week 8 of MT.

Students will also submit a 2-3 page outline of the assessed essay in Week 10, receiving comments and feedback in Week 11.

Indicative reading:

- Doug McAdam, Sidney Tarrow and Charles Tilly (2001) *Dynamics of Contention* (Cambridge: Cambridge University Press).
- John Foran (2005) *Taking Power* (Cambridge: Cambridge University Press).
- John Foran, David Lane and Andreja Zivkovic eds. (2008) *Revolution in the Making of the Modern World* (London: Routledge).
- Jack Goldstone (2014) *Revolutions: A Very Short Introduction* (Oxford, Oxford University Press).
- Jeff Goodwin (2001) *No Other Way Out* (Cambridge: Cambridge University Press).
- Fred Halliday (1999) *160 Revolutions and World Politics* (London: Palgrave).
- Charles Kurzman (2008) *Democracy Denied* (Cambridge, MA:

Harvard University Press).

- Daniel Ritter (2015) *Unarmed Revolutions* (Oxford: Oxford University Press).
- Eric Selbin (2010) *160 Revolution, Rebellion, Resistance* (London: Zed).
- Theda Skocpol (1979) *160 States and Social Revolution* (Cambridge: Cambridge University Press).

Assessment: Essay (70%, 3000 words), presentation (10%) and coursework (20%) in the MT.

The 20% coursework will be 10 x weekly blog posts of 200 words each.

The 10% presentation will be a group presentation.

IR322 Half Unit Not available in 2020/21

Sovereignty, Rights and Justice: Issues in International Political Theory

This information is for the 2020/21 session.

Teacher responsible: Prof Chris Brown

Availability: This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: Combines insights and concepts from political theory and international relations theory, and focuses on modern debates on sovereignty, the rights of states, individuals and peoples, and international justice.

Sovereignty and the norm of non-intervention; the contemporary international human rights regime; the ethics of war and violence; the politics of humanitarian intervention; the politics of international criminal law and the ICC; global social justice. Further details will be provided at the start of the session.

Teaching: 20 hours of seminars in the LT.

(10 x 2 hr seminars.)

Week 6 is a reading week, in line with departmental policy

Formative coursework: Students will write one formative essay (1,500 words) due end of week 6; they can use this to develop ideas for the summative essay but students will not be allowed to 'cut and paste' their formative work into the summative essay. Students will produce a 2 page outline of the assessed essay in Week 10. This will set out the research question, an overview of the argument, a draft structure and indicative reading list. Students will receive approval of the research topic and feedback on the outline by the end of Week 11.

Indicative reading: A detailed list of references will be provided: Suitable introductions include: Chris Brown, *International Society, Global Polity: An Introduction to International Political Theory* (2015) and Anthony Lang, *International Political Theory* (2014);

Assessment: Essay (100%, 4000 words) in the ST.

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

IR323 Half Unit

Gendered/ing and International Politics

This information is for the 2020/21 session.

Teacher responsible: Dr Katharine Millar CBG.8.13

Availability: This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option. This course is available with permission to General Course students.

Pre-requisites: Students must have completed International

Political Theory (IR200).

Course content: The course examines the gendering of both the practices/events studies as international politics and the discipline/study of international relations. The course is grounded in feminist theory, and provides students with an introduction to feminist epistemologies and methods. Students will discover how 'gender matters' to the study and conduct of international politics through an examination of several substantive areas of international politics, including security, development, and NGOs and transnational social movements. These overarching topics are balanced with issue-specific case studies (e.g. sexualised violence in conflict; gendering of informal economy) to be discussed in class. Particular thematic attention will be paid to the on-going construction of global/transnational hierarchies that are gendered and gendering.

Indicative topics to be covered:

- 1 Where (and why) is gender in international politics?
- 2 Introduction to feminist theory and its relation to the 'international'
- 3 Gender, epistemology and the study of international politics
- 4 Gender, the economy, and hierarchy
- 5 Intersectionality: gender, race, empire
- 6 Queer theory and sexuality in IR
- 7 Femininity, masculinity and security
- 8 Gender and poverty/development
- 9 Feminist activism, NGOs and transnational social movements
- 10 Conclusion: Where do we go from here?

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of online lectures and in-person classes/ classes delivered online. Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: An essay question and outline due in LT

Indicative reading:

- C Enloe, *Bananas, beaches and bases: making feminist sense of international politics*, rev'd 2nd ed (University of California Press, 2014)
- C Weber, *Queer International Relations: sovereignty, sexuality and the will to knowledge* (OUP, 2016)
- A Sisson Runyan and S Peterson, *Global Gender Issues in the New Millennium* 4th ed (Westview Press, 2013)
- L Sjoberg, *Gender, War and Conflict* (Polity, 2014)
- B Ackerly, J True and M Stern (eds), *Feminist Methodologies for International Relations* (CUP, 2006)

Assessment: Coursework (35%) and essay (65%, 3000 words) in the LT.

The coursework is comprised of:

- One (500 word max) blog posts, to a Moodle forum on a week assigned by the instructor (marked with grade, 20%).
 - Two (250 word max) response to colleagues' blog posts and two (for two different weeks) questions posed for discussion in seminar (completion/participation grade, 15%)
- The essay is 3000 words delivered in LT (65%)

IR324 Half Unit Not available in 2020/21

The Practices of Transitional Justice

This information is for the 2020/21 session.

Teacher responsible: Dr Jens Meierhenrich CLM.6.07

Availability: This course is available on the BSc in International Relations, BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option. This course is available with permission to General Course students.

Pre-requisites: Students must have completed International Organisations (IR203) and International Political Theory (IR200).

Course content: This taught seminar introduces students to the theory and history of transitional justice. It explores the logic of amnesties, apologies, memorials, lustrations, reparations, trials,

truth commission, and related responses to genocide, crimes against humanity, and other mass atrocities. Examining the whole array of historical and contemporary solutions to the problems of 'radical evil' (Immanuel Kant), the seminar assesses the conditions for - and limitations to - achieving order, truth, and justices in domestic politics and international affairs. Utilising insights from political science, law, history, sociology, and philosophy, the seminar will compare alternative institutional designs and divergent choices and consider their real, and imagined, social, political and economic consequences across space and time, from Athens to South Africa to Libya.

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

In line with departmental policy, students on the course will have a reading week in Week 6.

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

Students are required to research and write one essay (2,500 words). In addressing a given essay topic, students must seek to integrate, where applicable, theory and history and bring empirical evidence to bear on the research question they have chosen.

Essays must be fully—and carefully—referenced using one of the major conventions consistently. Submissions are due in Week 8 and must be made in hard copy. Feedback is provided by the course teacher, who is responsible for marking essays.

Several criteria are applied in the evaluation of student essays, notably: (1) Originality of argument: How unexpected is the advanced claim? (2) Use of literature: Has relevant scholarship been digested and put to good use? (3) Soundness of analysis: Is the inquiry comprehensive and logically consistent? (4) Organisation of evidence: Have argument and evidence been introduced and presented in a compelling manner? (5) Validity of findings: Does the argument remain valid when applied empirically? (6) Clarity of presentation: Are grammar, punctuation, and references flawless?

Indicative reading: Indicative reading list:

Jon Elster, *Closing the Books: Transitional Justice in Historical Perspective* (Cambridge: CUP, 2004). Jens Meierhenrich, Alexander Laban Hinton and Lawrence Douglas (eds), *The Oxford Handbook of Transitional Justice* (Oxford: OUP, 2017). Tricia D Losen, Leigh A Payne and Andrew G Reiter (eds), *Transitional Justice in Balance: Comparing Processes, Weighing Efficacy* (Washington DC: USIP, 2010). Rosalind Shaw and Lars Waldorf (eds), *Localizing Transitional Justice: Interventions and Priorities after Mass Violence* (Stanford: Stanford University Press, 2010). Kathryn Sikkink, *The Justice Cascade: How Human Rights Prosecutions are Changing World Politics* (New York: Norton, 2011)

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

IR325 Half Unit

The Situations of the International Criminal Court

This information is for the 2020/21 session.

Teacher responsible: Dr Jens Meierhenrich CBG.10.01

Availability: This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option. This course is available with permission to General Course students.

Course content: This taught seminar introduces students to the practices of the International Criminal Court (ICC). Focusing on the ICC's ongoing investigations and prosecutions - its so-called 'Situations' - the courses exemplifies the politics of international law in the context of one of the most embattled international organisations in the international system. On the foundation of 'practice theory', it blends methodological approaches from

law, the social sciences and the humanities. By adopting an evolutionary perspective to the ICC, the seminar raises - and answers - pertinent theoretical questions about institutional design and development of in international politics. Empirical cases to be discussed include the settings of the ICC's nine Situations (the DRC, Uganda, the Central African Republic, Sudan, Kenya, Libya, Cote d'Ivoire, and Mali) as well as the territories of the ICC's preliminary examinations (Afghanistan, Columbia, Georgia, Guinea, Iraq, Nigeria, Palestine, and Ukraine). Students will learn to work with both court documents and theoretical texts.

Teaching: This course is delivered through classes totalling a minimum of 20 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of in-person classes/classes delivered online. Students on this course will have a reading week in Week 6, in line with departmental policy.

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

Students are required to research and write one essay (2,500 words). In addressing a given essay topic, students must integrate theory and history and bring empirical evidence to bear on the research question they have chosen. Essays must be fully - and carefully - referenced using one of the major conventions consistently. Submissions are due in Week 8 and must be in hard copy. Feedback is provided by the course teacher, who is responsible for marking essays.

Several criteria are applied in the evaluation of student essays, notably: (1) originality of argument. (2) use of literature: has relevant scholarship been digested and put to good use? (3) soundness of analysis: is the inquiry comprehensive and logically consistent? (4) organisation of evidence: have argument and evidence been introduced and presented in a compelling manner? (5) validity of findings: does the argument remain valid when applied empirically? (6) clarity of presentation: are grammar, punctuation and references flawless?

Indicative reading: Indicative reading list:

Robert Cryer, Darryl Robinson, and Sergey Vasiliev, *An Introduction to International Criminal Law and Procedure*, Fourth edition (Cambridge: Cambridge University Press, 2019). Jens Meierhenrich (ed) 'The Practices of the International Criminal Court', *Law and Contemporary Problems* Special Issue, Vol.76, Nos 3 & 4 (2014). Martha Minow, Alex Whiting, and Cora True-Frost, eds., *The First Global Prosecutor* (Michigan: University of Michigan Press, 2015). Benjamin N Schiff, *Building the International Criminal Court* (Cambridge: Cambridge University Press, 2008). Carsten Stahn, ed., *The Law and Practice of the International Criminal Court* (Oxford: Oxford University Press, 2015). William A. Schabas, *An Introduction to the International Criminal Court*, Sixth edition (Cambridge: Cambridge University Press, 2020). Patrick S Wegner, *The International Criminal Court in Ongoing Intrastate Conflicts: Navigating the Peace-Justice Divide* (Cambridge: CUP, 2015)

Assessment: Essay (100%) in the ST.

IR326 Half Unit Not available in 2020/21

The Rule of Law: A Global History

This information is for the 2020/21 session.

Teacher responsible: Dr Jens Meierhenrich CBG.10.01

Availability: This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History, BSc in Politics and International Relations and LLB in Laws. This course is not available as an outside option. This course is available with permission to General Course students.

Course content: This taught seminar course introduces students to the theory and history of the rule of law, one of the most frequently invoked - and least understood - ideas of political theory and practice. What exactly is the rule of law? Is it still a harbinger of liberty or just the latest manifestation of neocolonial domination? Is it a moral ideal or merely a means to an end? Can it really

facilitate democracy, development, and economic growth? And why is the rule of law compatible with authoritarianism? In answer to these and related questions debated in law and the social sciences as well as in international organizations, governments, think tanks, and NGOs the world over, this interdisciplinary course introduces students to important advocates of the rule of law (from A. V. Dicey to the World Bank) and also to notable critics (including Thomas Hobbes, Carl Schmitt, Judith Shklar, and Eric Posner). Through close readings of seminal texts and a global analysis of historical cases and trajectories, students will gain an innovative and in-depth understanding of the promise - and limits - of one of the most foundational concepts of the modern world.

Teaching: 20 hours of seminars in the MT.

In line with departmental policy, students on the course will have a reading week in week 6.

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

Students will write one formative essay of 1,500 words on an assigned topic. This essay will be used to sketch out ideas for the summative essay. Feedback will be provided on the essay which will aid in the research and writing of the summative essay.

Indicative reading:

- Tom Ginsburg and Tamir Moustafa, eds., *Rule by Law: The Politics of Courts in Authoritarian Regimes* (Cambridge: Cambridge University Press, 2008)
- Paul Gowder, *The Rule of Law in the Real World* (Cambridge: Cambridge University Press, 2016)
- R. W., Kostal, *A Jurisprudence of Power: Victorian Empire and the Rule of Law* (Cambridge: Cambridge University Press, 2005)
- José Maria Maravall and Adam Przeworski, eds., *Democracy and the Rule of Law* (Cambridge: Cambridge University Press, 2003)
- Friedrich Kratochwil, *The Status of Law in World Society: Meditations on the Role and Rule of Law* (Cambridge: Cambridge University Press, 2014)
- Eric Posner, *The Perils of Global Legalism* (Oxford: Oxford University Press, 2009)

Assessment: Essay (100%, 4000 words) in the LT Week 1.

IR347 Half Unit Not available in 2020/21

Political Economy of International Labour Migration

This information is for the 2020/21 session.

Teacher responsible: Dr Covadonga Meseguer

Availability: This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: The mobility of workers is one of the pillars of globalisation. However and surprisingly, international political economists have paid less attention to the political causes and consequences of international migration in comparison to that paid to other aspects of globalisation such as trade or finance. In this course, we shall employ a political economy perspective to study the historical evolution of migration policy, the relationship between trade and migration, and the political causes and consequences of migration flows. I shall place special emphasis on the study of the political consequences of migration for sending (rather than receiving) countries. We shall also pay attention to an important capital flow associated to international migration: remittances. Rather than focusing on the economic/developmental consequences of remittances, we shall discuss how remittances impact political outcomes as diverse as democratisation, the survival of dictatorships, political clientelism, corruption, political participation, and political accountability.

Week 1. Overview and Introduction
 Week 2. Labour Flows and Economic Theory.
 Week 3. Causes of International Labour Flows: Economics and Politics.
 Week 4. Trade and International Migration in Historical Perspective.
 Week 5. The Making of Migration Policy (I): Interests and Institutions.
 Week 6. Reading Week
 Week 7. The Making of Migration Policy (II): Immigration, the Economy, and Public Opinion.
 Week 8. International Migration and International Cooperation
 Week 9. Economic Consequences of International Labour Migration for Sending Countries: Remittances.
 Week 10. Political Consequences of International Labour Migration for Sending Countries (I): Autocracies.
 Week 11. Political Consequences of International Labour Migration for Sending Countries (II): New Democracies.

Teaching: 10 hours of lectures and 15 hours of classes in the LT. 1 hour of classes in the ST.

Students on this course will have a reading week in Week 6, in line with departmental policy.

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

Students are expected to write 1 essay (1500 words).

Students are expected to make one class presentation.

Indicative reading: Rosenblum, M and Tichenor, D (eds). 2012. *The Oxford Handbook of the Politics of International Migration*. New York: Oxford University Press. Hatton, T and J. Williamson. 2005. *Global Migration and World Economy. Two Centuries of Policy and Performance*. Cambridge, MA: MIT Press. Moses, J.W. 2011. *Emigration and Political Development*. New York: Cambridge University Press. Kapur, D. 2010. *Diaspora, Development, and Democracy: The Domestic Impact of International Migration from India*. Princeton, NJ: Princeton University Press. Solimano, A. 2010. *International Migration in the Age of Crisis and Globalization*. New York: Cambridge University Press.

Assessment: Essay (100%, 2000 words).

IR349

Conflict and Peacebuilding

This information is for the 2020/21 session.

Teacher responsible: Dr David Rampton

Availability: This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: A basic background knowledge of the subject themes or related areas would be an advantage.

Course content: This course is intended for those interested in theoretical and practical approaches to the question of peace, the problems of war, conflict and violence, and responses to these issues, particularly in the form of liberal peacebuilding and statebuilding. The course is divided into three unequal but interconnected parts. The first part examines ideas and debates about the concepts, causes, contexts, dynamics and representations of conflict, violence and war. The second explores and problematises the concept of peace and the nature, meanings and goals of peace and peacebuilding. This leads into the third section which is concerned with a critical engagement with the range of international responses to conflict associated with the discourses and practices of liberal peacebuilding and statebuilding. The seminars explore the nexus between theory and practice. Although the course and its readings are mainly theoretical and conceptual rather than empirical, students are encouraged to apply the ideas to actual cases, past and present.

Teaching: This course is delivered through a combination of classes and lectures totaling a minimum of 36 hours across

Michaelmas and Lent Term. This year, some or all of this teaching will be delivered through a combination of online lectures and in-person classes/classes delivered online. Students on this course will have a reading week in Week 6, in line with departmental policy. The course also features film showings linked to some of the lecture themes. These are delivered in person but due to the current situation are now unlikely to commence until the Lent Term.

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

Formative essays 1,500 words.

Indicative reading: Jacob Bercovitch, Victor Kremenyuk and William Zartman (eds.) *The Sage Handbook of Conflict Resolution* (Sage Publications, 2009). Mark Duffield *Global Governance and the New Wars* (Zed Books 2014). Sinisa Malesevic *The Sociology of War and Violence* (Cambridge University Press 2010). Edward Newman and Karl DeRouen (eds.) *Routledge Handbook of Civil Wars* (Routledge, 2016). Roland Paris and Timothy Sisk (eds.), *The Dilemmas of Statebuilding* (Routledge 2008). Oliver Richmond (ed.) *Palgrave Advances in Peacebuilding: Critical Developments and Approaches* (Palgrave MacMillan UK 2010). Hugh Miall, Oliver Ramsbotham, and Tom Woodhouse, *Contemporary Conflict Resolution: The Prevention, Management and Transformation of Deadly Conflicts*, 3rd ed (Polity, 2011).

Assessment: Essay (40%, 2000 words) in the LT.

Essay (60%, 3000 words) in the ST.

IR354 Half Unit Not available in 2020/21

Governing International Political Economy: Lessons from the Past for the Future

This information is for the 2020/21 session.

Teacher responsible: Dr James Morrison 95 ALD 1.14

Availability: This course is available on the BSc in International Relations, BSc in International Relations and History and BSc in Politics and International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Some background knowledge of international political economy, such as that provided by IR204 'International Political Economy', will be useful for students taking this course.

Course content: Who governs the global economy? How do they do so? And to what ends do they govern it? This course examines these questions by examining the canonical theories of—and state approaches to—the challenges of global economic governance across the last several centuries. While this course takes history seriously, the primary objective is to use the history to tease out generalisable insights into those challenges we face today. More generally, this course of study will demonstrate the incomparable insights historical thinking offers in addressing contemporary challenges. History has always been central to the study and practice of international political economy. The most influential scholars and practitioners of international political economy have repeatedly turned to history both to explain, and to offer a fresh perspective on, the great challenges of their day. This course is designed to help students cultivate that invaluable skill and habit of mind.

Proceeding from the seventeenth century to the present, it examines:

- seminal theorists' particular treatments of international political economy
- the ongoing, timeless debate between these theorists
- the major shifts in the global economic order
- the interaction between theories and policy in each shift

The course begins with mercantilism and the 'age of empires.' It then explores the great critics of mercantilism—Adam Smith and David Hume—and the relationship between their critique and the revolutions in IPE that followed. It goes on to analyse the rise of so-called 'English' political economy and the 'First Era of Globalisation'

in the 19th Century.

The course then pivots to consider two major challenges to this hegemony of thought and practice. First, it traces the development of socialism from an internal critique through the writings of Marx & Engels to an instantiated alternative system in the early Soviet Union. Second, it considers the German Historical School's return to mercantilism and the ascent of the American Empire onto the global stage. These clash of empires then leads to the cataclysm of the First World War.

In the interwar period, the course analyses the failed attempts to restore the global order. It analyses the radical challenge posed by fascist political economy. It also considers the variety of responses issued by different types of liberals. The course then transitions into a discussion of the several postwar orders, from Keynes's neoliberal institutionalism to Gandhi's rejection of Eurocentric political economy.

Last, the course turns to the modern era. It analyses the trajectories of the postwar global trade and financial systems. It then turns to contemporary issues, such as the post-Cold War order, the 2008 Global Financial Crisis, and the rise of emerging markets.

Teaching: 10 hours of lectures and 10 hours of classes in the MT. Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will be expected to produce 1 essay and 2 presentations in the MT.

Indicative reading: Thomas Munn. *England's Treasure by Forraign Trade*. Adam Smith. *An Inquiry into the Nature and Causes of the Wealth of Nations*. Karl Marx. *Communist Manifesto*. JM Keynes. *General Theory of Employment, Interest, & Money*. Gandhi, Mohandas K. *Hind Swaraj or Indian Home Rule*.

Assessment: Essay (100%, 2000 words) in the MT.

IR355 Half Unit Economic Diplomacy

This information is for the 2020/21 session.

Teacher responsible: Dr Stephen Woolcock CBG.8.09

Availability: This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Some background knowledge of international political economy, such as that provided in IR206 'International Political Economy, will be useful to students taking this course.

Course content: The course introduces students to the theories and analytical frameworks relating to decision-making and negotiation in international economic relations and enables them to develop the skills needed to apply these to cases. It discusses the roles of the main actors, institutional settings and processes involved in domestic decision-making and international economic negotiations, and their interaction. The aim of the course is to provide participants with the ability to understand and analyse the factors shaping international negotiations in a range of policy issues from trade and investment, to the environment, economic summits and finance.

Teaching: This course is delivered through a combination of classes, lectures and workshops totalling a minimum of 20 hours across Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of online lectures and in-person classes/classes delivered online. Students on this course will have a reading week in Week 6, in line with departmental policy.

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

Indicative reading: Bayne, Nicholas and Woolcock, S. *The new economic diplomacy: decision-making and negotiation in international economic relations*, Fourth edition, 2016

Assessment: Exam (100%, duration: 2 hours) in the January exam period.

IR367 Half Unit Global Environmental Politics

This information is for the 2020/21 session.

Teacher responsible: Dr Robert Falkner FAW.11.01B

Availability: This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: There are no prerequisites, though some background knowledge of international political economy, such as that provided in IR206 International Political Economy, will be useful to students taking this course.

Course content: An introduction to concepts and issues in the study of global environmental politics, with special emphasis on the political economy of environmental protection. Environmentalism and the greening of international society; domestic sources of environmental diplomacy; environmental leadership in international negotiations; international environmental regimes and their effectiveness; the role of nonstate actors (business, NGOs); corporate environmentalism; private environmental governance; trade and environment; international environmental aid; greening foreign direct investment; climate change; biosafety regulation; deforestation.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of online lectures and in-person classes/classes delivered online. Students on this course will have a reading week in Week 6, in line with departmental policy.

Topics:

- 1 Introduction: The rise of global environmentalism in international politics
- 2 States and foreign environmental policy
- 3 Nonstate actors (NGOs and business) in global environmental politics
- 4 International environmental regimes and regime effectiveness
- 5 International trade and global environmental protection
- 6 Global finance, aid and sustainable development
- 7 Multinational corporations and private environmental governance
- 8 Climate change: international negotiations and multi-level governance
- 9 Biosafety: scientific uncertainty and the politics of precaution
- 10 Deforestation: non-regimes and private governance

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

Indicative reading:

- Betsill, M. M., K. Hochstetler and D. Stevis, Eds. (2014). *Advances in International Environmental Politics*. Basingstoke, Palgrave.
- Biermann, Frank, & Kim, Rakhyun E. (2020). *Architectures of Earth System Governance: Institutional Complexity and Structural Transformation*. Cambridge: Cambridge University Press.
- Chasek, Pamela S., Downie, David L., & Brown, Janet Welsh. (2017). *Global Environmental Politics* (7th edition ed.). London: Routledge.
- Clapp, J. and P. Dauvergne (2011). *Paths to a Green World: The Political Economy of the Global Environment*. Cambridge, MA, MIT Press.
- Corry, O. and H. Stevenson (2017). *IR and the Earth: Societal multiplicity and planetary singularity. Traditions and Trends in Global Environmental Politics*, Earthscan Ltd.
- Falkner, R. (2008). *Business Power and Conflict in International Environmental Politics*. Basingstoke, Palgrave Macmillan.
- Falkner, R., Ed. (2016). *The Handbook of Global Climate and Environment Policy*. Cheltenham, John Wiley & Sons.
- Hoffmann, M. J. (2011). *Climate Governance at the Crossroads: Experimenting with a Global Response after Kyoto*. New York, Oxford University Press.
- Jinnah, Sikina, & Morin, Jean-Frédéric. (2020). *Greening through trade: How American trade policy is linked to environmental*

protection abroad. Cambridge, MA: MIT Press

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

IR368 Half Unit

The Political Economy of Trade

This information is for the 2020/21 session.

Teacher responsible: Dr Stephen Woolcock CBG.8.09

Availability: This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Some background knowledge of international political economy, such as that provided in IR206 International Political Economy, will be useful to students taking this course.

Course content: This course provides the basis for understanding the current trends in international trade, including the growth of unilateralism and protectionist pressures and the crisis of the world trading system. This understanding will be based on:

- the intellectual history of free trade and how this has shaped and continues to shape policy;
- an understanding of trade theory;
- background on changes in the nature of trade and investment in the 21st century;
- an analysis of the structural tensions in the trading system as well as the domestic economic and political factors shaping policy;
- knowledge of the underlying trends towards the use of preferential and plurilateral rather than multilateral cooperation in trade and investment
- the core issues in current trade negotiations;
- and thus an understanding of the current fundamental challenges facing the international trading system.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of online lectures and in-person classes/classes delivered online. Students on this course will have a reading week in Week 6, in line with departmental policy.

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

Indicative reading: Heydon. K and Woolcock. S (eds) (2012) *The Ashgate Research Companion to International Trade Policy*, HF 1379 A 82: e-book and hard copies available.
Hoekman. B and Kosteki. (2009) *The Political Economy of the World Trading System* HF 1359 H69 e-book available but reasonably price in paperback so something to purchase.
Martin. L (ed) (2014) *Oxford Handbook of The Political Economy of International Trade*, available as an e-book.

Assessment: Exam (100%, duration: 2 hours) in the January exam period.

IR369 Half Unit

Politics of Money in the World Economy

This information is for the 2020/21 session.

Teacher responsible: Prof Jeffrey Chwieroth CBG.10.12

Availability: This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Some background knowledge of international political economy, such as that provided in IR206 International

Political Economy, will be useful to students taking this course.

Course content: This course is designed as a component of the study of a global system in which the management and mismanagement of money and finance are matters of fundamental consequence for international relations. It is intended to be of particular relevance to students specialising in international political economy. This is a course in applied international political economy theory. It deals with the basic concepts regarding the creation, use and management of money and finance in the global system. Students are then introduced to the political foundations of international monetary governance. Issues covered include the use of national currencies as international money, the politics of exchange rate adjustment, the operations of banks and other institutions in international money and capital markets, the evolution of global financial markets, the relationship between states and markets in the arena of global finance, international monetary cooperation, and the choices of monetary and financial policies open to developed and developing countries. The course emphasises that contemporary issues, such as international financial crises, international financial regulation and the politics of IMF conditionality, are best understood in a broader theoretical and analytical context.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of online lectures and in-person classes/classes delivered online. Students on this course will have a reading week in Week 6, in line with departmental policy.

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

The essay will be 1500 words. Students are also expected to make presentations on topics of their choice

Indicative reading: No one book covers the entire syllabus, but the following general works provide a useful introduction:

- B Eichengreen, *Globalizing Capital* (2019);
- T Porter, *Globalization and Finance* (2005);
- D Andrews (ed), *International Monetary Power* (2006);
- J Frieden, *Currency politics: the political economy of exchange rate policy* (2015);
- E Helleiner, *The status quo crisis: global financial governance after the 2008 meltdown* (2014);
- C. Norloff, *America's global advantage: US hegemony and international cooperation* (2010);
- B Cohen, *Currency power: understanding monetar rivalry* (2015)
- J Chwieroth and A Walter, *The Wealth Effect* (2019)

Assessment: Take-home assessment (100%) in the LT. Assessment will take place in the January exam period

IR372 Half Unit Not available in 2020/21

Nuclear Non-proliferation and World Politics (Special Topics in International Relations)

This information is for the 2020/21 session.

Teacher responsible: Professor Etel Solingen (Susan Strange Visting Professor during 2019/20)
Dr Ulrich Sedelmeier

Availability: This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course will apply theories of international relations to explain why some states have pursued nuclear weapons whereas most others have abstained. What is the role of the nonproliferation regime, major powers, international norms, democracy, and globalization on decisions to acquire or renounce nuclear weapons? How do international institutions, major powers and other states respond to violations of international

legal commitments not to develop nuclear weapons? What is the relative effectiveness of sanctions and positive inducements in persuading states to abandon nuclear weapons programs? Countries under focus will be North Korea, Iran, Japan, Taiwan, Iraq, Libya, South Korea, India, Pakistan, Israel, and Egypt, among others. There will be simulations of negotiations geared to dissuade actual or potential nuclear proliferators from pursuing such designs.

Teaching: 9 hours of lectures and 13 hours and 30 minutes of classes in the LT.

Formative coursework: 1 x Essay (1,500 words) and 1 x Essay Plan (1 page) in the Lent Term.

Indicative reading: Etel Solingen, *Nuclear Logics: Contrasting Paths in East Asia and the Middle East* (Princeton University Press, 2007). William Potter and G. Mukhatzhanova, "Divining Nuclear Intentions" *International Security* 33, 1 (2008). Nicholas L. Miller, "The Secret Success of Nonproliferation Sanctions," *International Organization* 68, No. 4 (2014): 913-944. Nicholas L. Miller, "Nuclear Dominoes: A Self-Defeating Prophecy?" *Security Studies* 23, No. 1 (2014): 33-73. Nina Tannenwald, *The Vanishing Nuclear Taboo?* *Foreign Affairs* November/December 2018. Etel Solingen (ed.), *Sanctions, Statecraft, and Nuclear Proliferation* (Cambridge University Press, 2012)

Assessment: Essay (100%, 3000 words) in the ST.

IR373 Half Unit

China and the Global South

This information is for the 2020/21 session.

Teacher responsible: Professor Chris Alden CBG.9.04

Availability: This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option. This course is available with permission to General Course students.

Pre-requisites: Foreign Policy Analysis (IR202)

Course content: This course focuses on the substantive role that China plays in the Global South where its preponderance of material power and putative developing country status confers upon it a dominant position in bilateral and regional political economies. China's economic position, coupled to an astute use of finances flowing from its mercantilist policies, has enabled it to become the leading trading partner and a significant investor in the developing world. Moreover, the Global South is increasingly figuring in Beijing's expanding security interests and soft power provisions. Interpretations embedded in prevailing academic discourses like socialisation, threat and peaceful rise take on new meaning when studied through the lens of ties with developing countries. Understanding how dynamics in this relationship are impacting upon a host of global and contemporary issues (BRICs, multilateralism, peacekeeping, the environment) is crucial to the shape of the 21st century.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of online lectures and in-person classes/classes delivered online. Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will be expected to produce 1 book review in MT.

Indicative reading: Chris Alden and Chris R Hughes, 'Harmony, Discord and Learning in China's Foreign Policy', *China Quarterly*, Special Issue (No.9 December 2009), pp.13-34. Chris Alden, 'China and Africa - The Relationship Matures', *Strategic Analysis* (36:5 2012), pp.701-707. Kevin Gallagher, *The China Triangle: Latin America's China Boom and the Fate of the Washington Consensus* (OUP: 2016). David Shambaugh, *China Goes Global: The Partial Power* (OUP: 2014). Carol Wise and Margaret Myers (eds), *The Political Economy of China-Latin American Relations in the New*

Millennium: Brave New World (Routledge: 2016)

Assessment: Essay (75%, 3000 words) in the LT. Presentation (25%) in the MT.

During the course of the seminars students will participate in a group presentation (25%) and submit a 3,000 word essay (75%) at the start of the LT.

IR377 Half Unit Not available in 2020/21

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

This information is for the 2020/21 session.

Teacher responsible: Dr Milli Lake

Availability: This course is available on the BSc in International Relations, BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option. This course is available with permission to General Course students.

Course content: This course explores the politics of governance, peace, and security in sub-Saharan Africa as it relates to the broader global context. It will explore the divergent impacts of, and responses to, colonial policies in different locations and their legacies in the contemporary era. It will also explore the different political responses embraced by African leaders and politicians to some of the political, economic, and security challenges of the post-colonial period. In addition to emphasising diversity, the course also pulls together common challenges across the continent such as rapid decolonisation, the Cold War, structural adjustment, civil conflict, human insecurity, humanitarian intervention, and foreign aid.

Teaching: 20 hours of seminars in the LT.

In line with departmental policy, students on the course will have a reading week in week 6.

Formative coursework: Students will be expected to produce 6 other pieces of coursework and 1 other piece of coursework in the LT.

For six of the ten sessions, students on the course will submit a one-page reading memo of approximately 600 words, pulling together key themes from that week's discussions.

In addition, students will produce an assessed essay outline in week 10 consisting of a research question, an overview of the argument, a draft structure and an indicative reading list. Feedback will be provided via email and/or individual sessions with students.

Indicative reading:

- Ade Ajayi, J.F. 1982. "Expectations of Independence." *Daedalus* 3:2
- Séverine Autesserre, 'Dangerous Tales: Dominant Narratives on the Congo and Their Unintended Consequences', *African Affairs* (2012)
- Catherine Boone. 1990. "The Making of a Rentier Class: Wealth Accumulation and Political Control in Senegal" *The Journal of Development Studies*.
- Patrick Chabal and Jean-Pascal Daloz "Whither the State?" in *Africa Works*. Indiana University Press
- Pierre Englebert and Denis Tull, 'Post-Conflict Reconstruction in Africa: Flawed Ideas about Failed States', *International Security* 32:4 (2008).
- Mahmood Mamdani, *When Victims Become Killers: Colonialism, Nativism, and the Genocide in Rwanda* (PUP: 2001)
- Nancy Rose Hunt. 1998. "'Le Bebe En Brousse': European Women, African Birth Spacing and Colonial Intervention in Breast Feeding in the Belgian Congo." *The International Journal of African Historical Studies* 21: 3 pp. 401-32
- William Reno, *Warfare in Independent Africa* (CUP: 2011)
- Alex de Waal, *Famine Crimes: Politics and the Disaster Industry in Africa* (Indiana University Press: 2009)

Assessment: Essay (80%, 2500 words) in the ST.

Class participation (20%).

Students will submit a 2,500 word essay (80%) due in week 1 of the ST.

IR378 Half Unit Not available in 2020/21**Critical War Studies**

This information is for the 2020/21 session.

Teacher responsible: Prof Tarak Barkawi CBG.9.03

Tarak Barkawi is Professor in the Department of International Relations at the London School of Economics and Political Science. He studies warfare between the West and the non-European world, past and present. He writes on the pivotal place of armed force in globalization, imperialism, and modernization, and on the neglected significance of war in social and political theory. He is author of *Soldiers of Empire, Globalization and War* and many scholarly articles.

Availability: This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: War transforms the social and political orders in which we live, just as it obliterates our precious certainties. Nowhere is this more obvious than in the fate of truths offered about war itself. War regularly undermines expectations, strategies and theories, and along with them the credibility of those in public life and the academy presumed to speak with authority about it. This course begins with the recognition that the unsettling character of war has been a profound opportunity for scholarship. For it is precisely in war's disordering and unsettling of politics and identities that the socially and historically generative powers of war are exposed. In bending, stretching and even breaking institutions and societies, war reveals them to us anew and offers perspectives obscured in times of peace. At the same time, these disruptions shape and inform the course and character of war. This violent but fecund juncture between war, society and politics is what this course seeks to understand.

Teaching: 10 hours of lectures and 13 hours and 30 minutes of classes in the LT.

This course consists of three elements all taught in Lent: a lecture series, classes, and a film series.

This course is an advanced undergraduate option. It is a text-based course and not a survey course. That means we will concentrate on a few required readings—read carefully and in-depth. Rather than being given a list of readings for you to select from, you will be given specific, required readings that everyone must read.

For each class, you will be doing required reading of approximately half a book, sometimes less. For each lecture, you are given one recommended background reading. In planning your time, you should read first for the class and second for the lectures.

It is essential that you do the required reading for each class before class.

The lecture series provides concepts, ideas and histories—intellectual scaffolding—against which to read the course texts. It is an essential and helpful aid to your reading.

The film series, attendance at which is voluntary, provides an opportunity for sociability and the exploration of course themes in popular cultures.

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

Indicative reading: Hew Strachan, *Clausewitz's On War: A Biography* (New York: Grove Press, 2007). Paul Fussell, *The Great War and Modern Memory* (New York: Oxford University Press, 1975). William H. McNeill, *The Pursuit of Power: Technology, Armed Force, and Society since A.D. 1000* (Chicago: Chicago University Press, 1982). Michael Sherry, *In the Shadow of War: The United States since the 1930s* (New Haven: Yale University Press, 1995). Anders Engberg-Pedersen, *Empire of Chance: The Napoleonic Wars and the Disorder of Things* (Cambridge: Harvard University Press, 2015). Debbie Lisle, *Holidays in the Danger Zone: Entanglements of War and Tourism* (Minneapolis: University of Minnesota Press, 2016). Antoine Bousquet, *The Scientific War of Warfare: Order and Chaos on the Battlefields of Modernity* (London: Hurst, 2009). Susan Jeffords, *The Remasculinization*

of America: Gender and the Vietnam War (Bloomington: Indiana University Press, 1989). Bruno Cabanes, *The Great War and the Origins of Humanitarianism 1918-1924* (Cambridge: Cambridge University Press, 2014).

Assessment: Essay (100%, 4000 words) in the LT.

The course will be 100% assessed by essay due after the end of term and based on a topic of the student's choice. Students will be given a list of questions to work from and may choose a question provided or develop their own question (based on course texts) in discussion with the course coordinator.

IR398**Dissertation**

This information is for the 2020/21 session.

Teacher responsible: Dr Luca Tardelli CBG.10.05

Availability: This course is available on the BSc in International Relations, BSc in International Relations and Chinese and BSc in Politics and International Relations. This course is not available as an outside option nor to General Course students.

Course content: Candidates submit a dissertation of up to 10,000 words, excluding bibliography, but including notes and any appendices and tables, in the first week of Summer Term. The subject of the dissertation can be anything within the field of International Relations that IR Faculty are able to supervise. Candidates submit the title of their dissertation for approval by the IR398 Course Co-ordinator before the end of the Michaelmas Term, and an outline of their project early in Lent Term. Students also receive written feedback from their supervisors on a 2,000-3,000 word dissertation sample as long as this is submitted by the end of the Lent Term.

Dissertations offer students the chance to enhance their knowledge through an in-depth analysis of a question in an area of particular interest to them. The dissertation assesses different skills from examinations. The aim is to develop the ability to make independent judgements and decisions about a promising and feasible research question, and on selecting and analysing the most important and relevant material. The outcome will be a coherent, sustained, systematically developed, and well supported argument on a topic, typically combining empirical material and theoretical insights, within the field of International Relations. The dissertation may draw entirely on secondary literature. There is no requirement for the use of primary sources and original material such as unpublished documents, archives, or personal interviews.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 10 hours and 30 minutes across Michaelmas Term and Lent Term. This year, some or all of this teaching will be delivered through a combination of online lectures and in-person classes/classes delivered online. In addition to formal teaching, students will see their dissertation supervisors regularly during both terms (usually twice per term, for a maximum of six times in total over the course of the year) for meetings of around 30 minutes each. The IR398 Course Co-ordinator will also run small group tutorials in the Lent Term and will be available for consultation throughout the year to help students address problems as and when they arise.

IR398 contains lectures on how to formulate a research question, how to structure a dissertation, and how to find and use evidence. Classes explore how questions are formed, how literature is used, and how evidence is deployed. Workshops and tutorials are a chance for students to discuss outlines, and receive guidance on issues of structure, research design and evidence. There may also be a chance for some students to present their work.

Advice and Assistance

The IR398 Course Co-ordinator will provide guidance on the nature and process of writing an IR dissertation, through the course lectures, classes and workshops, and office hours. They will also be available for consultation throughout the year to help students address problems as and when they arise.

While students will receive ample guidance and feedback on their

work, the dissertation is an independent project. As such, although students will have a supervisor, and colleagues both in IR and other departments can be approached for informal advice, no Faculty member can read a full draft of the thesis.

Assessment: Dissertation (100%, 10000 words) in the ST.

LL100

Foundational Legal Skills

This information is for the 2020/21 session.

Teacher responsible: Dr Sonya Onwu NAB 5.07

Additional teacher TBA

Availability: This course is compulsory on the BA in Anthropology and Law and LLB in Laws. This course is not available as an outside option nor to General Course students.

Course content: An non-assessed course to help students develop their legal skills. By the end of this course, students will be able to:

1. actively read legal material, and produce comprehensive working notes.
2. engage in independent, self-directed research.
3. critically evaluate a range of legal materials.
4. present clear written arguments in a structured, logical and well-reasoned way, and supported by substantiating evidence.
5. identify and apply the relevant law to the facts of a problem scenario in a structured and methodical manner.
6. assess and reflect upon their own skills development, identify areas for improvement, and the appropriate mechanisms for doing so.

Teaching: An initial two lectures will take place during Induction Week, followed by 10 weekly 45 minute classes.

This year some or all of this teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Weeks 6 of Michaelmas Term.

Formative coursework: Each week, students will be asked to upload a sample of work. Students will receive feedback in-class on their work.

Indicative reading: Readings will be taken from the assigned reading for the LLB first year core courses in each week to avoid students having to read additional pieces. A guide to which readings used will be provided at the start of the course.

LL104

Law of Obligations

This information is for the 2020/21 session.

Teacher responsible: Professor Charlie Webb

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

Course content: Introduction to the law of contract, including formation of contracts, express and implied terms, misrepresentation, exclusion clauses, remedies for breach of contract. Introduction to the principles of the law of restitution. Introduction to the law of torts: negligence and other specific torts, causation, defences, remedies for torts.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term. This year some or all of this teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Weeks 6 of Michaelmas Term and Lent Term. The lectures will be given by a number of different teachers. The

basic work is done through the classes, and the lectures are designed to introduce the topics on the syllabus.

Formative coursework: Students will be expected to produce up to 4 assignments through the year, set and marked by their class teacher.

Indicative reading: A general reading list will be issued at the commencement of each term. Students should follow the advice of their class teachers as to the textbooks to be read.

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

LL105 Half Unit

Property I

This information is for the 2020/21 session.

Teacher responsible: Dr Tatiana Flessas NAB.5.15

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

Course content: The aim is to introduce students to the role of property concepts in legal and social thought. Particular attention is paid to the context, development and function of property forms in contemporary legal systems. The course encompasses a broad range of established and emergent property forms, ranging from questions of copyright and share ownership to aspects of real property. Extensive use will be made of historical and other general commentaries on the question of property.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Lent and Summer Terms. This year some or all of this teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Week 6 of Lent Term.

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

Indicative reading: Murphy & Roberts, Understanding Property Law; Ryan, Property and Political Theory; Rifkin, The Age of Access.

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

LL106

Public Law

This information is for the 2020/21 session.

Teacher responsible: Dr Jo Murkens

Additional Teachers: Professor Martin Loughlin, Dr Thomas Poole, Dr Andrew Scott, and Professor Conor Gearty.

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

Course content: The course covers: the conceptual framework of public law; central government and the executive; parliament; multi-layered government (the European Union, devolution and local government); judicial review; and civil liberties and human rights.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term. This year some or all of this teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Weeks 6 of Michaelmas Term and Lent Term.

Formative coursework: Students will be expected to produce 1 essay in the MT and 1 essay in the LT. Other assignments will be set by the class teacher or the course convenor, as required.

Indicative reading: Basic texts: Martin Loughlin, *The British Constitution: A Very Short Introduction* (Oxford: Oxford University Press, 2013); A. Le Sueur, M. Sunkin & J. Murkens, *Public Law: Text, Cases, and Materials* (Oxford: Oxford University Press, 4th edn, 2019).
Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the summer exam period.

LL108

Criminal Law

This information is for the 2020/21 session.

Teacher responsible: Prof Peter Ramsay

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

Course content: The course examines the 'general part' of criminal law and selected areas of the special part of criminal law in the context of theories of the aims and functions of criminalisation. The course will discuss the limits to criminalization; the conceptual framework of criminal liability (conduct, responsibility, capacity, defences); homicide; sexual offences; non-fatal violence against the person; property offences (with particular reference theft, fraud, robbery and burglary); secondary participation in crime; attempts, conspiracy, encouragement; 'pre-inchoate' offences; regulatory offences.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term. This year some or all of this teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Weeks 6 of Michaelmas Term and Lent Term.

Formative coursework: This will be set by the teacher in charge of the class. A minimum of two pieces of written work will be required, usually one essay and one problem.

Indicative reading: A detailed reading list will be distributed at the start of the course (for the current list, see the public folders). A number of criminal law textbooks are available, and students will be expected to read the relevant parts of the most recent editions of one of these, e.g. Nicola Lacey, Oliver Quick & Celia Wells, *Reconstructing Criminal Law*; Andrew Ashworth and Jeremy Horder, *Principles of Criminal Law*; Jonathan Herring, *Criminal Law: Text, Cases and Materials*; M. Allen, *Introduction to Criminal Law*. They will also be expected to read all cases and materials marked as primary on the detailed reading lists provided.

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

LL109 Half Unit

Introduction to the Legal System

This information is for the 2020/21 session.

Teacher responsible: Prof Nicola Lacey, Prof Neil Duxbury and Dr Jacobus Bornhoff

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

Course content: The course is designed as a foundation course to familiarise law students with the basic characteristics and functioning of legal systems. While most LLB courses focus on particular areas of law, covering the main doctrinal rules and principles which govern them, this course is distinctive in equipping students with three further important tools for a rounded understanding of law, its practical operation, and its impact in society. These are, first a detailed study of the rules, protocols and conventions which govern the judicial interpretation and development of law in the English legal system; second a

comparative and historical analysis of the very different way in which those rules and protocols have developed in both the civilian systems of the continent of Europe, and the common law system of the United States, implying key difference in the constitutions of these legal systems; third, an examination of the distinctive ways in which legal rules and processes are embedded in particular institutional structures and traditions, and of the ways in which these institutions have been changing over the last 30 years, with implications for the social impact of law and for the relationship between law and other social rules, conventions and regulatory systems. The course will include the following topics (though the order of sessions 5-11 may change):

- 1 What is law? (NL)
- 2 Reading Law: Statutory interpretation (ND)
- 3 Reading Law: Common law and judicial precedent (ND)
- 4 The Civilian Tradition (JD)
- 5 Adjudication and Due Process: the role of the trial (NL)
- 6 Reading Week
- 7 The Judiciary: Does it matter who the judges are? (NL)
- 8 Developments in Criminal Justice; Law and Legitimacy (NL)
- 9 Developments in Civil Justice; Alternative forms of Dispute Resolution (NL)
- 10 Social Ordering beyond Formal Law: Legal Pluralism (NL)
- 11 Legal Decision-making beyond Lawyers: Lay Participation (NL)

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Michaelmas Term. This year some or all of this teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Week 6 of Michaelmas Term.

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

Indicative reading: This is a Moodle course, with the course materials, lecture outlines, class reading and suggestions for further reading set out through links to relevant sites. Students who would like to do some introductory reading are encouraged to read Tom Bingham, *The Rule of Law* (2010: Penguin 2011) The Secret Barrister (Macmillan 2018: Pan Macmillan Paperback 2019)

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

LL201 Not available in 2020/21

Administrative Law

This information is for the 2020/21 session.

Teacher responsible: Prof Thomas Poole NAB7.19

Additional Teachers: Professor Carol Harlow

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

Course content: Outline:

Administrative Law is a vital subject throughout the modern world. An understanding of the role which it plays is essential to private practitioners. Commercial lawyers frequently come into contact with regulatory agencies whose special procedures derive from administrative law. Dealings with international agencies (including the European Union) are often governed by administrative law. Public law expertise opens the way to good careers in government service. There is a flourishing Administrative Law Bar, reflected in well-established sets of chambers.

The course aims to reflect the wider dimensions of administrative law, stressing links with public administration, commerce and politics. We emphasise the functions of law in the administrative process and the constitutional role of judicial review. We also aim to show how membership of the European Union and adherence to the European Convention on Human Rights has influenced our system of public law. We look at the way in which changed systems of governance, especially the rapid growth of regulatory

agencies, can be reflected in and controlled by traditional rules of administrative law. We consider alternative dispute resolution, including public inquiries and ombudsmen. In addition to compulsory essays there are opportunities for presentation of papers.

Syllabus:

Theories of administrative law. Decision-making and the administrative process: rules and discretion. The role of agencies. The 'contracting state': administrative law and new public management. Risk and the regulatory state (including responses to the financial crisis of 2008-9). Freedom of information. The changing nature of judicial review. Judicial review and the Human Rights Act. Tribunals. The role of public inquiries. Strategic Litigation and third-party interventions in public law. The Ombudsman and complaints.

Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.

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

Indicative reading: C. Harlow & R. Rawlings, *Law and Administration* (3rd ed., 2009); N. Bamforth and P. Leyland (eds.), *Public Law in a Multi-Layered Constitution* (2003); M. Adler (ed.), *Administrative Justice in Context* (2010).

Assessment: Exam (67%, duration: 3 hours, reading time: 15 minutes) in the summer exam period.

Essay (33%, 4000 words) in the ST.

LL202

Commercial Contracts

This information is for the 2020/21 session.

Teacher responsible: Dr Joseph Spooner and Dr Paul Macmahon
Additional Teachers: Dr Jo Braithwaite, Professor Michael Lobban, Dr Nick Sage

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

This optional LLB course is normally available to students who have completed Law of Obligations LL104.

Pre-requisites: Completion of LL104 - Law of Obligations is normally a prerequisite.

Course content: LL202 Commercial Contracts is a study of the general principles of English law governing commercial contracts. It approaches the topic in two parts. Part 1, '*Fundamentals of Commercial Contracting*' is effectively a study of advanced contract law, and examines several important aspects of, or themes in, the law's regulation of commercial contracting. The topics are chosen because of their intrinsic interest, and because of the opportunity offered for an advanced contextualised examination of contract law. This part explores essential aspects of contract law such as contractual interpretation and the doctrines of mistake and frustration. Other topics include pre-contractual negotiations, multi-party transactions, and agreed remedies. Part 2, '*Fundamentals of Commercial Law*' examines core topics in commercial law, offering students an overview of the most significant areas in this field. It focuses on sales contracts; money, banking and payment methods; credit and secured transactions; agency; assignment; commercial dispute resolution; and international commercial contracts.

Topics are likely to include:

Part 1 – Fundamentals of Commercial Contracting

- The interpretation of contracts.
- Pre-contractual duties and the obligation to negotiate contracts in good faith.
- Mistakes in contracts and frustration of contracts.
- Multi-party projects (privity of contract).
- Agreed remedies.

Part 2 – Fundamentals of Commercial Law

- Agency.
- Assignment.
- Contracts for the sale of goods.
- Credit and security.
- Banking contracts, money, and (international) payment methods.
- Commercial dispute resolution and international commercial contracting.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term. This year some or all of this teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Weeks 6 of Michaelmas Term and Lent Term.

Formative coursework: Two formative (unassessed) essays in Michaelmas Term.

Indicative reading: For the advanced contract law portion of the course, you have the same choice of main text that you had for LL104: Chen-Wishart, *Contract Law*, (5th edn, OUP 2015) or McKendrick, *Contract Law* (12th edn, Palgrave 2017). Up-to-date casebooks include Burrows, *A Casebook on Contract*, (5th edn, Hart Publishing 2016) and McKendrick, *Contract Law: Text, Cases and Materials* (8th edn, OUP 2018).

For the commercial law topics, the main textbook is McKendrick (ed.), *Goode on Commercial Law* (5th edn, Penguin 2017). For cases and materials, you might find useful Clarke, Hooley, Munday, Sealy, Tettenborn, and Turner, *Commercial Law: Text, Cases, and Materials*, (5th edn, OUP 2017). For topic overviews, you may also wish to try Burrows (ed.), *English Private Law* (3rd edn, OUP 2013), available online through the LSE Library website.

Assessment: Exam (75%, duration: 3 hours) in the summer exam period.

Essay (25%, 2000 words) in the LT.

LL203

Law of Business Associations (Company Law)

This information is for the 2020/21 session.

Teacher responsible: Dr Eva Micheler

Additional Teachers: Dr Elizabeth Howell

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

Although this course is open to second and third year law students, experience suggests that third years are more successful.

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

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

We analyse the relationship between various groups with an interest in the affairs of the company – shareholders, directors, managers, financiers, trade creditors, employees, consumers and regulators - and the balance of power between them. The course looks beyond purely technical legal issues and encourages a critical examination of the system and proposals for reform. Registered companies are creatures of statute and close attention to the Companies Act 2006 and related legislation is essential. However, no attempt is made to deal with all, or even most, of the complex technical aspects of the legislation and non-statutory regulation. The course concentrates on the problems and policies underlying the legislation, with some more detailed consideration

of selected provisions. The influence of European Directives and Regulations on UK company law is also reflected.

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

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

Topics usually covered are:

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

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term. This year some or all of this teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Weeks 6 of Michaelmas Term and Lent Term.

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

Indicative reading: Detailed lists will be provided during the course. The primary recommended text is: Brenda Hannigan, *Company Law* (5th edition, 2018). We also recommend: Gower and Davies, *Principles of Modern Company Law* (10th edn, 2016); Sealy and Worthington, *Cases and Material on Company Law* (11th edn, 2016).

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

LL204

Advanced Torts

This information is for the 2020/21 session.

Teacher responsible: Prof Emmanouil Voggiakis

Additional Teachers: Dr Paul MacMahon, Dr Nick Sage and Dr Charlie Webb.

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

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

Course content: If you liked Obligations, you are going to love this. Advanced Torts aims to broaden and deepen your knowledge of tort law in two ways. First, we look at a range of important torts that are not covered in the Obligations course. Second, we tackle the 'big' theoretical questions of tort law. You will emerge from the course not only with a better understanding of the rules and principles that govern specific torts, but also with the ability to engage critically with different views about the overall purpose and the moral and social function of tort law.

Here are some topics we usually cover:

- Theories of tort law: what is the aim of tort law, and do judges need a theory of it?
- Corrective justice vs economic theories of tort law

- Tort law, moral responsibility and luck
- Tort law and the 'compensation culture'
- The position of public authorities in negligence
- Tort actions for unwanted pregnancy/birth & children born with disabilities
- Strict liability regimes: liability for ultra-hazardous activities; liability for defective products; the justification of strict liability.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term. This year some or all of this teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Weeks 6 of Michaelmas Term and Lent Term.

Formative coursework: At least one formative essay per term

Indicative reading: If all goes according to plan, the depth we will attain in the course and the focused nature of our reading lists for each topic will make textbooks redundant, or at least useful only as a basic introduction to the issues we will be covering. This means that the tort textbook you may have purchased for the LL104

Law of Obligations course will probably be good enough for our purposes. Here are some other introductory or general texts that you might like to consult from time to time, just to get a different perspective on things, and some more advanced or specialized books from which we will be setting reading for certain topics: General Texts: W E Peel & J Goudkamp, *Winfield & Jolowicz on Tort* (14th ed., 2014); N J McBride & R Bagshaw, *Tort Law* (4th ed., 2012); B A Hepple et al., *Hepple and Matthews' Tort Law: Cases and Materials* (7th ed., 2015); S Deakin, A Johnston & B Markesinis, Markesinis and Deakin's *Tort Law* (7th ed, 2012).

Advanced/Specialised Texts: Arthur Ripstein, *Private Wrongs* (2016); Emmanuel Voyiakis, *Private Law and the Value of Choice* (2017); Ernest Weinrib, *The Idea of Private Law* (1995); David Owen (ed.), *Philosophical Foundations of Tort Law* (1997); Robert Stevens, *Torts and Rights* (2007); Jules Coleman, *Risks and Wrongs* (2002); Guido Calabresi, *The Cost of Accidents: A Legal and Economic Analysis* (1970); John Oberdiek, *Philosophical Foundations of the Law of Torts* (2014); Nicolette Priaux, *The Harm Paradox: Tort Law and the Unwanted Child in an Era of Choice* (2007).

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

LL205

Medical Law

This information is for the 2020/21 session.

Teacher responsible: Prof Emily Jackson

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

Course content: Medical law is a rapidly developing and increasingly important subject. The rationing of expensive new drugs, and the future of the NHS have become central political issues. New technologies, such as genome editing, egg freezing and face transplants, are invariably accompanied by demands for their regulation. In this course we examine the legal framework within which health services are provided, and we explore some of the difficult legal and ethical dilemmas that arise when determining the limits of medical innovation.

Subjects include resource allocation; public health; malpractice litigation; consent; mental capacity; mental health law; confidentiality; clinical research; the regulation of medicines; organ transplantation; embryo and stem cell research; abortion; assisted conception; preimplantation genetic diagnosis; surrogacy and assisted dying.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across

Michaelmas Term and Lent Term. This year some or all of this teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Weeks 6 of Michaelmas Term and Lent Term.

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

Indicative reading: Jackson, *Medical Law: Text, Cases and Materials*, 5th edition (Oxford UP, 2019).

Assessment: Take-home assessment (50%) and take-home assessment (50%).

Two take-home assessments worth 50% each. The first will take place between MT and LT, and the second will take place between LT and ST. Assessment dates will be confirmed prior to the start of Michaelmas Term 2019/20.

LL207 Not available in 2020/21 Civil Liberties and Human Rights

This information is for the 2020/21 session.

Teacher responsible: Dr Kai Moller

Additional Teachers: Professor Conor Gearty.

Availability: This course is available on the BA in Anthropology and Law and LLB in Laws. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students. This course is capped at 50.

Course content: The course provides a challenging introduction to human rights law. The first term starts by focusing on the UK Human Rights Act, setting out a theoretical perspective on civil liberties before considering the common law approach to liberty and then analyzing in depth how the Human Rights Act impacts on the protection of civil liberties and human rights in this area. The term ends with a review of the interrelationship between the Human Rights Act and the Strasbourg system, and also deals with the extra-territorial reach of the Act and its impact on UK national security/anti-terrorism law. In the second term, the focus shifts to the European Convention on Human Rights with an in-depth analysis of the case law on several important rights, including but not limited to freedom of expression, freedom of association, freedom of religion, the right to respect for private life, and freedom from torture and inhuman or degrading treatment or punishment. The course builds on the knowledge that students have acquired in Public Law in year one. Note that students must engage with the law of two legal systems here: the European Convention on Human Rights and U.K. law.

The course takes a highly analytical approach; it will not be sufficient to approach the issues in a descriptive, "black letter" way. Rather, an overall aim is to enable students to critically assess the European Court's and the U.K. Supreme Court's arguments about the compatibility of a policy or administrative decision with human rights and the particularities of human rights adjudication within the U.K. legal system. To this end, the course will focus on the necessary doctrinal and conceptual framework – such as positive obligations, the margin of appreciation and proportionality –, an overview of the relevant case law, and in-depth analysis of selected problems in human rights law.

This course does not touch upon strategic or policy issues (such as the most effective ways to promote human rights, NGO practices, etc.); rather it focuses on the controversial and often difficult moral and political issues that arise in human rights adjudication and on unravelling the implications of the particular way in which U.K. law has incorporated the ECHR. Regard will however be had to the current argument over whether or not the Act should be repealed.

The teaching of this course is mainly case-based. To complete it successfully, students must prepare for each seminar by reading and thinking through the relevant cases; the seminars will be conducted on the basis of the expectation that the students are

familiar with the materials. There is no comprehensive textbook available for this course.

Syllabus: Theoretical aspects of human rights and their judicial enforcement; the Human Rights Act 1998; human rights and parliamentary sovereignty; human rights and standards of review; human rights and the common law; precedent and human rights law. Freedom from torture and inhuman or degrading treatment; freedom of expression; freedom of association and 'militant democracy'; freedom of religion; the right to respect for private and family life.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term. This year some or all of this teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Weeks 6 of Michaelmas Term and Lent Term.

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

Indicative reading: For European Convention law there exists no textbook which deals with the issues in adequate depth, but interested students may want to take a look at Harris, O'Boyle and Warbrick, *Law of the European Convention on Human Rights* 4th edn (OUP, 2018) for an overview.

For the more theoretical aspects of the course, see Kai Möller's *The Global Model of Constitutional Rights* (OUP 2012; paperback edition 2015). For the UK side, representative works include Conor Gearty, *Civil Liberties* (OUP, 2007), Tom Hickman, *Public Law after the Human Rights Act* (Hart, 2010), Aileen Kavanagh, *Constitutional Review under the UK Human Rights Act* (CUP, 2009), and (more recently) Conor Gearty, *On Fantasy Island. Britain, Strasbourg and Human Rights* (OUP, 2016).

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

LL210

Information Technology and the Law

This information is for the 2020/21 session.

Teacher responsible: Dr Orla Lynskey

Additional teachers: Dr Valerie Verdoodt and Dr Martin Husovec

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

Pre-requisites: This course does not require an in-depth understanding of contemporary computer technology – we are primarily interested in the implications of the use of information technology, and the intended and unintended consequences of regulating that use.

Course content: This survey course enables students to assess critically a selection of fundamental legal issues in the field of Information Technology (IT) Law. It begins by introducing students to key debates in IT and internet governance: do we need distinct legal rules to regulate IT? Who does, and should, control the Internet? Is and should the Internet be a 'neutral' network? Once students are equipped with this knowledge of Internet governance and the challenges this poses for the law, we consider how the law has responded to the challenges of IT and the extent to which legal issues have shaped the development of information society policy. This will be done through a detailed examination of topics such as online data protection, computer misuse and hacking and freedom of expression.

The focus will initially be on English law, although the global nature of IT law means that there are strong EU and US legal influences upon the English system. Therefore, comparative aspects will be introduced in places, and readings will include materials drawn from, amongst others, US law journals.

This course does not require an in-depth understanding of contemporary information technology – we are primarily interested in the legal implications of the use of IT, and the intended and unintended consequences of regulating that use.

Aims and Objectives: At the end of the course, students should be able to:

- Critically evaluate ongoing developments in law relating to IT;
- Display an understanding of how these developments relate to one another;
- Examine areas of doctrinal and political debate surrounding rules and theories;
- Evaluate those rules and theories in terms of internal coherence and practical outcomes;
- Draw on the analysis and evaluation contained in primary and secondary sources.

Indicative Content: For a more detailed outline of the syllabus visit the course's Moodle page.

Part I: Internet Governance

- An Introduction to IT Law
- Digitisation and the Information Society
- Regulating the Digital Environment
- Net Neutrality

Part II: Data Protection and ePrivacy

- Introduction to Data Protection
- The Application of the Data Protection Rules Online
- AdTech, Profiling and ePrivacy
- State Surveillance and Communications Interception

Part III - Online Freedoms

- Cyber Speech and Free Expression online
- Cyber-defamation
- Filtering, Ranking and Digital Speech Management

Part IV – Digital Culture and Intellectual Property Rights

- Copyright in the Digital Environment
- Digital Creatives and Copyright Law
- Trade Marks and Domain Names

Part V – Computer Crime

- Computer Misuse
- Criminal Speech in the Information Society
- Policing for the Future: Legal Challenges

Part VI – Current Issues in the Digital Economy

- The Emergent Legal Issues of the Sharing Economy
- Robotics, Risk and Ethics

The above is an indicative programme however due to the fast changing nature of this subject, the content covered may be amended before term begins.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term. This year some or all of this teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Weeks 6 of Michaelmas Term and Lent Term.

Indicative reading: Murray: *Information Technology Law: Law and Society* 4th ed (Oxford: OUP, 2019) (Recommended for purchase). Lloyd: *Information Technology Law* 8th ed (Oxford: OUP, 2017). Lessig: *Code and Other Laws of Cyberspace* ver.2.0 (New York: Basic Books, 2006).

Suggested Initial Reading:

Murray: *Information Technology Law: Law and Society* 4th ed, Ch.1.

Assessment: Take-home assessment (60%) in the ST.

Continuous assessment (40%) in the MT and LT.

Students will be asked to complete a portfolio of short reports in the style of blog entries or commentaries throughout the year. The portfolio will consist of three 1000 word short reports, two of which will be submitted in Michaelmas Term (the first formative and the second summative) and one summative in Lent Term. The two summative submissions will make up 40% of the overall mark. The remaining 60% of the overall mark will consist of a single take-home assessment question in, or immediately preceding, the Summer Term which students will be required to answer in 8 hours. This exam question will take the form of an

extended practical case study. Students will be provided with specific guidance on how to approach both the portfolio pieces and the take home examination before completion of this work.

LL212

Conflict of Laws

This information is for the 2020/21 session.

Teacher responsible: Dr Jacobus Bornhoff

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

Interested students may wish to consider taking this course as an option in their third year. That said, over the past years many second year students have taken this course without any problems. The only required background understanding relates to (English) law of obligations. Basic issues of EU law relevant to the course will be covered in class.

It is also available as an outside option to third year students where regulations permit and with the permission of the course teacher.

Course content: conflict of laws – also known as private international law – is the area of law concerned with private law cases that cross borders. Conflict of laws differs from public international law in that it deals with transactions between private individuals, rather than with those directly implicating States or international organizations.

What rules should an English court apply to a contract between companies from different countries, or to a tort claim arising out of an environmental disaster abroad? Should foreign celebrities be allowed to sue in the English courts when they feel they have been defamed in an article posted on an American website? Should the English courts recognize judgments from other countries, even when they conflict with English ideas of right and wrong? It is questions like these that make up the subject of the conflict of laws.

The field's central technical questions are (1) jurisdiction (will an English court or a foreign court hear the case?), (2) choice of law (should the court apply its own law or that of a foreign country?), and (3) the recognition and enforcement of foreign judgments. During the course, these three questions will frame reflection on a range of topics, including commercial/practical issues (how can companies structure their cross-border transactions?), but also questions of a more political nature (to what extent should States be able to regulate matters beyond their own borders?) or with a strong social/cultural dimension (how should foreign cultural values be accommodated in English law?).

Although conflict of laws has a long history within English law, for some areas many of the relevant rules have changed dramatically in recent years under the influence of EU legislation and case law. Many – though certainly not all – of these EU rules will be retained in English law after Brexit. But the course will also continue to look at EU private international law rules more generally, both for their practical relevance and to add a comparative context.

During the course, we will look at (1) jurisdiction in international commercial litigation under the traditional English rules and under European law, (2) choice of law issues in contract and tort, (3) recognition and enforcement of foreign judgments at common law and in European law, and (4) comparative aspects and theoretical foundations of conflict of laws (looking at US and Canadian law in particular).

Most of the material for this course (cases, literature extracts, text, and further reading references) is contained in a Course Reader which is uploaded in instalments on the course Moodle page.

Syllabus

- Jurisdiction of English courts under the traditional English rules for actions in personam: Service of a claim form within the jurisdiction & out of the jurisdiction, choice of court clauses, stay of proceedings, restraining foreign proceedings (anti-suit

injunctions).

- Jurisdiction of courts in other EU Member States under European Union Council Regulation 1215/2012.
- Recognition & enforcement of foreign judgments at common law (in English courts), under European Union rules (in EU Member States), and under the Hague Conventions.
- Choice of law relating to contracts under the retained rules of the EU Rome I Regulation: Interpreting choice of law clauses in contracts, applicable law in absence of choice, overriding mandatory rules, public policy, foreign illegality in English law.
- Choice of law relating to tort under the retained rules of the Rome II Regulation, older English approach, 'interest analysis' and other approaches of the 'US conflict of laws revolution'
- Comparative conflict of laws & Theoretical foundations

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term. This year some or all of this teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Weeks 6 of Michaelmas Term and Lent Term.

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

Indicative reading: Briggs, *The Conflict of Laws* (3rd ed., Oxford University Press, 2013); Cheshire, North & Fawcett, *Private International Law* (15th ed., Oxford University Press, 2017)

Resources: www.conflictolaws.net (Topical references, cases and reviews)

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

LL221

Family Law

This information is for the 2020/21 session.

Teacher responsible: Dr Sarah Trotter

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

Course content: Family law is a fascinating and important area of law, not only because it is about the regulation of our most intimate relationships and about the effect of this regulation on those relationships, but also because it tells us a great deal about the society in which we live and the State. It is a brilliant time to be studying family law in this respect: in the past year alone civil partnerships have been extended to opposite-sex couples, landmark judgments have been handed down in areas ranging from the law of marriage to legal parenthood, and the Law Commission has embarked on a review of surrogacy law. And that is before we come to other significant developments, such as those in relation to assisted reproduction techniques and enabling embryos to be created using the DNA of three people, calls for civil partnership to be extended to cohabiting siblings, and calls for a 'rights for grandparents' law. These developments offer a glimpse into just how fast-moving an area family law is; and it is in part this fast pace that makes family law such an exciting subject to study. At the same time, family law is also a challenging area of law, and this is not least because it is in family law that we encounter some of the most complex and multifaceted problems facing families and individuals. During the course, we explore such questions as: how should the family justice system support those who have no legal advice and representation as a consequence of cuts to legal aid? What is the point of divorce law? How should finances and property be distributed on relationship breakdown? Should cohabiting siblings be able to have a civil partnership? Who should be the legal parents where four friends decide to conceive a child who will be cared for equally by all four of them? In what

circumstances can a local authority legally intervene to remove a child from his or her family? How should the State respond to domestic abuse? What should be done if a woman conceals her pregnancy and wishes for the baby to be taken into State care without the knowledge of the baby's genetic father? If you are interested in thinking through questions of this sort and in embarking on a broader inquiry into how and why law constructs a particular vision of 'the family' and indeed regulates family life at all, then this would be a good course for you!

The structure of the course is as follows:

Michaelmas Term:

1. Family life and family justice
2. Legal constructions of 'the family', 'family life', and 'families'
3. Gender and identity
4. The institutions of marriage and civil partnership and the rise of cohabitation
5. The law of marriage and civil partnership: sex, gender, and religion
6. Divorce and dissolution
7. Family finances on relationship breakdown
8. Domestic abuse: its nature and extent
9. Domestic abuse: legal measures and State obligations
10. Death in the family: inheritance, intestacy, and financial support

Lent Term:

1. Legal constructions of 'children' and 'childhood'
2. Legal parenthood and parental responsibility
3. Child welfare
4. Post-separation parenting and private disputes over children
5. Grandparents
6. Child protection
7. Adoption
8. Siblings
9. Children's rights
10. European and international family law

Summer Term:

1. Revision

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term. This year some or all of this teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Weeks 6 of Michaelmas Term and Lent Term.

Formative coursework: Students will be expected to write at least 1 essay in the MT and 1 essay in the LT. Additional optional essays will be set at the end of the MT and the LT and there will be an optional mock exam towards the end of the LT.

Indicative reading: Students will be provided with a detailed syllabus and reading list for each topic. The core reading for each class will be based on articles and cases.

To get a sense of the subject of family law prior to commencing the course, or for a different perspective on some of the main issues that we discuss during the course, you may find it helpful to consult: John Eekelaar, *Family Law and Personal Life – Second Edition* (2017, Oxford University Press) and/or Rob George, *Ideas and Debates in Family Law* (2012, Hart Publishing) and/or Jonathan Herring, Rebecca Probert and Stephen Gilmore, *Great Debates in Family Law – Second Edition* (2015, Palgrave Macmillan).

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

Students may take unannotated, unmarked statutes into the exam.

LL232

Law and Institutions of the European Union

This information is for the 2020/21 session.

Teacher responsible: Dr Floris De Witte

Availability: This course is compulsory on the BA in Anthropology

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

It is recommended that this course is taken in the second year of the LLB.

It is available to second and third year LLB and BA Anthropology and Law students. It is also available as an outside option to second and third year students where regulations permit.

Course content: The course is an introduction to European Union Law. The course considers a legal and political system which has become the most formidable system of transnational government in modern times. It is also a system that has become, in recent years, a source of continual political conflict: both over the content of its measures and the presence of its involvement in many spheres of activity. Discussions on the democratic nature of the EU, the relationship between the welfare state and EU law, and its very existence for example, will be covered in this course. Special attention will be given to the three major crisis that the EU is facing: the Euro-crisis, the refugee crisis, and Brexit.

This course covers three aspects of EU law. First, it covers the institutional and constitutional structure of the European Union, including its political and judicial institutions. Second, it looks at the central policies of the European Union, notably the rights to free movement for goods, services, workers, and Union citizens. Third, it looks at some of the most topical policy areas in which EU law plays an increasingly important role, such as the migration crisis and the euro-zone crisis. Throughout, the course references Brexit and its implications.

At the end of the course you will be able to critically and independently assess both the legal structure of the EU as well as the political and social context within which it operates.

Topics include:

- History and Theory of European Integration
- Institutions and Law-Making of the European Union
- Democracy in the EU
- Sovereignty and EU Law
- Brexit and its consequences
- Differentiated Integration and the Future of the EU
- Application of Union law in the Member States
- Judicial Review of EU law
- Fundamental Rights
- The euro area crisis
- Internal Market and Free Movement
- Free Movement of Goods
- Free Movement of Persons and European Citizenship
- Free Movement of Services and Establishment
- Refugee Crisis and the AFSJ

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term. This year some or all of this teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Weeks 6 of Michaelmas Term and Lent Term.

Essays will be set around reading week to allow students to dedicate time to writing skills.

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

One additional optional essay will be set in LT.

Indicative reading: Chalmers et. al., EU Law, 3rd ed. (Cambridge: CUP, 2014). In addition, the course uses a broad range of online reading material (to be linked on Moodle).

Assessment: Take-home assessment (50%) in the period between MT and LT.

Take-home assessment (50%) in the period between LT and ST.

One will take place in Week 0 of LT, one will take place in Week 0 of ST. Please take this into account when choosing outside modules that are assessed in week 0 of LT or ST.

LL233

Law of Evidence

This information is for the 2020/21 session.

Teacher responsible: Dr Abenaa Owusu-Bempah and Dr Federico Picinali

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

Course content: If a person is suspected of committing a crime, how does the prosecution go about proving that she is guilty? Are there any restrictions on the type of evidence that the prosecution can use to prove its case? What protections does the law offer to defendants in order to safeguard them against false conviction? These are among the central questions in the law of criminal evidence, that is, the set of rules governing the production and the use of evidence in criminal trials.

This course concentrates on criminal, rather than civil evidence, and emphasis is placed on matters of principle and conceptual issues as well as legal rules. The aims of the course are to teach students how to reason about evidence, and to encourage them to reflect critically on the modern law of criminal evidence.

At a more detailed level, we consider how inferences are drawn from evidence, and how basic ideas of probability can give insights on this process. We study the standard of proof, asking whether a high standard such as 'proof beyond reasonable doubt' is justified. As far as pre-trial procedures are concerned, we examine – among other things – how the police gain confessions from suspects and produce eyewitness identification evidence; we also look at how the law regulates the admissibility of these types of evidence. A central theme on the course is the question as to what makes a trial fair. The European Convention on Human Rights is relevant to this question. In this context, we look – among other things – at whether courts should admit improperly obtained evidence, and we ask what the privilege against self-incrimination is and whether it can be justified. As you will learn, much of the law of evidence involves rules of admissibility. Among these we cover 'traditional' rules such as those regulating the admissibility of hearsay evidence (a topic that now has an important human rights angle) and of bad character evidence (can a defendant's previous convictions be introduced against her at trial?). We also look at particular problems relating to testimony, ranging from the protections afforded to vulnerable witnesses to the admissibility of evidence concerning the sexual history of complainants in trials for sexual offences.

Syllabus: While coverage may vary from year to year, we usually focus on the following themes and topics:

Reasoning with Evidence:

- Analysing Evidence: Relevance, Probative Value and Generalisations;
- The Standard of Proof;
- The Burden of Proof and the Presumption of Innocence;

Trial Fairness and the Gathering of the Evidence:

- Improperly Obtained Evidence;
- Eyewitness Identification;
- Confessions;
- Entrapment;

Traditional Rules of Admissibility:

- Hearsay;
- Confrontation;
- Bad Character Evidence;
- Trial Fairness and Defendant Cooperation;
- The Privilege Against Self-Incrimination;
- Drawing Inferences from Silence;
- Disclosure;

Testimony:

- Examination of Witnesses
- Vulnerable Witnesses;
- Sexual History Evidence.

The course has a Moodle page. You are encouraged to consult it

should you want more information on the themes, the topics, and the sort of material that we study.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term. This year some or all of this teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Weeks 6 of Michaelmas Term and Lent Term.

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

Indicative reading: There is no set text for the course, but standard texts are useful on many topics. Consider, for instance, I. H. Dennis, *The Law of Evidence* (London: Sweet & Maxwell, 6th ed, 2017); A. Choo, *Evidence* (Oxford: OUP, 5th ed, 2018); R. Munday, *Evidence* (Oxford: OUP, 10th ed, 2019).

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

LL241 Not available in 2020/21

European Legal History

This information is for the 2020/21 session.

Teacher responsible: Dr Umberto-Igor Stramignoni NAB 7.34

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

Course content: The course opens with the appearance of law amongst ancient Romans circa 8th century BCE. It then turns to law's subsequent configurations as they made the Roman world possible, but also as they connected with each other and the people of Rome and beyond. As the ancient world wanes and is replaced by the extraordinary world of Christianity, the significance of Roman law but also its ties to society change. Things will shift again during the Renaissance, Humanism, Enlightenment, and the French Revolution of 1789, leading up to the French Civil Code, the first major legal codification to take place in modern Europe. In the Michaelmas Term, we will explore: the multiple links between religion, law and physical space in ancient Rome; the emergence of the popular assemblies; family and property; Augustus and the passage to Empire; jurists and laws; Christians and the Roman constitution; the decline of Rome and the rise of Byzantium as the "new Rome".

In the Lent Term, we will examine the law of ancient Rome as it reappeared, in new and different guises, at the end of the Middle Ages; the challenges presented by the Digest to the medieval world and the laws of the Church; the cultural revolution of the Italian Renaissance; the rise of legal Humanism and the scientific method; Enlightenment and the movement towards legal codification; and finally, the French Revolution, Napoleon and *his* Civil Code.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term. This year some or all of this teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Weeks 6 of Michaelmas Term and Lent Term.

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

Indicative reading: The general textbooks for the course are *Inventing the Individual* (2014), by Larry Siedentop, and the short but iconic book by Peter Stein, *Roman Law in European History* (1999). In addition, students will be required to familiarize themselves with the content of a mixture of visual aids (designed specifically for this course by Dr Stramignoni), and of numerous readings complementing the two textbooks, including academic

journal articles and chapters from other monographs. Those thinking to take this course are encouraged to explore the course Moodle page for more information.

Assessment: Assessment path 1

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

Assessment path 2

Dissertation (100%, 12000 words) in the ST.

LL250

Law and The Environment

This information is for the 2020/21 session.

Teacher responsible: Prof Veerle Heyvaert

Availability: This course is available on the BA in Anthropology and Law, BSc in Environment and Development, BSc in Environmental Policy with Economics, BSc in International Relations and LLB in Laws. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: The aim of this course is to study and understand how law can be used as a tool to pursue environmental goals and to think critically about law's contribution to local and global environmental protection.

Content:

I. General features of environmental law in the UK:

The introductory sessions examine how we understand 'the value of the environment' as an object of legal protection, and how environmental law evolved through time. We review international and EU law as important sources of environmental law in the UK, and consider the impacts of Brexit. We study the notions of 'risk' and 'precaution' as key concepts of environmental regulation, and examine how the relationship between Parliament, the Government and the Environment Agency affects the effectiveness of environmental laws and rules in the UK.

II. Controlling space

This section reviews legal strategies for environmental protection through the management of the built environment, parks and nature. It covers planning law, environmental impact assessment, and nature conservation law.

III. Controlling climate change

Seminars on climate change examine international law and the politics of climate change, different regulatory strategies to respond to the climate change challenge, and climate change litigation.

IV. Controlling enterprise

Section IV looks at how environmental harm can be prevented or limited by regulating heavily polluting industries, by targeting particular products (such as dangerous chemicals), or by focusing on particular activities (such as international trade). We examine how environmental regulation aims to balance between restricting hazardous activities on the one hand, and fostering free enterprise on the other, and review the court's role in adjusting this balance.

V. Remedying environmental harm

The final section examines the role of both case law and regulation in the remediation of environmental harm, paying attention to clean-up of contaminated land, common law and human rights based approaches to compensation, and legal responses to international environmental disasters

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term. This year some or all of this teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Weeks 6 of Michaelmas Term and Lent Term.

Formative coursework: Students are expected to write a formative essay; answer a problem set in writing; and participate in a mock exam.

Indicative reading: There is no set book that covers the entire course, however, several sessions use Bell, McGillivray, Pedersen et. al, *Environmental Law* (9th edition, Oxford University Press, 2017). A detailed reading list is provided for each seminar.

Materials that are not sourced from Bell, McGillivray & Pedersen are made available on Moodle. A good alternative source is Fisher, Lange & Scotford, *Environmental Law. Text, Cases and Materials* (OUP, 2013). Useful introductory books include: Lazarus, *The Making of Environmental Law*, 2004; Holder & Lee, *Environmental Protection, Law & Policy*, 2007; R Carson, *Silent Spring*, 1962; R Eckersley, *Environmentalism and Political Theory*, 1992.

Assessment: Exam (50%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

Essay (50%, 4000 words).

LL251

Intellectual Property Law

This information is for the 2020/21 session.

Teacher responsible: Dr Sivaramjani Thambisetty Ramakrishna
Dr Luke MacDonagh

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

Course content: Intellectual Property Law consists in the rules determining when, and subject to what conditions, the activity of producing information (broadly conceived) can generate rights to exclude others from access to information. Unlike the physical objects associated with real property rights intangibles are non-rival and non-excludable. While the chair you may be sitting on accommodates only one person, many can whistle the same tune without depriving others of it. Yet while it often takes creativity, effort and investment to produce them, intangibles may be easily copied. To restrict this copying and thereby encourage the production of information, the law intervenes by establishing intellectual property rights around certain valuable intangibles – creative works like books, paintings and songs; inventions ranging from vaccines to the bag-less vacuum cleaner; and valuable brands like Coke ® or Google ®.

Given that information is an increasingly important source of commercial value within the modern economy, it is not surprising that Intellectual Property Law is such a fast-growing field here and abroad. However its apparently relentless growth is the focus of vigorous debate. **Copyright** already provides the legal foundation for the well-established film, music, TV and publishing industries, and its continuing expansion is said by some to be crucial given the trend towards media convergence in the 'digital future', and by others to be a threat to free speech and freedom of access to information. **Patents** sustain such key and diverse technologies as pharmaceuticals, biotechnology and computer implemented inventions; and the availability of these rights in rapidly developing sectors like synthetic biology or smart phone technologies can often raise complex ethical, political and innovation policy issues.

Trade Marks are central to effective advertising and marketing but at the same time exemplify the tendency of more and more aspects of our cultural landscape to be 'commodified'; they have attracted support and denigration in equal measure for this reason. The curriculum of LL251 reflects the fact that it will be examined by means of an 8000-word essay. Instead of expecting students to acquire a more detailed knowledge of the mechanics of each of the principal branches of intellectual property law (copyright, patents, and trade marks) the course is structured around a strong theme that runs persistently through all parts of IP law, which will also be the basis of the dissertation topic that will be assigned at the start of the year. The objective will be to develop the skills required to engage critically with the mechanics of each branch. Indicative themes include the public domain, which is often construed as the most basic architectonic principle of intellectual property law, and the incentive effect, one of the most essential

strands in the justification of intellectual property laws. We use the chosen broad rubric both to introduce the basic elements of each branch of intellectual property and to focus in on examples which illustrate contemporary intellectual property law: the constitution of the public domain in digital environments, the capture of public discourse by leading brands, the impact of incentives in the creation of software, the international dimension of incentives in the pharmaceutical sector. Students are invited to use these and other case studies as resources for writing the final dissertation. Reading lists include further readings to enable students to explore certain themes more broadly or more deeply.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term. This year some or all of this teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Weeks 6 of Michaelmas Term and Lent Term.

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

Indicative reading: Bently and Sherman, *Intellectual Property Law*, OUP 2018.

The course is supported by Moodle, so reading lists will be linked there or accessible via library-based websites.

Assessment: Essay (100%, 8000 words) in the ST.

LL253

The Law of Corporate Insolvency

This information is for the 2020/21 session.

Teacher responsible: Ms Sarah Paterson

Availability: This course is available on the LLB in Laws. This course is not available as an outside option nor to General Course students.

Course content: English corporate insolvency law has undergone two periods of significant reform. The first, in 1986, provided the framework for modern corporate insolvency law. The second, in 2002, had perhaps slightly greater ambition for reform of law in action than was ultimately realised. There is now another period of wide spread reflection and debate, not only in the UK but also in Europe and the US, as jurisdictions consider whether the insolvency law and procedures which they have are fit for the twenty-first century.

In Michaelmas Term we analyse the key insolvency procedures available in English law, with a view to determining the extent to which they meet their aims and objectives and evaluating the case for reform. In Lent Term, we analyse the legal rules affecting distressed and insolvent companies and those concerned with them (for example, creditors, directors and employees) and the issues and principles underlying a corporate insolvency regime. This will lead us to consider how different goals are balanced in the corporate insolvency legislation, for example: ensuring that vulnerable stakeholders are protected while encouraging the rescue of financially distressed companies; giving companies a chance to recover while ensuring that companies cease to trade when failure is inevitable and losses must be stopped; and saving jobs while encouraging the purchase of financially distressed businesses.

(Corporate Insolvency Law bears a close relationship to the Law of Business Associations (BA) and students may find that taking BA as well as Corporate Insolvency will give them a broad understanding of major themes relating to corporate activity.)

Syllabus:

Corporate Borrowing

- Outline of corporate borrowing and development and nature of security interests: fixed and floating charges; security by the use of ownership rights.
- Types of creditor.

Insolvency Procedures

- Out-of-court workouts
- Receivership
- Administration and pre-packaged administration
- Company Voluntary Arrangements
- Liquidation
- Comparison with Chapter 11 of the US Bankruptcy Code
- Corporate insolvency law theory
- Realising and distributing the assets
- Setting aside transactions
- The *pari passu* principle
- Security devices for consumer creditors and commercial suppliers
- Liability of company directors
- Employees
- The regulation of insolvency practitioners

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term. This year some or all of this teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Weeks 6 of Michaelmas Term and Lent Term.

Formative coursework: Students will be expected to produce 1 essay in the MT & 1 essay in the LT. The formative essay in the LT may take the form of a mock examination.

Indicative reading: Detailed reading lists will be provided during the course. The recommended book is V. Finch and D. Milman, *Corporate Insolvency Law: Perspectives and Principles* (3rd ed., 2021) (Cambridge University Press).

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

The examination will be based on the full syllabus. Unmarked, unannotated versions of the relevant legislation may be taken into the examination.

LL257

Employment Law

This information is for the 2020/21 session.

Teacher responsible: Dr Astrid Sanders and Prof Hugh Collins

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

Course content: This subject builds on contract and tort, and to some extent public law and EU law, but introduces the distinctive legal regulation of employment relations, such as the law of dismissal and discrimination law, and the institutional arrangements of industrial relations, including trade unions and collective bargaining. Labour law is an important area of legal practice, with employment law disputes representing one of the largest topics of civil litigation.

Outline:

- Contract of Employment: the duties of employer and employee; the variety of work relations; vulnerable workers and the personal scope of employment law
- Regulation of the Employment Relation: minimum wage, working time
- Anti-Discrimination Law: implications of the Equality Act 2010
- Dismissal: wrongful and unfair dismissal, economic dismissals
- Human Rights in the Workplace: civil liberties of employees at work
- Membership of Trade Unions, Worker Representation, and Collective Bargaining: freedom of workers to associate with each other and to act in association with each other
- Industrial disputes: strikes, other industrial action and lockouts; rights and liabilities of individual workers who take industrial action; civil liabilities for organising industrial action – the

economic torts, the ‘golden formula’ immunities and loss of immunity – industrial action ballots.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term. This year some or all of this teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Weeks 6 of Michaelmas Term and Lent Term.

Formative coursework: Students will be expected to produce 2 essays in MT and 2 essays in LT. Although students may be expected to perform a moot instead of one of those essays.

Indicative reading: For a concise overview of the subject a suggestion is:

- H. Collins, *Employment Law* (Oxford: OUP, 2nd ed, 2010).
- See also P. Davies and M. Freedland (eds), *Kahn-Freund's Labour and the Law* (London: Stevens and Son, 3rd ed, 1983) chapter 1.

The leading textbooks are

- H. Collins, K.D.Ewing, A. McColgan, *Labour Law: Law in Context* (Cambridge: CUP, 2012);
- S. Deakin & G. Morris, *Labour Law* (Oxford: Hart Publishing, 6th edn, 2012);
- A.C. L. Davies, *Perspectives on Labour Law*, 2nd edn (Cambridge: CUP, 2009).

Assessment: Exam (50%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

Essay (50%, 4000 words) in the LT.

LL259

Legal and Social Change since 1750

This information is for the 2020/21 session.

Teacher responsible: Prof Michael Lobban

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

Course content: This course examines developments in British legal history in the two centuries after 1750. Drawing on printed and electronic primary sources, as well as secondary literature, it explores the changing nature of law in a number of areas. The course begins with an exploration of the nature of eighteenth century criminal justice, and how this was transformed in the nineteenth century. It explores issues of political crime and the concept and practice of the ‘rule of law’. In the first term, students are also given a grounding in the system of the courts and how they were reformed.

In the second term, the course explores topics relating to status, examining the attitude taken by the law to women, children, workers and slaves. A final set of topics will turn to explore the impact of law on economic change, looking at how the law facilitated the growth of a modern economy.

The course will be taught by a combination of lectures and classes in the Michaelmas and Lent Terms.

Lecture and Class Topics:

Michaelmas Term

The first term is devoted to an examination of the criminal and civil justice systems in the eighteenth and nineteenth centuries. Topics covered in the first term include the prosecution of crime in the era of the ‘Bloody Code’, the nature of the criminal trial before and after the arrival of criminal barristers in the courtroom, the reform of criminal punishments and the rise of the prison and modern policing. In the second half of the term, the course looks at political crime and the rule of law, and the impact of war on the law. It also considers the system of the civil courts, the nature of civil litigation and the reform of the major courts.

Lent Term

The second term is devoted to exploring the impact of law on society and the economy. Topics explored include the law relating

to married women and the custody of children, the law of slavery, and the law relating to workers and trade unions. The economic topics addressed include the law relating to the environment, the transformation of tort and contract law, and the law relating to business organisation.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term. This year some or all of this teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Weeks 6 of Michaelmas Term and Lent Term.

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

Students who choose to be assessed by unseen examination must submit one essay each term. Those submitting a dissertation will produce outlines and drafts that will be used for formative coursework purposes.

Indicative reading: Reading will be suggested during the course.

Assessment: Assessment path 1

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

Assessment path 2

Essay (100%, 12000 words) in the ST.

Students can choose to be assessed by 100% examination or 100% dissertation.

LL272 Half Unit

Outlines of Modern Criminology

This information is for the 2020/21 session.

Teacher responsible: Prof Nicola Lacey

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

Course content: This half-unit course is a general introduction to the study of modern criminology. The course is highly selective and every effort is made to hold the reading requirements within reasonable limits. It is suitable for General Course students, and a limited number may be admitted on application.

The main focus is on the classical and contemporary theories developed over the past two hundred years to explain and predict criminal behaviour in society. The propositions, assumptions, empirical validity, and policy implications of these criminological theories, as well as the social context in which they were developed, will be examined. Other significant issues in criminology – such as the measurement and extent of crime, the role of demographics (age, race, gender, social class) in the causation of and reaction to crime, the influence of the media and political regimes, and the changing boundaries of criminological research – will also be discussed.

Course content:

- The history of criminological theory.
- Trends in crime and crime statistics. How official statistics can be interpreted and the role of crime surveys
- 'Classical' criminology, rational choice, and crime prevention theories.
- Individual explanations of crime: biological, psychological and psychoanalytical theories.
- Sociological explanations of crime, including macro and micro approaches and recent critical theories
- Criminal justice policy and 'law and order' politics.
- Discrimination, inequalities, crime and criminal justice
- Crime and the mass media

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Michaelmas Term. This year some or all of this teaching will be

delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Weeks 6 of Michaelmas Term.

Formative coursework: The formative coursework consists one in class presentation (in groups) and a short review of literature in a relevant topic. Feedback on the literature review will help prepare students for the summative assessment.

Indicative reading: The texts for this course are:

- *Criminology*, 3rd ed. by T. Newburn (2017)
- *The Oxford Handbook of Criminology*. By Leibling, A; Mcara, L. and Maruna, S (eds) 6th edition (2017)
- *Crime: The Mystery of the Common Sense Concept*. By R. Reiner (2017)

Recommended Readings

- *Law and Order: An Honest Citizen's Guide to Crime and Control*. by R. Reiner (2007)
- *Crime, Shame, and Reintegration*. by J. Braithwaite (1989)
- *Understanding Deviance*, 7th Ed. by D. Downes, P. Rock and E. McLaughlin (2016)

Assessment: Essay (100%, 5000 words) in the LT.

LL275

Property II

This information is for the 2020/21 session.

Teacher responsible: Prof Neil Duxbury and Prof Charles Webb
Prof Duxbury is Course Convener in Michaelmas Term and Summer Term.

Prof Webb is Course Convener in Lent Term

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

Course content: Property II examines principles of Land Law and the Law of Trusts. Land Law is taught in the first term and Trusts in the second term.

The Land Law component of Property II is designed to introduce students to the principles of the law of real property (i.e., land). The course examines estates and interests in land, legal and equitable ownership, title registration, and trusts of land (including constructive trusts). It also considers the law governing specific third party interests – licences, proprietary estoppel claims, easements, freehold covenants and mortgages.

The Trusts component of the course focuses on general principles of trusts law and examines the circumstances in which trusts arise, the obligations of trustees, and the remedies available to beneficiaries when these obligations are breached. It also considers the nature and classification of trusts, including resulting and constructive trusts, and how the law of trusts relates to and impacts on the law of contract, wrongs and unjust enrichment.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term. This year some or all of this teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Weeks 6 of Michaelmas Term and Lent Term.

Formative coursework: Students are expected to produce two formative essays per term.

Indicative reading: Advice on reading, including textbook recommendations, will be provided at the beginning of the first and second terms. An essay which students might profitably read before the commencement of the course is Peter Birks, 'Before We Begin: Five Keys to Land Law', in *Land Law: Themes and Perspectives*, ed. S. Bright & J. Dewar (Oxford: Oxford University Press, 1998), 457-86.

Assessment: Exam (100%, duration: 3 hours, reading time: 15

minutes) in the summer exam period. Students are required to answer questions on both the Land Law and Trusts components of Property II.

LL278

Public International Law

This information is for the 2020/21 session.

Teacher responsible: Dr Stephen Humphreys and Prof Gerry Simpson

Conveners: Dr Stephen Humphreys (Lent Term), Professor Gerry Simpson (Michaelmas Term)

Additional Teachers: Dr Devika Hovell, Dr Margot Salomon, Dr Chaloka Beyani, Dr Mona Pinchis-Paulson

Availability: This course is available on the BA in Anthropology and Law, BSc in Environmental Policy with Economics, BSc in International Relations and LLB in Laws. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course provides an introduction to the concepts, principles, institutions and debates that define public international law today. We begin with an overview of the international legal system, considering the sources of international law, the scope of responsibility for its breach, and its role in the creation and empowerment of states. In this connection we examine the work of the International Court of Justice, the WTO Appellate Body, various human rights courts and committees, the International Criminal Court, and the ad hoc international criminal tribunals, along with judgments of national courts invoking international law. We will take up a range of topical issues of global concern, studying their international legal dimensions. The issues to be discussed are likely to include war, trade and investment, human rights, climate change, and international crime. We also investigate aspects of the history of international law, its relation to the establishment and retreat of European empires, and its contemporary significance and prospects. Overall, our aim is to lay the basis for an informed assessment of the contribution and limits of international law as a force in world affairs.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term. This year some or all of this teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Weeks 6 of Michaelmas Term and Lent Term.

Formative coursework: Students are expected to produce one formative essay per term

Indicative reading: Reading lists will be provided for each topic on Moodle. You are asked to buy M. Evans (ed.), *International Law* (Oxford: OUP, 5th ed, 2018) and *Blackstone's International Law Documents*. Some other works to which you may wish to refer include the most recent editions of: D. Harris, *International Law: Cases and Materials*; H. Charlesworth and C. Chinkin, *The Boundaries of International Law*; M. Shaw, *International Law*; M. Koskeniemi, *From Apology to Utopia*; V. Lowe, *International Law*; and J. Crawford, *Brownlie's Principles of Public International Law*.

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

as an outside option to students on other programmes where regulations permit. This course is available to General Course students.

Course content: In this course we explore the routine practices and decision-making of key actors within the criminal justice system. In doing so, we examine the laws, policies and regulatory schemes that purport to govern how actors perform their specific roles in the criminal process. In the first five weeks, we track the construction of cases through the criminal process. This requires us to closely analyse the work of police, prosecutors and judges: How do they exercise their discretion? What kinds of dynamics, sub-cultures and formal (and informal) rules affect their decision-making? And how does this impact on the rights and interests of suspects, defendants, offenders and victims? In the second five weeks, we enter the realm of sentencing law and practice. We focus on how judges perform their role as sentencers, the principles and legal guidelines they rely upon and the types of sentences they can (or must) hand down in different types of cases. We use the sentencing of rioters and the life sentence for murder as case studies to apply the general principles of sentencing, then conclude the course with non-custodial sentences. By preparing fully for seminars and actively contributing to our discussions, the course will equip you with the knowledge and tools necessary to critically assess contemporary criminal justice issues.

Topics by Week

- 1 The Criminal Process and Models of Justice
- 2 In the Community: What Do Police Do and Why Do They Do It?
- 3 In the Station: Police Practices and Case Construction
- 4 Bringing the Case: Prosecutorial Discretion and Plea Bargaining
- 5 In Court: The Judiciary and Legal Representation
- 6 Reading Week
- 7 Sentencing Theory: Aims, Principles and Policies
- 8 Sentencing Practice: Discretion and Guidelines
- 9 Sentencing Rioters
- 10 The Life Sentence for Murder
- 11 Non-Custodial Sentences

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Lent Term. This year some or all of this teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Week 6 of Lent Term.

Formative coursework: Students will be expected to produce a 1500-word literature review in the LT.

Indicative reading: I want to encourage you to take responsibility for what you read and to come to class keen to present your own thoughts and ideas based on this reading. There is textbook reading, but I am keen to keep the material and topics we discuss as relevant as possible, so I have updated these texts with more recent articles or chapters I think are particularly helpful or insightful. Sanders, Young and Burton's *Criminal Justice* is a brilliant text, albeit badly out of date (the latest edition was 2010). The standard sentencing text for England and Wales is: A. Ashworth (2015) *Sentencing and Criminal Justice* (6th ed., Cambridge: CUP) and S. Easton and C. Piper (2016) *Sentencing and Punishment: The Quest for Justice* (4th ed., Oxford: OUP) is also good. Most of our readings are articles in journal e.g. *British Journal of Criminology* (BJ Crim), the *Criminal Law Review* (Crim LR) and the *Journal of Law and Society* (J. Law & Soc) and chapters in edited collection (various readings come from the sixth edition of *The Oxford Handbook of Criminology*, as well as *Changing Contours of Criminal Justice*).

Assessment: Essay (100%, 5000 words) in the ST.

LL284 Half Unit

Topics in Sentencing and Criminal Justice

This information is for the 2020/21 session.

Teacher responsible: Dr Richard Martin

Availability: This course is available on the BA in Anthropology and Law and LLB in Laws. This course is available with permission

LL293

Tax and Tax Avoidance

This information is for the 2020/21 session.

Teacher responsible: Dr Michael Blackwell

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

Course content: Taxation is a topic that has throughout history pervaded political debate and is encountered in every area of life. Taxation was one of the very first subjects to be taught at LSE. The teaching of tax law as an academic subject started at LSE, where it was introduced by Professor GSA Wheatcroft in 1957.

The syllabus is set out below, although there is some variation of topics selected from year to year, depending on the focus of current debate, and in the order of topics.

- The first term of the course begins by looking at the tax administration system in the UK. The remainder of the first term focuses on a technical legal approach to tax. Using a mixture of legislation and case law we assess liability to UK tax on (i) employment income; (ii) business income; and (iii) capital gains. The term concludes by looking at 'international tax', ie the liability to tax where an individual or company is potentially subject to the tax laws of several jurisdictions.
- The second term of the course focuses on tax avoidance looking at questions such as: What is tax avoidance and how does it differ from tax planning? What strategies do individuals and companies adopt to avoid tax? How do judges respond to tax avoidance through anti-avoidance doctrines and rules of interpretation and to what extent is that compatible with the judicial role? How effective can legislative responses to tax avoidance be and what are the limitations on such responses? How can companies be fairly taxed in the digital economy? How have public attitudes to tax avoidance changed over time? Should corporations behave 'responsibly' and pay their fair share of taxes, or are they obliged to do whatever they can to maximize shareholder returns? To what extent does professional ethics inform accountants and lawyers who advise on tax avoidance? On the course the approach to the subject includes a strong policy perspective. However, legal issues are still important. The UK tax code is long and complex. There are also many relevant cases that are required reading too. This course requires students to understand and apply difficult concepts and legislation. By taking this course you should develop the following skills and attributes (i) working with and analysing legislation; (ii) working with and analysing case law; (iii) research skills; (iv) communication skills; (v) professionalism.

Students taking this course should be prepared to use a variety of sources ranging from statute and case law to literature on public policy. The precise balance of materials used varies from topic to topic. All the readings set will be accessible and non-mathematical. NO COMPUTATION is required and no knowledge of any discipline other than law is required. The course is open to second and third year law students, and experience suggests that it is equally suitable for both years.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term. This year some or all of this teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Weeks 6 of Michaelmas Term and Lent Term.

A variety of methods will be used within the weekly classes. This system is not suitable for students who favor passive lecture learning and regurgitation of facts. Student participation will be central. Assistance will be given with methods for statute-based work. Substantial preparation and by students will form an integral part of the course.

Formative coursework: Students are expected to produce at least 2 formative assignments over the academic year.

Indicative reading: M.C. Blackwell 'The April 2019 loan charge' [2019] *British Tax Review* 240-257. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3434951. M.C. Blackwell 'Conduct Unbefitting: Solicitors, the SRA and Tax Avoidance' [2019] *British Tax Review* 31-54. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3354776. M.C. Blackwell 'Variation in the Outcomes of Tax Appeals Between Special Commissioners: An Empirical Study' [2013] *British Tax Review* 154. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3337780

Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the summer exam period. Selected 'Legislation' may be taken into the examination, with non-verbal markings only.

LL295 Not available in 2020/21

Media Law

This information is for the 2020/21 session.

Teacher responsible: Dr Andrew Scott

Mr Ollie Persey

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

Course content: The course examines the legal and administrative regulation of the press, broadcasting, and other media. It centres on law and regulation in the UK, as influenced by European and international law.

The course opens with introductory lectures that introduce themes such as the 'media landscape', the sources and forms of media law (ethical, cultural and technological constraints, self-regulation, common law, statute, EC law and international law), and the rights and values that frame this area of law (free speech; privacy; impartiality; the protection of rights to a fair trial).

Thereafter, the course moves through three 'blocks' of five problem-focused, group-based classes that run through the year. These blocks of study focus on (a) regulating content in defence of private interests (misuse of private information, confidentiality and defamation), (b) regulating content in defence of public interests (contempt and the integrity of justice; political impartiality; offensive content; terrorism and national security), and (c) the control of journalistic newsgathering practices (risks to and protection of sources; constraints on 'cheque-book' journalism; access to government information (FoI, and official secrets); open justice and access to courts; regulation of the journalistic 'dark arts' (misrepresentation and subterfuge).

Teaching: 6 hours of seminars, 20 hours of classes and 20 minutes of help sessions in the MT. 4 hours of seminars, 20 hours of classes and 20 minutes of help sessions in the LT.

The teaching will be conducted primarily through weekly two hour group-based classes and one hour plenary seminars. This contact time will be supported by a series of presentation-based lectures covering each course theme. Students will also receive supervision in respect of a short research paper.

Formative coursework: Students will be expected to produce 15 problem sets in the MT and LT.

Each week, group-work in classes will focus on 2 sets of problem exercises, and 1 set of policy-focused themes. The problem exercises are designed to allow students to build the knowledge necessary to complete the summative problem-based assessment. The policy-focused sessions are intended to introduce students to themes that may be picked up as topics for the summative coursework.

Indicative reading: Supporting texts for the course include:

- Millar and Scott, *Newsgathering: Law, Regulation and the Public Interest* (Oxford University Press, 2016);
- Parkes and Mullis (eds) *Gateley on Libel and Slander* (Rev 12th edn, Sweet & Maxwell, 2015), and;
- Barendt et al, *Media Law: Texts, Cases and Materials* (Pearson, 2013); Leveson, *An Inquiry Into the Culture, Practices and Ethics of*

the Press: Report, HC 780, 2012.

These and other materials relevant to the course are generally made available via the BLPES electronic resources or online.

Assessment: Essay (50%, 4000 words) in the ST.

Coursework (50%, 3000 words) in the MT and LT.

During the year, students must complete three problem exercises in groups, following extensive preparatory group-based problem exercises in seminars. The best two grades achieved in these three exercises will comprise 50% of the overall grade for each student for the course. Each student must also complete one 4,000 word research essay on a theme to be agreed with the course convenor. The grade achieved for this paper will comprise the remaining 50% of the overall grade for the course.

LL300

Competition Law

This information is for the 2020/21 session.

Teacher responsible: Prof Pablo Ibanez Colomo

Additional teachers: Dr Niamh Dunne

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

Course content: Competition is widely understood to be the best means to deliver better goods and services at lower prices. The point of competition law is to preserve the process of rivalry between firms, and, by doing so, to benefit consumers and society at large. A broad range of corporate strategies are subject to this field of law. For instance, competition authorities enforce the law against large multinational firms (such as Microsoft, Google, or Intel) that have the ability to influence market conditions and exclude smaller rivals. Competition authorities also have the power to block mergers and acquisitions that are capable of harming consumers (think of a merger creating a monopoly). Attempts by firms to avoid competing by means of secret arrangements (the so-called 'cartels') are another key area of enforcement. Competition law regimes have progressively become a major feature of legal systems around the world. They have long applied in the US and Europe – including the UK – but have now been adopted (and/or are actively enforced), *inter alia*, in jurisdictions like Brazil, Chile, China, Hong Kong, India, Malaysia, Singapore and South Africa. Unlike other legal disciplines, the relevant provisions in all of these regimes are virtually identical in their form and substance. This is, in other words, a truly cosmopolitan field. After this module, you will be equipped to understand and practice competition law almost anywhere in the world.

After an introduction in which competition law is put in its economic and institutional context, this module will address the main substantive and procedural aspects of the discipline. Topics covered include the following:

- Anticompetitive agreements between firms (including cartels and distribution agreements).
- Abusive practices by dominant firms.
- Mergers and acquisitions, including both mergers between competitors and vertical and conglomerate transactions.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term. This year some or all of this teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Weeks 6 of Michaelmas Term and Lent Term.

Formative coursework: Students are expected to produce 2 formative essays per term

Indicative reading: N. Dunne, A. Jones and B. Sufrin, *EU Competition Law* (Oxford: OUP, 7th ed, 2019); and H. Hovenkamp, *The Antitrust Enterprise* (Cambridge: Harvard University Press, 2005).

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

LL301 Not available in 2020/21

Global Commodities Law

This information is for the 2020/21 session.

Teacher responsible: Dr Stephen Humphreys

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

Course content: This course provides a critical introduction to the history of international law, with a focus on the colonial histories of Asia, Africa and the Americas. Taking some of the world's most heavily exchanged primary commodities as examples, we will track the development of their production and consumption from their domestic origins to their marketization and circulation in global trade today. The histories of some principal commodities – such as spices, gold, sugar, coffee, rubber, oil – tell the story of today's global economy in microcosm. Their evolving regulation and growing exchange has provided the base for central elements of the contemporary international and transnational legal architecture. In exploring this history, we will also touch on cross-cutting issues relating to some or all of the following: the law of the sea, human rights, WTO/trade law, environmental law, the laws of war, investment arbitration, labour law, climate change and animal welfare law. We will also be looking at theories of consumption and production more generally, adopting a broad definition of 'commodity' to enrich our understanding and discussion of these topics. Our examination of emerging commodity markets will remain cognizant of the stateformation processes, international law developments, and trans-global networking entailed in their consolidation. We will also read and discuss theoretical and historical concerns.

The course emphasizes student participation. Summative assessment is through class presentation and dissertation work. Students will be expected to contribute regularly and often throughout the year and special emphasis is placed on producing a quality dissertation, critical in nature, extending into the theoretical and historical dimensions of contemporary international law problems. Lent Term in particular focuses on presentation and dissertation-writing.

Following completion of the course, students can expect to have a broad understanding of the historical evolution of global markets, with specific knowledge of how certain commodities have contributed to and shaped the most important international law challenges of our time. Through individual presentations and research projects students are expected to develop critical perspectives on aspects of the topics covered throughout the year as well as hone presentation skills.

At the end of the course, students should be able to demonstrate:

- A broad understanding of the historical rise in trade of global commodities and of its contribution to the development of international law, especially during colonial times.
- An awareness of intersecting legal issues relating to, for example: human rights, trade disputes, law of the sea, laws of war, environmental law, labour, animal welfare and illegal trade.
- An understanding of the impact that historical patterns of production and consumption of commodities around the world have had on contemporary international law structures.
- An appreciation of the critical theory that informs existing scholarly analysis of the trade in global commodities.

Teaching: 20 hours of lectures in the MT. 20 hours of lectures in the LT.

Formative coursework: Students will be expected to submit one 2,000-word essay

Indicative reading: Fernand Braudel, *The Perspective of the World* (Civilization and Capitalism), 3 vols. trans. Sian Reynolds (Collins,

1984); Sarah Rose, *For All the Tea in China* (Arrow Books, 2010); Jean Baudrillard, *The Consumer Society* (Sage, 1998 [1970]); Duncan Kennedy (1985) 'The Role of Law in Economic Thought: Essays on the Fetishism of Commodities' 34 *The American University Law Review* 939-1001; Hugo Grotius, *The Freedom of the Seas, or the Right Which Belongs to the Dutch to take part in the East Indian Trade* [Mare Liberum], trans. Ralph Van Deman Magoffin (Oxford UP, 1916); Alfred Rubin, *The Law of Piracy* (Naval War College Press, 1988); David Graeber, *Debt: the First 5000 Years* (Melville House, 2011); Martti Koskeniemi (2011) 'Empire and International Law: The Real Spanish Contribution' 61 *University of Toronto Law Journal* 1-36; Lauren Benton and Benjamin Straumann (2010) 'Acquiring Empire by Law: From Roman Doctrine to Early Modern European Practice' 28 *Law and History Review* 1-37; Richard Tuck, *Natural Rights Theories*, Cambridge UP (1979); Michel Foucault, *Territory, Security, Population* (Palgrave, 2009); Anne Orford (2005) 'Beyond Harmonization: Trade, Human Rights and the Economy of Sacrifice' 18 *Leiden Journal of International Law* 179-213; Lorraine Talbot (2013) 'Why Shareholders Shouldn't Vote: A Marxist-progressive Critique of Shareholder Empowerment' 76 *Modern Law Review* 791-816; Peter Linebaugh and Marcus Rediker, *The Many-Headed Hydra: The Hidden History of the Revolutionary Atlantic* (Verso 2002); Steven Topik, Carlos Marichal and Zephyr Frank (eds), *From Silver to Cocaine: Latin American Commodity Chains and the Building of the World Economy, 1500-2000* (Duke University Press, 2006).

Assessment: Essay (85%, 8000 words) in the LT and ST. Project (15%) in the MT and LT.

Summative assessment will be in two parts:

- 85% for a 6,000-8,000 word long essay (proposal to be submitted in LT)
- 15% for participation in, and presentation of, a research project.

LL305

Jurisprudence

This information is for the 2020/21 session.

Teacher responsible: Dr Michael Wilkinson

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

Course content: The aims of the course are: To introduce students to philosophical thinking about the law. To familiarise students with the main methodological, ontological, and normative issues in the study of law and its legitimacy. To provide students with knowledge of some of the most influential legal and political philosophers and their theories of the state and law. To encourage and enable students to think about doctrinal legal questions from a philosophical and critical perspective. To help students to develop legal reasoning skills by training them in abstract, philosophical arguments. Some of the themes that the course covers are: the social contract tradition (Hobbes, Kant, Rawls, Rousseau); the democratic legitimacy of the state and its law; Marxism and critical theory; Arendt's political theory and its implications for law; methodology in jurisprudence; natural law; legal positivism; the rule of law and legality; the use and significance of principles in adjudication and legal reasoning.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term. This year some or all of this teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Weeks 6 of Michaelmas Term and Lent Term.

Formative coursework: Students will be expected to write at least one essay per term.

Indicative reading: Students are provided with outlines and readings for topics discussed in the Michaelmas and Lent Terms. For some introductory and background reading see: S. Veitch, E. Christodoulidis, and M. Goldoni, *Jurisprudence: Themes and Concepts* (3rd. ed), Routledge 2018; J.E. Penner and E. Melissaris, McCoubrey & White's *Textbook on Jurisprudence*, OUP 2012; Brian Bix, *Jurisprudence: Theory and Context* (3rd ed.), Thomson Sweet & Maxwell 2003.

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

LL342

International Protection of Human Rights

This information is for the 2020/21 session.

Teacher responsible: Dr Chaloka Beyani

Additional teachers: Dr Theodora Christou

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

This course should be taken in the third year (see prerequisites). It is capped at 25 students.

Pre-requisites: Students need to have already taken and done well in a course in Public International Law or in Civil Liberties Law.

Course content: This course aims to provide a comprehensive and analytical account of the application of human rights standards in international law, and the operation of the existing international machinery for the protection of human rights. The course engages with both the theory and practice of human rights law and, in that process, some of the most vexing issues facing us today will be considered. What is the scope of the right to privacy in a digital age? What's the geographical scope of a state's human rights obligations? How does human rights law apply in war? What are the human rights obligations of corporations in a globalized landscape? What rights do asylum seekers have when they are fleeing conflict? Does existing law adequately protect women's rights?

The law of human rights reflects attempts made internationally to articulate basic legal standards for the protection of individuals and groups in their relations with the state, and to use the authority of international law, institutions, and procedures, to secure compliance with such standards. Human rights law is a modern phenomenon; but it has an ancient lineage. Some account of its evolution is given, from natural rights, civil liberties, the history of minorities protection, and the progressive development of human rights in public international law since 1945.

However, the major part of the course relates to post-1945 events concerning the protection of human rights. A section of the course deals with the role and reform of the United Nations to promote and secure the observance, on a universal basis, of international standards of human rights. The development of important legal standards (such as those of non-discrimination) is traced; and the work of various UN bodies in applying and promoting human rights is analyzed.

Comparisons are also drawn with regional attempts to promote and protect human rights, with the European system, the Inter-American system and the African system receiving special attention as regards their treaties, their institutions, procedure, and case-law.

By the end of the course students should have a good understanding of the substantive content of contemporary human rights and of the existing and alternative means available for protecting these rights and fundamental freedoms. Extensive use is made of relevant case law, of the Civil and Political Covenant, the European Convention, the American Convention, the African Charter, and the International Court of Justice;

and particular rights (such as those of persons belonging to minorities, the right to life, the prohibition of torture, the right to a fair trial, family life, and the fundamental freedoms) are studied in considerable detail.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term. This year some or all of this teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Weeks 6 of Michaelmas Term and Lent Term.

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

Indicative reading: R. Smith, *International Human Rights*; Ilias Bantekas and Lutz Oette, *International Human Rights Law and Practice*.

Assessment: Essay (100%, 8000 words) in the ST.

LL398 Half Unit

Half-Unit Dissertation on an approved legal topic

This information is for the 2020/21 session.

Availability: This course is available on the LLB in Laws. This course is not available as an outside option nor to General Course students.

This course is available to students in Year 3. It may be taken in Year 2 in exceptional circumstances with permission of the Departmental Tutor. This course cannot be taken in the same year as LL399.

Course content: The half-unit dissertation should be taken in Year 3 but in exceptional circumstances permission may be sought to take it in Year 2.

Students wishing to do either a full or half-unit dissertation should first consult their Academic Mentor in the preceding Summer Term about:

- 1 whether a dissertation is a suitable option for the student;
- 2 the particular dissertation topic;
- 3 who might be an appropriate dissertation supervisor.

Because this option requires considerable independent study, it is generally not advisable to opt to write a full-unit dissertation unless the student has been achieving marks of an upper second class standard. The dissertation subject must be of a suitable academic character that has not already or will not have been explored in depth in any taught course taken by the student but is related to subjects taught in the School.

In light of discussions with their Academic Mentor, a student wishing to pursue this option should approach a potential supervisor for approval. Once they have their supervisor's approval, students should select the relevant dissertation course on LFY. They will then need to complete the 'Dissertation topic approval form' (available on LLB Dissertation Moodle page) which needs to be signed off by the student's proposed Dissertation Supervisor, Academic Mentor and the Chair of Examinations. This should be submitted to the Law Reception by the end of Week 4 of Michaelmas Term, 16.00.

Including the initial meeting, students will have four support meetings with their supervisor to guide them through the research process as follows:

- 1 One initial meeting to establish the broad topic.
- 2 A second meeting to agree a title, review an outline and see an initial bibliography.
- 3 A third meeting to discuss progress and difficulties (optional for half-unit essays).
- 4 A fourth meeting to give feedback on progress to date, to take place before the end of the Lent Term. In order for this feedback meeting to be of use, students will need to have made substantial progress with the preparation of a draft dissertation by the middle

of the Lent Term. It is the student's responsibility to arrange these meetings with the supervisor.

Dissertations are normally submitted on the first day of the Summer Term of the academic session in which the dissertation is being written. There is discretion for an additional oral examination on the subject-matter of an essay which "may extend to cover the wider background aspects of the essay".

Teaching: 1 hour of lectures in the MT.

Beyond the one-to-one sessions held with the dissertation supervisor there is no formal teaching. However, there is a one hour session held in the Michaelmas term for all half-unit and full-unit dissertation students to orient them to the requirements of writing a dissertation.

Indicative reading: There is no essential reading as such, but there is a dedicated moodle site for the LLB dissertation options.

Assessment: Dissertation (100%, 8000 words) in the ST.

LL399

Full-unit Dissertation on an approved legal topic

This information is for the 2020/21 session.

Availability: This course is available on the LLB in Laws. This course is not available as an outside option nor to General Course students.

This course is available to students in Year 3 only. It cannot be taken in the same year as LL398.

Course content: The full-unit dissertation can only be taken in the third year when students are better prepared for it.

Students wishing to do either a full or half-unit dissertation should first consult their Academic Mentor in the preceding Summer Term about:

- 1 whether a dissertation is a suitable option for the student;
- 2 the particular dissertation topic;
- 3 who might be an appropriate dissertation supervisor.

Because this option requires considerable independent study, it is generally not advisable to opt to write a full-unit dissertation unless the student has been achieving marks of an upper second class standard. The dissertation subject must be of a suitable academic character that has not already or will not have been explored in depth in any taught course taken by the student but is related to subjects taught in the School.

In light of discussions with their Academic Mentor, a student wishing to pursue this option should approach a potential supervisor for approval. Once they have their supervisor's approval, students should select the relevant dissertation course on LFY. They will then need to complete the 'Dissertation topic approval form' (available on LLB Dissertation Moodle page) which needs to be signed off by the student's proposed Dissertation Supervisor, Academic Mentor and the Chair of Examinations. This should be submitted to the Law Reception by the end of Week 4 of Michaelmas Term, 16.00.

Including the initial meeting, students will have four support meetings with their supervisor to guide them through the research process as follows:

- 1 One initial meeting to establish the broad topic.
- 2 A second meeting to agree a title, review an outline and see an initial bibliography.
- 3 A third meeting to discuss progress and difficulties (optional for half-unit essays).
- 4 A fourth meeting to give feedback on progress to date, to take place before the end of the Lent Term. In order for this feedback meeting to be of use, students will need to have made substantial progress with the preparation of a draft dissertation by the middle of the Lent Term. It is the student's responsibility to arrange these meetings with the supervisor.

Dissertations are normally submitted on the first day of the Summer Term of the academic session in which the dissertation is being written. There is discretion for an additional oral examination on the subject-matter of an essay which "may extend to cover the wider background aspects of the essay".

Teaching: 1 hour of lectures in the MT.

Beyond the one-to-one supervision sessions held with the student's dissertation supervisor there is no formal teaching as such.

However, a one hour session will be held in the Michaelmas term for all full-unit and half-unit dissertation students to orient them to the dissertation requirements.

Indicative reading: There is no essential reading as such. There is a moodle site dedicated to the LLB half and full-unit dissertations.

Assessment: Dissertation (100%, 15000 words) in the ST.

LN100

Russian Language and Society 3 (advanced)

This information is for the 2020/21 session.

Teacher responsible: Dr Olga Sobolev PEL 6.01a and Mrs Irina Forbes

Availability: Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.

Pre-requisites: Completion of the Russian Language and Society 2 (Intermediate) course (LN102); or a good pass at A Level or its equivalent is required. An interview with the course co-ordinator prior to registration is compulsory.

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

Teaching: 40 hours of classes in the MT. 40 hours of classes in the LT. 4 hours of classes in the ST.

Four hours per week, which will feature: (a) interactive topical work; (b) oral practice; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials. Structured activities during the reading week.

This course has reading weeks in week 6 of Michaelmas and Lent terms.

Formative coursework: Students will be required to complete weekly language exercises.

Indicative reading: *Colloquial Russian 2*, by Olga Sobolev, Natasha Bershadski et al, Routledge, 2018;

Additional: Terence Wade, *A Comprehensive Russian Grammar*, Blackwell, 2010; Nicholas Rzhevsky, *Cambridge Companion to Modern Russian Culture*, Cambridge University Press, 2012; Geoffrey Hosking: *Russian History: A Very Short Introduction*, Oxford University Press, 2012.

Assessment: Exam (40%, duration: 2 hours) in the summer exam period.

Oral examination (20%) in the ST.

Continuous assessment (40%) in the MT and LT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN100GC Half Unit

Russian Language and Society 3 (advanced) (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Dr Olga Sobolev PEL 6.01a and Mrs Irina Forbes

Availability: This course is available to General Course 'Spring Semester' students.

Pre-requisites: Completion of the Russian Language and Society 2 (Intermediate) course (LN102); or a good pass at A Level or its equivalent is required. An interview with the course co-ordinator prior to registration is compulsory.

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

Teaching: 40 hours of classes in the LT. 4 hours of classes in the ST.

Four hours per week, which will feature: (a) interactive topical work; (b) oral practice; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials. Structured activities during the reading week.

This course has a reading week in week 6 of the Lent term.

Formative coursework: Students will be required to complete weekly language exercises.

Indicative reading: *Colloquial Russian 2*, by Olga Sobolev, Natasha Bershadski et al, Routledge, 2018;

Additional: Terence Wade, *A Comprehensive Russian Grammar*, Blackwell, 2010; Nicholas Rzhevsky, *Cambridge Companion to Modern Russian Culture*, Cambridge University Press, 2012; Geoffrey Hosking: *Russian History: A Very Short Introduction*, Oxford University Press, 2012.

Assessment: Exam (40%, duration: 2 hours) in the summer exam period.

Oral examination (20%) in the ST.

Continuous assessment (40%) in the MT and LT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN101

Russian Language and Society 1 (beginner)

This information is for the 2020/21 session.

Teacher responsible: Dr Olga Sobolev PEL 6.01a

Availability: Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.

Pre-requisites: No previous knowledge of Russian is required; students with limited prior knowledge may be considered for the course subject to an interview with the course co-ordinator.

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

Teaching: 60 hours of classes in the MT. 60 hours of classes in the LT. 6 hours of classes in the ST.

Six hours per week, which will feature: (a) interactive topic work; (b) oral classes; (c) grammar classes; (d) tutorials; and (e) guided study using Language Showroom, IT and web-based materials. Students should note that the timetable will be held extremely flexible to accommodate students from all departments. Please contact the teacher responsible if you would like to follow this

language course. Structured activities during the reading week. This course has reading weeks in week 6 of Michaelmas and Lent terms.

Formative coursework: Students will be required to complete weekly language exercises.

Indicative reading: Svetlana Le Fleming and Susan Kay, *Colloquial Russian*, Routledge, 2017

Assessment: Exam (40%, duration: 2 hours) in the summer exam period.

Oral examination (20%) in the ST.

Continuous assessment (40%) in the MT and LT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN102

Russian Language and Society 2 (intermediate)

This information is for the 2020/21 session.

Teacher responsible: Dr Olga Sobolev PEL 6.01a and Mrs Natalia Bershadski

Availability: Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.

Pre-requisites: Completion of the Russian Language and Society 1 (Beginner) course (LN101); or a good pass at GSCE/AS Level or its equivalent is required. An interview with the course co-ordinator prior to registration is compulsory.

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

Teaching: 50 hours of classes in the MT. 50 hours of classes in the LT. 5 hours of classes in the ST.

Five hours per week, which will feature: (a) interactive topical work; (b) oral practice; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials. Structured activities during the reading week.

This course has reading weeks in week 6 of Michaelmas and Lent terms.

Formative coursework: Students will be required to complete weekly language exercises.

Indicative reading: *Colloquial Russian*, by Svetlana Le Fleming and Susan Kay, Routledge, 2017;

Additional (cultural awareness): Nicholas Rzhevsky, *Cambridge Companion to Modern Russian Culture*, Cambridge University Press, 2012

Assessment: Exam (40%, duration: 2 hours) in the summer exam period.

Oral examination (20%) in the ST.

Continuous assessment (40%) in the MT and LT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN102GC Half Unit

Russian Language and Society 2 (intermediate) (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Dr Olga Sobolev PEL 6.01a and Mrs Natalia Bershadski

Availability: This course is available to General Course 'Spring Semester' students.

Pre-requisites: Completion of the Russian Language and Society 1 (Beginner) course (LN101); or a good pass at GSCE/AS Level or its equivalent is required. An interview with the course co-ordinator prior to registration is compulsory.

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

Teaching: 50 hours of classes in the LT. 5 hours of classes in the ST.

Five hours per week, which will feature: (a) interactive topical work; (b) oral practice; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials. Structured activities during the reading week.

This course has a reading week in week 6 of the Lent term.

Formative coursework: Students will be required to complete weekly language exercises.

Indicative reading: *Colloquial Russian*, by Svetlana Le Fleming and Susan Kay, Routledge, 2017;

Additional (cultural awareness): Nicholas Rzhevsky, *Cambridge Companion to Modern Russian Culture*, Cambridge University Press, 2012

Assessment: Exam (40%, duration: 2 hours) in the summer exam period.

Oral examination (20%) in the ST.

Continuous assessment (40%) in the MT and LT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN104

Mandarin Language and Society Level 1 (Beginner)

This information is for the 2020/21 session.

Teacher responsible: Dr Hua Xiang PEL.6.01b

Availability: Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.

Pre-requisites: No previous knowledge of Mandarin is required; students with limited prior knowledge may be considered for the course subject to an interview with the course co-ordinator.

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

are required to read and write up to 750 Chinese characters.

Teaching: 60 hours of classes in the MT. 60 hours of classes in the LT. 6 hours of classes in the ST.

Six hours per week, which will feature: (a) interactive topical work; (b) oral practise; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials.

This course has reading weeks in Week 6 of Michaelmas and Lent terms.

Formative coursework: The students will be required to complete weekly exercises. This includes grammar activities, writing Chinese characters and online communicative materials.

Indicative reading: CH Xiang, 2010, *Mastering Chinese*, London. Palgrave Macmillan.

X Liu (ed.), 2006, *New Practical Chinese Reader*, Vol. 1, text book and workbook, Beijing. Beijing Language and Cultural University Press.

Y Po-Ching & D Rimmington, 2002, *Beginners Chinese – A Grammar and Workbook*, Routledge.

Oxford Chinese Dictionary, 2010, Oxford Dictionaries.

Assessment: Exam (40%, duration: 2 hours) in the summer exam period.

Oral examination (20%) in the ST.

Continuous assessment (40%) in the MT and LT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN110

German Language and Society 3 (advanced)

This information is for the 2020/21 session.

Teacher responsible: Dr Peter Skrandies PEL.6.01f

Availability: Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.

Pre-requisites: An A-level or its equivalent is required. An interview with the course co-ordinator prior to registration is compulsory.

Course content: Advanced study of the German language within the framework of the social sciences and culture. In a dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, and the use of authentic multi-media materials. The focus is on accuracy and communication that advance students' language competence, transferable skills and cultural awareness.

Teaching: 40 hours of classes in the MT. 40 hours of classes in the LT. 4 hours of classes in the ST.

Four hours per week, which will feature: (a) interactive topical work; (b) oral practice; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials. The course has reading weeks in weeks 6 of the Michaelmas and the Lent term.

Formative coursework: Weekly language exercises

Indicative reading:

- Beattie, S. (ed.) (2007) *160 Collins German Dictionary*, 1607th160edition, Glasgow: Harper Collins
- Durrell, Martin et al. (2015) *160 Essential German Grammar*, 2nd edition, 160London: 160Routledge
- Wolski, Werner (2012), *Pons Kompaktwörterbuch Deutsch als Fremdsprache*, Stuttgart: Klett Verlag

Assessment: Exam (40%, duration: 2 hours) in the summer exam period.

Oral examination (20%) in the ST.

Continuous assessment (40%) in the MT and LT.

Language courses map to the Common European Framework

for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN110GC Half Unit

German Language and Society 3 (advanced) (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Dr Peter Skrandies PEL.6.01f

Availability: This course is available to General Course 'Spring Semester' students.

Pre-requisites: An A-level or its equivalent is required. An interview with the course co-ordinator prior to registration is compulsory.

Course content: Advanced study of the German language within the framework of the social sciences and culture. In a dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, and the use of authentic multi-media materials. The focus is on accuracy and communication that advance students' language competence, transferable skills and cultural awareness.

Teaching: 40 hours of classes in the LT. 4 hours of classes in the ST.

Four hours per week, which will feature: (a) interactive topical work; (b) oral practice; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials. The course has a reading week I in weeks 6 of the Lent term.

Formative coursework: Weekly language exercises

Indicative reading:

- Beattie, S. (ed.) (2007) *160 Collins German Dictionary*, 1607th160edition, Glasgow: Harper Collins
- Durrell, Martin et al. (2015) *160 Essential German Grammar*, 2nd edition, 160London: 160Routledge
- Wolski, Werner (2012), *Pons Kompaktwörterbuch Deutsch als Fremdsprache*, Stuttgart: Klett Verlag

Assessment: Exam (40%, duration: 2 hours) in the summer exam period.

Oral examination (20%) in the ST.

Continuous assessment (40%) in the MT and LT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN112

German Language and Society 2 (Intermediate)

This information is for the 2020/21 session.

Teacher responsible: Dr Peter Skrandies PEL.6.01f

Availability: Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.

Pre-requisites: A good pass at GCSE/AS Level or its equivalent is required. An interview with the course co-ordinator prior to registration is compulsory.

Course content: The course is designed to be a bridge from intermediate to advanced study of the German language within the framework of social sciences and culture. It will introduce students to the study of the society, economy and culture of

German-speaking countries through the medium of German. In a dynamic and communicative way the course develops speaking, listening, reading and writing skills through individual and group work, topical discussions, and by using authentic and multi-media material. The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural awareness.

Teaching: 50 hours of classes in the MT. 50 hours of classes in the LT. 5 hours of classes in the ST.

Five hours per week, which will feature: (a) interactive topical work; (b) oral practice; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials. This course has reading weeks in weeks 6 of the Michaelmas and the Lent term.

Formative coursework: Weekly language exercises

Indicative reading: Beattie, S. (ed.) (2007) Collins German Dictionary, 7th edition, Glasgow: Harper Collins. Braun, Birgit, Margit Doubek et. al. DaF kompakt neu B1, Kursbuch und Arbeitsbuch. Stuttgart: Ernst Klett. ISBN: 978-3-12-676315-8. (Set course book, purchase is required). Durrell, Martin et al. (2002) Essential German Grammar, London: Routledge. Wolski, Werner (2012), Pons Kompaktwörterbuch Deutsch als Fremdsprache, Stuttgart: Klett Verlag

Assessment: Exam (40%, duration: 2 hours) in the summer exam period.

Oral examination (20%) in the ST.

Continuous assessment (40%) in the MT and LT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN112GC Half Unit

German Language and Society 2 (Intermediate) (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Dr Peter Skrandies PEL.6.01f

Availability: This course is available to General Course 'Spring Semester' students.

Pre-requisites: A good pass at GSCE/AS Level or its equivalent is required. An interview with the course co-ordinator prior to registration is compulsory.

Course content: The course is designed to be a bridge from intermediate to advanced study of the German language within the framework of social sciences and culture. It will introduce students to the study of the society, economy and culture of German-speaking countries through the medium of German. In a dynamic and communicative way the course develops speaking, listening, reading and writing skills through individual and group work, topical discussions, and by using authentic and multi-media material. The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural awareness.

Teaching: 50 hours of classes in the LT. 5 hours of classes in the ST.

Five hours per week, which will feature: (a) interactive topical work; (b) oral practice; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials. This course has a reading week in week 6 of the Lent term.

Formative coursework: Weekly language exercises

Indicative reading: Beattie, S. (ed.) (2007) Collins German Dictionary, 7th edition, Glasgow: Harper Collins Braun, Birgit, Margit Doubek et. al. DaF kompakt neu B1, Kursbuch und Arbeitsbuch. Stuttgart: Ernst Klett. ISBN: 978-3-12-676315-8. (Set course book, purchase is required)

Durrell, Martin et al. (2002) Essential German Grammar, London: Routledge

Wolski, Werner (2012), Pons Kompaktwörterbuch Deutsch als Fremdsprache, Stuttgart: Klett Verlag

Assessment: Exam (40%, duration: 2 hours) in the summer exam period.

Oral examination (20%) in the ST.

Continuous assessment (40%) in the MT and LT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN115

Intercultural Communication and Management

This information is for the 2020/21 session.

Teacher responsible: Dr Hua Xiang PEL.6.01b and Dr Neil Mclean 20KSW.G.07

Availability: This course is compulsory on the BSc in International Relations and Chinese. This course is available on the BSc in Language, Culture and Society. This course is not available as an outside option nor to General Course students.

This course is capped.

Pre-requisites: No pre-requisite required.

Course content: The course will cover the main theories and concepts involved in inter-cultural communication, such as: face, politeness, (im)politeness, speech acts and pragmatics. It explains and analyses how theories and concepts about the above phenomena apply in real life, in business and in political communications. A range of case studies will be presented in the course. These demonstrate how linguistic and communication strategies can be used effectively in different interactional contexts.

Some important themes and areas include:

- The intercultural challenge, such as the importance of intercultural communication, barriers to intercultural communication, and how to deal with difference
- Understanding of culture and cultural dimensions, such as various theories of culture, socialisation and its role in the acquisition of language, non-verbal communication, communication styles and relativity as explored through concepts such as time, space, distance, as well as role performance and 160 speech acts, such as apologies, giving compliments and showing gratitude
- Pragmatics and how language use should be and/or could be applied in a comparative cultural context
- Case studies of miscommunication across cultures and research on cultural difference

Teaching: 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT.

Two hours per week, featuring: (a) one hour lectures on a range of concepts and themes; (b) one hour classes; (c) student presentations; (d) tutorials. Structured activities will take place in the Week 6 Reading Week of the Michaelmas Term and the Lent Term.

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

Short essay, case study analysis, presentation, and a project analysing a case of language use.

Indicative reading: Bowe, Heather, Martin Kylie and Manns Howards (2014). Communication across Cultures. Mutual Understanding in a Global World, 2nd ed. Cambridge University Press. Mooney, Annabelle et al (2010). Language, Society and Power. An Introduction, 3rd ed., London: Routledge. Scollon, Ron and Scollon Suzanne Wong (2001). Intercultural Communication,

2nd ed, Blackwell Publishing. van Dijk, Teun A. (2009). *Society and Discourse. How Social Contexts Influence Text and Talk*, Cambridge: Cambridge University Press. Yule, George (2010). *The Study of Language*, 4th ed., Cambridge: Cambridge University Press

Chapters from:

Wodak, Ruth, Barbara Johnstone & Paul Kerswill (eds) (2011). *The Sage Handbook of Sociolinguistics*, London: Sage
 Spencer – Oatey, Helen (2008). *Culturally speaking: Culture, communication and politeness theory* (2 nd edition). London & New York, Continuum

Assessment: Coursework (60%) in the MT and LT.
 Project (40%) in the LT.

LN120

Spanish Language and Society 3 (advanced)

This information is for the 2020/21 session.

Teacher responsible: Ms Maria Lourdes Hernandez Martin PEL. 6.01d and Ms Mercedes Coca PEL. 6.01i

Availability: Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.

Pre-requisites: Completion of the Spanish Language and Society 2 (Intermediate) course (LN122); or a good pass at A Level or its equivalent is required. An interview with the course co-ordinator prior to registration is compulsory.

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

Teaching: 40 hours of classes in the MT. 40 hours of classes in the LT. 4 hours of classes in the ST.

This course has reading weeks in week 6 of Michaelmas and Lent terms.

Four hours per week, which will feature: (a) interactive topical work; (b) oral practice; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials. It is possible that this year some of the teaching may be delivered via virtual classes.

Formative coursework: The students will be required to complete weekly language exercises

Indicative reading:

- USO de la gramática española: avanzado, Francisca Castro, editorial Edelsa (más clave con respuestas);
 - E Galeano, *Las Venas Abiertas de América Latina*, 1988;
 - H Graham & J Labanyi (Eds), *Spanish Cultural Studies*, OUP 1995;
 - J Hooper, *Los Nuevos Españoles*, 1996;
 - Carlos Fuentes, *El Espejo Enterrado*, Taurus Bolsillo, 1998
 - Edwin Williamson, *The Penguin History Of Latin America: New Edition*. 2009
 - Giles Tremlett, *España Ante Sus Fantasma*s, Siglo XXI 2006.
- Students will be advised to buy any relevant materials at the beginning of the course.

Assessment: Exam (40%, duration: 2 hours) in the summer exam period.

Oral examination (20%) in the ST.

Continuous assessment (40%) in the MT and LT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN120GC Half Unit

Spanish Language and Society 3 (advanced) (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Ms Maria Lourdes Hernandez Martin PEL. 6.01d and Ms Mercedes Coca PEL. 6.01i

Availability: This course is available to General Course 'Spring Semester' students.

Pre-requisites: Completion of the Spanish Language and Society 2 (Intermediate) course (LN122); or a good pass at A Level or its equivalent is required. An interview with the course co-ordinator prior to registration is compulsory.

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

Teaching: 40 hours of classes in the LT. 4 hours of classes in the ST.

This course has reading weeks in week 6 of the Lent term.

Four hours per week, which will feature: (a) interactive topical work; (b) oral practice; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials. It is possible that this year some of the teaching may be delivered via virtual classes.

Formative coursework: The students will be required to complete weekly language exercises

Indicative reading:

- USO de la gramática española: avanzado, Francisca Castro, editorial Edelsa (más clave con respuestas);
- E Galeano, *Las Venas Abiertas de América Latina*, 1988;
- H Graham & J Labanyi (Eds), *Spanish Cultural Studies*, OUP 1995;
- J Hooper, *Los Nuevos Españoles*, 1996;
- Carlos Fuentes, *El Espejo Enterrado*, Taurus Bolsillo, 1998
- Edwin Williamson, *The Penguin History Of Latin America: New Edition*. 2009
- Giles Tremlett, *España Ante Sus Fantasma*s, Siglo XXI 2006.

Students will be advised to buy any relevant materials at the beginning of the course.

Assessment: Exam (40%, duration: 2 hours) in the summer exam period.

Oral examination (20%) in the ST.

Continuous assessment (40%) in the MT and LT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN121

Spanish Language and Society 1 (beginner)

This information is for the 2020/21 session.

Teacher responsible: Ms Maria Lourdes Hernandez Martin PEL.6.01d and Dr Roser Martinez-Sanchez PEL.6.01g

Availability: Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.

Pre-requisites:

- No previous knowledge of Spanish is required; students with limited prior knowledge may be considered for the course subject to an interview with the course co-ordinator.

- Please contact one of the teachers responsible **before** registering for this course.
- If you are thinking of taking this course in your 2nd or 3rd year, it is advisable to contact one of the teachers responsible **before** the summer vacation.

Course content:

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

Teaching: 60 hours of classes in the MT. 60 hours of classes in the LT. 6 hours of classes in the ST.

Six hours per week, which will feature: (a) interactive topical work; (b) oral practise; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials. It is possible that this year some of the teaching may be delivered via virtual classes.

This course has reading weeks in week 6 of Michaelmas and Lent terms.

Formative coursework: Students will be required to complete weekly tasks.

Indicative reading: Students will be advised on relevant materials at the beginning of the course.

Assessment: Exam (40%, duration: 2 hours) in the summer exam period.

Oral examination (20%) in the ST.

Continuous assessment (40%) in the MT and LT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN122

Spanish Language and Society 2 (intermediate)

This information is for the 2020/21 session.

Teacher responsible: Ms Maria Lourdes Hernandez Martin PEL.6.01d and Dr Roser Martinez-Sanchez PEL.6.01g

Availability: Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies **following approval** from the teacher responsible and subject to their own programme regulations.

Pre-requisites:

- A good pass at GCSE+ / AS Level or its equivalent is required.
- For undergraduates who have either successfully completed the beginner course (LN121) or can show other evidence of the necessary degree of proficiency.
- Please contact the teacher responsible before registering for this course.
- If you are thinking of taking this course in your 2nd or 3rd year, it is advisable to contact the teacher responsible **before** the summer vacation.

Course content:

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

students' language competence, transferable skills and cultural critical awareness.

Teaching: 50 hours of classes in the MT. 50 hours of classes in the LT. 5 hours of classes in the ST.

Five hours per week, which will feature: (a) interactive topical work; (b) oral practice; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials. It is possible that this year some of the teaching may be delivered via virtual classes.

This course has reading weeks in week 6 of Michaelmas and Lent term.

Formative coursework: Students will be required to complete weekly tasks.

Indicative reading: Students will be advised on relevant materials at the beginning of the course.

Assessment: Exam (40%, duration: 2 hours) in the summer exam period.

Oral examination (20%) in the ST.

Continuous assessment (40%) in the MT and LT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN122GC Half Unit

Spanish Language and Society 2 (intermediate) (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Ms Maria Lourdes Hernandez Martin PEL.6.01d and Dr Roser Martinez-Sanchez PEL.6.01g

Availability: This course is available to General Course 'Spring Semester' students.

Pre-requisites:

- A good pass at AS Level or its equivalent is required (B1 CEFR).
- Please contact the teacher responsible before registering for this course.

Course content:

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

Teaching: 50 hours of classes in the LT. 5 hours of classes in the ST.

Five hours per week, which will feature: (a) interactive topical work; (b) oral practice; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials. It is possible that this year some of the teaching may be delivered via virtual classes.

This course has reading weeks in week 6 of Lent term.

Formative coursework: Students will be required to complete weekly tasks.

Indicative reading: Students will be advised on relevant materials at the beginning of the course.

Assessment: Exam (40%, duration: 2 hours) in the summer exam period.

Oral examination (20%) in the ST.

Continuous assessment (40%) in the MT and LT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking

and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN130

French Language and Society 3 (advanced)

This information is for the 2020/21 session.

Teacher responsible: Miss Florence Niclot PEL 6.01I and Mr Francois Simon PEL 6.01k

Availability: Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.

Pre-requisites: Completion of the French Language and Society 2 (Intermediate) course (LN132) OR/AND a good pass at A Level or its equivalent is required. An interview with the course Co-ordinator prior to registration is compulsory.

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

Teaching: 40 hours of classes in the MT. 40 hours of classes in the LT. 4 hours of classes in the ST.

Four hours per week, which will feature:

- Interactive seminars
- Oral classes
- Writing classes (grammar, writing for academic purposes)
- Workshops
- Tutorials; and
- guided study using IT and Web-based materials including a virtual learning environment supported by Moodle

This course has reading weeks in week 6 of Michaelmas and Lent terms.

Formative coursework: The students will be required to complete weekly language exercises.

Indicative reading: Students will be given the titles of the books when fully registered.

Assessment: Exam (40%, duration: 2 hours) in the summer exam period.

Oral examination (20%) in the ST.

Continuous assessment (40%) in the MT and LT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN130GC Half Unit

French Language and Society 3 (advanced) (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Miss Florence Niclot PEL 6.01I and Mr Francois Simon PEL 6.01k

Availability: This course is available to General Course 'Spring Semester' students.

Pre-requisites: Completion of the French Language and Society 2 (Intermediate) course (LN132) OR/AND a good pass at A Level or its equivalent is required. An interview with the course Co-ordinator prior to registration is compulsory.

Course content: Advanced study of the French language within

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

Teaching: 40 hours of classes in the MT. 40 hours of classes in the LT. 4 hours of classes in the ST.

Four hours per week, which will feature:

- Interactive seminars
 - Oral classes
 - Writing classes (grammar, writing for academic purposes)
 - Workshops
 - Tutorials; and
 - guided study using IT and Web-based materials including a virtual learning environment supported by Moodle
- The course is for the General Course students:
- no teaching in the MT: only 10 weeks in the LT and 1 week in the ST
 - reading week only in the LT'

Formative coursework: The students will be required to complete weekly language exercises.

Indicative reading: Students will be given the titles of the books when fully registered.

Assessment: Exam (40%, duration: 2 hours) in the summer exam period.

Oral examination (20%) in the ST.

Continuous assessment (40%) in the MT and LT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN131

French Language and Society 1 (beginner)

This information is for the 2020/21 session.

Teacher responsible: Miss Florence Niclot PEL 6.01 I and Miss Sandrine Victor PEL 6.01 I

Availability: Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.

Pre-requisites:

- No previous knowledge of French is required; students with limited prior knowledge may be considered for the course. An interview with the course co-ordinator prior to registration is compulsory.

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

Teaching: 60 hours of classes in the MT. 60 hours of classes in the LT. 6 hours of classes in the ST.

Six hours per week, which will feature:

- interactive topical work
- oral practice
- grammar and vocabulary work
- tutorials; and (e) guided study using IT and web-based materials.

This course has a reading week in Week 6 of both MT and LT

Formative coursework: The students will be required to complete weekly language exercises.

Indicative reading: Students will be given the titles of the books

when fully registered.

Assessment: Exam (40%, duration: 2 hours) in the summer exam period.

Oral examination (20%) in the ST.

Continuous assessment (40%) in the MT and LT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN132

French Language and Society 2 (intermediate)

This information is for the 2020/21 session.

Teacher responsible: Mr Jean Souvignet PEL.6.01K and Miss Sandrine Victor PEL.6.01L

Availability: Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.

Pre-requisites: Students have completed French Language and Society 1 (beginner) (LN131). AND/OR a good pass at GSCE/AS Level or its equivalent is required.

An interview with the course co-ordinator prior to registration is compulsory.

Course content: A bridge from intermediate to advanced study of the French language within the framework of social sciences and culture, that underpin French contemporary Society. In a dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, authentic and web-based multi-media materials. The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural awareness.

Teaching: 50 hours of classes in the MT. 50 hours of classes in the LT. 5 hours of classes in the ST.

Five hours per week, which will feature:

- Interactive topic work
- Oral classes
- Grammar classes
- Seminars
- Tutorials
- Guided study using IT and web-based materials including a virtual learning environment supported by Moodle.

This course has reading weeks in week 6 of Michaelmas and Lent terms.

Formative coursework: The students will be required to complete weekly language exercises.

Indicative reading: Students will be given the titles of the books when fully registered.

Assessment: Exam (40%, duration: 2 hours) in the summer exam period.

Continuous assessment (40%) in the MT and LT.

Oral examination (20%) in the ST.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN132GC Half Unit

French Language and Society 2 (intermediate) (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Mr Jean Souvignet PEL.6.01K and Miss Sandrine Victor PEL.6.01L

Availability: to General Course 'Spring Semester' students.

Pre-requisites: Students have completed French Language and Society 1 (beginner) (LN131). AND/OR a good pass at GSCE/AS Level or its equivalent is required.

An interview with the course co-ordinator prior to registration is compulsory.

Course content: A bridge from intermediate to advanced study of the French language within the framework of social sciences and culture, that underpin French contemporary Society. In a dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, authentic and web-based multi-media materials. The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural awareness.

Teaching: 50 hours of classes in the LT. 5 hours of classes in the ST.

Five hours per week, which will feature:

- Interactive topic work
- Oral classes
- Grammar classes
- Seminars
- Tutorials
- Guided study using IT and web-based materials including a virtual learning environment supported by Moodle.
- no teaching in the MT: only 10 weeks in the LT and 1 week in the ST
- reading week only in the LT'

Formative coursework: The students will be required to complete weekly language exercises.

Indicative reading: Students will be given the titles of the books when fully registered.

Assessment: Exam (40%, duration: 2 hours) in the summer exam period.

Continuous assessment (40%) in the LT.

Oral examination (20%) in the ST.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN140

Mandarin Language and Society 3 (Advanced)

This information is for the 2020/21 session.

Teacher responsible: Dr Hua Xiang PEL, 601B

Availability: Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.

Pre-requisites: Students must have completed Mandarin Language and Society 2 (Intermediate) (LN142).

A good pass at A Level or its equivalent is required. An interview with the course co-ordinator prior to registration is compulsory.

Course content: Advanced study of the Mandarin language within the framework of social sciences and culture. In a dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, authentic and multi-media

materials. The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural awareness. At this level, the students are required to read and write up to 2500 Chinese characters.

Teaching: 40 hours of classes in the MT. 40 hours of classes in the LT. 4 hours of classes in the ST.

Four hours per week, which will feature: (a) interactive topical work; (b) oral practise; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials.

This course has reading weeks in Week 6 of Michaelmas and Lent terms.

Formative coursework: The students will be required to complete weekly exercises. This includes grammar activities, writing essays, in class presentation and online communicative materials.

Indicative reading: X Liu (ed.), 2006, *New Practical Chinese Reader*, Vol. 4, textbook and workbook, Beijing. Beijing Language and Cultural University Press;

Y Po-Ching & D Rimmington, 2002, *Intermediate Chinese - A Grammar and Workbook*, Routledge; S Ma (ed.), 2002, *Modern Advanced Mandarin Course*, Beijing Language and Cultural University Press;

Oxford Chinese Dictionary, 2010, Oxford Dictionaries.

Assessment: Exam (40%, duration: 2 hours) in the summer exam period.

Oral examination (20%) in the ST.

Continuous assessment (40%) in the MT and LT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN140GC Half Unit

Mandarin Language and Society 3 (Advanced) (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Dr Hua Xiang PEL, 601B

Availability: This course is available to General Course 'Spring Semester' students.

Pre-requisites: Students must have completed Mandarin Language and Society 2 (Intermediate) (LN142).

A good pass at A Level or its equivalent is required. An interview with the course co-ordinator prior to registration is compulsory.

Course content: Advanced study of the Mandarin language within the framework of social sciences and culture. In a dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, authentic and multi-media materials. The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural awareness. At this level, the students are required to read and write up to 2500 Chinese characters.

Teaching: 40 hours of classes in the MT. 40 hours of classes in the LT. 4 hours of classes in the ST.

Four hours per week, which will feature: (a) interactive topical work; (b) oral practise; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials.

This course has reading weeks in Week 6 of Michaelmas and Lent terms.

Formative coursework: The students will be required to complete weekly exercises. This includes grammar activities, writing essays, in class presentation and online communicative materials.

Indicative reading: X Liu (ed.), 2006, *New Practical Chinese Reader*, Vol. 4, textbook and workbook, Beijing. Beijing Language and Cultural University Press;

Y Po-Ching & D Rimmington, 2002, *Intermediate Chinese - A*

Grammar and Workbook, Routledge; S Ma (ed.), 2002, *Modern Advanced Mandarin Course*, Beijing Language and Cultural University Press;

Oxford Chinese Dictionary, 2010, Oxford Dictionaries.

Assessment: Exam (40%, duration: 2 hours) in the summer exam period.

Oral examination (20%) in the ST.

Continuous assessment (40%) in the MT and LT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN142

Mandarin Language and Society 2 (Intermediate)

This information is for the 2020/21 session.

Teacher responsible: Dr Hua Xiang PEL, 601B

Availability: Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.

Pre-requisites: Students must have completed Mandarin Language and Society Level 1 (Beginner) (LN104).

This is an intermediate course, and in order to register, completion of Language and Society 1 or GCSE equivalent is required. An interview with the course co-ordinator prior to registration is compulsory.

Course content: A bridge from intermediate to advanced study of the Mandarin language within the framework of social sciences and culture. In a dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, authentic and multi-media materials. The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural awareness. At this level, the students are required to read and write up to 1500 Chinese characters.

Teaching: 50 hours of classes in the MT. 50 hours of classes in the LT. 5 hours of classes in the ST.

Five hours per week, which will feature: (a) interactive topical work; (b) oral practise; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials.

This course has reading weeks in Week 6 of Michaelmas and Lent terms.

Formative coursework: The students will be required to complete weekly exercises. This includes grammar activities, writing Chinese characters and online communicative materials.

Indicative reading: X Liu (ed.), 2006, *New Practical Chinese Reader*, Vol. 2, text book and workbook, Beijing. Beijing Language and Cultural University Press.

X Liu (ed.), 2006, *New Practical Chinese Reader*, Vol. 3, text book and workbook, Beijing. Beijing Language and Cultural University Press.

Y Po-Ching & D Rimmington, 2002, *Beginners Chinese - A Grammar and Workbook*, Routledge.

Oxford Chinese Dictionary, 2010, Oxford Dictionaries.

Assessment: Exam (40%, duration: 2 hours) in the summer exam period.

Oral examination (20%) in the ST.

Continuous assessment (40%) in the MT and LT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are

therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN142GC Half Unit

Mandarin Language and Society 2 (Intermediate) (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Dr Hua Xiang PEL, 601B

Availability: This course is available to General Course 'Spring Semester' students.

Pre-requisites: Students must have completed Mandarin Language and Society Level 1 (Beginner) (LN104).

This is an intermediate course, and in order to register, completion of Language and Society 1 or GCSE equivalent is required. An interview with the course co-ordinator prior to registration is compulsory.

Course content: A bridge from intermediate to advanced study of the Mandarin language within the framework of social sciences and culture. In a dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, authentic and multi-media materials. The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural awareness. At this level, the students are required to read and write up to 1500 Chinese characters.

Teaching: 50 hours of classes in the MT. 50 hours of classes in the LT. 5 hours of classes in the ST.

Five hours per week, which will feature: (a) interactive topical work; (b) oral practise; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials.

This course has reading weeks in Week 6 of Michaelmas and Lent terms.

Formative coursework: The students will be required to complete weekly exercises. This includes grammar activities, writing Chinese characters and online communicative materials.

Indicative reading: X Liu (ed.), 2006, *New Practical Chinese Reader*, Vol. 2, text book and workbook, Beijing. Beijing Language and Cultural University Press.

X Liu (ed.), 2006, *New Practical Chinese Reader*, Vol. 3, text book and workbook, Beijing. Beijing Language and Cultural University Press.

Y Po-Ching & D Rimmington, 2002, *Beginners Chinese - A Grammar and Workbook*, Routledge.

Oxford Chinese Dictionary, 2010, Oxford Dictionaries.

Assessment: Exam (40%, duration: 2 hours) in the summer exam period.

Oral examination (20%) in the ST.

Continuous assessment (40%) in the MT and LT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN200

Russian Language and Society 4 (proficiency)

This information is for the 2020/21 session.

Teacher responsible: Dr Olga Sobolev PEL 6.01a and Mrs Irina Forbes

Availability: Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.

Pre-requisites: Completion of the Russian Language and Society 3 (Advanced) course (LN100) or an equivalent command of Russian

is required. An interview with the course co-ordinator prior to registration is compulsory.

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

Teaching: 30 hours of classes in the MT. 30 hours of classes in the LT. 3 hours of classes in the ST.

Three hours per week, which will feature: (a) interactive topical work; (b) oral practice; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials. Structured activities during reading week.

This course has reading weeks in week 6 of Michaelmas and Lent terms.

Formative coursework: Students will be required to complete weekly language exercises.

Indicative reading: *Colloquial Russian 2*, by Olga Sobolev, Natasha Bershadski et al, Routledge, 2018.

Additional: Terence Wade, *A Comprehensive Russian Grammar*, Blackwell, 2010; Robert Service, *The Penguin History of Modern Russia: From Tsarism to the Twenty-first Century*, Penguin, 2015; Stephen White *Understanding Russian Politics*, 160Cambridge University Press, 2011; Nicholas Rzhevsky, *Cambridge Companion to Modern Russian Culture*, Cambridge University Press, 2012; Russian newspapers on the web.

Assessment: Exam (40%, duration: 2 hours) in the summer exam period.

Oral examination (20%) in the ST.

Continuous assessment (40%) in the MT and LT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN200GC Half Unit

Russian Language and Society 4 (proficiency) (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Dr Olga Sobolev PEL 6.01a and Mrs Irina Forbes

Availability: This course is available to General Course 'Spring Semester' students.

Pre-requisites: Completion of the Russian Language and Society 3 (Advanced) course (LN100) or an equivalent command of Russian is required. An interview with the course co-ordinator prior to registration is compulsory.

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

Teaching: 30 hours of classes in the LT. 3 hours of classes in the ST.

Three hours per week, which will feature: (a) interactive topical work; (b) oral practice; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials. Structured activities during reading week.

This course has a reading week in week 6 of the Lent term.

Formative coursework: Students will be required to complete weekly language exercises.

Indicative reading: *Colloquial Russian 2*, by Olga Sobolev, Natasha Bershadski et al, Routledge, 2018.

Additional: Terence Wade, *A Comprehensive Russian Grammar*, Blackwell, 2010; Robert Service, *The Penguin History of Modern Russia: From Tsarism to the Twenty-first Century*, Penguin, 2015; Stephen White *Understanding Russian Politics*, 160Cambridge University Press, 2011; Nicholas Rzhevsky, *Cambridge Companion to Modern Russian Culture*, Cambridge University Press, 2012; Russian newspapers on the web.

Assessment: Exam (40%, duration: 2 hours) in the summer exam period.

Oral examination (20%) in the ST.

Continuous assessment (40%) in the MT and LT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN210

German Language and Society 4 (proficiency)

This information is for the 2020/21 session.

Teacher responsible: Dr Peter Skrandies PEL.6.01f

Availability: Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations. This course is capped at 16 students.

Pre-requisites: Completion of the German Language and Society 3 (advanced) (LN110) or equivalent knowledge and skills are required. An interview with the course co-ordinator prior to registration is compulsory.

Course content: Further advanced (up to proficiency) study of the German language within the framework of the social sciences and culture. In a dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, and the use of authentic multi-media materials. The focus is on accuracy and communication that advance students' language competence, transferable skills and cultural awareness.

Teaching: 30 hours of classes in the MT. 30 hours of classes in the LT. 3 hours of classes in the ST.

Three hours per week, which will feature: (a) interactive topical work; (b) oral practice; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials. The course has reading weeks in weeks 6 of the Michaelmas and the Lent term.

Formative coursework: Weekly language exercises

Indicative reading:

- Durrell, Martin (2011) *160Hammer's German Grammar and Usage*, 5th edition, London: 160Routledge
- Durrell, Martin et al (2011) *Practising German Grammar*, 3rd edition, London: Routledge
- Götz, Dieter et al (2008) *Grosswörterbuch Deutsch als Fremdsprache*, München: Langenscheidt
- Hradil, Stefan (2012-2020) *Deutsche Verhältnisse. Eine Sozialkunde*, Bonn: Bundeszentrale für politische Bildung. Available online at <http://www.bpb.de/politik/grundfragen/deutsche-verhaeltnisse-eine-sozialkunde/>

Assessment: Exam (40%, duration: 2 hours) in the summer exam period.

Oral examination (20%) in the ST.

Continuous assessment (40%) in the MT and LT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic

proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN210GC Half Unit

German Language and Society 4 (proficiency) (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Dr Peter Skrandies PEL.6.01f

Availability: This course is available to General Course 'Spring Semester' students.

Pre-requisites: Completion of the German Language and Society 3 (advanced) (LN110) or equivalent knowledge and skills are required. An interview with the course co-ordinator prior to registration is compulsory.

Course content: Further advanced (up to proficiency) study of the German language within the framework of the social sciences and culture. In a dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, and the use of authentic multi-media materials. The focus is on accuracy and communication that advance students' language competence, transferable skills and cultural awareness.

Teaching: 30 hours of classes in the LT. 3 hours of classes in the ST.

Three hours per week, which will feature: (a) interactive topical work; (b) oral practice; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials. The course has a reading week in week 6 of the Lent term.

Formative coursework: Weekly language exercises

Indicative reading:

- Durrell, Martin (2011) *160Hammer's German Grammar and Usage*, 5th edition, London: 160Routledge
- Durrell, Martin et al (2011) *Practising German Grammar*, 3rd edition, London: Routledge
- Götz, Dieter et al (2008) *Grosswörterbuch Deutsch als Fremdsprache*, München: Langenscheidt
- Hradil, Stefan (2012-2020) *Deutsche Verhältnisse. Eine Sozialkunde*, Bonn: Bundeszentrale für politische Bildung. Available online at <http://www.bpb.de/politik/grundfragen/deutsche-verhaeltnisse-eine-sozialkunde/>

Assessment: Exam (40%, duration: 2 hours) in the summer exam period.

Oral examination (20%) in the ST.

Continuous assessment (40%) in the MT and LT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN220

Spanish Language and Society 4 (proficiency)

This information is for the 2020/21 session.

Teacher responsible: Ms Mercedes Coca PEL.6.01i and Ms Maria Lourdes Hernandez Martin PEL.6.01.d

Availability: Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.

Pre-requisites: Completion of the Spanish Language and Society 3 (Advanced) course (LN120) or its equivalent is required. An interview with the course co-ordinator prior to registration is compulsory.

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

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

Three hours per week, which will feature: (a) interactive topical work; (b) oral practice; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials. It is possible that this year some of the teaching may be delivered via virtual classes.

This course has reading weeks in week 6 of Michaelmas and Lent terms.

Formative coursework: The students will be required to complete weekly language exercises

Indicative reading:

- F Matte Bon, Gramatica comunicativa del español, Tomo 1 y Tomo 2, Edelsa, 1998

The following works are recommended:

- J P Fussi & J Palafox, España: el Desafío a la Modernidad 1808-1996, Espasa 1997;
- P Preston, Las Tres Españas del 36, 1997;
- P Preston, El Holocausto Español, Debate 2011;
- G Garcia Marquez, Fantasía y creación artística en América Latina y el Caribe 1981;
- N Chomsky, América Latina. de la Colonización a la Globalización, Cátedra, 2003;
- C Fuentes, El Espejo Enterrado, Taurus Bolsillo, 1998.

Students will be advised to buy any relevant materials at the beginning of the course.

Assessment: Exam (40%, duration: 2 hours) in the summer exam period.

Oral examination (20%) in the ST.

Continuous assessment (40%) in the MT and LT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN220GC Half Unit

Spanish Language and Society 4 (proficiency) (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Ms Mercedes Coca PEL.6.01i and Ms Maria Lourdes Hernandez Martin PEL.6.01.d

Availability: This course is available to General Course 'Spring Semester' students.

Pre-requisites: Completion of the Spanish Language and Society 3 (Advanced) course (LN120) or its equivalent is required. An interview with the course co-ordinator prior to registration is compulsory.

Course content: Further advanced (up to proficiency) study of the Spanish language through themes related to Spanish speaking societies within the framework of social sciences and culture. In a dynamic and communicative way the course develops all

four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, authentic and studio-based multi-media materials. The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural awareness.

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

Three hours per week, which will feature: (a) interactive topical work; (b) oral practice; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials. It is possible that this year some of the teaching may be delivered via virtual classes.

This course has reading weeks in week 6 of the Lent term.

Formative coursework: The students will be required to complete weekly language exercises

Indicative reading:

- F Matte Bon, Gramatica comunicativa del español, Tomo 1 y Tomo 2, Edelsa, 1998

The following works are recommended:

- J P Fussi & J Palafox, España: el Desafío a la Modernidad 1808-1996, Espasa 1997;
- P Preston, Las Tres Españas del 36, 1997;
- P Preston, El Holocausto Español, Debate 2011;
- G Garcia Marquez, Fantasía y creación artística en América Latina y el Caribe 1981;
- N Chomsky, América Latina. de la Colonización a la Globalización, Cátedra, 2003;
- C Fuentes, El Espejo Enterrado, Taurus Bolsillo, 1998.

Students will be advised to buy any relevant materials at the beginning of the course.

Assessment: Exam (40%, duration: 2 hours) in the summer exam period.

Oral examination (20%) in the ST.

Continuous assessment (40%) in the MT and LT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN230

French Language and Society 4 (proficiency)

This information is for the 2020/21 session.

Teacher responsible: Mr Francois Simon PEL.6.01K

Availability: Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.

Pre-requisites: Students must have completed French Language and Society 3 (advanced) (LN130).

AND / OR attend a compulsory interview with the course coordinator prior to registration.

Course content:

- Further advanced (up to proficiency) study of French language within the framework of social sciences and culture.
- dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, authentic and studio-based multi-media materials.
- The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural awareness.

Teaching: 30 hours of classes in the MT. 30 hours of classes in the LT. 3 hours of classes in the ST.

Three hours per week, which will feature: (a) Lectures; (b) Oral Classes; (c) Workshops; (d) Tutorials; and (e) Guided study using Language Showroom, IT and web-based material including a

virtual learning environment supported by Moodle.
This course has reading weeks in week 6 of Michaelmas and Lent terms.

Formative coursework:

- 40 % Research project (in the MT and LT (including 20% for the oral examination in the main exam period)
- 20% Continuous assessment

See Assessment below

Indicative reading: Students are encouraged to make full use of the resources of French books in the Library as well as reference books. Students are also strongly advised to use the French language resources available on the World Wide Web.

Assessment: Exam (40%, duration: 2 hours) in the summer exam period.

Oral examination (20%) in the ST.

Continuous assessment (40%) in the MT and LT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN230GC Half Unit

French Language and Society 4 (proficiency) (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Mr Francois Simon PEL 6.01K

Availability: This course is available to General Course 'Spring Semester' students.

Pre-requisites: Students must have completed French Language and Society 3 (advanced) (LN130).

AND / OR attend a compulsory interview with the course coordinator prior to registration.

Course content:

- Further advanced (up to proficiency) study of French language within the framework of social sciences and culture.
- dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, authentic and studio-based multi-media materials.
- The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural awareness.

Teaching: 30 hours of classes in the MT. 30 hours of classes in the LT. 3 hours of classes in the ST.

Three hours per week, which will feature: (a) Lectures; (b) Oral Classes; (c) Workshops; (d) Tutorials; and (e) Guided study using Language Showroom, IT and web-based material including a virtual learning environment supported by Moodle.

The course is for the General Course students:

- no teaching in the MT: only 10 weeks in the LT and 1 week in the ST
- reading week only in the LT'

Formative coursework:

- 40 % Research project (in the MT and LT (including 20% for the oral examination in the main exam period)
- 20% Continuous assessment

See Assessment below

Indicative reading: Students are encouraged to make full use of the resources of French books in the Library as well as reference books. Students are also strongly advised to use the French language resources available on the World Wide Web.

Assessment: Exam (40%, duration: 2 hours) in the summer exam period.

Oral examination (20%) in the ST.

Continuous assessment (40%) in the MT and LT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN240 Not available in 2020/21

Mandarin Language and Society 4 (Proficiency)

This information is for the 2020/21 session.

Teacher responsible: Dr Hua Xiang PEL, 601B

Availability: Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.

Pre-requisites: Students must have completed Mandarin Language and Society 3 (Advanced) (LN140).

Students must complete LN140 or reach equivalent language level.

An interview with the course co-ordinator prior to registration is compulsory.

Course content: Further advanced (up to proficiency) study of the Mandarin language within the framework of social sciences and culture. In a dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, authentic and multi-media materials. The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural awareness. At this level, the students are required to read and write up to 3500 Chinese characters.

Teaching: 30 hours of classes in the MT. 30 hours of classes in the LT. 3 hours of classes in the ST.

Three hours per week, which will feature: (a) interactive topical work; (b) oral practise; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials. This course has reading weeks in Week 6 of Michaelmas and Lent terms.

Formative coursework: The students will be required to complete weekly exercises. This includes newspaper reading, research projects and online communicative materials.

Indicative reading: Hunshan Carolyn Lee, Hsin-Hsin Liang, Liwei Jiao and Julian K Wheatley, 2010, The Routledge Advanced Chinese Multimedia Course: Crossing Cultural Boundaries. Hong Kong, Routledge.

Authentic materials from newspaper, web and journals.

Assessment: Exam (40%, duration: 2 hours) in the summer exam period.

Oral examination (20%) in the ST.

Continuous assessment (40%) in the MT and LT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN240GC Half Unit Not available in 2020/21

Mandarin Language and Society 4 (Proficiency) (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Dr Hua Xiang PEL, 601B

Availability: This course is available to General Course 'Spring Semester' students.

Pre-requisites: Students must have completed Mandarin Language and Society 3 (Advanced) (LN140). Students must complete LN140 or reach equivalent language level. An interview with the course co-ordinator prior to registration is compulsory.

Course content: Further advanced (up to proficiency) study of the Mandarin language within the framework of social sciences and culture. In a dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, authentic and multi-media materials. The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural awareness. At this level, the students are required to read and write up to 3500 Chinese characters.

Teaching: 30 hours of classes in the MT. 30 hours of classes in the LT. 3 hours of classes in the ST.

Three hours per week, which will feature: (a) interactive topical work; (b) oral practise; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials. This course has reading weeks in Week 6 of Michaelmas and Lent terms.

Formative coursework: The students will be required to complete weekly exercises. This includes newspaper reading, research projects and online communicative materials.

Indicative reading: Hunshan Carolyn Lee, Hsin-Hsin Liang, Liwei Jiao and Julian K Wheatley, 2010, The Routledge Advanced Chinese Multimedia Course: Crossing Cultural Boundaries. Hong Kong, Routledge.

Authentic materials from newspaper, web and journals.

Assessment: Exam (40%, duration: 2 hours) in the summer exam period.

Oral examination (20%) in the ST.

Continuous assessment (40%) in the MT and LT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN241

Mandarin for International Relations (Elementary)

This information is for the 2020/21 session.

Teacher responsible: Dr Hua Xiang PEL.6.01B

Availability: This course is compulsory on the BSc in International Relations and Chinese. This course is not available as an outside option nor to General Course students.

Pre-requisites: Students must have completed Mandarin Language and Society Level 1 (Beginner) (LN104) and Mandarin Language and Society 2 (Intermediate) (LN142).

Course content: A subject specific study of the Mandarin language within the framework of International Relations. In a dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, authentic and multi-media materials. The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural awareness. The focus will be specific vocabulary related to International Relations and reading skills of simple texts in the target language on International Relations topics.

Teaching: 44 hours of classes in the MT. 44 hours of classes in the LT. 4 hours of classes in the ST.

Four hours per week, which will feature: (a) interactive topical work; (b) oral practise; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials.

Reading week in Week 6 of MT and LT.

Formative coursework: Students will be expected to produce 1 essay, 1 exercise, 1 presentation, 1 project and 1 other piece of coursework in the MT and LT.

The students will be required to complete weekly exercises. This includes vocabulary quizzes, grammar activities, writing Chinese characters and use of online communicative materials.

Indicative reading: Newspaper articles, internet sources, other web-based materials dealing with international relationship issues. <http://www.ftchinese.com/story/001065369?full=y>
<https://zht.globalvoices.org/category/topics/international-relations/>

Assessment: Exam (30%, duration: 2 hours) in the summer exam period.

Coursework (50%) in the MT and LT.

Oral examination (20%) in the ST.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN250

English Literature and Society

This information is for the 2020/21 session.

Teacher responsible: Dr Angus Wrenn PEL.6.01a

Availability: Available as an outside option to students on all undergraduate programmes where regulations permit, and to General Course students. Students can take this course in any year of their studies.

Pre-requisites: An A-level pass or equivalent is recommended but not required (especially for General Course students).

Course content: (a) Study of 20th century British literature (prose, poetry and drama) in its socio-political context; Study of individual authors (in weekly lectures) - these form the basis of the examination assessment (b) Study of major cultural themes running through the century e.g. Literature of War; Imperialism; Feminism; Modernism; Postmodernism; Political writing - these form the basis of the student's extended coursework essay. (c) Several trips to theatre productions during the year; (d) Extensive use of archive recordings of authors, and video; (e) Students encouraged to draw upon background in their main discipline, and to read widely.

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

Structured activities during the reading week in the MT and LT.

Revision workshops and tutorials in the ST.

This course has reading weeks in Week 6 of Michaelmas and Lent Terms.

Formative coursework: Two essays per year; topically based research presentations.

Indicative reading: (Primary texts) Conrad Heart of Darkness; T S Eliot The Waste Land; Virginia Woolf Mrs Dalloway; James Joyce Portrait of the Artist Forster Passage to India George Orwell Nineteen Eighty-Four; Larkin Collected Poems; Heaney Collected Poems; (Secondary text) The Cambridge History of Twentieth-Century English Literature (The New Cambridge History of English Literature) by Laura Marcus and Peter Nicholls Cambridge: CUP, 2012

Assessment: Exam (70%, duration: 3 hours) in the summer exam period.

Essay (30%) in the LT.

LN250GC Half Unit**English Literature and Society (Spring Semester)****This information is for the 2020/21 session.****Teacher responsible:** Dr Angus Wrenn PEL 6.01a**Availability:** This course is available to General Course 'Spring Semester' students.**Pre-requisites:** An A-level pass or equivalent is recommended but not required (especially for General Course students).**Course content:** (a) Study of 20th century British literature (prose, poetry and drama) in its socio-political context; Study of individual authors (in weekly lectures) - these form the basis of the examination assessment (b) Study of major cultural themes running through the century e.g. Literature of War; Imperialism; Feminism; Modernism; Postmodernism; Political writing - these form the basis of the student's extended coursework essay. (c) Several trips to theatre productions during the year; (d) Extensive use of archive recordings of authors, and video; (e) Students encouraged to draw upon background in their main discipline, and to read widely.**Teaching:** 10 hours of lectures and 10 hours of classes in the LT. 1 hour of lectures and 1 hour of classes in the ST.

Structured activities during the reading week in LT. Revision workshops and tutorials in the ST.

This course has a reading week in Week 6 of the Lent Term.

Formative coursework: One essay per term; topically based research presentations.**Indicative reading:** (Primary texts) George Orwell *Nineteen Eighty-Four*; Larkin *Collected Poems*; Heaney *Collected Poems*; (Secondary text) *The Cambridge History of Twentieth-Century English Literature* (*The New Cambridge History of English Literature*) by Laura Marcus and Peter Nicholls Cambridge: CUP, 2012**Assessment:** Exam (80%, duration: 3 hours) in the summer exam period.

Presentation (20%) in the LT.

LN251**Comparative Literature and 20th Century Political History****This information is for the 2020/21 session.****Teacher responsible:** Dr Olga Sobolev PEL 6.01a and Dr Angus Wrenn PEL 6.01a**Availability:** This course is available on the BA in History, BSc in International Relations and History and BSc in Politics and History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Students can take this course in any year of their studies.

Pre-requisites: Although an A-level pass or equivalent in Literature is useful, it is not an absolute requirement (especially for General Course Students).**Course content:** Comparative literature of the twentieth century leading up to and including the Cold War. (a) Study of major authors (prose, poetry and drama, in English translation where relevant) on both sides of the Iron Curtain with a focus on the recurrent cultural themes: Fabianism; Utopia/Dystopia; Art with a Social/Political Function; Cold War: the East-West Dichotomy; Individual and the State; the Value of Political Protest (b) Use of video-recording related to the texts (c) Several related trips to galleries, film festivals and theatre productions during the year; (d) Students encouraged to draw upon background in their main discipline, and to read widely.**Teaching:** 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 1 hour of lectures and 1 hour of classes in the ST.

Structured activities during the reading week in the MT and LT. Revision workshops and tutorials in the ST.

This course has reading weeks in week 6 of Michaelmas and Lent terms.

Formative coursework: Two essays per year; topically based research presentations.**Indicative reading:** H. G. Wells *The Time Machine*; A. Huxley *Brave New World*; G.B. Shaw *Annajanska the Bolshevik Empress*; E. Zamyatin *We*; G. Orwell *Animal Farm & 1984*; M. Bulgakov *The Heart of a Dog*; W. H. Auden *poems*; V. Mayakovsky *poems*; A. Solzhenitsyn *A Day in the Life of Ivan Denisovich*; A. Makine *A Life's Music*; M. Kundera *The Unbearable Lightness of Being*; Ian Fleming *From Russia with Love*; T. Stoppard *Professional Foul*; S. Dovlatov *The Suitcase*; B. Chatwin *Utz*.**Assessment:** Exam (70%, duration: 3 hours) in the summer exam period.

Essay (30%, 2500 words) in the LT.

LN251GC Half Unit**Comparative Literature and 20th Century Political History (Spring Semester)****This information is for the 2020/21 session.****Teacher responsible:** Dr Olga Sobolev PEL 6.01a and Dr Angus Wrenn PEL 6.01a**Availability:** This course is available to General Course 'Spring Semester' students.**Pre-requisites:** Although an A-level pass or equivalent in Literature is useful, it is not an absolute requirement (especially for General Course Students).**Course content:** Comparative literature of the twentieth century leading up to and including the Cold War. (a) Study of major authors (prose, poetry and drama, in English translation where relevant) on both sides of the Iron Curtain with a focus on the recurrent cultural themes: Art with a Social/Political Function; Cold War: the East-West Dichotomy; Individual and the State; the Value of Political Protest (b) Use of video-recording related to the texts (c) Several related trips to galleries, film festivals and theatre productions during the year; (d) Students encouraged to draw upon background in their main discipline, and to read widely.**Teaching:** 10 hours of lectures and 10 hours of classes in the LT. 1 hour of lectures and 1 hour of classes in the ST.

Structured activities during the reading week in the LT. Revision workshops and tutorials in the ST.

This course has a reading week in week 6 of the Lent term.

Formative coursework: One essay per term; topically based research presentations.**Indicative reading:** G. Orwell *Animal Farm & 1984*; A. Solzhenitsyn *A Day in the Life of Ivan Denisovich*; A. Makine *A Life's Music*; M. Kundera *The Unbearable Lightness of Being*; Ian Fleming *From Russia with Love*; T. Stoppard *Professional Foul*; S. Dovlatov *The Suitcase*; B. Chatwin *Utz*.**Assessment:** Exam (80%, duration: 3 hours) in the summer exam period.

Presentation (20%) in the LT.

LN252**Contemporary Literature and Global Society****This information is for the 2020/21 session.****Teacher responsible:** Dr Olga Sobolev PEL 6.01a and Dr Angus Wrenn PEL 6.01a**Availability:** This course is available as an outside option to students on all undergraduate programmes, and to General Course students. Students can take this course in any year of their studies, subject to their own programme regulations.**Pre-requisites:** Although an A-level pass or equivalent in Literature is useful, it is not an absolute requirement (especially for General Course students).

Course content: (a) Study of contemporary (chiefly post 2000) literature and films in the context of modern globalised society, covering prose, poetry, drama and cinematic works; (b) Focus on cultural postmodernism, including such aspects as: decline of national cultural frameworks; 'commodification' of culture; 'media-driven' society; gender issues; the problem of identity and social fragmentation; (c) study of films and individual authors in English translation (where relevant). (d) several related trips to galleries, film festivals and theatre productions during the year; (e) extensive use of archive recordings of authors, and video; (f) students are encouraged to draw upon their background in their main discipline, and to read widely.

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

Structured activities during the reading week in the MT and LT.

Revision workshops and tutorials in the ST.

This course has reading weeks in week 6 of Michaelmas and Lent terms.

Formative coursework: Two essays per year; topically based research presentations.

Indicative reading: Literature: Douglas Coupland, *Generation X*; Viktor Pelevin, *Generation P (Babylon)*; Vesna Goldsworthy Gorsky (Scott Fitzgerald *The Great Gatsby*); Vaclav Havel *Leaving* (Shakespeare *King Lear*); Milan Kundera, *Ignorance*; Mohsin Hamid, *The Reluctant Fundamentalist*; Marina Lewicka *A Short History of Tractors in Ukrainian*; Jonathan S. Foer *Everything Is Illuminated*; ; Zadie Smith, *White Teeth*; Branden Jacobs-Jenkins, *Gloria*; Films: *Good Bye, Lenin!* (2003, dir. W. Becker); *Everything Is Illuminated* (2005, L. Schreiber); *Loveless* (2018, dir. A. Zvyagintsev);

Assessment: Exam (70%, duration: 3 hours) in the summer exam period.

Essay (30%, 2500 words) in the LT.

LN252GC Half Unit

Contemporary Literature and Global Society (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Dr Olga Sobolev PEL 6.01a and Dr Angus Wrenn PEL 6.01a

Availability: This course is available to General Course 'Spring Semester' students.

Pre-requisites: Although an A-level pass or equivalent in Literature is useful, it is not an absolute requirement (especially for General Course students).

Course content: (a) Study of contemporary (chiefly post 2000) literature and films in the context of modern globalised society, covering prose, poetry, drama and cinematic works; (b) Focus on cultural postmodernism, including such aspects as: decline of national cultural frameworks; 'commodification' of culture; 'media-driven' society; gender issues; the problem of identity and social fragmentation; (c) study of films and individual authors in English translation (where relevant). (d) several related trips to galleries, film festivals and theatre productions during the year; (e) extensive use of archive recordings of authors, and video; (f) students are encouraged to draw upon their background in their main discipline, and to read widely.

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

Structured activities during the reading week in the LT. Revision workshops and tutorials in the ST.

This course has a reading week in week 6 of the Lent term.

Formative coursework: One essay per term; topically based research presentations.

Indicative reading: Literature: Vaclav Havel *Leaving* (Shakespeare *King Lear*); Milan Kundera, *Ignorance*; Mohsin Hamid, *The Reluctant Fundamentalist*; Marina Lewicka *A Short History of Tractors in Ukrainian*; Jonathan S. Foer *Everything Is Illuminated*; ; Zadie

Smith, *White Teeth*; Branden Jacobs-Jenkins, *Gloria*;

Films: *Good Bye, Lenin!* (2003, dir. W. Becker); *Everything Is*

Illuminated (2005, L. Schreiber); *Loveless* (2018, dir. A. Zvyagintsev);

Assessment: Exam (80%, duration: 3 hours) in the summer exam period.

Presentation (20%) in the LT.

LN253

European Literature and Philosophy

This information is for the 2020/21 session.

Teacher responsible: Dr Olga Sobolev PEL 6.01a and Dr Angus Wrenn PEL 6.01a

Availability: This course is available on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics and BSc in Politics and Philosophy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Students can take this course in any year of their studies.

Pre-requisites: Although an A-level pass or equivalent in Literature is useful, it is not an absolute requirement (especially for General Course students).

Course content: (a) Literary treatment of the major philosophical trends of the twentieth century, including the aesthetics of Bergson and Nietzsche, the analytical school of Russell; political philosophy of Isaiah Berlin, the existentialism of Heidegger and Sartre, the paradox of the absurd of Camus, French and East European Phenomenology; Wittgenstein and philosophy of language (b) Related trips to galleries and theatre productions during the year; (c) Use of archive recordings of authors, and video; (d) Students encouraged to draw upon background in their main discipline, and to read widely.

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

Structured activities during the reading week in the MT and LT.

Revision workshops and tutorials in the ST.

This course has reading weeks in week 6 of Michaelmas and Lent terms.

Formative coursework: Two essays per year; topically based research presentations.

Indicative reading: Dostoevsky *Crime and Punishment* & *The Grand Inquisitor*; Kafka *Metamorphosis* & *The Trial*; Nabokov *Lolita* & *Despair*; Celan *Todesfuge and other poems*; St-Exupery *The Little Prince*; Solzhenitzyn *One Day in the Life of Ivan Denisovich*; Camus *L'Etranger* & *The Myth of Sisyphus*; Kundera *The Unbearable Lightness of Being*; Stoppard *Dogg's Hamlet Cahoot's Macbeth*

Assessment: Exam (70%, duration: 3 hours) in the summer exam period.

Essay (30%, 2500 words) in the LT.

LN253GC Half Unit

European Literature and Philosophy (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Dr Olga Sobolev PEL 6.01a and Dr Angus Wrenn PEL 6.01a

Availability: This course is available to General Course 'Spring Semester' students.

Pre-requisites: Although an A-level pass or equivalent in Literature is useful, it is not an absolute requirement (especially for General Course students).

Course content: (a) Literary treatment of the major philosophical trends of the twentieth century, including Nietzsche's perspectivism, the analytical school of Russell; political philosophy

of Isaiah Berlin, the existentialism of Heidegger and Sartre, the paradox of the absurd of Camus, French and East European Phenomenology; Wittgenstein and philosophy of language (b) Related trips to galleries and theatre productions during the year; (c) Use of archive recordings of authors, and video; (d) Students encouraged to draw upon background in their main discipline, and to read widely.

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

Structured activities during the reading week in the LT. Revision workshops and tutorials in the ST.

This course has a reading week in week 6 of the Lent term.

Formative coursework: One essay per term; topically based research presentations.

Indicative reading: Dostoevsky *Crime and Punishment* (extracts) & *The Grand Inquisitor* (extracts); Kafka *Metamorphosis*; St-Exupéry *The Little Prince*; Solzhenitsyn *One Day in the Life of Ivan Denisovich*; Camus *L'Étranger* & *The Myth of Sisyphus*; Kundera *The Unbearable Lightness of Being*; Stoppard *Dogg's Hamlet* Cahoot's *Macbeth*

Assessment: Exam (80%, duration: 3 hours) in the summer exam period.

Presentation (20%) in the LT.

LN254

Literature and Aspects of Ethics

This information is for the 2020/21 session.

Teacher responsible: Dr Olga Sobolev PEL 6.01a and Dr Angus Wrenn PEL 6.01a

Availability: This course is available on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics and BSc in Politics and Philosophy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Students can take this course in any year of their studies.

Pre-requisites: Although an A-level pass or equivalent in Literature is useful, it is not an absolute requirement (especially for General Course students).

Course content: a) Literary treatment/projection of the aspects of ethics, focusing on the classical ideas of Aristotle and Kant, Schopenhauer, and Nietzsche, developed in modern times by Sartre, Lacan, Bernard Williams and Michel Foucault. The course will draw on a range of themes arising from the interface between literary and philosophical studies and will explore such issues as the objectivity of moral reasoning (the question whether the practices that are traditionally and factually legitimated by religion, law or politics are indeed worthy of recognition); the spiritual crisis of the modern world (desire, guilt and innocence); technological omnipotence versus determinism; and the illusion of liberty in a tolerant democracy based on consensus. It will also be concerned with such questions as whether philosophy and literature, when combined, can achieve more than the sum of the two parts. b) The course is based on a carefully chosen range of short stories from world literature (including such authors as Kafka, Murakami, Kundera, Borges, Bessie Head, Isabel Allende etc.) where there is either a direct allusion to or a strong parallel with the key ethical issues. c) Related trips to galleries and theatre productions during the year. d) Use of archive recordings of authors, and video. e) Students encouraged to draw upon background in their main discipline, and to read widely.

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

Structured activities during the reading week in the MT and LT. Revision workshops and tutorials in the ST.

This course has reading weeks in week 6 of Michaelmas and Lent terms.

Formative coursework: Students will be expected to produce 2 essays and 1 presentation in the MT and LT.

Indicative reading: Literary texts: Bashevis Singer *The Spinoza of Market Street*; Franz Kafka *In The Penal Colony*; Isabel Allende *The Guest Teacher*; Thomas Mann *Death in Venice*; Jorge-Luis Borges *Blue Tigers*; Haruki Murakami *The Ice Man*; Jean-Paul Sartre *The Wall*; Guy de Maupassant *The Model*; Heinrich Böll *To Work or not to Work*; Bessie Head *A Power Struggle*.

Additional reading: Peter Singer and Renata Singer (eds.), *The Moral of the Story: An Anthology of Ethics Through Literature* (Wiley-Blackwell, 2004); Alex Voorhoeve, *Conversations on Ethics* (Oxford University Press, 2011); Luc Bovens, 'A response to Prelec', in: Oliver, Adam, (ed.) *Behavioural Public Policy* (Cambridge University Press, 2013); Brian Stock, *Ethics through Literature: Ascetic and Aesthetic Reading in Western Culture* (Brandeis, 2008).

Assessment: Exam (70%, duration: 3 hours) in the summer exam period.

Essay (30%, 2500 words) in the LT.

LN254GC Half Unit

Literature and Aspects of Ethics (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Dr Olga Sobolev PEL 6.01a and Dr Angus Wrenn PEL 6.01a

Availability: This course is available to General Course 'Spring Semester' students.

Pre-requisites: Although an A-level pass or equivalent in Literature is useful, it is not an absolute requirement (especially for General Course students).

Course content: a) Literary treatment/projection of the aspects of ethics, focusing on the classical ideas of Aristotle and Kant, Schopenhauer, and Nietzsche, developed in modern times by Sartre, Lacan, Bernard Williams and Michel Foucault. The course will draw on a range of themes arising from the interface between literary and philosophical studies and will explore such issues as the objectivity of moral reasoning (the question whether the practices that are traditionally and factually legitimated by religion, law or politics are indeed worthy of recognition); the spiritual crisis of the modern world (desire, guilt and innocence); technological omnipotence versus determinism; and the illusion of liberty in a tolerant democracy based on consensus. It will also be concerned with such questions as whether philosophy and literature, when combined, can achieve more than the sum of the two parts. b) The course is based on a carefully chosen range of short stories from world literature (including Kafka, Sartre, Can Themba, Virginia Woolf etc.) where there is either a direct allusion to or a strong parallel with the key ethical issues. c) Related trips to galleries and theatre productions during the year. d) Use of archive recordings of authors, and video. e) Students encouraged to draw upon background in their main discipline, and to read widely.

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

Structured activities during the reading week in the LT. Revision workshops and tutorials in the ST.

This course has a reading week in week 6 of the Lent term.

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

Indicative reading: Literary texts: Franz Kafka *In The Penal Colony*; Can Themba *The Suit*; Virginia Woolf *Lappin and Lapinova*; Shirley Jackson *The Lottery*; Jean-Paul Sartre *The Wall*; Guy de Maupassant *The Model*; O'Henry *The Gift of the Magi*.

Additional reading: Peter Singer and Renata Singer (eds.), *The Moral of the Story: An Anthology of Ethics Through Literature* (Wiley-Blackwell, 2004); Alex Voorhoeve, *Conversations on Ethics* (Oxford University Press, 2011); Luc Bovens, 'A response to Prelec', in: Oliver, Adam, (ed.) *Behavioural Public Policy* (Cambridge University Press, 2013); Brian Stock, *Ethics through Literature: Ascetic and Aesthetic Reading in Western Culture* (Brandeis, 2008).

Assessment: Exam (80%, duration: 3 hours) in the summer exam period.

Presentation (20%) in the LT.

LN270

Society and Language: Linguistics for Social Scientists

This information is for the 2020/21 session.

Teacher responsible: Dr Peter Skrandies PEL.6.01f

Availability: Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.

Course content: The course will introduce students to key (socio) linguistic concepts (semantic and pragmatic meaning, discourse, register, genre, dialect, idiolect, sociolect) employed in the analysis of language use as a social process. Students will explore the reciprocal relationship between language and specific social contexts and structures (class, gender, ethnicity), and study the role that language plays in the creation, maintenance and change of social relations and institutions. Important themes are changing attitudes to language and the prestige afforded to particular languages and language varieties. The use of language for academic purposes will be analysed, as will be situations of language contact, multilingualism and the role of translation in intercultural and international communication. The implications and consequences for less widely used languages of the emergence of English (and other widely spoken languages) as global lingua francas will be outlined and discussed.

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

Two hours per week, featuring: (a) Lectures on a range of concepts and themes; (b) classes including students' presentations; (c) revision workshops; (d) tutorials. Students on this course will have a reading week in Week 6 of MT and LT.

Formative coursework: Short essays, linguistic analyses, presentations.

Indicative reading:

- Edwards, John (2013). *Sociolinguistics: A Very Short Introduction*. Oxford: Oxford University Press
- Mesthrie, Rajend (ed) (2011) *The Cambridge Handbook of Sociolinguistics*, Cambridge: Cambridge University Press
- Meyerhoff, Miriam (2018). *Introducing Sociolinguistics*, 3rd ed., London: Routledge;
- Mooney, Annabelle et al (2015). *Language, Society and Power. An Introduction*, 4th edition, London: Routledge
- Wardhaugh, Ronald (2014). *An Introduction to Sociolinguistics*, 7th ed., Oxford: Wiley-Blackwell
- Wodak, Ruth et al (2011) *The SAGE Handbook of Sociolinguistics*, London: SAGE
- Yule, George (2016). *The Study of Language*, 6th ed., Cambridge: Cambridge University Press

Assessment: Exam (60%, duration: 2 hours) in the summer exam period.

Coursework (40%).

The coursework consists of a sociolinguistic project which includes an oral presentation of the project (10%, 500 words) in the LT and a project essay (30%, 4000 words) in the ST.

Culture and Society. This course is not available as an outside option nor to General Course students.

Pre-requisites: The dissertation builds on first and second year linguistics or literature options offered by the Language Centre. These options require students to complete research tasks and projects as part of their coursework. (In addition, SO201 is a core course that provides methods training in students' second year.) Students' dissertation topics will be expected to reflect their study of appropriate options in intercultural communication, sociolinguistics or literature in their first and second years.

Course content: The dissertation will have two elements. These are the dissertation text of 7,000 words in the target language and a viva in English. Students' research questions will explore an area of linguistic or literary study or theory introduced during students first two years on the BSc in Papers 4 and 8. In addition to these courses, students will have completed SO201 and research projects written in their target language as part of their LS4 coursework. The dissertation will build on these learning experiences.

The dissertation will provide the opportunity to carry out an extended independent research project in the target language, and to present the findings of this study in two formats. The first is the text of 7,000 words written in the target language and following academic conventions in that language. The dissertation will contain the following core elements:

Literature review demonstrating the student's ability to work with a variety of sources in the target language, and justifying their research interest / niche.

Methodological framework, based on their first and second year grounding in systematic analysis within linguistic research or literary theory, and the research methods training offered in the Department of Sociology.

Original analysis of primary or secondary data specific to the topic. The second format is the viva, during which the student will present and discuss their work with their main language teacher and a second member of the Language Centre who teaches either linguistics or literature.

Teaching: 10 hours of workshops in the MT. 8 hours of workshops in the LT.

Students will attend fortnightly dissertation workshops.

In Michaelmas term, these will focus on the design of their project and data collection and analysis, in Lent term they will focus on presenting their findings. Students will also have two individual supervision meetings each term.

Formative coursework: Students will be expected to produce 1 essay in the MT and 2 essays and 1 presentation in the LT.

Indicative reading: This will depend on the dissertation topic. Students will be guided by their supervisor.

Assessment: Dissertation (70%, 7000 words) and presentation (30%) in the ST.

LN320

Spanish Language and Society 5 (mastery)

This information is for the 2020/21 session.

Teacher responsible: Dr Roser Martinez-Sanchez PEL.6.01g

Availability: Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.

Pre-requisites: Completion of the Spanish Language and Society 4 (Proficiency) course (LN220) or its equivalent is required. An interview with the course co-ordinator prior to registration is compulsory.

Course content: Further advanced (up to the level of mastery) study of the Spanish language through themes related to Spanish speaking societies within the framework of social sciences and culture. In a dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, authentic

LN303 Not available in 2020/21

Language Studies Dissertation

This information is for the 2020/21 session.

Teacher responsible: Dr Olga Sobolev and Dr Neil Mclean

Availability: This course is available on the BSc in Language,

and studio-based multi-media materials. The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural awareness.

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

This course has reading weeks in week 6 of Michaelmas and Lent terms.

Two hours per week, which will feature: (a) interactive topical work; (b) oral practice; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials. It is possible that this year some of the teaching may be delivered via virtual classes.

Formative coursework: The students will be required to complete weekly language exercises

Indicative reading: The following works are indicative texts:

- Gabriel García Márquez, *Cien Años de Soledad*;
 - Carmen Laforet, *Nada*;
 - Tomas Eloy Martínez, *Santa Evita*,
 - Luis CERNUDA, "La realidad y el deseo", Fondo Cultura Económica, Madrid, 1982,
 - Presentación del país McOndo, En McOndo, Barcelona: Grijalbo, 1996;
 - Amores Perros (2000) Filmax DVD;
 - Ay Carmela! [1990] Arrow Warner Home Video DVD;
- Students will be advised to buy any relevant materials at the beginning of the course.

Assessment: Exam (40%, duration: 2 hours) in the summer exam period.

Oral examination (20%) in the ST.

Continuous assessment (40%) in the MT and LT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN320GC Half Unit

Spanish Language and Society 5 (mastery) (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Dr Roser Martínez-Sánchez PEL.6.01g

Availability: This course is available to General Course 'Spring Semester' students.

Pre-requisites: Completion of the Spanish Language and Society 4 (Proficiency) course (LN220) or its equivalent is required. An interview with the course co-ordinator prior to registration is compulsory.

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

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

This course has reading weeks in week 6 of the Lent term.

Two hours per week, which will feature: (a) interactive topical work; (b) oral practice; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials. This year some of the teaching will be delivered via virtual classes.

Formative coursework: The students will be required to complete weekly language exercises

Indicative reading: The following works are indicative texts:

- Gabriel García Márquez, *Cien Años de Soledad*;
- Carmen Laforet, *Nada*;
- Tomas Eloy Martínez, *Santa Evita*,
- Luis CERNUDA, "La realidad y el deseo", Fondo Cultura Económica, Madrid, 1982,
- Presentación del país McOndo, En McOndo, Barcelona: Grijalbo, 1996;
- Amores Perros (2000) Filmax DVD;
- Ay Carmela! [1990] Arrow Warner Home Video DVD;

Students will be advised to buy any relevant materials at the beginning of the course.

Assessment: Exam (40%, duration: 2 hours) in the summer exam period.

Oral examination (20%) in the ST.

Continuous assessment (40%) in the MT and LT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN330

French Language and Society 5 (mastery)

This information is for the 2020/21 session.

Teacher responsible: Mr Francois Simon PEL.6.01 K

Availability: Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.

Pre-requisites: Students must have completed French Language and Society 4 (proficiency) (LN230).

AND / OR attend a compulsory interview with the course co-ordinator prior to registration.

Course content:

- Further advanced (up to the level of mastery) study of the French language within the framework of social sciences and culture.
- dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, authentic materials.
- The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural awareness.

Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.

Two hours per week, which will feature: (a) seminars; (b) Oral Classes; (c) Workshops; (d) Tutorials; and (e) Guided study using Language (f) grammar. Showroom, IT and web-based material including a virtual learning environment supported by Moodle.

This course has reading weeks in week 6 of Michaelmas and Lent terms.

Formative coursework:

- 40% : Research project (in the MT and LT (including an Oral examination (20%) in the main exam period).
- 20% : Continuous assessment (in the MT and LT).

See Assessment below

Indicative reading: Students are encouraged to make full use of the resources of French books in the Library as well as reference books. Students are also strongly advised to use the resources available on the World Wide Web.

Assessment: Exam (40%, duration: 2 hours) in the summer exam period.

Oral examination (20%) in the ST.

Continuous assessment (40%) in the MT and LT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic

proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN340 Not available in 2020/21

Mandarin Language and Society 5 (Mastery)

This information is for the 2020/21 session.

Teacher responsible: Dr Hua Xiang PEL, 601B

Availability: Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.

Pre-requisites: Students must have completed Mandarin Language and Society 4 (Proficiency) (LN240).

This is a Mastery course, and in order to register, completion of Language and Society 4 or equivalent is required. An interview with the course co-ordinator prior to registration is compulsory.

Course content: Further advanced (up to the level of mastery) study of the Mandarin language within the framework of social sciences and culture. In a dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, authentic and multi-media materials. The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural awareness. At this level, the students are required to read and write up to 5000 Chinese characters.

Teaching: 20 hours of classes in the MT. 20 hours of classes in the LT. 2 hours of classes in the ST.

Two hours per week, which will feature: (a) interactive topical work; (b) oral practise; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials.

This course has reading weeks in Week 6 of Michaelmas and Lent terms.

Formative coursework: The students will be required to complete weekly exercises. This includes newspaper reading, research projects and online communicative materials.

Indicative reading: Students are encouraged to make full use of the resources of language gateway at LSE and online magazine subscription. There will be guided authentic materials from newspaper, web and journals.

Assessment: Exam (40%, duration: 2 hours) in the summer exam period.

Oral examination (20%) in the ST.

Continuous assessment (40%) in the MT and LT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

Course content: The linguistic focus will continue to advance students' receptive and productive skills, as well as to develop their mediation skills (translation and interpretation skills) in order to expand students' coherent and detailed subject knowledge into vocabulary, syntactic (semantic) structures and pragmatic usages associated with International Relations discourse.

The course will also target improving students' analytical and critical thinking abilities to evaluate one or more aspect of culture, history, geography, politics, social and economic structures in Chinese societies, using and improving intercultural and transferable skills. This will ultimately ensure students' autonomous problem solving ability and key/generic skills within a structured environment. The ultimate aim of this course is to help students to establish the effective communication between English and Chinese in international relations contexts, both orally and in writing, and therefore to improve their professional competence employability.

COMMUNICATIVE CONTENT:

The course is focused on the following communicative functions:

- Providing critical reasoning.
- Giving coherent description and logical comment.
- Participating constructively in discussion or debate.
- Exchanging specific information in international relations contexts: international law (such as human rights), international conventions and international organisations.
- Assessing the relevance and importance of the ideas of others.
- Reading and summarising texts from newspapers, journals, TV news and radio broadcasting.
- Competitive translation and interpretation skills on international relation topics.
- Writing essays to discuss issues with International Relations elements.
- Fostering intercultural awareness and understanding.
- Adopting a non-Eurocentric perspective.

Teaching: 22 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

Two hours per week, which will feature: (a) interactive topical work; (b) oral practice; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials.

Structured activities in Week 11 of MT and LT.

Formative coursework: Students will be expected to produce 2 essays, 2 problem sets, 2 presentations, 2 projects and 2 other pieces of coursework in the MT and LT.

The students will be required to complete weekly exercises.

This includes vocabulary quiz, presentation, writing, translation/interpretation and online communicative materials.

Indicative reading: Authentic materials will be used in this class.

Assessment: Coursework (70%) in the MT and LT.

Oral examination (30%) in the ST.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN342 Not available in 2020/21

Academic Chinese for International Relations

This information is for the 2020/21 session.

Teacher responsible: Dr Hua Xiang PEL.6.01B

Availability: This course is compulsory on the BSc in International Relations and Chinese. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students must have completed Mandarin Language and Society 4 (Proficiency) (LN240).

Course content: This course aims to develop students' linguistic skills at a near mastery level through studying authentic materials

LN341 Not available in 2020/21

Mandarin in the Global Workplace

This information is for the 2020/21 session.

Teacher responsible: Dr Hua Xiang PEL.6.01B

Availability: This course is compulsory on the BSc in International Relations and Chinese. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: The students should have completed their third year abroad in China.

relevant to Year 4 international relation students. Possible topics such as Sino-UK relation, Sino-USA relation, Modernity and the State in China, China's recent rise, e-Commerce, wealth inequality, gender discrimination, migrant workers, and so on (Four themes – China and the world, China: past and current, China: economic development, China: human rights and equality). The students will be given opportunities to learn the key vocabulary related to China's history and current society, foreign policy, economic development, and human rights. Meanwhile, they will discuss and analyse real cases using methods/tools they have developed from their IR courses. The course is communicative and interactive. The students are required to read authentic materials in the target language and learn to discuss, summarise and debate ideas and issues in China as well as consider the applicability in different social/culture context.

COMMUNICATIVE CONTENT:

- Fluently express one's opinion in mandarin Chinese
- Fluently read and comprehend newspaper articles in mandarin Chinese (1500-2000 words)
- Skillfully summarise newspaper articles
- Understand presentations, talks, lectures in related areas in mandarin Chinese.
- Clearly and convincingly express one's subject analysis and viewpoint in mandarin Chinese

Teaching: 22 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

2 hour classes per week. The teaching will be theme based, communicative and using integrated approaches. The teaching will be focusing on:

- Learn proficiency/mastery level Chinese phrases and expressions (equivalent to HSK 6) specific to IR.
- Chinese proverbs.
- Longer sentences and more complicated sentence structures.
- Introduction of traditional Chinese characters and classical Chinese

Formative coursework: Students will be expected to produce 2 essays, 2 presentations, 2 exercises and 1 project in the MT and LT. The students will be required to complete weekly exercises. This includes essays, in class presentation or recording, and project work.

Indicative reading: The students will be working with authentic materials in this unit, such as newspaper, journal articles and chapter selection from Chinese books.

Assessment: Coursework (70%) in the MT and LT.

Oral examination (30%) in the ST.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LSE100 Not available in 2020/21

The LSE Course: Understanding the causes of things

This information is for the 2020/21 session.

Teacher responsible: Dr Jessica Templeton KSW 4.06
Academics from a range of LSE departments contribute to the course.

Availability: Compulsory course on all undergraduate programmes: students complete Term 1 in Lent Term of their first year and Term 2 in Michaelmas Term of their second year. The course is not available to General Course students or to second-year direct-entry students.

Course content: The course introduces students to the fundamental elements of thinking like a social scientist. As no complex issue can be fully understood through the lens of a

single discipline, LSE100 explores pressing social issues from the perspective of different fields of social science. The goal of the course is to enable students to complement intellectual grounding in their discipline with a broad understanding of different ways of thinking. In two ten-week modules, the course will ask 'big' questions, such as: 'Is there a path to global food security?' Using such questions as guides, students will explore different types of evidence, forms of explanation and strategies for abstraction and modelling that are used across the social sciences. The aim is not only to broaden students' intellectual experience, but also to deepen their critical understanding of their own disciplines. LSE100's focus on the core elements of social scientific reasoning will be accompanied by a strong emphasis on critical thinking, data visualisation, research and communication skills.

Teaching: 15 hours of classes and 5 hours of specialized online lectures, plus optional workshops, in the MT. 15 hours of classes and 5 hours of specialized online lectures, plus optional workshops, in the LT.

Formative coursework: Formative activities will be completed in class and may include writing assignments or data analysis tasks.

Indicative reading: Readings are module-specific. Class reading packs are available from the LSE100 Moodle site, along with additional reading and resource recommendations, and can be provided in hard copy on request.

Assessment: In both terms, students will write a summatively-assessed persuasive academic argument and work with a group of their peers on a project related to the modules. The group project will be completed in the first half of each term, and the written work will be due at the end of term. The written work and group projects are each worth 25% of the student's final mark. Students receive a numeric mark and overall grade for the course of Distinction, Merit, Pass or Fail.

MA100

Mathematical Methods

This information is for the 2020/21 session.

Teacher responsible: Dr Ioannis Kouletsis

Availability: This course is compulsory on the BSc in Actuarial Science, BSc in Business Mathematics and Statistics, BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Economics with Economic History, BSc in Finance, BSc in Financial Mathematics and Statistics, BSc in Mathematics and Economics, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is available on the BSc in Accounting and Finance, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics and MSc in Economics (2 Year Programme). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: This course assumes knowledge of the elementary techniques of mathematics including calculus, as evidenced for example by a good grade in A Level Mathematics.

Course content: This is an introductory level course for those who wish to use mathematics seriously in social science, or in any other context. A range of basic mathematical concepts and methods in calculus of one and several variables and in linear algebra are covered and some applications illustrated. It is an essential pre-requisite for any mathematically orientated economics options and for many further mathematics courses. Topics covered: Matrices, reduced row echelon form, rank. Systems of linear equations, Gaussian elimination. Determinants. Vector spaces, linear independence, basis, dimension. Linear transformations, similarity. Eigenvalues. Diagonalization. Orthogonal diagonalization. Complex numbers. Vectors. Functions of several variables, derivatives, gradients, tangent hyperplanes. Optimisation including Lagrange's method. Vector-valued functions, derivatives and their manipulation. Inverse functions, local inverses and critical points, use in transformations. Integration, differential and difference equations. Some applications of the above topics.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 60 hours across Michaelmas Term and Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and lectures delivered as online videos.

Formative coursework: Students will be expected to attempt a number of weekly self-study exercises (and check their answers using solutions provided) in preparation for their classes. Homework will be submitted weekly to the appropriate class teacher for marking and feedback. In addition, Mock Exam questions will be submitted for marking and feedback at regular intervals throughout the year. Success in this paper depends on dealing with the written work as it is assigned, in a regular and systematic manner.

Indicative reading: Ken Binmore & Joan Davies, *Calculus, Concepts and Methods*; Martin Anthony & Michele Harvey, *Linear Algebra, Concepts and Methods*.

Assessment: Exam (75%, duration: 3 hours) in the summer exam period.

Exam (25%, duration: 1 hour) in the January exam period.

MA102 Half Unit

Mathematical Proof and Analysis

This information is for the 2020/21 session.

Teacher responsible: Prof Konrad Swanepoel and Prof Peter Allen

Availability: This course is available on the BSc in Actuarial Science and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Pre-requisites: Students should have taken, or be taking concurrently, the course *Mathematical Methods* (MA100), or the course *Quantitative Methods (Mathematics)* (MA107).

Course content: The course is an introduction to the use of formal definitions and proofs in mathematics, and to basic results of elementary logic, set theory and analysis. Specific topics covered are as follows: Logic, sets and functions, relations, real numbers, infimum and supremum, sequences, limits and continuity. This course is intended as preparation for a student interested in the application of mathematical concepts and proof to subjects such as computer science (in particular the analysis of algorithms) and economics.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and lectures delivered as online videos.

Formative coursework: Students will be expected to produce 10 problem sets in the MT.

Written answers to set problems will be expected on a weekly basis.

Indicative reading: Students may wish to have one of the recommended textbooks:

- N L Biggs, *Discrete Mathematics* (2nd edn) **or**
- P J Eccles, *An Introduction to Mathematical Reasoning*, but these are not required.

Further background reading can be found in:

- R Allenby, *Numbers and Proofs*;
- M Liebeck, *A Concise Introduction to Pure Mathematics*;
- V Bryant, *Yet Another Introduction to Analysis*, *and*;
- R Bartle & D Sherbert, *Introduction to Real Analysis*.

Assessment: Exam (90%, duration: 1 hour and 30 minutes) in the summer exam period.

Continuous assessment (10%) in the MT.

MA103

Introduction to Abstract Mathematics

This information is for the 2020/21 session.

Teacher responsible: Prof Peter Allen, Prof Graham Brightwell and Prof Konrad Swanepoel

Availability: This course is compulsory on the BSc in Financial Mathematics and Statistics, BSc in Mathematics and Economics and BSc in Mathematics with Economics. This course is available on the BSc in Actuarial Science, BSc in Business Mathematics and Statistics and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Pre-requisites: Students should have taken, or be taking concurrently, the course *Mathematical Methods* (MA100).

Course content: The course is an introduction to the use of formal definitions and proofs in mathematics, and to basic results of elementary set theory, number theory, linear algebra, algebra and analysis. Specific topics covered are as follows: Logic, sets and functions, relations, real numbers, infimum and supremum, sequences, limits and continuity, integers, prime numbers, greatest common divisor and modular arithmetic, complex numbers, groups and vector spaces.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 80 hours across Michaelmas Term and Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and lectures delivered as online videos.

Formative coursework: Written answers to set problems will be expected on a weekly basis.

Indicative reading: Students may wish to have one of the recommended textbooks: N L Biggs, *Discrete Mathematics* (2nd edn) or P J Eccles, *An Introduction to Mathematical Reasoning*, but these are not required. Further background reading can be found in R Allenby, *Numbers and Proofs*; M Liebeck, *A Concise Introduction to Pure Mathematics*; V Bryant, *Yet Another Introduction to Analysis*; R Bartle & D Sherbert, *Introduction to Real Analysis* and H Anton, *Elementary Linear Algebra*.

Assessment: Exam (90%, duration: 3 hours) in the summer exam period.

Continuous assessment (10%) in the MT and LT.

MA107 Half Unit

Quantitative Methods (Mathematics)

This information is for the 2020/21 session.

Teacher responsible: Dr James Ward

Availability: This course is compulsory on the BSc in Economic History with Economics, BSc in Economics and Economic History, BSc in Environmental Policy with Economics, BSc in Geography with Economics, BSc in International Social and Public Policy and Economics, BSc in Management and BSc in Social Policy and Economics. This course is available on the BSc in Accounting and Finance, BSc in Government and Economics, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics, BSc in Politics and Economics and Diploma in Accounting and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.

Pre-requisites: A-level Mathematics (or equivalent).

Students with A-level Mathematics who are confident of their mathematical skills may also consider the full unit **MA100**

Mathematical Methods.

Course content: The aim of this course is to develop the basic mathematical tools necessary for further study in economics and related disciplines. To this end we focus on: techniques of calculus (differentiation, partial differentiation, optimisation and integration), methods of linear algebra (use of matrices), and the solution of difference and differential equations. The ideas are taught

systematically, with emphasis on their application to economic problems. Examples are used throughout the course for motivation and illustration.

Specific topics are as follows: sets, functions, equations, graphs. Difference equations, sequences, limits. Differentiation, inverse functions, exponential and logarithmic functions. Partial differentiation, chain rule, homogeneous functions. Optimisation in two variables: unconstrained and constrained. Lagrange multipliers. Vector notation and convexity. Matrix notation, systems of linear equations, inverse matrices. Integration. Differential equations.

Teaching: This course is delivered through a combination of lectures, help sessions and classes totalling a minimum of 40 hours in the Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and lectures delivered as online videos.

Formative coursework: Written answers to set problems will be expected on a weekly basis.

Indicative reading: The course follows M Anthony & N L Biggs, *Mathematics for Economics and Finance: Methods and Modelling*, CUP, 1996. There are many other books with titles like *Mathematics for Economists* which may be of some use, but they won't cover the entire course.

Assessment: Exam (100%, duration: 2 hours) in the January exam period.

MA110

Basic Quantitative Methods

This information is for the 2020/21 session.

Teacher responsible: Dr Sally Barton

Availability: This course is available on the BSc in Accounting and Finance and BSc in Government and Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: GCSE or AS-level Mathematics (or equivalent).

Students with A-level Mathematics (or equivalent) should take **MA107 Quantitative Methods (Mathematics)** or **MA100 Mathematical Methods**.

Course content: The course is designed to provide students with the elementary mathematical tools that are needed to study Economics. Students will be introduced to basic mathematical concepts and manipulations. Examples of applying these techniques to a variety of economical and management problems are given throughout the course. Content - Part A: Arithmetic operations, powers and roots; basic algebra; introduction to linear programming; logarithms and exponential growth; sets, functions and graphs; differentiation of functions of one variable; marginal cost and marginal revenue; optimisation of functions of one variable; difference equations; equilibrium and stability in dynamical models. Content - Part B: Introduction to integration; consumer and producer surplus; matrix algebra; systems of linear equations; functions of several variables; partial differentiation; optimisation and the Lagrange multiplier method.

Teaching: This course is delivered through a combination of classes, workshops and lectures totalling a minimum of 40 hours across the Michaelmas Term and 32 hours of classes and lectures in the Lent Term with 2 hours of revision material in the Summer term. This year, some or all of this teaching will be delivered through a combination of virtual classes and lectures delivered as online videos.

Formative coursework: Written answers to set problems will be expected on a weekly basis.

Indicative reading: The course will be mostly taught from the lecturers' notes. The following books can provide additional material: I Jacques, *Mathematics for Economics and Business*; M Rosser, *Basic Mathematics for Economists*; M Anthony & N L Biggs, *Mathematics for Economics and Finance: Methods and Modelling*, CUP, 1996.

Assessment: Exam (100%, duration: 3 hours) in the summer exam

period.

MA203 Half Unit

Real Analysis

This information is for the 2020/21 session.

Teacher responsible: Prof Martin Anthony

Availability: This course is compulsory on the BSc in Financial Mathematics and Statistics, BSc in Mathematics and Economics and BSc in Mathematics with Economics. This course is available on the BSc in Actuarial Science, BSc in Business Mathematics and Statistics and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Pre-requisites: Introduction to Abstract Mathematics (MA103).

Course content: This is a course in real analysis for those who have already met the basic concepts of sequences and continuity on the real line. Here we generalize these concepts to Euclidean spaces and to more general metric and normed spaces. These more general spaces are introduced at the start and are emphasized throughout the course.

Topics covered are:

- Metric and normed spaces, open and closed sets.
- Sequences in metric spaces, compactness, completeness.
- Pointwise and uniform convergence of sequences of functions.
- Continuity of real valued functions and of functions between metric spaces, uniform continuity and Lipschitz condition.
- Differentiation of real valued functions, the mean value theorem, differentiation of functions between Euclidean spaces, and partial derivatives.
- Series, including power series and series in normed spaces.
- Riemann integral and the fundamental theorem of calculus.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and lectures delivered as online videos.

Formative coursework: Written answers to set problems will be expected on a weekly basis.

Indicative reading: A comprehensive pack of lecture notes will be provided. The following book may prove useful for some aspects of the course:

- Robert G Bartle & Donald R Sherbert, *Introduction to Real Analysis*

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

MA207 Half Unit

Further Quantitative Methods (Mathematics)

This information is for the 2020/21 session.

Teacher responsible: Dr James Ward

Availability: This course is available on the BSc in Management. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Pre-requisites: Students should have previously taken **MA107 Quantitative Methods (Mathematics)**. It is not available to students who have taken **MA100 Mathematical Methods**, or equivalent, nor higher level methods courses.

Course content: This is a second course in quantitative methods, following on directly from Quantitative Methods (Mathematics) (MA107). This course will contain further algebra and calculus. As with the course MA107, the emphasis will be on applications in economics and finance. Topics covered: Matrix methods in portfolio analysis. Linear independence. Rank of a matrix. Eigenvalues and eigenvectors. Diagonalisation. Linear systems of

recurrence equations. Markov process. Second-order recurrence equations. Macroeconomic models. Vector geometry. Gradient and directional derivative. Tangent hyperplanes and the optimal bundle. Resource allocation and Pareto efficiency. Orthogonal matrices and quadratic forms. Critical points of quadratic functions. Taylor's approximation. Optimisation of functions of two or more variables.

Teaching: This course is delivered through a combination of lectures and classes totalling a minimum of 30 hours in the Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and lectures delivered as online videos.

Formative coursework: Written answers to set problems will be expected on a weekly basis.

Indicative reading: M Anthony & N Biggs, *Mathematics for Economics and Finance* (Cambridge, 1996); A Ostaszewski, *Mathematics in Economics* (Blackwell, 1993).

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

MA208 Half Unit

Optimisation Theory

This information is for the 2020/21 session.

Teacher responsible: Prof Julia Boettcher

Availability: This course is available on the BSc in Actuarial Science, BSc in Business Mathematics and Statistics, BSc in Mathematics and Economics, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Pre-requisites: Mathematical Methods (MA100) and Introduction to Abstract Mathematics (MA103) are pre-requisites. Real Analysis (MA203) is desirable, and students who have not done MA203 should contact the teacher responsible.

Course content: Based on the relevant mathematical theory, the course describes various techniques of optimisation and shows how they can be applied. More precisely, the topics covered are: Introduction and review of mathematical background. Introduction to combinatorial optimisation; shortest paths in directed graphs; algorithms and their running time. Classical results on continuous optimisation: Weierstrass's Theorem concerning continuous functions on compact sets; optimisation of differentiable functions on open sets; Lagrange's Theorem on equality constrained optimisation; Karush, Kuhn, and Tucker's Theorem on inequality constrained optimisation. Linear programming and duality theory.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and lectures delivered as online videos.

Formative coursework: Written answers to set problems will be expected on a weekly basis.

Indicative reading: Good sources of literature are R K Sundaram, *A First Course in Optimisation Theory*; N L Biggs, *Discrete Mathematics* (2nd edition). Additional notes will be made available throughout the course.

Assessment: Exam (90%, duration: 2 hours) in the summer exam period.

Continuous assessment (10%).

MA209 Half Unit

Differential Equations

This information is for the 2020/21 session.

Teacher responsible: Dr Arne Lokka

Availability: This course is available on the BSc in Actuarial

Science, BSc in Business Mathematics and Statistics, BSc in Mathematics and Economics, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Pre-requisites: Mathematical Methods (MA100) and Introduction to Abstract Mathematics (MA103) (or MA102) are pre-requisites. Real Analysis (MA203) and/or Further Mathematical Methods (MA212) are highly desirable, and students who have done neither MA203 nor MA212 should contact the lecturer.

Course content: The course concentrates on the theory and qualitative analysis of (ordinary) differential equations, although some solution techniques will be considered as well. Special attention will be paid to geometric concepts and the role of differential equations in the theory of dynamical systems. Specific topics covered are: First examples; illustrations of use of the computer package Maple. Existence and uniqueness of solutions. Autonomous 1 and 2 dimensional systems. Linear equations and systems: phase portraits; classification of systems in the plane; higher dimensional systems and higher order equations. Nonlinear systems in the plane: local and global behaviour; linearisation and stability at equilibrium points; Lyapunov functions; limit cycles. Control theory; linear systems; controllability.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and lectures delivered as online videos.

Formative coursework: Written answers to set problems will be expected on a weekly basis.

Indicative reading: Full notes will be handed out throughout the course. A good additional text book is D K Arrowsmith & C M Place, *Dynamical Systems - Differential Equations, Maps and Chaotic Behaviour*. Other books closely related to R Grimshaw, *Nonlinear Ordinary Differential Equations* and W A Brock & A G Malliaris, *Differential Equations, Stability and Chaos in Dynamic Economics*.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

MA210 Half Unit

Discrete Mathematics

This information is for the 2020/21 session.

Teacher responsible: Dr Peter Allen

Availability: This course is available on the BSc in Business Mathematics and Statistics, BSc in Mathematics and Economics, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Pre-requisites: MA103 Introduction to Abstract Mathematics, or an equivalent course giving a background in rigorous mathematics.

Course content: This is a course covering a number of concepts and techniques of discrete mathematics. Topics covered: Counting: selections; inclusion-exclusion; generating functions; recurrence relations. Graph Theory: basic concepts; walks, paths, tours and cycles; trees and forests; colourings. Coding theory: basic concepts; linear codes.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and online video lectures.

Formative coursework: Written answers to set problems will be expected on a weekly basis.

Indicative reading: PJ Cameron, *Combinatorics* (CUP 1994) An alternative book is: NL Biggs, *Discrete Mathematics* (OUP 2004) Extensive notes covering the course content in full will be distributed, so you may well not need either book.

Assessment: Exam (90%, duration: 2 hours) in the summer exam period.
Problem sets (10%) in the LT.

MA211 Half Unit

Algebra and Number Theory

This information is for the 2020/21 session.

Teacher responsible: Prof Graham Brightwell

Availability: This course is available on the BSc in Business Mathematics and Statistics, BSc in Mathematics and Economics, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Pre-requisites: Students must have completed Introduction to Abstract Mathematics (MA103) and Mathematical Methods (MA100).

Course content: The aim of this course is to continue (from MA103) the study of abstract algebraic structures. There are two main strands in the course. First, we develop further the theory of groups, using permutation groups as a key example. We investigate the important concepts of normal subgroups and quotient groups. Secondly, we introduce rings, and study factorisation in rings, where we also look at some connections with number theory. Groups: Review of basic group theory; permutations and permutation groups; homomorphisms; conjugation, normal subgroups and quotient groups; the first isomorphism theorem for groups. Rings: basic properties of rings and examples (including polynomial rings, matrix rings, and number rings); subrings, ideals and ring homomorphisms; divisibility in integral domains; greatest common divisors; Euclidean rings and unique factorisation; applications to number theory; principal ideal domains.

Teaching: This course is delivered through a combination of classes and lectures, totalling a minimum of 30 hours across Michaelmas Term. This year, this teaching will be delivered through a combination of lectures released as online videos and face-to-face or virtual classes.

Formative coursework: Written answers to set problems will be expected on a weekly basis.

Indicative reading: *A Book of Abstract Algebra*, Charles C Pinter, (Dover, 2nd edition, 2010);

Introduction to Algebra, Peter J Cameron (OUP 1988);

Rings, Fields and Groups: Introduction to Abstract Algebra, Reg Allenby (Butterworth-Heinemann, 2nd edition 1991).

Assessment: Exam (80%, duration: 2 hours) in the summer exam period.

Coursework (20%) in the MT.

intermediate-level knowledge of calculus and linear algebra, linear independence, eigenvalues, diagonalisation, and proficiency in techniques of differentiation and integration.

Course content: This course develops ideas first presented in MA100. It is divided into two halves: calculus and linear algebra. The calculus half explores how integrals may be calculated or transformed by a variety of manipulations, and how they may be applied to the solution of differential equations. This aim is achieved by studying the following topics: Limit calculations. Riemann integral. Multiple integration. Improper integrals. Manipulation of integrals. Laplace transforms. Riemann-Stieltjes integral, to a level of detail dependent on time constraints. The linear algebra half covers the following topics: Vector spaces and dimension. Linear transformations, kernel and image. Real inner products. Orthogonal matrices, and the transformations they represent. Complex matrices, diagonalisation, special types of matrix and their properties. Jordan normal form, with applications to the solutions of differential and difference equations. Singular values, and the singular values decomposition. Direct sums, orthogonal projections, least square approximations, Fourier series. Right and left inverses and generalized inverses.

Teaching: This course is delivered through a combination of lectures, help sessions and classes totalling a minimum of 80 hours across Michaelmas Term and Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and lectures delivered as online videos.

Formative coursework: Written answers to set problems will be expected on a weekly basis.

Indicative reading: Useful background texts:

(i) for the calculus half:

Ken Binmore and Joan Davies, *Calculus, Concepts and Methods* (Cambridge University Press 2002);

Robert C. Wrede and Murray R. Spiegel, *Advanced Calculus* (McGraw-Hill Education; 3rd edition 2010).

(ii) for the linear algebra half:

Martin Anthony and Michele Harvey, *Linear Algebra: Concepts and Methods* (Cambridge University Press 2012).

Assessment: Exam (100%, duration: 3 hours) in the summer exam period.

MA222 Half Unit Not available in 2020/21

Further Mathematical Methods (Linear Algebra)

This information is for the 2020/21 session.

Teacher responsible: Dr James Ward

Availability: This course is compulsory on the BSc in Data Science. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Pre-requisites: Students should ideally have taken the course Mathematical Methods (MA100) or equivalent, entailing intermediate-level knowledge of linear algebra, linear independence, eigenvalues and diagonalisation.

Course content: This course develops ideas first presented in MA100. It consists of the linear algebra part of MA212, covering the following topics: Vector spaces and dimension. Linear transformations, kernel and image. Real inner products. Orthogonal matrices, and the transformations they represent. Complex matrices, diagonalisation, special types of matrix and their properties. Jordan normal form, with applications to the solutions of differential and difference equations. Singular values, and the singular values decomposition. Direct sums, orthogonal projections, least square approximations, Fourier series. Right and left inverses and generalized inverses.

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

Formative coursework: Students will be expected to produce 10 problem sets in the LT.

Written answers to set problems will be expected on a weekly basis.

MA212

Further Mathematical Methods

This information is for the 2020/21 session.

Teacher responsible: Prof Jozef Skokan and Dr James Ward

Availability: This course is compulsory on the BSc in Actuarial Science, BSc in Business Mathematics and Statistics, BSc in Financial Mathematics and Statistics, BSc in Mathematics and Economics, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is available on the BSc in Economics, BSc in Management and MSc in Economics (2 Year Programme). This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Pre-requisites: Students should ideally have taken the course **Mathematical Methods** (MA100) or equivalent, entailing

Indicative reading: The following is a useful background text:

- Martin Anthony and Michele Harvey, *Linear Algebra: Concepts and Methods* (Cambridge University Press 2012).

Assessment: Exam (100%, duration: 1 hour and 30 minutes) in the summer exam period.

MA231

Operational Research Methods

This information is for the 2020/21 session.

Teacher responsible: Dr Giacomo Zambelli

Dr Matoula Kotsialou

Availability: This course is available on the BSc in Accounting and Finance, BSc in Business Mathematics and Statistics, BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Management, BSc in Mathematics and Economics and BSc in Mathematics with Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Mathematics, Statistics and Probability Theory to the level of the courses MA107 Quantitative Methods (Mathematics) and ST107 Quantitative Methods (Statistics) is required. In particular, students should have covered elementary distribution theory and the Poisson Process, and have an elementary knowledge of linear algebra. Students must be prepared to use computer packages when required.

Course content: An introduction to all the main theoretical techniques of Operational Research.

Linear optimisation: from the most basic introduction to sufficient conditions for optimality; duality; sensitivity of the solution; discovery of the solution to small problems by graphical methods, and proof of optimality by testing the sufficient conditions. The transportation problem. Modelling real world problems using linear optimisation.

Various other operational research techniques including: Shortest Paths, Critical Path Analysis, Markov Chains, Stable Matchings, Queueing Theory, Simulation, Inventory Management, Dynamic Programming, Decision Theory, Game Theory.

The course includes an assessed software component. The software used will be "Microsoft Excel" and the add-on packages "LP solve" to solve linear optimisation problems and "@ risk" to perform Monte Carlo simulation.

Full lecture notes are provided.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 60 hours across Michaelmas Term and Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and lectures delivered as online videos.

Formative coursework: Students will be expected to produce 10 problem sets in the MT and 1 project and 5 problem sets in the LT. The formative coursework comprises weekly problem sets. A mock project will be given, similar in format to the summative project, to be carried out by the same groups that will work on the final project. This is meant as a trial run of the group project, with a similar level of work but with no summative mark.

Indicative reading: Comprehensive lecture notes will be provided. The course content largely follows the following textbook:

- F S160 Hillier, G J160 Lieberman, *Introduction to Operations Research*, McGraw-Hill Series in Industrial Engineering and Management Science. Any edition from 7th onward.

Further reading includes:

- W L Winston, *Operations Research*, Duxbury Press (2004).
- W L Winston, S C Albright: *Practical Management Science*, Cengage Learning. 4th edition or later.
- H P Williams, *Model Building in Mathematical Programming*, Wiley (2013).

Assessment: Exam (80%, duration: 2 hours and 45 minutes) in the summer exam period.

Case analysis (20%) in the LT.

The group project will consist of a case study developed by

the lecturer and presenting a (simplified version of a) real world problem that is amenable to optimisation and simulation techniques that are taught in the course. The students will need to choose the appropriate techniques, develop a mathematical model, implement it using the software taught in the course, and write a report describing the approach and reporting critically the results obtained from the solution of the model.

The group project will be in randomly allocated groups of at most 3, and students will need to submit a teamwork evaluation form to assess whether the workload was fair and balanced.

MA300

Game Theory

This information is for the 2020/21 session.

Teacher responsible: Prof Bernhard Von Stengel and Mrs Nicola Wittur

Availability: This course is available on the BSc in Accounting and Finance, BSc in Business Mathematics and Statistics, BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Mathematics and Economics, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business.

This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Pre-requisites: The course emphasises a formal treatment of mathematical Game Theory through definitions, theorems and proofs. Familiarity with a rigorous treatment of mathematics is expected. Basic knowledge of matrices as covered in Mathematical Methods (MA100) or Quantitative Methods (MA107) as well as some knowledge of probability is required.

Course content: Concepts and methods of game theory with applications to economics. MA300.1: same as for Game Theory I (MA301). MA300.2: Coalitional game theory - central solution concepts with application: the core, Shapley value, stable sets, weighted majority games, market games, stable matching.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 60 hours across Michaelmas and Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and lectures delivered as online videos.

Formative coursework: Written answers to set problems will be expected on a weekly basis.

Indicative reading: Lecture slides will be provided, as well as references to selected papers. Further reading: R Gibbons, *A Primer in Game Theory*, 1992; A Mas-Colell, M Whinston, J Green: *Microeconomic Theory*; M Osborne, A Rubinstein: *A Course in Game Theory*; M Maschler, E Solan, S Zamir: *Game Theory*.

Assessment: Exam (90%, duration: 3 hours) in the summer exam period.

Coursework (10%).

Weekly exercises will be set and marked, and count as coursework.

MA301 Half Unit

Game Theory I

This information is for the 2020/21 session.

Teacher responsible: Prof Bernhard Von Stengel COL 4.12

Availability: This course is available on the BSc in Business Mathematics and Statistics, BSc in Management, BSc in Mathematics and Economics, BSc in Mathematics with Economics, BSc in Mathematics, Statistics and Business and BSc in Psychological and Behavioural Science. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Pre-requisites: The course emphasises a formal treatment of

mathematical Game Theory through definitions, theorems and proofs. Familiarity with a rigorous treatment of mathematics is expected. Basic knowledge of matrices as covered in Mathematical Methods (MA100) or Quantitative Methods (MA107) as well as some knowledge of probability is required.

Course content: Concepts and methods of mathematical game theory with some applications to economics. Nim and combinatorial games. Congestion games. Game trees with perfect information. Backward induction. Extensive and strategic (normal) form of a game. Expected utility. Nash equilibrium. Commitment. Zero sum games, mixed strategies, maxmin strategies. Nash equilibria in mixed strategies. Finding mixed-strategy equilibria for two-person games. Extensive games with information sets, behaviour strategies, perfect recall. If time permits: The Nash bargaining solution, multistage bargaining, private-value auctions.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and lectures delivered as online videos.

Formative coursework: Written answers to set problems will be expected on a weekly basis.

Indicative reading: Lecture notes will be provided. Further reading: K Binmore, *Playing for Real: Game Theory*, CUP, 2007; E Mendelson, *Introducing Game Theory and Its Applications*, CRC 2004.

Assessment: Exam (90%, duration: 2 hours) in the summer exam period.

Coursework (10%).

Weekly exercises will be set and marked, and count as coursework.

MA303 Half Unit Not available in 2020/21

Chaos in Dynamical Systems

This information is for the 2020/21 session.

Teacher responsible: Prof Graham Brightwell

Availability: This course is available on the BSc in Business Mathematics and Statistics, BSc in Mathematics and Economics, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Pre-requisites: **Mathematical Methods** (MA100) and **Introduction to Abstract Mathematics** (MA103) are pre-requisites. It is highly desirable to have also taken the course **Real Analysis** (MA203).

Course content: Given a function $f: X \rightarrow X$, what is the (iterative) behaviour of $f^n(x) = f(f(\dots(f(x))))$ (f applied n times). What do 'orbits' of f look like - an orbit has the form $x, f(x), f(f(x)), \dots$. Particular emphasis is given to long-term evolution and stability analysis of such systems $f: X \rightarrow X$. We explore connections with so-called fractal sets, which are roughly sets that look the same at any degree of magnification, and may have a dimension which is not an integer. We also discuss chaotic maps f , where $f^n(x)$ cannot be determined if there is any small uncertainty about x . Topics covered: Iteration of discrete maps. Orbit analysis. Contraction mapping theorem. Quadratic maps. Bifurcations. Definition of chaos. Sarkovskii's theorem. Fractal sets.

Teaching: 22 hours of lectures and 10 hours of classes in the LT.

Formative coursework: Written answers to set problems will be expected on a weekly basis.

Indicative reading: Full lecture notes will be provided. The following may prove useful, R Devaney, *A First Course in Chaotic Dynamical Systems*; R Devaney, *An Introduction to Chaotic Dynamical Systems*; E Scheinerman, *Invitation to Dynamical Systems*. A fun and interesting read might be Gleick, J., *Chaos: Making a New Science*.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

MA314 Half Unit

Algorithms and Programming

This information is for the 2020/21 session.

Teacher responsible: Dr Tugkan Batu

Availability: This course is available on the BSc in Business Mathematics and Statistics, BSc in Management, BSc in Mathematics and Economics, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Pre-requisites: **Introduction to Abstract Mathematics** (MA103), or an equivalent course giving a background in rigorous mathematics. Basic knowledge of Python programming is highly desirable.

Course content: Introduction to theory of algorithms guided by basic Python programming. Algorithmic thinking: Do you know how to multiply integers? Basic toolkit for the design and analysis of algorithms, and an in-depth study of sorting algorithms: Running time, Recurrence relations, Big-O notation, Correctness, Finite induction, Loop invariants. Optimal comparison sorts, and sorting in linear time. Tour of the most important data structures, fundamental algorithms, and algorithm design techniques: Lists, Stacks, Queues, Hashing. Breadth-first search, Depth-first search, Prim's algorithm, Dijkstra's algorithm, Maximum Flow. Incremental and recursive algorithms, Divide-and-Conquer, Greedy algorithms, Master Theorem. A selection of special topics.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of online classes and lectures delivered as online prerecorded videos.

Formative coursework: Written answers to set problems will be expected on a weekly basis.

Indicative reading: T H Cormen, C E Leiserson & R L Rivest, *Introduction to Algorithms*, MIT Press 1990 (or 2nd edn, 2001 or 3rd edn, 2009)

Assessment: Exam (80%, duration: 2 hours) in the summer exam period.

Coursework (20%) in the MT.

MA315 Half Unit

Algebra and its Applications

This information is for the 2020/21 session.

Teacher responsible: Prof Martin Anthony

Availability: This course is available on the BSc in Business Mathematics and Statistics, BSc in Mathematics and Economics, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: MA103 *Introduction to Abstract Mathematics* and MA211 *Algebra and Number Theory*.

Course content: The aim of the course is to continue the study of abstract algebraic structures and show how these structures can be used to solve concrete problems. There are three strands: Group actions; Rings, polynomials and fields; Applications, including coding and cryptography. Group actions; revision of permutation groups; orbits and stabilizers, the orbit-stabilizer theorem; applications to counting problems. Rings, polynomials and fields: revision of rings; quotient rings; polynomial rings and the Euclidean algorithm for polynomials; irreducible polynomials and factorisation of polynomials. fields; fields as quotients of polynomial rings; construction and properties of finite fields: Applications: Designs and orthogonal latin squares; Error-correcting codes, including linear codes, cyclic codes and perfect

codes; cryptography.

Teaching: Teaching will consist of 22 hours of lectures and 10 hours of classes, in the LT. Some of this might be delivered through a combination of virtual classes and lectures delivered as online videos

Formative coursework: Written answers to set problems will be expected on a weekly basis.

Indicative reading: Lecture notes will be provided. No additional reading is required, but the following books are recommended for further reading.

Introduction to Algebra, Peter J Cameron (OUP 2007);

Codes, N.L. Biggs (Springer, 2008).

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

MA316 Half Unit Not available in 2020/21 Graph Theory

This information is for the 2020/21 session.

Teacher responsible: Prof Graham Brightwell

Availability: This course is available on the BSc in Mathematics and Economics, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Pre-requisites: MA103 or equivalent course giving a background in rigorous mathematics.

Course content: This course examines the basic concepts and techniques of graph theory. The topics to be covered are: fundamental concepts, connectivity and matchings, colourings, extremal problems. Optional topics include flows, Ramsey theory, the probabilistic method, spectral graph theory, or matroids.

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

Revision Lecture is better received by students in ST

Formative coursework: Written answers to set problems will be expected on a weekly basis.

Indicative reading: D. B. West, *Introduction to Graph Theory*, Prentice Hall 2001. R. Diestel, *Graph Theory*, Springer 2010. N. L. Biggs, *Discrete Mathematics*, OUP 2004. J.A. Bondy and U.S.R. Murty, *Graph Theory with Applications*, North-Holland, 1976. B. Bollobas, *Modern Graph Theory*, Springer 1998.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

MA317 Half Unit Complex Analysis

This information is for the 2020/21 session.

Teacher responsible: Prof Amol Sasane
Olivier Gossner

Availability: This course is available on the BSc in Business Mathematics and Statistics, BSc in Mathematics and Economics, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Pre-requisites: Solid grounding in mathematics, especially analysis, in particular MA203 Real Analysis.

Course content: The course will cover the fundamental concepts and methods in complex analysis. The basic objects of study in the course will be complex differentiable functions in domains, and the far-reaching consequences of the notion complex differentiability will be dealt with in the course. The specific topics that will be covered are: the geometry of complex numbers, complex differentiation, Cauchy-Riemann equations, Cauchy's

integral theorem and its consequences, Taylor and Laurent series, and harmonic functions. The core results will be illustrated with computational examples and applications.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and lectures delivered as online videos.

Formative coursework: Written answers to set problems will be expected on a weekly basis.

Indicative reading: (1) S.D. Fisher. *Complex Variables*. Corrected reprint of the second (1990) edition, Dover Publications, Inc., Mineola, NY, 1999.

(2) J.E. Marsden and M.J. Hoffman. *Basic Complex Analysis*. Second edition, W. H. Freeman and Company, New York, 1987.

(3) D.O. Tall. *Functions of a Complex Variable*. Routledge and Kegan Paul, London, 1985

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

MA318 Half Unit History of Mathematics in Finance and Economics

This information is for the 2020/21 session.

Teacher responsible: Prof Jan van den Heuvel
Additional teachers: Prof June Barrow-Green and Prof Norman Biggs

Availability: This course is available on the BSc in Actuarial Science, BSc in Mathematics and Economics, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Pre-requisites: Students must have completed Mathematical Methods (MA100).

General Course students may substitute an equivalent course.

Course content: This course surveys the development of mathematics from the beginning of history with an emphasis on its applications to finance and economics. Major themes are the development of arithmetic and geometry, the use of algebraic symbolism, the creation of the calculus, geometry, probability, and game theory. In order to give this course a distinctive flavour, we will illustrate these themes with examples taken from the social sciences, broadly interpreted. For example, the algorithms of arithmetic will be illustrated by their applications in finance, rather than astronomy.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and lectures delivered as online videos.

Formative coursework: Students are expected to submit written work on a weekly basis. One of these assignments will be a short essay of 900-1100 words.

Indicative reading: The course is based on source material which will be distributed to students as hard copy. J. Stedall's 'History of Mathematics: A Very Short Introduction' (Oxford 2011) is recommended for background reading.

Assessment: Exam (50%, duration: 2 hours, reading time: 5 minutes) in the summer exam period.

Essay (50%, 2000 words) in the ST Week 1.

MA319 Half Unit

Partial Differential Equations

This information is for the 2020/21 session.

Teacher responsible: Simon, Robert

Availability: This course is available on the BSc in Business Mathematics and Statistics, BSc in Mathematics and Economics, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students must have completed Further Mathematical Methods (MA212) and Real Analysis (MA203).

Course content: The aim of the course is the study of partial differential equations. The focus will be on first order quasilinear equations, and second order linear equations. The method of characteristics for solving first order quasilinear equations will be discussed. The three main types of linear second order partial differential equations will be considered: parabolic (diffusion equation), elliptic (Laplace equation), and hyperbolic (wave equation). Techniques for solving these for various initial and boundary value problems on bounded and unbounded domains, using eigenfunction expansions (separation of variables, and elementary Fourier series), and integral transform methods (Fourier and Laplace transforms) will be treated. Elementary distributional calculus and the notion of weak solutions will also be considered. Applications and examples, such as the solution technique for Black-Scholes option pricing, will be discussed throughout the course.

Teaching: This course is delivered through a combination of classes and lectures totalling 30 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and delivered as online videos.

Formative coursework: Students will be expected to produce 10 problem sets in the LT.

Written answers to set problems will be expected on a weekly basis.

Indicative reading: 1 S.J. Farlow. *Partial Differential Equations for Scientists and Engineers*. Dover, 1993. 2 J.D. Logan. *Applied Partial Differential Equations*. Second Edition. Springer, 2004. 3 W. Strauss. *Partial Differential Equations. An Introduction*. Second Edition. John Wiley, 2008. Lecture notes will be provided.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

MA320 Half Unit

Mathematics of Networks

This information is for the 2020/21 session.

Teacher responsible: Prof Andrew Lewis-Pye

Availability: This course is available on the BSc in Mathematics and Economics and BSc in Mathematics with Economics. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students must have completed Mathematical Methods (MA100) and Introduction to Abstract Mathematics (MA103).

Course content: Globalisation and the growth of the internet have meant not only an increasing need to understand the way in which social and communication networks form and operate, but also an unprecedented amount of data available to aid in this analysis. The last decade has seen a coming together of multiple scientific disciplines in an effort to understand how these highly connected systems function. The aim of this course will be to give an introduction to the study of networks, requiring as little background knowledge as possible. The course will begin with an analysis of some of the fundamental properties normally observed in real world networks, such as the small world property, high degrees of clustering and power law degree distributions. After reviewing required notions from game theory, we shall then

apply these techniques to an analysis of the spread of behavioural change on networks, together with cascading effects and epidemic models. The final part of the course will be concerned with specific applications to the world wide web and page ranking.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and lectures delivered as online videos.

Formative coursework: Written answers to set problems will be expected on a weekly basis.

Indicative reading: (1) D. Easley, J. Kleinberg. *Networks, crowds and markets*, Cambridge University Press, 2010.

(2) M. Newman. *Networks: An Introduction*, Oxford University Press, 2010.

(3) The Rise of the Network Society, *The Information Age: Economy, Society and Culture*, 2010 edition, Manuel Castells.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

MA321 Half Unit

Measure Theoretic Probability

This information is for the 2020/21 session.

Teacher responsible: Dr Albina Danilova

Availability: This course is available on the BSc in Financial Mathematics and Statistics, BSc in Mathematics and Economics and BSc in Mathematics with Economics. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Pre-requisites: Students must have completed Real Analysis (MA203).

Course content: This is a first course in measure-theoretic probability. It covers the following topics. Abstract probability spaces: sample spaces, sigma-algebras, probability measures, examples. Borel sigma-algebra, Lebesgue measure. Random variables: distribution functions, discrete and absolutely continuous distributions, examples. Expectation and the Lebesgue integral: convergence theorems and properties. Different modes of convergence of random variables. Conditional expectation: definition, properties, examples. Changes of probability measure, Bayes' theorem.

Teaching: This course is delivered through a combination of classes and seminars totalling a minimum of 30 hours across Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of virtual seminars and classes delivered as online videos.

Formative coursework: Written answers to set problems will be expected on a weekly basis.

Indicative reading: Comprehensive lecture notes will be provided. The following books may prove useful:

D Williams, *Probability with Martingales*.

J. Jacod & P. Protter, *Probability Essentials*; A. Klenke *Probability Theory. A Comprehensive Course*

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

MA322 Half Unit

Mathematics of Finance and Valuation

This information is for the 2020/21 session.

Teacher responsible: Dr Albina Danilova COL.4.09

Availability: This course is available on the BSc in Financial Mathematics and Statistics, BSc in Mathematics and Economics and BSc in Mathematics with Economics. This course is available as an outside option to students on other programmes where

regulations permit. This course is available with permission to General Course students.

Pre-requisites: Students must have completed Measure Theoretic Probability (MA321).

Course content: This course provides mathematical tools of stochastic calculus and develops the Black-Scholes theory of financial markets. It covers the following topics. Continuous-time stochastic processes, filtrations, stopping times, martingales, examples. Brownian motion and its properties. Construction of the Ito integral: simple integrands, Ito's isometry. Ito processes, Ito's formula, stochastic differential equations, Girsanov's theorem. Black-Scholes model: self-financing portfolios, risk neutral measure, risk neutral valuation of European contingent claims, Black-Scholes formula, Black-Scholes PDE, the Greeks. PDE techniques for derivative pricing. Implied volatility, basic ideas of calibration.

Teaching: This course is delivered through a combination of classes and seminars totalling a minimum of 30 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual seminars and classes delivered as online videos.

Formative coursework: Written answers to set problems will be expected on a weekly basis.

Indicative reading: Lecture notes will be provided.

The following books may be useful.

T. Bjork, Arbitrage Theory in Continuous Time, Oxford Finance, 2004; A. Etheridge, A Course in Financial Calculus, CUP, 2002; M. Baxter & A. Rennie, Financial Calculus, CUP, 1996; P. Wilmott, S. Howison & J. Dewynne, The Mathematics of Financial Derivatives, CUP, 1995; J. Hull, Options, Futures and Other Derivatives, 6th edition, Prentice-Hall, 2005. D. Lamberton & B. Lapeyre, Introduction to stochastic calculus applied to finance, 2nd edition, Chapman & Hall, 2008. S. E. Shreve, Stochastic Calculus for Finance. Volume I: The Binomial Asset Pricing Model. Springer, New York, 2004. S. E. Shreve, Stochastic Calculus for Finance. Volume II: Continuous-Time Models. Springer, New York, 2004.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

MA323 Half Unit

Computational Methods in Financial Mathematics

This information is for the 2020/21 session.

Teacher responsible: Prof Johannes Ruf

Availability: This course is compulsory on the BSc in Financial Mathematics and Statistics. This course is not available as an outside option. This course is available with permission to General Course students.

Pre-requisites: Students must have completed Introduction to Pricing, Hedging and Optimization (ST213).

Course content: Random number generation; the fundamentals of Monte Carlo (MC) simulation; variance reduction techniques for MC simulation and related issues; numerical solutions to stochastic differential equations by means of MC simulation and their implementation; finite-difference schemes for the solution of partial differential equations arising in finance.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and lectures delivered as online videos.

Formative coursework: Students will be expected to produce 5 problem sets and 5 other pieces of coursework in the LT.

Indicative reading: P. Glasserman, Monte Carlo Methods in Financial Engineering, Springer; R.U. Seydel, Tools for Computational Finance, Springer; S.M. Ross, Simulation, Academic Press (5th edition).

Assessment: Project (100%) in the ST.

The project will be a computational project.

MA334 Half Unit

Dissertation in Mathematics

This information is for the 2020/21 session.

Teacher responsible: Prof Bernhard Von Stengel and Mrs Nicola Wittur

Availability: This course is available on the BSc in Mathematics with Economics. This course is not available as an outside option nor to General Course students.

Pre-requisites: Students must have completed Real Analysis (MA203).

Some dissertation topics might require additional pre-requisites which will be specified in the description of the topic provided by the member of staff supervising the dissertation.

Course content: The dissertation in mathematics is an individual project that serves as an introduction to mathematical research. The student will investigate and study an area of mathematical research or apply advanced mathematical techniques to model and solve problems arising in other areas related to the student's degree programme (e.g., in finance or economics). The student will write a report on their findings and present and discuss their findings in an oral examination. The project may include some programming. The dissertation topic will normally be proposed by the Department.

Teaching: This course is delivered through seminars and computer workshops that total a minimum of 10 hours across Michaelmas and Lent Term, which give general and practical information, plus personal supervision time, which is scheduled independently with student supervisors. This year, some or all of this teaching will be delivered through a combination of virtual classes and lectures delivered as online videos. The seminars in MT will cover important aspects of writing a dissertation in mathematics, including: what plagiarism is and how to avoid it, the use of libraries for research, electronic research, general aspects of writing mathematics, managing a research project and the writing up process. The computer workshops in MT will provide guidance on preparing a manuscript using mathematical text processing software (in particular, LaTeX). The seminars in LT will cover how to give a presentation about the findings in the dissertation and how to prepare for the oral examination. Each student will be assigned a supervisor who will monitor their progress and provide appropriate guidance thorough the MT and LT. Normally students will have three individual supervision meetings each term.

Formative coursework: Students will be expected to produce 1 presentation and 1 other piece of coursework in the LT.

Indicative reading: This will depend on the topic of the dissertation. Students will be guided by their supervisor.

Assessment: Dissertation (75%) and presentation (25%) in the LT Week 11.

Assessment is based on the dissertation and an oral examination. Three hard copies and one electronic copy of the dissertation must be submitted by the end of Lent Term (exact date to be specified later). The report may include some computer code relating to the project. The dissertation excluding the bibliography must not exceed 20 pages of A4 paper, where the dissertation is required to have 1.5 line spacing at a minimum (at most 33 lines of text/mathematical formulae per page), 11-point font and 1-inch margins all around. If the dissertation contains any computer code this should be placed in the appendix of the dissertation and does not count towards the page limit.

The oral examination consists of a presentation to an audience of two members of staff on the main findings contained in the dissertation followed by a brief discussion where the student will be asked questions on the topic of their dissertation. This will be graded and worth 25% of the course grade. Students will be given support in the seminars on how to prepare, how to present and what is expected.

MG104 Half Unit

Operations Management

This information is for the 2020/21 session.

Teacher responsible: Dr Nayat Horozoglu

Availability: This course is compulsory on the BSc in Management. This course is available on the BSc in Accounting and Finance, International Exchange (1 Term) and International Exchange (Full Year). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: Operations management is a key function in every organisation. It is concerned with the processes that transform inputs into goods and services. This course introduces students to key concepts and quantitative techniques used in operations management, and provides them with an understanding of their practical applications. The course covers a range of topics related to manufacturing and service operations such as process design and analysis, project management, inventory management, supply chains, and quality control.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped lectures delivered as short online videos. This course includes a reading week in Week 6 of Michaelmas Term, in line with departmental policy.

Formative coursework: Students are expected to prepare answers to set questions on a weekly basis, and they will receive teacher and peer feedback during the classes. Students will also be offered extensive support for their summative assignments in a preparatory session, and they will have the opportunity to ask questions during assessment clinics.

Indicative reading: Jacobs, F. Robert, and Chase, Richard B. (2018) Operations and Supply Chain Management (International Student Edition).

Assessment: Take-home assessment (20%) and take-home assessment (20%) in the MT.

Take-home assessment (60%) in the LT.

The take-home assessments will be individual assessments.

MG105 Half Unit

Organisational Behaviour and Leadership

This information is for the 2020/21 session.

Teacher responsible: Professor Connson Locke and Dr Dorrotya Sallai

Availability: This course is compulsory on the BSc in Management. This course is available on the BSc in Accounting and Finance, International Exchange (1 Term) and International Exchange (Full Year). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course introduces students to social science theories, research and application related to understanding human behaviour in the workplace. That is, this course is about the people side of business and management. Each week focuses on a different topic investigating individual, group, and organisational issues.

Organisational behaviour topics include: personality and performance, managerial decision-making, motivating others, fairness in organisations, and the multicultural workplace. Leadership topics include: power and influence, the adaptive leader, leadership development, and team leadership.

Teaching: 15 hours of lectures and 9 hours of classes in the LT. Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will work in groups to answer an essay question through an in-class presentation and will receive structured feedback based on the criteria for marking essays (e.g.

structure, evidence). Students will also be offered an essay writing workshop specific to this course.

Indicative reading: Colquitt, J.A., LePine, J.A., & Wesson, M.J.

(2009) Organizational Behavior: Improving Performance and Commitment in the Workplace (International edition).

Yukl, G. (2009). Leadership in Organizations. (7th ed.). Englewood Cliffs, NJ: Prentice Hall.

Assessment: Essay (40%, 1500 words) and class participation (10%) in the LT.

Take-home assessment (50%) in the ST.

The take home assessment will be a 2000 word essay which students will have one week to complete. Class participation will be based on oral representations of weekly reading summaries.

MG205

Econometrics: Theory and Applications

This information is for the 2020/21 session.

Teacher responsible: Dr Jordi Blanes i Vidal

Availability: This course is compulsory on the BSc in Management. This course is available on the BSc in Accounting and Finance. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Quantitative Methods (Mathematics) (MA107) or equivalent and Quantitative Methods (Statistics) (ST107) or equivalent

Course content: Simple and Multiple Regression; Hypothesis Testing; Mechanics and Limitations of OLS; Causality; Natural, Field and Laboratory Experiments. Panel Data and Fixed Effect Models. Instrumental Variables Regression.

The main aim of this course is to provide a thorough understanding of the quantitative techniques which guide evidence-based managerial decision-making. It seeks to develop a framework in which students can examine whether the predictions of managerial, social or economic theory are supported by empirical evidence. Particular emphasis is made on (a) illustrating the many ways in which evidence is abused in the academic or managerial debate, and (b) trying to establish causality in the relationship between variables. The approach is both formal, as the course makes extensive use of econometric theorems and techniques, and solidly grounded in intuition, as it provides numerous examples of tests of real-life relations. Many of these examples will be illustrated using the STATA software package, and the students will be expected to learn the basics of data manipulation and regression running. A solid base of introductory statistics and probability (equivalent to that provided by ST107) and introductory algebra and calculus (equivalent to that provided by MA107) will be expected.

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

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will be expected to produce 1 problem sets in the MT and 1 problem sets in the LT. There will be one formative assessment each term.

Indicative reading: The textbook for the course is:

• James H. Stock and Mark W. Watson, Introduction to Econometrics, Second Edition, Pearson, 2007.

Two other very useful (complementary) books are:

• Christopher Dougherty, Introduction to Econometrics, Third Edition, Oxford University Press, 2007;

• Jeffrey M. Wooldridge, Introductory Econometrics - A Modern Approach, Third Edition, South-Western, 2006.

Assessment: Exam (100%, duration: 3 hours) in the summer exam period.

MG205GC Half Unit

Econometrics: Theory and Applications (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Dr Jordi Blanes i Vidal

Availability: This course is available with permission to General Course 'Spring Semester' students.

Pre-requisites: Quantitative Methods (Mathematics) (MA107) or equivalent and Quantitative Methods (Statistics) (ST107) or equivalent

Course content: Simple and Multiple Regression; Hypothesis Testing; Mechanics and Limitations of OLS; Causality; Natural, Field and Laboratory Experiments. Panel Data and Fixed Effect Models. Instrumental Variables Regression. The main aim of this course is to provide a thorough understanding of the quantitative techniques which guide evidence-based managerial decision-making. It seeks to develop a framework in which students can examine whether the predictions of managerial, social or economic theory are supported by empirical evidence. Particular emphasis is made on (a) illustrating the many ways in which evidence is abused in the academic or managerial debate, and (b) trying to establish causality in the relationship between variables. The approach is both formal, as the course makes extensive use of econometric theorems and techniques, and solidly grounded in intuition, as it provides numerous examples of tests of real-life relations. Many of these examples will be illustrated using the STATA software package, and the students will be expected to learn the basics of data manipulation and regression running. A solid base of introductory statistics and probability (equivalent to that provided by ST107) and introductory algebra and calculus (equivalent to that provided by MA107) will be expected.

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

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will be expected to produce 1 problem sets in the MT and 1 problem sets in the LT. There will be one formative assessment each term.

Indicative reading: The textbook for the course is:

- James H. Stock and Mark W. Watson, Introduction to Econometrics, Second Edition, Pearson, 2007.

Two other very useful (complementary) books are:

- Christopher Dougherty, Introduction to Econometrics, Third Edition, Oxford University Press, 2007;
- Jeffrey M. Wooldridge, Introductory Econometrics - A Modern Approach, Third Edition, South-Western, 2006.

Assessment: Exam (100%, duration: 3 hours) in the summer exam period.

ideas and empirical knowledge. There will be an emphasis on analysing firms as reservoirs of resources and capabilities and topics to be covered will include distinctive capabilities of firms, organisational design, decision making in firms, organisational routines, managerial leadership and the role of ethics. Particular attention will be given to firms in technology-based industries and the management of innovation and contrasts will be made with public sector management.

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

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students are expected to produce one piece of written work and to do the weekly class exercises

Indicative reading: A reading list will be available to students taking the course.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

Teachers' comment

MG207

Managerial Economics

This information is for the 2020/21 session.

Teacher responsible: Dr Catherine Thomas NAB 5.27

Availability: This course is compulsory on the BSc in Management. This course is available on the BSc in Business Mathematics and Statistics. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Pre-requisites: Economics A (EC100) or Economics B (EC102) or equivalent is a pre-requisite. This course cannot be combined with Microeconomic Principles I (EC201) or Microeconomic Principles II (EC202).

Course content: The objective of the course is to provide students with insights from economic theory which are relevant to applications in managerial decision making. The emphasis is on applying microeconomics ideas to solve problems. Topics covered include consumer theory, production, applications to the labour market, market structure, monopoly, oligopoly, product differentiation, pricing, game theory, decision analysis, bargaining, auctions, and asymmetric information.

Teaching: 20 hours of lectures and 8 hours of classes in the MT. 20 hours of lectures and 10 hours of classes in the LT. 2 hours of lectures in the ST.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students are expected to prepare answers to set problems on a weekly basis. Some of this work will be assessed. Assiduous preparation for the weekly tutorials is essential to achieve a good exam performance.

Indicative reading: No textbook covers the whole course but Hal R Varian, Intermediate Microeconomics with Calculus (International Student Edition) is the best text book to use for the course. In addition students are advised to refer to T C Bergstrom & H R Varian, Workouts in Intermediate Microeconomics (1990), which contains practice problems.

Assessment: Exam (100%, duration: 3 hours) in the summer exam period.

MG206 Half Unit

Firms, Management and Competitive Advantage

This information is for the 2020/21 session.

Teacher responsible: Mr Nilesh Dattani NAB5.02

Availability: This course is available on the BSc in Business Mathematics and Statistics, BSc in Management, International Exchange (1 Term) and International Exchange (Full Year). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students must have completed EC100 OR EC102 OR equivalent.

Course content: This is not a course on corporate strategy. It focuses on the evolution of thinking about firms and the activity of management and examines firm advantages through conceptual

MG207GC Half Unit

Managerial Economics (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Dr Catherine Thomas NAB 5.27

Availability: This course is available with permission to General Course 'Spring Semester' students.

Pre-requisites: Economics A (EC100) or Economics B (EC102) or equivalent is a pre-requisite. This course cannot be combined with Microeconomic Principles I (EC201) or Microeconomic Principles II (EC202).

Course content: The objective of the course is to provide students with insights from economic theory which are relevant to applications in managerial decision making. The emphasis is on applying microeconomics ideas to solve problems. Topics covered include consumer theory, production, applications to the labour market, market structure, monopoly, oligopoly, product differentiation, pricing, game theory, decision analysis, bargaining, auctions, and asymmetric information.

Teaching: 20 hours of lectures and 8 hours of classes in the MT. 20 hours of lectures and 10 hours of classes in the LT. 2 hours of lectures in the ST.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students are expected to prepare answers to set problems on a weekly basis. Some of this work will be assessed. Assiduous preparation for the weekly tutorials is essential to achieve a good exam performance.

Indicative reading: No textbook covers the whole course but Hal R Varian, *Intermediate Microeconomics with Calculus* (International Student Edition) is the best text book to use for the course. In addition students are advised to refer to T C Bergstrom & H R Varian, *Workouts in Intermediate Microeconomics* (1990), which contains practice problems.

Assessment: Exam (100%, duration: 3 hours) in the summer exam period.

MG209 Half Unit

E-business

This information is for the 2020/21 session.

Teacher responsible: Dr Antonio Cordella NAB 3.30

Availability: This course is available on the BSc in Management, International Exchange (1 Term) and International Exchange (Full Year). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course presents an analysis of the management, economics and information systems theories and practices in online business. This is a management information systems course and not a technical course. It is mainly directed at undergraduate students. It focuses on the study of the impact of digital technologies on business strategies and market configurations. Internet-based systems offer new means to operate businesses and to compete in the global marketplace and it is important for future executives and entrepreneurs to understand the economic and managerial implications of these transformations. Students will gain a good understanding of why and how successful companies are taking advantage of e-business, as well as an understanding of the main challenges and risks associated with different e-business models and strategies in a fast changing technological and business environment.

The course is structured into four main sections:

1. Strategic, technological, and economic foundations of e-business
2. E-business and its configurations: B2C and B2B
3. E-business: strategic and organisational challenges
4. Implementation of e-business strategies'

Teaching: 20 hours of lectures and 10 hours of classes in the LT. 2 hours of lectures in the ST.

A 2 hour revision session will be offered in the summer terms.

Students will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will complete a formative assessment which consists of a 500 word abstract of the final essay. Each student will receive feedback on the approach, the structure

of the presentation, and the argumentation they have proposed to frame the essay.

Aim of the formative work is to offer students the opportunity to self-evaluate their understanding of the subject, to test their preparation, to help them better understand what are the criteria of assessment, and to help them to better identify what is need to achieve the desiderated outcomes.

Indicative reading:

1. Chaffey, D., *e-Business and e-Commerce Management*, (Fifth Edition) Harlow, England: Pearson Education, (2011)
2. Cordella, A. "Transaction Costs and Information Systems: Does IT Add Up?" *Journal of Information Technology* (2006) Vol. 21 (3), pp. 195-202
3. Garicano, Luis & Kaplan, Steven N, 2001. "The Effects of Business-to-Business E-Commerce on Transaction Costs," *Journal of Industrial Economics*, Wiley Blackwell, vol. 49(4), pages 463-85, December
4. Hope Koch and Ulrike Schultze. 2011. Stuck in the conflicted middle: a roletheoretic perspective on B2B e-marketplaces. *MIS Q.* 35, 1 (March 2011), 123-146.
5. Kauffman, Robert J.; Li, Ting; van Heck, Eric (2010) Business Network-Based Value Creation in Electronic Commerce. *International Journal of Electronic Commerce* 15 (1) / Fall
6. Loebbecke, C. & Palmer, J.W. (2006) RFID in the fashion industry: Kaufhof Department Stores AG and Gerry Weber International AG, fashion manufacturer. *MIS Quarterly Executive*, Vol.5, No.2, 69-79
7. Mahadevan, B. (2003) Making sense of emerging market structures in B2B, *California Management Review*, 46(1) 86-101.
8. Novak, J. & Schwabe, G. (2009). Designing for Reintermediation in the Brick-and-Mortar World: Towards the Travel Agency of the Future. *Electronic Markets*, 19, pp. 15-29
9. Picot, A., C. Bortenlanger, et al. (1997). "Organization of Electronic Markets: Contributions from the New Institutional Economics." *The Information Society: An International Journal* 13(1): 107-123.
10. Pramatar, K., Evgeniou, T. & Doukidis, G. (2009) Implementation of collaborative e-supply chain initiatives: an initial challenging and final success case from grocery retailing. *Journal of Information Technology*, 24, 269-281
11. Rigby, D. (2011) The future of shopping. *Harvard Business Review*, December, 65-76.
12. Shapiro, C. and H. R. Varian (1998). *Networks and Positive Feedback. Information Rules: A Strategic Guide to the Network Economy*. Harvard, MA, Harvard Business School Press.
13. Zott C., Amit R., Massa L. (2011). The business model: Recent developments and future research. *Journal of Management*, 37: 1019-1042

Assessment: Essay (100%, 2500 words).

MG210 Half Unit Not available in 2020/21

Corporate Social Responsibility and International Labour Standards

This information is for the 2020/21 session.

Teacher responsible: Prof Sarah Ashwin NAB 4.19

Availability: This course is available on the BSc in Management, International Exchange (1 Term) and International Exchange (Full Year). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Any social science background

Course content: Corporate Social Responsibility (CSR) is becoming an expected element of corporate strategy. This course critically evaluates CSR, focusing on firms' attempts to prevent labour standards violations in their supply chains. We begin by analysing the rise of CSR, setting it in the context of global value chains, international labour standards, and emerging private forms of regulation. We then analyse topics such as: the impact of CSR on corporate financial performance; whether CSR is an

effective means of raising labour standards; theories of CSR; how to embed CSR within the firm and comparative CSR. The course includes plenty of examples of how large firms are dealing with the ethical challenges posed by global supply chains. The course is interdisciplinary, and students are encouraged to bring insights from their "home" discipline so that seminars become a mutual learning experience. The course will include one lecture from a CSR professional.

Teaching: 10 hours of lectures and 15 hours of classes in the LT. 1 hour of classes in the ST.

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

Indicative reading: Locke, R. (2013) *The Promise and Limits of Private Power: Promoting Labor Standards in a Global Economy*, Cambridge: Cambridge University Press. Vogel, D. (2005) *The Market For Virtue: The Potential and Limits of Corporate Social Responsibility*, Washington D.C.: Brookings Institution Press. Crane, A. et al. (2008) *The Oxford Handbook of Corporate Social Responsibility*, Oxford: OUP. Elliot, K.A. and Freeman, R. (2003) *Can Labor Standards Improve Under Globalization?*, Washington D.C.: Peterson Institute for International Economics.

Assessment: Exam (60%, duration: 2 hours) in the summer exam period.

Essay (40%, 2000 words) in the ST.

MG212 Half Unit Marketing

This information is for the 2020/21 session.

Teacher responsible: Dr Xiaolin Li

Availability: This course is available on the BSc in Accounting and Finance, BSc in Business Mathematics and Statistics, BSc in Management, International Exchange (1 Term) and International Exchange (Full Year). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: The course will cover customer behaviour; segmentation, targeting and positioning; product management and diffusion; pricing, placement and promotion; and marketing relationships.

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

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: A formative assignment will be set consisting of one mock exam question. The purpose of the mock exam is to provide - as realistically as possible - a practise session for the final exam.

Indicative reading: Indicative readings:

Kotler, P. and Armstrong, G. (2010) *Principles of Marketing*, Pearson, New Jersey. Kotler and Keller (2009) *Marketing Management*, Pearson PrenticeHall. Lambin, J-J, Chumpitaz, R. and Schuiling, S. (2007) *Market Driven Management: Strategic and Operational Marketing*, Palgrave Macmillan.

Assessment: Exam (60%, duration: 2 hours) in the summer exam period.

Project (40%).

The summative coursework will be a group project. Students will have the opportunity to form their own project groups within their allocated class, but the course teaching team will retain the right to make changes to group membership where necessary.

MG213 Half Unit Information Systems

This information is for the 2020/21 session.

Teacher responsible: Dr Edgar Whitley NAB.3.32

Availability: This course is available on the BSc in Management,

International Exchange (1 Term) and International Exchange (Full Year). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: The course will cover the role of data, information and knowledge within management; the evolution of digital management practices; digital business strategy; information systems development and organisational change; big-data; information systems outsourcing; and IT infrastructure including cloud computing, Artificial Intelligence, automation and digital infrastructures.

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

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will present draft essay plans for peer review in the LT.

Indicative reading: Indicative readings:

Beynon-davies, P. (2013). *Business Information Systems*, Palgrave, London.

Galliers, R. and Leidner, D. (2009) *Strategic Information Management*. Routledge, London.

Laudon, K and Laudon, J (2013) *Management Information Systems*, Pearson, London.

Assessment: Essay (50%) in the period between LT and ST.

Group project (40%) and reflective learning report (10%) in the LT.

The reflective learning report will be individual reflections on group working.

Students will have the opportunity to form their own project groups within their allocated class, but the course teaching team will retain the right to make changes to group membership where necessary.

Teachers' comment

MG214 Half Unit Human Resource Management

This information is for the 2020/21 session.

Teacher responsible: Jeffrey Thomas

Availability: This course is available on the BSc in Management, International Exchange (1 Term) and International Exchange (Full Year). This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students must have completed Organisational Behaviour and Leadership (MG105) or equivalent.

Course content: This course is designed to provide insights into Human Resource Management, especially in a way that appeals to students of management who are quite international in their orientation. After setting the global scene of labour markets, Human Resources and organisational change in the twenty-first century, it then proceeds to look at the management of people in different national contexts. The focus then shifts down to the employment relationship – why firms hire workers and how they strategically manage them. Once workers are hired as employees, we begin to explore how the latter might be motivated and rewarded, and how the design of policies varies across organisations of different types. To help us with this, we usefully draw on key ideas and models from the field of organisational studies that are also a prelude to thinking through the implications for HRM in environments where innovation and technology are prone to rapid change. This then allows us to gain an overview of the potential contribution that HRM can make to the dynamic capabilities of firms generally.

Topic outline

1. Motivation and incentives (theories from Economics and Psychology)
2. The macro-context (enterprise governance, employer networks, skill and training, and employment relations)
3. Stakeholders in firms and employee management (Corporate Social Responsibility and HR)

4. Cross-cultural management of employees: the complexities and opportunities
5. Firm strategy and international HR alignment
6. Identification of talent gap and solutions (expatriation and repatriation)
7. Global Talent Management (selection, training and development, performance appraisal and management, compensation)
- 8.. Managing HR in cross-border alliances, in particular international Mergers and Acquisitions and Joint Ventures
9. Negotiations in relation to human resource management

Teaching: 15 hours of lectures and 13 hours and 30 minutes of classes in the MT. 1 hour and 30 minutes of lectures and 1 hour and 30 minutes of classes in the ST.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: The formative assessment will help students to prepare for the summative assessment.

Indicative reading: Caligiuri, P. M. (2006). Chapter 9 Performance management in a cross-national context. In Bennett, W., Jr., Lance, C., & Woehr, D. (Eds.). *Performance measurement: Current perspectives and future challenges*. Mahwah, NJ: Erlbaum.

Cappelli, P. (2015). Why We Hate HR and What HR Can Do About It. *Harvard Business Review*, July – August.

Giangreco, A., Sebastiano, A., & Peccei, R. (2009). Trainees' reactions to training: an analysis of the factors affecting overall satisfaction with training. *The International Journal of Human Resource Management*, 20(1), 96-111.

Randall S Schuler, Ibraiz Tarique, Susan E Jackson (2004), *Managing Human Resources in Cross-Border Alliances*, in (ed.) 3 (*Advances in Mergers & Acquisitions*, Volume 3), Emerald Group Publishing Limited, pp.103-129.

Briscoe, D., Schuler, Randall S, & Tarique, Ibraiz. (2016). Chapter 6 International Employment Law, Labor Standards, and Ethics. In (Eds.) *International human resource management: Policies and practices for multinational enterprises* (5th ed.). New York, NY: Routledge.

Brown, M. P., Sturnam, M. C., & Simmering, M. J. (2003). Compensation Policy and Organizational Performance: The Efficiency, Operational, and Financial Implications of Pay Levels and Pay Structure. *The Academy of Management Journal*, 46, 752-762.

Lewicki, R.J., Barry, B. and Saunders, D.M.2010. *Negotiation*. New York: McGraw-Hill. Chapter 1 –The Nature of Negotiation, pp. 1-31.

The course also draws on additional articles from a variety of international journals in the field e.g. *The International Journal of Human Resource Management*, *British Journal of Industrial Relations*, *Harvard Business Review*. Students will also analyse multiple cases from Insead and Harvard Business Publishing.

Assessment: Project (20%), presentation (20%) and class participation (10%) in the MT.

Essay (50%) in the LT.

The project (20%) and presentation (20%) will be group work. Students will have the opportunity to form their own project groups within their allocated class, but the course teaching team will retain the right to make changes to group membership where necessary. Peer review will be conducted and will provide context for the marker of the group projects, while allowing students to develop the skills of peer review.

The essay (50%) will be a "multi-media" essay. It requires a written text essay, complimented by another form of media: either a video, or an audio interview, or a graphic - illustrating the effects of HR theory and research on the practice of each students' target job after graduation.

The class participation grade (10%) will be assessed upon the quality of the student's contribution to class discussions.

Year). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: The course will introduce second- and third-year Management students to the new science of evolutionary psychology and explore the biological and evolutionary foundations of human behaviour. In the first few weeks, various critiques of and competing perspectives on evolutionary psychology, with regard especially to the relative importance of biological/evolutionary vs. social/cultural determinants of human behaviour and its sex differences will be discussed and debated. In later weeks, an evolutionary perspective will be applied to various topics in management such as organizational behaviour, occupational choice, productivity, and status hierarchy. The study of business and management is currently dominated by economic perspectives, supplemented by sociological and social psychological perspectives, in American business schools. The course will provide a necessary corrective to the dominance of economics perspectives in the study of business and management by providing biological and evolutionary perspectives and thereby throwing a new light on the old problems (and finding potential solutions for them) in organizations and organizational behaviour. The course will provide evolutionary and biological perspectives on management and organizational behaviour. It will introduce the students to the following topics: Principles of evolution; Principles of evolutionary psychology; Sex differences in preferences, values, cognition, emotions, and behaviour; Physical attractiveness; General intelligence; Evolutionary constraints on human behaviour and their relevance to organizational behaviour.

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

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Each student will give a class presentation on the week's readings and their presentation will be evaluated by the course instructor and the feedback will be given to the student within one week. During the first few years of the course, mock examinations will be given to the students in order to familiarize them with the anticipated exam contents and format.

Indicative reading: Buller, David J. 2005. *Adapting Minds: Evolutionary Psychology and the Persistent Quest for Human Nature*. Cambridge: MIT Press. [The most comprehensive book-length critique of modern evolutionary psychology to date].

Saad, Gad. (Editor.) 2011. *Evolutionary Psychology in the Business Sciences*. New York: Springer.

Nicholson, Nigel. 2000. *Managing the Human Animal*. New York: Thompson Texere.

Miller, Geoffrey. 2009. *Spent: Sex, Evolution, and Consumer Behavior*. New York: Viking.

Miller, Alan S. and Satoshi Kanazawa. 2007. *Why Beautiful People Have More Daughters*. New York: Penguin.

Kanazawa, Satoshi. 2012. *The Intelligence Paradox: Why the Intelligent Choice Isn't Always the Smart One*. New York: Wiley.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

MG301 Strategy

This information is for the 2020/21 session.

Teacher responsible: Dr Daniel Gottlieb

Availability: This course is compulsory on the BSc in Management. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Pre-requisites: Students should have completed Economics A (EC100) or Economics B (EC102) or equivalent, Quantitative Methods (Mathematics) (MA107) or equivalent and Quantitative Methods (Statistics) (ST107) or equivalent, and Economics for Management (MG207) or Microeconomic Principles I (EC201) or equivalent.

Course content: The first half of the course studies how firms

MG228 Half Unit Not available in 2020/21 Managing the Stone-Age Brain

This information is for the 2020/21 session.

Teacher responsible: Dr Satoshi Kanazawa NAB 5.33

Availability: This course is available on the BSc in Management, International Exchange (1 Term) and International Exchange (Full

compete with each other. More specifically, we will study strategic situations (competition and rivalry, competitive advantage (sources and sustainability), entry and entry deterrence, product differentiation, the role of information in markets, etc.) and formulate decision models of these situations. While the modelling and predictions are based on game theory, we will contrast our findings to real life games according to the growing empirical evidence.

The second half of the course studies how firms organize and the challenges they face in doing so. More specifically, we study the way managers interact with the different constituencies inside the firm- workers, board members, and other managers- and how those interactions shape the actual design of organizations. It presents, again with a heavy emphasis on the evidence, how the need to motivate organizational members and to coordinate their actions shape the provision of incentives, the allocation of authority, the ownership structure, acquisition and diffusion of knowledge, and patterns of communication.

Beyond the emphasis on the content of the course, the course also aims to be a course where students learn to think critically and analytically. Students will learn to identify trade-offs in how firms behave and the way they organize themselves, and critically evaluate the sources of those trade-offs by appealing to simple models of individual behaviors. Students will learn to read the primary literature, discuss papers in class, interpret the evidence etc. Students will learn to ask questions such as: What is the evidence? What evidence would convince me of the opposite hypothesis?

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

There will be a reading week in Week 6 in line with departmental policy.

Formative coursework: Formative work such as problem sets and mock exam questions will be set.

Indicative reading: The basic readings for the course will be the lecture notes written by Dr. Alonso. These lecture notes can be complemented with the following additional readings:

- Thinking Strategically: Competitive Edge in Business, Politics and Everyday Life, WW Norton, 1993, by Avinash Dixit and Barry Nalebuff
- The Art of Strategy, WW Norton, 2008, by Avinash Dixit and Barry Nalebuff.
- Games of Strategy (WW Norton, 3rd edition, 2009) by Avinash Dixit, Susan Skeath and David Reiley.
- Economics of Strategy (5th Edition) David Besanko, David Dranove, Mark Shanley, Scott Schaefer. (2009)
- An Introduction to Game Theory (Oxford, 2003) by Martin J. Osborne
- Strategic Management, Garth Saloner, Andrea Shepard and Joel Podolny, Wiley, 2000
- The Modern Firm: Organizational Design for Performance and Growth, John Roberts 2007.
- Build, Borrow, or Buy: Solving the Growth Dilemma (Harvard Business Press 2012) Laurence Capron and Will Mitchell

Assessment: Exam (60%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

Continuous assessment (30%).

Group project (10%) in the LT.

For the project students will be required to work in groups.

4 in-lecture multiple choice quizzes (weeks 5 and 11 of the MT and weeks 15 and 21 of the LT)

For the continuous assessment students are required to attempt at least 3 out of 4 in-lecture assessments. Students who attempt all four (4 out of 4) will achieve a mark based on their three highest scores. Students who attempt three in-lecture assessments (3 out of 4) will receive a mark based on the scores in these assessments. Students who attempt less than three in-lecture assessments will receive a mark of 0 for each missed assessment and will receive an overall mark based on their scores in the best three assessments, including any zeroes. Students who fail to attempt any in-lecture assessments (0 out of 4), will be awarded a

Zero Incomplete for the whole course and cannot be awarded the degree until they submit the work at resit.

MG301GC Half Unit

Strategy (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Dr Daniel Gottlieb

Availability: This course is available with permission to General Course 'Spring Semester' students.

Pre-requisites: Students should have completed Economics A (EC100) or Economics B (EC102) or equivalent, Quantitative Methods (Mathematics) (MA107) or equivalent and Quantitative Methods (Statistics) (ST107) or equivalent, and Economics for Management (MG207) or Microeconomic Principles I (EC201) or equivalent.

Course content: The first half of the course studies how firms compete with each other. More specifically, we will study strategic situations (competition and rivalry, competitive advantage (sources and sustainability), entry and entry deterrence, product differentiation, the role of information in markets, etc.) and formulate decision models of these situations. While the modelling and predictions are based on game theory, we will contrast our findings to real life games according to the growing empirical evidence.

The second half of the course studies how firms organize and the challenges they face in doing so. More specifically, we study the way managers interact with the different constituencies inside the firm- workers, board members, and other managers- and how those interactions shape the actual design of organizations. It presents, again with a heavy emphasis on the evidence, how the need to motivate organizational members and to coordinate their actions shape the provision of incentives, the allocation of authority, the ownership structure, acquisition and diffusion of knowledge, and patterns of communication.

Beyond the emphasis on the content of the course, the course also aims to be a course where students learn to think critically and analytically. Students will learn to identify trade-offs in how firms behave and the way they organize themselves, and critically evaluate the sources of those trade-offs by appealing to simple models of individual behaviors. Students will learn to read the primary literature, discuss papers in class, interpret the evidence etc. Students will learn to ask questions such as: What is the evidence? What evidence would convince me of the opposite hypothesis?

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

There will be a reading week in Week 6 in line with departmental policy.

Formative coursework: Formative work such as problem sets and mock exam questions will be set.

Indicative reading: The basic readings for the course will be the lecture notes written by Dr. Alonso. These lecture notes can be complemented with the following additional readings:

- Thinking Strategically: Competitive Edge in Business, Politics and Everyday Life, WW Norton, 1993, by Avinash Dixit and Barry Nalebuff
- The Art of Strategy, WW Norton, 2008, by Avinash Dixit and Barry Nalebuff.
- Games of Strategy (WW Norton, 3rd edition, 2009) by Avinash Dixit, Susan Skeath and David Reiley.
- Economics of Strategy (5th Edition) David Besanko, David Dranove, Mark Shanley, Scott Schaefer. (2009)
- An Introduction to Game Theory (Oxford, 2003) by Martin J. Osborne
- Strategic Management, Garth Saloner, Andrea Shepard and Joel Podolny, Wiley, 2000
- The Modern Firm: Organizational Design for Performance and Growth, John Roberts 2007.

- Build, Borrow, or Buy: Solving the Growth Dilemma (Harvard Business Press 2012) Laurence Capron and Will Mitchell
- Assessment:** Exam (60%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.
Continuous assessment (30%).
Group project (10%) in the LT.
For the project students will be required to work in groups.

MG302 Half Unit

Topics in Management Research

This information is for the 2020/21 session.

Teacher responsible: Prof Diane Reyniers NAB 5.22

Availability: This course is available on the BSc in Business Mathematics and Statistics, BSc in Management, International Exchange (1 Term) and International Exchange (Full Year). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Third year only.

Course content: This course addresses various interesting topics which will be used to encourage creative and logical thinking, structuring of clear arguments and critical assessment of evidence. The focus is on interpretation of findings rather than statistical or econometric techniques.

The intellectual backbone of the course is applied and empirical economics (including behavioural economics) and finance but, wherever appropriate contributions from the psychology, sociology and management literature will be discussed. We will mainly deal with issues which are amenable to rigorous empirical investigation. The course is designed around a set of empirical research papers. Examples of questions considered are whether pain killers are more effective when they are expensive, whether creative people cheat more, whether people overvalue their own ideas. The main objective of the course is to enable students to comprehend and critically assess the management literature, to evaluate statements in terms of evidence and to detect false reasoning or logic.

Topics vary each year (based on student feedback) but examples are racial discrimination, negotiation and gender, graduate earnings, leadership, optimism and entrepreneurship.

Teaching: 10 hours of lectures and 10 hours of classes in the MT. 2 hours of classes in the LT.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Two take-home mock exam papers.

Indicative reading: A reading list will be available on Moodle.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

MG303 Half Unit

International Business Strategy and Emerging Markets

This information is for the 2020/21 session.

Teacher responsible: Prof Saul Estrin NAB 4.32 and Dr Christine Cote NAB 4.05

Availability: This course is available on the BSc in Accounting and Finance, BSc in Management, International Exchange (1 Term) and International Exchange (Full Year). This course is available as an outside option to students on other programmes where regulations permit and to General Course students. This course cannot be taken with MG307.

Pre-requisites: All students, including BSc Management students, must be in their 3rd year and should have taken Economics A (EC100) or Economics B (EC102), or equivalent.

Course content: This course analyses the emergence of firms

which operate on a global scale and their current and likely future interactions with emerging markets. It will combine the development of conceptual frameworks primarily through the lectures with the analysis of key cases in the classes.

Multinational firms have been an increasingly significant aspect of the corporate environment in developed countries since the 1960s, and are responsible for a high proportion of global output, exports and investment, as well as the bulk of foreign direct investment. In the past few decades their activities have been increasingly focused to developing economies, notably those which have liberalised and entered a more rapid growth phase. These economies, emerging markets, include some important world economies including China, India, transition economies such as Russia, and Latin American countries such as Brazil and Argentina. The "new institutional economics" has recently developed as a field to understand the impact of variation in institutions on economies' performance.

This course will focus on how the institutional characteristics of emerging markets affect the choices and behaviour of multinational firms, now and into the future. We commence with the basic framework of analysis of the behaviour of multinational enterprises (MNEs), outlining models of the MNE which draw on transaction cost economics, the eclectic OLI paradigm of Dunning, and more recent concepts such as the resource based view. We will provide an analysis of economic performance and growth in emerging markets building on the new institutional economics and working with a large variety of datasets and sources. The course will then turn to key topics. These will include the interaction between international trade and investment in the internationalisation choices of MNEs; the emergence of global supply chains; the determinants of FDI; the effects of FDI on the host economy; entry mode choices; measures of institutional and cultural distance; and the growing importance of multinationals from emerging markets.

Students will work with case material as well as the required reading, and the group project will comprise a case write up, which will be presented prior to submission in class for comment and discussion.

Teaching: 30 hours of seminars in the LT.

The seminars will be combined seminars and lectures. Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will undertake a formative essay (1000 words) for which feedback will be provided in preparation for the final summative coursework.

Indicative reading: R. Caves, *Multinational Enterprise and Economic Analysis*, 2nd Edition, Cambridge University Press 1996; P. Ghemawat, *Redefining Global Strategy*, Harvard Business School Press, 2007; J. Williamson, "The New Institutional Economics", *Journal of Economic Literature*, 2000; Estrin et. al., "Entry Mode in Emerging Markets", *Strategic Management Journal*, 2009; T. Khanna and K Palepu, "The Future of Business Groups in Emerging Markets", *Academy of Management Journal* 2004.

Assessment: Coursework (50%) in the ST.

Project (40%) and class participation (10%) in the LT.

LT coursework will be a group project which will consist of a group presentation in the last week of the LT.

MG305 Half Unit

Innovation and Technology Management

This information is for the 2020/21 session.

Teacher responsible: Dr Jonathan Liebenau NAB 5.20

Availability: This course is available on the BSc in Accounting and Finance, BSc in Management, International Exchange (1 Term) and International Exchange (Full Year). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: The focus of this course is on how innovative technologies are managed and their consequences. It includes

technological innovation in areas such as telecoms, hi tech industries, pharmaceuticals, biotechnology, space technology, financial technologies. Aspects covered are how new industries are created, how existing industries can be transformed by new technologies, linkages between technological development and the creation of wealth, and implementation success and failure of technological systems. Topics include: technology and entrepreneurship, technology strategy, R&D management, patents and intellectual property, disruptive, radical and incremental innovation, technology policy. Economic, systems, managerial and sociological approaches will be compared using a variety of case studies.

Teaching: 15 hours of lectures and 15 hours of classes in the MT. Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Classes are based around reading and discussing selected journal articles and case studies from the course study pack on Moodle. Formative feedback is provided on class participation.

In addition, students will present an essay plan in preparation for the final case-based essay, on which formative feedback will be provided.

Indicative reading: J Howells, *The Management of Innovation and Technology*, Sage, 2005; J Fagerberg, D.C. Mowery, and R.R. Nelson (Eds.), *The Oxford handbook of innovation* (Series Oxford Handbooks in Business and Management), Oxford University Press, 2006; D MacKenzie, *Knowing Machines: Essays on Technical Change*, MIT Press, 1998; M Bauer (Ed), *Resistance to New Technology: Nuclear Power Information Technology and Biotechnology*, CUP 1995; M Biagioli (Ed), *The Science Studies Reader*, Routledge, 1999; H Collins & T Pinch, *The Golem at Large: What you should know about technology*, Cambridge University Press, 1998; D Mowery & N Rosenberg, *Paths of Innovation: technological change in 20th century America*, Cambridge University Press, 1998; J McLaughlin, P Rosen, D Skinner & A Webster, *Valuing Technology: organisations, culture and change*, Routledge, London and New York, 1999;

Assessment: Essay (70%, 5000 words) in January. Presentation (20%) and in-class assessment (10%) in the MT. The presentation will be Powerpoint with audio or similar.

MG307 Half Unit Not available in 2020/21 International Context of Management

This information is for the 2020/21 session.

Teacher responsible: Mr Nilesh Dattani NAB5.02

Availability: This course is available on the BSc in Business Mathematics and Statistics, BSc in Management, International Exchange (1 Term) and International Exchange (Full Year). This course is available as an outside option to students on other programmes where regulations permit and to General Course students. This course cannot be taken with MG303.

Course content: The course aims to apply social science theory to the analysis of the conduct and management of transnational activities; to critically appraise concepts such as globalisation, regionalisation, national competitiveness, transnationality of firms, etc. in the context of international management structures and processes; to delineate the international political, economic, social and legal structures and environments within which the activity of management takes place. The topics to be covered will include: the nature of the contemporary global political economy; the globalisation of business, finance and trade in goods and services; Global competition; the transnational corporation in the global economy; the tension between globalisation and regionalisation; the international trading order; the international monetary regime; the impact of culture on global business; the changing position of the state in the global economy; the new diplomacy of states and firms.

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

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students are expected to produce one piece of written work and do the weekly class exercises.

Indicative reading: P Dicken, *Global Shift: Mapping the Changing Contours of the World Economy* (7th edn), Sage Publications (2015); R W Griffen & M W Pustay, *International Business: A Managerial Perspective* (8th edn), Pearson Prentice-Hall (2015); O Shenker, Y Luo & T Chi, *International Business*, (3rd edn) Routledge (2015).

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

MG308 Half Unit Simulation Modelling and Analysis

This information is for the 2020/21 session.

Teacher responsible: Dr Alicia Mejia-Salazar

Availability: This course is available on the BSc in Management, International Exchange (1 Term) and International Exchange (Full Year). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Elementary statistical concepts and experience of standard computer software is assumed.

Course content: The main characteristic of this course is that it is a hands-on course and of an extremely practical nature. Research shows that 90% of the largest organisations both in Europe and the USA use the techniques taught here to monitor their operations and especially in risk management. The aim of the course is to introduce students to the concepts, techniques and applied aspects of the development and analysis of simulation models. The course will cover two main approaches for modelling problems bound by uncertainty (stochastic behaviour): Monte-Carlo Simulation (static problems) and Discrete Event Simulation (dynamic problems). Topics covered will include: types of uncertainty; types of simulation modelling; sampling methods; the simulation process; structuring problems for simulation; running simulation models; analysing simulation outputs; risk analysis using simulated models; testing and validating simulation models; applications of simulation. Excel modelling is an integral part of Monte Carlo simulation and at the end of the course students will have a sound foundation on how to set up different Excel models. Additional tutorial examples will be provided both throughout the course, and posted on Moodle to help develop this very important skill.

Teaching: 10 hours of lectures and 15 hours of classes in the LT. An Excel help class may be held during reading week in Week 6. Extended office hours to students who need it.

Formative coursework: Three individual or small-group assignments will be required during the course.

Indicative reading: JR Evans & DL Olson (2002) *Introduction to Simulation and Risk Analysis*. Prentice-Hall: Upper Saddle River, NJ; AM Law (2006) *Simulation Modelling and Analysis*. McGraw-Hill: Boston, 4th ed.; M Pidd (2004) *Computer Simulation in Management Science*. Wiley: Chichester, 5th ed.; S Robinson (2004) *Simulation - The Practice of Model Development and Use*, Wiley: Chichester; D Vose (2008) *Risk Analysis - A Quantitative Guide*, Wiley: Chichester, 3rd ed.

Assessment: Project (100%) in the ST.

The project will consist of a written document comprising of the following:

An individual management report (maximum 15 pages – excluding appendix) describing the modelling and results from a simulation study of a realistic decision problem. The problem will be defined by week 5 or 6 of the LT, the project should be completed by the beginning of the ST.

MG310 Half Unit Not available in 2020/21**Strategic Decision Making****This information is for the 2020/21 session.****Teacher responsible:** Dr Shashwat Pande**Availability:** This course is available on the BSc in Management, BSc in Psychological and Behavioural Science, International Exchange (1 Term) and International Exchange (Full Year). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.**Pre-requisites:** Elementary statistical and mathematical concepts, as well as a true curiosity towards the fascinating field of decision making and a strong interest in rebooting your analytical "decision-ware".

As this course embraces the two key stages of the decision making process, i.e. the initial divergent and creative stage and the subsequent convergent and analytical one, please, note that it is important to feel comfortable with interdisciplinary research, as well as with the use and discussion of both qualitative and quantitative strategies for successful decisions. Group work will also be a key component of the course.

Course content: This course is about making successful strategic decisions and building decision resilience during challenging times, in both the professional domain and the personal one. In this era of unprecedented uncertainty, learning how to make decisions against the backdrop of external factors that we cannot control or predict represents a fundamental skill for any sector of society and business. Knowledge of what it takes to develop a good decision making process is thus an invaluable part of everyone's toolbox, particularly for rising stars who will be in positions of leadership in the future. This course introduces students to the key concept of decision quality and to cutting edge strategies and tools to integrate data and judgments and develop winning strategies. This course's lectures will entail a deep dive into the progressive stages of a strategic decision making process, with interactive experiments and puzzles to develop bias awareness and decision analysis expertise. Seminars will consist of interactive sessions, enabling you to master an actionable decision framework and become confident decision analysts. The learning outcomes of this course are twofold. First, to discover the key decision traps when framing, structuring and modelling decisions and why they are dangerous. Second, to understand and master cutting edge, replicable and versatile solutions for framing, structuring, modelling and communicating better decisions.**Teaching:** 20 hours of lectures and 13 hours and 30 minutes of classes in the LT.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Two formative assignments:

1. Group project plan presentation (i.e. the selected decision context, due in week 7)
 2. Group project pitch of the key decision analysis' impacts observed as a result of the strategic decision making process developed as a group across classes 2, 3, 4, and 6. Students will present and discuss the key impacts of their decision making process (e.g. discovery of new objectives that were not in their original mental models, recommendation of a different solution to the decision as a result of the used elicitation protocols, etc.) and receive real time feedback, from both their peers and the lecturer. Feedback will be provided following specific criteria (i.e. the same criteria that will be used to evaluate the individual technical account of the group project's impacts that is summative assignment n.2) and by completing a set of both descriptive and evaluative tasks (e.g. indicating the strongest part of the presentation, as well as parts that need revision, etc.).
- The above two formative assignments have been designed to prepare the students for the following two summative works: (i) the group project presentation of the chosen decision making problem/opportunity and (ii) the individual technical account of one key impact observed in the group project.
- The topic of the group project (i.e. a decision making problem or

opportunity to be modelled and analysed by means of Multicriteria Analysis) can be a personal decision (e.g. which job offer to accept when confronted with multiple ones, which master to apply for, etc.) or a real world case (e.g. how to reduce plastic consumption in the LSE new coffee place). Students will have to collect data, develop and apply a quantitative model, interpret the results and refer to the key scientific literature for the main steps in the development of the model. Students are allowed to work in groups of maximum 4/5 people. This summative assignment will help students develop their strategic problem solving skills by demonstrating their ability to apply both qualitative and quantitative tools to frame, structure and model a decision, interpret its results, and develop sound recommendations. In the individual technical account of the group project's impacts (max 1500 words), students will have to report on the developed process by focusing on the observed key impacts of the used tools. This second summative assignment will help students develop their critical thinking skills.

Indicative reading: Belton, V. and Stewart, T. (2002) Multiple Criteria Decision Analysis. London, Kluwer. Keeney, R.L. (1992) Value-Focused Thinking: A Path to Creative Decision-making. Cambridge: Harvard Univ. Press. HD30.23 K21 (Course Collection). G.S. Parnell et al. (2013) Handbook of Decision Analysis. Hoboken, Wiley. Spetzler C., Winter H., Meyer J. 2016. Decision quality: value creation from better business decisions. Wiley.**Assessment:** Group project (50%) in the LT Week 11.

Technical report (50%) in the ST Week 1.

The individual technical report (1500 words maximum) will provide an explanation and insightful discussion of one key impact observed in the developed group decision making process.

MG311 Half Unit**Foundations of Behavioural Decision Science****This information is for the 2020/21 session.****Teacher responsible:** Dr Claire Heard**Availability:** This course is available on the BSc in Management, BSc in Psychological and Behavioural Science, International Exchange (1 Term) and International Exchange (Full Year). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.**Pre-requisites:** It is an advantage to have taken an introductory social science course in one of these fields: economics, management, psychology or sociology.

It is important to be comfortable with multi-disciplinary research and group work.

Course content: This course introduces students to the foundations of Behavioural Decision Science: the science that explains and predicts how humans make decisions (the decision 'process') and how well (the decision 'outcome'). The course will explore the different stages of the decision making process identifying factors important in understanding our decision making. Students will be introduced to the concepts of framing, explore the way in which we make judgements, understand the rich and diverse influences of risk, uncertainty and affect (emotions), and investigate strategies for decision making. Throughout the course, students will be introduced to many cognitive biases and aspects of context which influence how/what judgements and decisions we make. In the final portion of the course, student will get the opportunity to see examples of how information/choice designers are seeking to help or influence decision makers or teach skills to help the public or professionals to make better decisions themselves. Many of these concepts and techniques can, and have been applied across personal, professional and policy situations – and the course will provide opportunities to learn about and discuss such applications. Importantly, across both parts of the course, discussion of core concepts and examples will be woven together with new advances and applications in the field, particularly those within the course

leader's field of expertise.

The course is entirely seminar-based, and will combine within the sessions - traditional lecture-style teaching of concepts with hands-on demonstrations of the concepts in action, and in depth class discussions of the week's material. Examples used within the sessions will be drawn from across a range of different domains which could include managerial, policy, health, emergency response, law, consumer, and even personal domains.

By the end of this course, students will have an understanding of the key concepts in Behavioural Decision Science, be able to evaluate the strengths and weaknesses of human decision making, and be able to recognise and adapt different techniques to improve decision making. The summative will provide an opportunity to show the skills and knowledge you have learnt throughout the course and consists of two parts which are described below.

Teaching: 25 hours of classes in the LT.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: 1. Analysing a real decision maker – Group Presentation (Week 10): Over several weeks (both in and outside class), you will work as a group to analyse a real decision maker that you will select. For this coursework, the term decision maker can denote an individual decision maker but also applies to a group if it acts as a single unit (e.g. a business, a country's government). In Week 10, you will be required to present a summary of this analysis in a timed group presentation. In this presentation, you will need to report on: 1) who is the decision maker and what was/is the key decision(s) being investigated? 2) What decision making factors/biases are at play and what evidence do you have to support this; and 3) discuss your suggested solution(s) for improving decision making. After the presentation you will receive feedback as a group. This feedback will help you prepare for the summative assessment.

2. Review of anonymous essays (Week 11): Students will play the role of the "examiner" and using anonymous examples of summative assessments (submitted by students from a previous year) implement the different evaluation criteria which are used in this course. This exercise will help you improve your summative assessment.

Indicative reading: Bazerman, M. (2017) *Judgment in Managerial Decision Making*. New York: Wiley. 8th edition; Hastie, R., and Dawes, R.M. (2001). *Rational Choice in an Uncertain World*. Sage Publications, Thousand Oaks; Kahneman, D. (2011) *Thinking Fast and Slow*. London: Allen Lane; Russo, J. E. & Schoemaker, P. J. H. (2002) *Winning decisions: How to make the right decision the first time*, Piatkus Publ. Limited.

Assessment: Coursework (100%, 3000 words) in the ST.

Summative (due beginning of ST): The summative assessment will be a 'Report and Essay'. It comprises two parts.

Part 1: An "Analysing a Decision Maker" Report: In the first part (no more than 1000 words), you will be asked to write a report detailing the analysis of a decision maker that you completed during the term. You will need to report on: 1) who is the decision maker and what was/is the key decision(s) being investigated? 2) What decision making factors/biases are at play and what evidence do you have to support this; and 3) discuss your suggested solution(s) for improving decision making.

Part 2: In-depth Scholarly Essay: In the second part of the report (no more than 2000 words), you will choose a topic from within MG311, which you as a developing scholar has found interesting or important and write your in-depth essay on it. This essay should be done in a scholarly and rigorous manner making reference to behavioural literature, theories and concepts.

The first part of the report will count for 50% of your mark while 50% will come from the second part. You will be required to provide full essay-style referencing.

Although the first part of the summative assignment will involve you reporting on the "analysing a decision maker" task conducted with your group, all students will write both parts of the summative essays on their own and will receive an individual mark.

MG312 Half Unit Not available in 2020/21

Extreme Organisational Behaviour: Examining behaviour in non-normative organisational contexts

This information is for the 2020/21 session.

Teacher responsible: Prof Jacqueline Coyle-Shapiro

Availability: This course is available on the BSc in Management, International Exchange (1 Term) and International Exchange (Full Year). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Organisational Behaviour and Leadership (MG105) or equivalent

Course content: Extreme OB seeks to understand atypical forms organisational phenomena. Alternative forms of organisations and unique individual circumstances have become more commonplace in recent years; however, OB theories—designed to apply to "typical" workplace behaviour and contexts—have not kept pace. The emphasis in this course will be on critically evaluating existing OB theories as they relate to extreme forms of workplace behaviour (e.g., workaholicism, pro- and antisocial behaviour) and contexts (e.g., poverty, disasters, military, and hospital). Weekly topics include isolated and high pressure work environments, passion work, virtual and flexible teams.

Teaching: 20 hours of seminars in the MT.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will be expected to produce 2 pieces of coursework (1 essay outline based on a case study and 1 presentation) in the MT.

Indicative reading: The course relies heavily on journal articles (for example, *Academy of Management Journal*, *Journal of Applied Psychology*, *Journal of Organizational Behaviour*, and *Harvard Business Review*). An extensive reading list is provided at the start of the course. Indicative readings include: Eikhof, D. R., & Haunschild, A. (2006). Lifestyle meets market: Bohemian entrepreneurs in creative industries. *Creativity and Innovation Management*, 15, 234-241. Green, F. (2004). Why has work effort become more intense? *Industrial Relations*, 43, 709-741. Griffin, M. A., Neal, A., & Parker, S. K. (2007). A new model of work role performance: Positive behavior in uncertain and interdependent contexts. *Academy of Management Journal*, 50, 327-347. Hewlett, S. A., & Luce, C. B. (2006). Extreme jobs: the dangerous allure of the 70-hour workweek. *Harvard Business Review*, 84, 49-59. Johns, G. (2006). The essential impact of context on organizational behavior. *Academy of Management Review*, 31, 386-408. O'Boyle, Jr., E. H., Forsyth, D. R., Banks, G. C., & McDaniel, M. A. (2012). A meta-analysis of the Dark Triad and work behavior: A social exchange perspective. *Journal of Applied Psychology*, 97, 557-579. Perrewé, P. L., Hochwarter, W. A., Ferris, G. R., McAllister, C. P., & Harris, J. N. (2014). Developing a passion for work passion: Future directions on an emerging construct. *Journal of Organizational Behavior*, 35, 145-150.

Assessment: Case study (100%) in the LT.

Assessment is based on a 3,000 word Case Study in which students will be asked to identify and describe an example of an "extreme" organisational phenomenon and to use existing theory(ies) to explain it, noting what the theory(ies) can and cannot account for. Students will then be asked to propose a modification to the theory(ies) to make it "fit" the phenomenon better. The Case Study, which will be due at the beginning of LT, will account for 100% of the final grade in this course. The Case Study will be supported by formative feedback from instructors and peers throughout the course, as well as a presentation.

MG315 Half Unit Not available in 2020/21**Marketing Action Learning Project****This information is for the 2020/21 session.****Teacher responsible:** Dr Haider Ali**Availability:** This course is available on the BSc in Business Mathematics and Statistics, BSc in Management, International Exchange (1 Term) and International Exchange (Full Year). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.**Pre-requisites:** Core Disciplines II: Marketing, Human Resource Management and Information Management (MG201) or Marketing (MG212).**Course content:** This course will build on theoretical concepts taught in the pre-requisites, by applying these theories and concepts to a real-life situation. Working in teams, students will develop a marketing plan for a new product/service launch; from ideation through to marketing research and setting marketing launch budgets, and considering Return on Investment. With support from the course leader, students will get the opportunity to use knowledge gleaned from many management courses to craft a compelling marketing plan. This course will test not only your academic knowledge but also your practical problem-solving skills, resourcefulness, and creativity.**Teaching:** 2 hours of lectures in the MT. 21 hours of seminars and 3 hours of classes in the LT. Students on this course will have a reading week in Week 6, in line with departmental policy.**Formative coursework:** As part of their teams, students will be expected to produce 3 pieces of formative coursework in the LT.

- i) One page memo drafting the scope of the project area.
- ii) Mid Term Report One – proposing the market segment to be targeted (based on relative attractiveness).
- iii) Mid Term Report Two – Research Plan

Work undertaken for the above can be used within the final report that is submitted for summative assessment.

Indicative reading: Malcolm McDonald, Marketing Plans: How to Prepare them, How to use them, 7th Edition, Wiley Business Model Generation, Osterwalder & Pigneur, Wiley**Assessment:** Project (90%, 5000 words) and in-class assessment (10%) in the LT.

The project will be completed in a group. A Group Evaluation Form will be required, where students' comments on their peers can affect the final grade allocated. Please note that project group membership will be allocated by the course leader.

In the last class of the Lent Term students will be required to write, under exam conditions, a reflective piece on the work undertaken by their team and their contribution to it. The precise focus of students' answers will be determined by the question that they have to address.

MG316 Half Unit**Brand Strategy****This information is for the 2020/21 session.****Teacher responsible:** Dr Hye-Young Kim**Availability:** This course is available on the BSc in Management, International Exchange (1 Term) and International Exchange (Full Year). This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

This course is not available for postgraduates.

Course content: The most valuable assets that firms have are the products/services that they offer and the brands that are associated with them. Managing Products & Brands is a rigorous examination of the theory and corporate practices relevant to product and brand management. Its core objectives are to provide an understanding of the important issues in planning and evaluating product/brand strategies, to provide the appropriate

theories, models, and analytical tools that enable managers to make well-informed product/brand management decisions, and to provide a platform for students to apply these principles. The critical approach adopted will blend theory and practice so as to promote effective managerial decision making on a short as well as long term basis.

Teaching: 20 hours of lectures and 10 hours of seminars in the LT.**Formative coursework:** Students will meet in their groups with the course leader several times during the term to receive feedback on their work. Detailed guidelines on the group project will be provided in the course syllabus and sample projects will be available.**Indicative reading:**

- David A. Aaker (1996) Building strong brands. New York: The Free Press.
- Byron Sharp (2010) How brands grow - what marketers don't know. Melbourne: Oxford University Press.
- Youngme Moon (2010) Different, Escaping the Competitive herd. New York: Crown Business, Random House.
- Kevin Lane Keller, Brian Sternthal and Alice Tybout (2002) Three questions you need to ask about your brand, Harvard Business Review, volume 80, issue 9, page 80-86.
- Lodish, Leonard M, and Carl F Mela (2007), "If Brands Are Built Over Years, Why Are They Managed Over Quarters?", July/August, Harvard Business Review, 85, 7/8 (July-August), 104-112).
- Rangaswamy, Arvind, Raymond R Burke, and Terence Oliva (1993) "Brand Equity and the Extendibility of Brand Names", International Journal of Research in Marketing, Special Issue on Brand Equity, Vol. 10, p. 61-75.

Assessment: Coursework (60%), project (30%) and class participation (10%) in the LT.

Coursework will be an Individual Take-home assignment and the Project will be completed in groups.

PB100**Foundations of Behavioural Science****This information is for the 2020/21 session.****Teacher responsible:** Dr Jet Sanders CON.3.08**Availability:** This course is compulsory on the BSc in Psychological and Behavioural Science. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Students on BSc in Psychological and Behavioural Science will automatically be enrolled onto PB100.

PB100 will offer students an understanding of general processes in behavioural science and their relations to practical policy.

The course is therefore suitable for students enrolled in other programmes who wish to enrich their understanding by drawing on detailed understanding of the psychological processes that underpin thought and behaviour.

There are a very limited number of places available for students from outside the Department of Psychological and Behavioural Science. **Places are therefore allocated on an application basis.**

This means that selections of PB100 on LSE for You remain provisional until you have received email confirmation from the Department of Psychological and Behavioural Science. To apply for a place, you should send a 200 word statement to pbs.bsc@lse.ac.uk. The statement should outline your expectations of the course, how it could feed into your wider studies and how it could be helpful for your future research or career plans. In light of this statement, requests may be accepted, declined or students may be invited to book an office hour to be sure that PB100 is aligned with their expectations. Applications are considered on a rolling basis, so you are advised to apply early.

Course content: The aim of this course is to provide an understanding of, and ability to critically appraise the fundamental ideas which drive the multidisciplinary field of Behavioural Science in relation to policymaking.

The course gradually moves from the foundational principles of Behavioural Science, to the practical applications based on

those principles through three interlinked blocks. The first block introduces dual-processing models of human behaviour to highlight the role of the environment in shaping decisions. This part considers the Dual System approach, heuristics and biases, and the influence of time, risk, and social preferences. The next block delves into the science of happiness by introducing the main accounts of subjective wellbeing, how it is conceptualised and measured and its implications for policy and other contexts. Finally, the course introduces the MINDSPACE framework by teaching how various techniques from Behavioural Economics (incentives, commitments, defaults), Social Psychology (ego, messenger and social norms), and Cognitive Psychology (priming, affect) can be used to shape behaviour. We close by addressing the role of behavioural spillover effects and a discussion on the ethics of nudging.

Throughout the course, evidence from observational studies, laboratory experiments and field experiments will be discussed, with a special emphasis on policy-level interventions.

By the end of the course you should:

- have a broad understanding of the fundamental principles of Behavioural Science, and its relations with foundational principles in Psychology and Economic Theory and policy;
- be able to critically appraise the evidence base, tools and impact of Behavioural Science and its relation to policy interventions;
- be able to explain the approaches that have been developed to change behaviour, based on the MINDSPACE framework;
- be able to apply the core theories of Behavioural Science in policy and practice-based contexts.

Teaching: This course is delivered through a combination of lectures and classes totalling a minimum of 40 hours across Michaelmas Term and Lent Term. There is a reading week in Week 6 of Michaelmas Term and Week 6 of Lent Term. In response to the current situation, some or all of this teaching will be delivered through a combination of live online classes and pre-recorded short online videos. You will receive the same amount of teaching whether you are on campus or online.

Formative coursework: During the course students will complete three sets of formative assessment

- Short essay (1000 words) in Michaelmas Term
- Short essay (1000 words) in Lent Term
- 1 presentation in Michaelmas Term

Indicative reading:

- Dolan, P. (2015). *Happiness by Design: Finding Pleasure and Purpose in Everyday Life*. London: Penguin.
- Dolan, P. (2019) *Happy Every After: Escaping the myth of a perfect life* London: Penguin.
- Halpern, D. (2015). *Inside the Nudge Unit: How small changes can make a big difference*. London: W H Allen.
- Kahneman, D. (2011). *Thinking, fast and slow*. Macmillan.
- Sunstein, C. R., & Thaler, R. (2009). *Nudge: Improving Decisions About Health, Wealth and Happiness*. London: Penguin.

Students will be expected to read essential readings plus additional reading from the primary literature per class. These readings will be provided in the course outline.

Assessment: Essay (75%, 3500 words) and presentation (25%) in the LT.

PB101

Foundations of Psychological Science

This information is for the 2020/21 session.

Teacher responsible: Dr Michael Muthukrishna CON.4.11

Availability: This course is compulsory on the BSc in Psychological and Behavioural Science. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Students following the BSc in Psychological and Behavioural Science will be automatically enrolled onto PB101.

PB101 will offer students an understanding of how psychology relates to and informs other disciplines concerned with humans

and human behaviour. The course is therefore suitable to students enrolled in other programmes who wish to enrich their understanding by drawing on the psychological sciences.

There are a very limited number of places available for students from outside the Department of Psychological and Behavioural Science. **Places are therefore allocated on an application basis.**

This means that selections of PB101 on LSE for You remain provisional until you have received email confirmation from the Department of Psychological and Behavioural Science. To apply for a place, you should send a 200 word statement to pbs.bsc@lse.ac.uk. The statement should outline your expectations of the course, how it could feed into your wider studies and how it could be helpful for your future research or career plans. In light of the statement, requests may be accepted, declined or students may be invited to book an office hour to be sure that PB101 is aligned with their expectations. Applications are considered on a rolling basis, so you are advised to apply early.

Course content: This course provides an introduction to human cognition and behaviour, addressing foundational topics in psychological science. These foundational topics include key concepts such as evolution, genetics, neuroscience, human evolutionary biology and anthropology, and specific topics, such as perception, memory, heuristics and biases, decision-making, child development, psychopathology, personality and individual differences, emotion, attraction and sexuality, cross-cultural differences, social relations, stereotypes and prejudice, norms and attitudes, social learning, social influence and persuasion, and group processes.

The course will offer an integrated perspective on these topics, investigating the evolution and variation in human psychology over time, across cultures, and over the lifespan. The course will introduce the history of the study of humans and human psychology, offering students the historical context to trends in research. By the end of the course, students will have a broad knowledge of key topics in psychology and related disciplines. Students will be prepared for more in-depth investigations of more advanced topics in later courses.

Students will also understand how psychology relates to and informs other disciplines concerned with humans and human behaviour. The course is therefore suitable to students enrolled in other programmes who wish to enrich their understanding by drawing on the psychological sciences.

Teaching: This course is delivered through a combination of lectures and classes totalling a minimum of 40 hours across Michaelmas Term and Lent Term. There is a reading week in Week 6 of Michaelmas Term and Week 6 of Lent Term. In response to the current situation, some or all of this teaching will be delivered through a combination of live online classes and pre-recorded short online videos. You will receive the same amount of teaching whether you are on campus or online.

Formative coursework: In order to assess student performance and practice for the summative assessments, students will:

- Complete a number of 'pop-quizzes' over the course of the year to help both the course leader and students assess their progress
- Write a practice blog-post

Indicative reading:

- Chudek, M., Muthukrishna, M., & Henrich, J. (2015). Cultural Evolution. In D. M. Buss (Ed.), *The Handbook of Evolutionary Psychology* (2nd ed., Vol. 2). Hoboken, NJ: John Wiley and Sons.
- Gray, P. O., & Bjorklund, D. F. (2018). *Psychology* (8th ed.): Worth Publishers.
- Heine, S. J. (2015). *Cultural Psychology*: W. W. Norton.
- Henrich, J. (2016). The secret of our success: How culture is driving human evolution, domesticating our species, and making us smarter. Princeton, NJ: Princeton University Press.
- Henrich, J., Heine, S. J., & Norenzayan, A. (2010). The weirdest people in the world? *Behavioral and Brain Sciences*, 33(2-3), 61-83.
- Laland, K. N., & Brown, G. (2011). *Sense and nonsense: Evolutionary perspectives on human behaviour*: Oxford University Press.
- Muthukrishna, M., & Henrich, J. (2016). *Innovation in the collective*

brain. *Philosophical Transactions of the Royal Society of London B: Biological Sciences*, 371(1690). doi:10.1098/rstb.2015.0192
 • Muthukrishna, M., & Henrich, J. (2019). A problem in theory. *Nature Human Behaviour*.

Students will be expected to read essential readings plus additional reading from the primary literature per class. These readings will be provided in the course outline.

Assessment: Exam (16%, duration: 1 hour and 30 minutes) in the summer exam period.

Blog post (20%) in the MT.

Blog post (20%) and wikipedia article (20%) in the LT.

In-class assessment (24%) in the ST.

Blog Posts - Students will write two 1000 word blog posts that summarise a key finding in psychology. This will result in more engagement, communication and summarizing of research as well as encouraging them to seek out new findings in the psychological and behavioural science, finding ways to connect these to the real world.

Wikipedia Article - Students will create or edit a Wikipedia or Simple Wikipedia entry on a topic in psychology that is either incorrect, badly described, or missing. This will teach students critical thinking skills, not to take information at face value, and how to communicate research to a smart audience looking for both an overview and details.

In-Class Assessment - The in class assessment will take place in Summer Term and will consist of sixty multiple choice questions.

Exam - This will take place in the summer exam period and consist of short answer questions of around 500 words each.

PB102 Not available in 2020/21

Social Psychology

This information is for the 2020/21 session.

Teacher responsible: Prof Bradley Franks QUE.3.05

Availability: This course is available on the BA in Social Anthropology, BSc in Actuarial Science, BSc in Criminology, BSc in Psychological and Behavioural Science, BSc in Social Anthropology and BSc in Sociology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course can be taken as an outside option by students on any year of undergraduate degrees, and as an option by students on the General Course. You should check with your department any restrictions they may place on outside options.

Course content: This course aims to provide a thorough introduction to the fundamental topics of social psychology -- a branch of psychological science that seeks to understand and explain human behaviours in actual or assumed presence of others. In this course, we will review and critically evaluate socio-psychological explanations and theories of individual, interpersonal and group processes. Here, we will study a wide range of phenomena, ranging from the way individuals perceive and think about the social world, to the way they conceptualize themselves and participate in social groups, to the way that the broader social context influences our thoughts and behaviour. Other topics will include interpersonal attraction, attitudes and attitude change, pro-social behaviour, and human aggression.

A short video on the course is here: <https://youtu.be/cO6bINGn2jQ>
 The course offers an essential complement to any degree programme in the social sciences, and it is particularly relevant to any profession that involves dealing with other people. Over the duration of this course, you will develop the knowledge and analytical skills necessary to apply the insights gained from Social Psychology to real-world social issues and to identify effective ways for achieving behavioural and societal change.

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

Formative coursework: Students are expected to produce two assignments as coursework, one in MT and one in LT. The first

assignment comprises of four separate short answers responding to a choice of eight questions, comprising up to 2,000 words in total (i.e. about 300 to 500 words each).

The second assignment is an essay that students write under exam conditions as a 1-hour mock exam. Students will be given three topics, from which they can choose one to prepare and answer the corresponding mock exam question. All formative assignments will be assessed by the class teachers, who will provide detailed feedback to the students.

Indicative reading: Hogg, M. A. and Vaughan, G. M. (2013). *Social Psychology*, 7th edition. Harlow, Prentice Hall.

Library catalogue number is HM251 H71 and the book is also available electronically through the library website.

Additional references and a synopsis of lectures and class topics will be made available online in early September, and will also be distributed in the first lecture of the series.

Assessment: Exam (100%, duration: 3 hours) in the summer exam period.

The exam will consist of four short answer out of eight questions, and two essay answers out of six questions.

PB130

Statistics and Research Methods for Psychological and Behavioural Science

This information is for the 2020/21 session.

Teacher responsible: Dr Thomas Curran CON 3.16

Availability: This course is compulsory on the BSc in Psychological and Behavioural Science. This course is not available as an outside option nor to General Course students.

Course content: This course equips students with the bedrock knowledge and skills for conducting research in psychology and behavioural science. It integrates core concepts from the process of planning and conducting research with those involved in understanding and analysing data. Its lectures and classes introduce enough research methods and statistics to provide a foundation for Years 2 and 3. Students will be provided with a dataset that they can use to put what they learn into practice, as well as having the opportunity to collect and analyse data of their own.

This course aims to:

- To situate contemporary research in psychology and behavioural science in the historical context of psychological enquiry;
- To convey an understanding of the processes required in planning, carrying out, summarising, and evaluating research in psychological and behavioural science;
- To introduce principles for designing, conducting, and writing up qualitative and quantitative research projects;
- To introduce statistical methods needed to familiarise oneself with a dataset, summarise its key features, and identify key relationships among variables;
- To provide practical experience of collecting and analysing psychological and/or behavioural data.
- To prepare students for later courses in statistics and research methods for psychological and behavioural science

Teaching: This course is delivered through a combination of lectures, workshops, lab sessions and classes totalling a minimum of 84.5 hours across Michaelmas Term and Lent Term. There is a reading week in Week 6 of Michaelmas Term and Week 6 of Lent Term. In response to the current situation, some or all of this teaching will be delivered through a combination of live online classes, Q+A sessions, online lab sessions and pre-recorded short online videos. You will receive the same amount of teaching whether you are on campus or online.

Formative coursework: Students will complete a number of pieces of formative work to cement learning and prepare for summative assessments.

- 4 statistics worksheets
- 1 practice piece focusing on designing research

- 1 practice piece focusing on writing up qualitative research
- 1 practice piece focusing on writing up quantitative research
- Mock Exam

Indicative reading:

- American Psychological Association. (1994). Publication manual. Sixth Edition. Washington: APA.
- Braun, V., & Clarke, V. (2013). Successful qualitative research: A practical guide for beginners. London: Sage.
- British Psychological Society (2014). Code of Human Research Ethics. BPS.
- Cooper, H., Camic, P. M., Long, D., Panter, A., Rindskof, D., & Sher, K. (2012). The APA handbook of research methods in psychology (volumes 1-3). American Psychological Association.
- Creswell, J. W. (2009). Research design: Qualitative, quantitative, and mixed method approaches (3rd ed.). Thousand Oaks, CA: Sage.
- Danziger, K. (1994). Constructing the subject: Historical origins of psychological research. Cambridge: Cambridge University Press.
- Farr, R. M. (1996). The roots of modern social psychology, 1872–1954. Blackwell Publishing.
- Firebaugh, G. (2008). Seven rules for social research. Princeton, NJ: Princeton University Press.
- Hayes, A. F. (2017). Introduction to mediation, moderation, and conditional process analysis: A regression-based approach. London: Guilford Publications.
- Howitt, D., & Cramer, D. (2011). Introduction to Research Methods in Psychology. 3rd edition. London: Pearson.
- Hunt, M. (2007). The story of psychology. (2nd Ed.) London: Random House.
- Navarro, D. (2015). Learning Statistics with R: A Tutorial for Psychology Students and Other Beginners: Version 0.5. Adelaide, Australia: University of Adelaide.
- Phillips, N. D. (2017). Yarr! The pirate's guide to R.
- Poldrack R. A. (2019). Statistical Thinking for the 21st Century.
- Son, J. Y., & Stigler, J. W. (2019). Introduction to Statistics: A Modelling Approach
- Urdan, T. C. (2011). Statistics in plain English. London: Routledge.
- Wickham, H. (2016). ggplot2: elegant graphics for data analysis. London: Springer.

Many readings will be made available via the PB130 GitHub.

Assessment: Exam (30%, duration: 2 hours) in the summer exam period.

Project (30%, 2500 words) and other (30%) in the LT.

Poster (10%) in the MT.

- **Poster** - this is a group assignment and you will produce an A1 poster
- **Project** - this is a mixed methods project
- **Other** - this requires you to write methods and results for two **secondary data analysis** tasks
- **Exam** - the exam will consist of 55 multiple choice or very short answer questions.

PB200 Half Unit

Biological Psychology

This information is for the 2020/21 session.

Teacher responsible: Dr Miriam Tresh CON.3.14

Availability: This course is compulsory on the BSc in Psychological and Behavioural Science. This course is not available as an outside option nor to General Course students.

Pre-requisites: Students should have taken Foundations of Psychological Science (PB101) or Foundations of Behavioural Science (PB100).

Course content: This course offers an introductory and integrated perspective on the biological bases of behaviour. After a discussion of the philosophical and historical background of biological psychology, the course will consider neurophysiology and how the structure of the brain connects to research methods. The course will then frame biological psychology by reference to

theories of concepts such as behavioural genetics, evolutionary psychology and the impact of hormones on behaviour. Following this, the course moves on to consider the biological underpinnings of cognition and behaviour. It appraises the applied application of biological psychology and is concerned with identifying how the biology of psychology can inform our understanding and interpretation of real-world issues.

Teaching: This course is delivered through a combination of lectures and classes totalling a minimum of 20 hours across Michaelmas Term. There is a reading week in Week 6 of Michaelmas Term.

In response to the current situation, some or all of this teaching will be delivered through a combination of live online classes and pre-recorded short online videos. You will receive the same amount of teaching whether you are on campus or online.

Formative coursework: During the course, students will complete two sets of formative assessment:

- Weekly multiple choice questions (MCQs)
- Podcast episode plan (800 words)

Indicative reading:

- Breedlove, S.M., & Watson, N.V. (2010). *Biological psychology: An introduction to behavioural, cognitive, and clinical neuroscience*. Sinauer Associates.
 - Cacioppo, J.T., Visser, P.S., & Pickett, C.L. (2012). *Social neuroscience: People thinking about thinking people*. A Bradford Book.
 - Gazzaniga, M.S., Ivry, R.B., & Mangun, G.R. (2014). *Cognitive neuroscience: The biology of the mind*. W.W. Norton.
 - Glimcher, P. W., Camerer, C., Poldrack, R. A., & Fehr, E. (2013). *Neuroeconomics: Decision making and the brain*. Academic Press.
 - Kolb, B., & Wishaw, I.Q. (2014). *An introduction to brain and behaviour*. Worth Publishers.
 - Nettle D. (2009). *Evolution and genetics for psychology*. Oxford University Press.
 - Pinel, J.P.J. (2013). *Biopsychology*. Allyn and Bacon
 - Plomin, R., et al. (2013). *Behavioral genetics*. Worth Publishers.
- Students will be expected to read essential readings plus additional reading from the primary literature per class. These readings will be provided in the course outline.

Assessment: Essay (60%, 3000 words) and podcast (30%) in the MT.

Essay (10%) in the ST.

Essay (60%) in MT – you will produce a 3000 word extended essay

Podcast (30%) in MT – working in pairs you will develop a 6 to 8 minute long podcast.

Essay (10%) in ST - Students following the BSc in Psychological and Behavioural Science will be expected to submit one 3000 word '**Integration Essay**' in their second year. The integration essay will count towards 10% of the final mark in of PB200, PB201, PB202, PB204 and PB205. The integration essay will discuss a topic investigated in one course and use its approach to integrate and debate approaches from two other courses taken in Year 2. For example, if you choose to base your integration essay in Biological Psychology (this course) you will use a topic from this course as the basis for debating the treatment of that topic by theories from two of Cognitive Psychology (PB201), Developmental Psychology (PB202), Social Psychology: Individuals, Groups and Culture (PB204) and Individual Differences and Why They Matter (PB205).

PB201 Half Unit

Cognitive Psychology

This information is for the 2020/21 session.

Teacher responsible: Dr Jens Madsen CON.3.19

Availability: This course is compulsory on the BSc in Psychological and Behavioural Science. This course is not available as an outside option nor to General Course students.

Pre-requisites: Students should have taken Foundations of Psychological Science (PB101) or Foundations of Behavioural Science (PB100).

Course content: This course will offer an account of core theories, debates and phenomena in Cognitive Psychology. It will cover essential aspects of cognitive psychology, ranging from phenomena concerned with 'low level' cognition such as attention and perception, through to 'high level' cognition such as reasoning and decision making and consciousness, and will interweave areas that span such levels such as knowledge representation, concepts and language processing. It will also relate these areas to core aspects of behavioural science, such as levels of processing, the influence of context, and the roles of heuristics and biases in information processing. The course will also seek to assess the application of these theories and concepts to relevant real world examples and policy issues via the class discussions. Students will become familiar with methods that can be used to explore a myriad of cognitive functions, will be faced with concrete modelling tasks and see the application of cognitive psychology for interventions such as policy changes, changes in economic boundary conditions, social pressure, political campaigns etc.

Teaching: This course is delivered through a combination of lectures and classes totalling a minimum of 20 hours across Lent Term. There is a reading week in Week 6 of Lent Term.

In response to the current situation, some or all of this teaching will be delivered through a combination of live online classes and pre-recorded short online videos. You will receive the same amount of teaching whether you are on campus or online.

Formative coursework: During the course, students will complete two sets of formative assessment:

- As a group, develop a summary and lead a discussion in one class.
- Case study summary (1000 words)

Indicative reading:

- Eysenck, M. & Keane, M. (2015). *Cognitive Psychology: A Student's Handbook*. 7th edition. Hove: Psychology Press.
 - Gazzaniga, M. S., Ivry, R. B., Mangun, G. R. (2014). *Cognitive Neuroscience: The Biology of the Mind*. 4th edition. W.W. Norton
 - Gilbert, N. (2008) *Agent-Based Models*. SAGE
 - Gluck, M. A., Mercado, E. & Myers, C. E. (2016). *Learning and Memory*. 3rd edition. Worth: New York.
 - Goldstein, E. B. (2013). *Sensation and Perception*. Wadsworth, 9th edition.
 - Johnson, N. (2007) *Simply Complex: A clear guide to complexity theory*. One World
 - Marr, D. (1982) *Vision*. San Francisco: Freeman
 - Oaksford, M. & Chater, N. (2007) *Bayesian Rationality: The probabilistic approach to human reasoning*. Oxford, UK: OUP
- Students will be expected to read essential readings plus additional reading from the primary literature for each class. These readings will be provided in the course outline.

Assessment: Essay (70%) and group presentation (20%) in the LT. Essay (10%) in the ST.

Essay (70%) in LT – you will produce a 3000 word essay

Group Presentation (20%) in LT – you will work in groups to deliver a presentation.

Essay (10%) in ST - Students following the BSc in Psychological and Behavioural Science will be expected to submit one 3000 word 'Integration Essay' in their second year. The integration essay will count towards 10% of the final mark in PB200, PB201, PB202, PB204 and PB205. The integration essay will discuss a topic investigated in one course and use its approach to integrate and debate approaches from two other courses taken in Year 2. For example, if you choose to base your integration essay in Cognitive Psychology (this course) you will use a topic from this course as the basis for debating the treatment of that topic by theories from two of Biological Psychology (PB200), Developmental Psychology (PB202), Social Psychology: Individuals, Groups and Culture (PB204) and Individual Differences and Why They Matter (PB205).

PB202 Half Unit

Developmental Psychology

This information is for the 2020/21 session.

Teacher responsible: Dr Miriam Tresh CON.3.14

Availability: This course is compulsory on the BSc in Psychological and Behavioural Science. This course is not available as an outside option nor to General Course students.

Pre-requisites: Students should have taken Foundations of Psychological Science (PB101) or Foundations of Behavioural Science (PB100).

Course content: This course will cover core approaches and phenomena in developmental psychology. It will frame developmental psychology by reference to core explanatory approaches to development and outlining major classic theoretical approaches. It also covers a range of central empirical areas of development, illustrating the ways in which the major theories explain, or fail to explain, the phenomena in those areas. The course is also concerned with locating psychological development in a wider cultural and societal context including the relations between typical and atypical development and considers developmental psychology as a paradigm for understanding and interpreting real-world issues.

Teaching: This course is delivered through a combination of lectures and classes totalling a minimum of 20 hours across Lent Term. There is a reading week in Week 6 of Lent.

In response to the current situation, some or all of this teaching will be delivered through a combination of live online classes and pre-recorded short online videos. You will receive the same amount of teaching whether you are on campus or online.

Formative coursework: During the course, students will complete two sets of formative assessment:

- Three weekly learning logs (approx. 200-300 words)
- Case Study (500 words)

Indicative reading:

- Banaji, M. & S.A. Gelman (Eds.), (2013) *Navigating the social world: What infants, children, and other species can teach us*. New York: Oxford University Press.
- Coleman, J. and Hagell, A. (Eds.) (2008) *Adolescence, Risk and Resilience: Against the Odds*.
- Greenfield, P. (2009) Linking Social Change and Developmental Change: Shifting Pathways of Human Development. *Developmental Psychology*, 45, 401–418.
- Lamb, M. E., & Freund, A. M. (Eds.) (2010) *Handbook of life span development*, Volume 2: Social and emotional development (Editor in Chief: Richard M. Lerner). Hoboken, NJ: Wiley.
- Leman, P. Bremner, A. Parke, R. Gauvain, M (2012) *Developmental Psychology*. McGraw Hill, London.
- Lerner, R.M. (Gen. Ed.) (2015) *Handbook of child psychology and developmental science*. (7th ed.). Hoboken, NJ: Wiley.
- McLean, K.C and Syed, M (Eds.), (2015) *The Oxford handbook of identity development*. New York: Oxford Press.
- Music, G. (2011). *Nurturing natures: Attachment and children's emotional, sociocultural and brain development*. Hove: Psychology Press.
- Narvaez, D., Panksepp, J., Schore, A. N., & Gleason, T. R. (Eds.), (2013), *Human nature, early experience and human development: From research to practice and policy*. New York: Oxford University Press.
- Slater, A. and. Bremner, J. G (Eds) (2011) *An Introduction to Developmental Psychology*. 2nd Edition, Chichester: Wiley-Breakwell.

Students will be expected to read essential readings plus additional reading from the primary literature for each class. These readings will be provided in the course outline.

Assessment: Essay (10%) in the ST.

Case study (70%) and exercise (20%) in the LT.

Case Study (70%) in LT – you will produce a 3000 word case study and research proposal.

Exercise (20%) in LT – The exercise will take the form of a 1000 word Op-Ed and will be on a topic of your choice, using behavioural science to write about a developmental issue.

Essay (10%) in ST - Students following the BSc in Psychological and Behavioural Science will be expected to submit one 3000 word **'Integration Essay'** in their second year. The integration essay will count towards 10% of the final mark in PB200, PB201, PB202, PB204 and PB205. The integration essay will discuss a topic investigated in one course and use its approach to integrate and debate approaches from two other courses taken in Year 2. For example, if you choose to base your integration essay in Developmental Psychology (this course) you will use a topic from this course as the basis for debating the treatment of that topic by theories from two of Biological Psychology (PB200), Cognitive Psychology (PB201), Social Psychology: Individuals, Groups and Culture (PB204) and Individual Differences and Why They Matter (PB205).

PB204 Half Unit

Social Psychology: Individuals, Groups and Culture

This information is for the 2020/21 session.

Teacher responsible: Prof Bradley Franks CON.3.07

Availability: This course is compulsory on the BSc in Psychological and Behavioural Science. This course is not available as an outside option nor to General Course students.

Pre-requisites: Students should have taken Foundations of Psychological Science (PB101) or Foundations of Behavioural Science (PB100).

Course content: This course builds core knowledge of Social Psychology, studying the way our thinking and behaviour is influenced by the actual, imagined or implied presence of other people. It aims to understand how thinking and behaviour depends on the connections between individuals, the groups of which they are members and the cultural settings of both. The lectures and classes will discuss a range of social psychology topics, such as social cognition, self and identity, prejudice, group membership, crowds and collective behaviour, and social exclusion. Each topic will highlight the relations between real world problems, social psychological theory and empirical data, and draw connections to behavioural science. This course will foster a critical evaluation of social psychological science and its relation to other areas of psychological and behavioural science.

Teaching: This course is delivered through a combination of lectures and classes totalling a minimum of 20 hours across Michaelmas Term. There is a reading week in Week 6 of Michaelmas Term.

In response to the current situation, some or all of this teaching will be delivered through a combination of live online classes and pre-recorded short online videos. You will receive the same amount of teaching whether you are on campus or online.

Formative coursework: During the course, students will complete two kinds of formative assessment:

- Group presentations on the topic of the week and its application to social issues
- Practice writing Executive Summaries

Indicative reading:

- Buunk, A.P., & Van Vugt, M. (2013). *Applying Social Psychology: From problems to solutions* (2nd ed.). London: Sage.
- Gilovich, T., Keltner, D., Chen, S., & Nisbett, R.E. (2016) *Social Psychology* (4th ed.) New York: Norton
- Hewstone, M., Stroebe, W., Jonas, K. (2015). *An Introduction to Social Psychology* (6th ed.). BPS Blackwell.
- Hogg, M.A., & Vaughan, G.M. (2014). *Social Psychology* (7th ed.). Boston: Pearson.

Students will be expected to read essential readings plus additional reading from the primary literature for each class. These readings will be provided in the course outline.

Assessment: Essay (10%) in the ST.

Group presentation (20%) and proposal (70%) in the MT.

Group Presentations (20%) in MT – You will work in small groups

to make a presentation which interprets a topic from this course in the light of one key concept or debate from Foundations of Behavioural Science (PB100) or Foundations of Psychological Science (PB101).

Proposal (70%) in MT – Using theories and phenomena from the course you will propose a policy or project for an organisation (e.g. charity, for profit, non-profit) to address a social issue. The write-up (3000 words) will comprise a short Executive Summary followed by a justification based on the content of the course.

Integration Essay - Students following the BSc in Psychological and Behavioural Science will be expected to submit one 3000 word **'Integration Essay'** in their second year. The integration essay will count towards 10% of the final mark in PB200, PB201, PB202, PB204 and PB205. The integration essay will discuss a topic investigated in one course and use its approach to integrate and debate approaches from two other courses taken in Year 2. For example, if you choose to base your integration essay in Social Psychology: Individuals, Groups and Culture (this course) you will use a topic from this course as the basis for debating the treatment of that topic by theories from two of Biological Psychology (PB200), Cognitive Psychology (PB201), Developmental Psychology (PB202) and Individual Differences and Why They Matter (PB205).

PB205 Half Unit

Individual Differences and Why They Matter

This information is for the 2020/21 session.

Teacher responsible: Dr Jet Sanders CON.3.08

Availability: This course is compulsory on the BSc in Psychological and Behavioural Science. This course is not available as an outside option nor to General Course students.

Pre-requisites: Students should have taken (Foundations of Psychological Science (PB101) or Foundations of Behavioural Science (PB100).

Course content: This course offers insight into the nature of differences in the psychological processes of individuals and the implications of such variation for behaviour and behaviour change. While most policies are designed with the 'average citizen' in mind, we know there is large variety between people's thoughts, choices and behaviour. More recently, these differences are leveraged to personalise behavioural intervention, advertising and political communication to target specific 'segments' of the population with the aim to enhance results. This course digs deeper into the psychological and behavioural assumptions which underlie how individuals behave collectively and individually in the wider societal context. Sample topics include how individual traits affect performance, how ideological preferences and voting patterns can be traced to individual and group variation, personality, emotion, preference, values, motivation and cognitive style, and the ethical implications of applying these insights in behaviour change contexts. We will consider sources of individual variation from the micro-level (e.g. behavioural genetics) to the macro-level (e.g. political decision outcomes, health and climate change communications or resource distribution). Ultimately, the goal is to understand why and how people differ in their enduring patterns of thinking, feeling and behaving across contexts, and what this means for contemporary societies.

Teaching: This course is delivered through a combination of lectures and classes totalling a minimum of 20 hours across Lent Term. There is a reading week in Week 6 of Lent Term.

In response to the current situation, some or all of this teaching will be delivered through a combination of live online classes and pre-recorded short online videos. You will receive the same amount of teaching whether you are on campus or online.

Formative coursework: During the course, students will complete three kinds of formative assessment:

- 1 visual design on an A5 postcard
- Weekly peer- and self- reviewed annotated bibliography
- 1 outline (approx. 500 words) for a 2-page POSTnote (e.g. <https://>

post.parliament.uk/research-briefings/post-pn-0564/) with 2 samples of annotated bibliography in support (500 words)

Indicative reading:

- Ashton, M. C. (2013) *Individual differences and personality*. London: Academic Press.
- Bouchard, T. J. (2004). Genetic Influence on Human Psychological Traits. *Current Directions in Psychological Science*, 13(4), 148-151.
- Bouchard, T. J., & McGue, M. (2003). Genetic and environmental influences on human psychological differences. *Journal of neurobiology*, 54(1), 4-45.
- Chamorro-Premuzic, T. (2015). *Personality and Individual Differences*. BPS.
- Deary, I. J. (2012). Intelligence. *Annual Review of Psychology*, 63, 453-482.
- Hardcastle, S. J., & Hagger, M. S. (2016). Psychographic profiling for effective health behavior change interventions. *Frontiers in Psychology*, 6, 1988.
- Hine, D. W., Reser, J. P., Morrison, M., Phillips, W. J., Nunn, P., & Cooksey, R. (2014). Audience segmentation and climate change communication: conceptual and methodological considerations. *Wiley Interdisciplinary Reviews: Climate Change*, 5(4), 441-459.
- Jost, J. T., Federico, C. M., & Napier, J. L. (2009). Political ideology: Its structure, functions, and elective affinities. *Annual review of psychology*, 60, 307-337.
- Leary, M. R. & Hoyle, R. H. (2009). *Handbook of individual differences in social behaviour*. Guildford.
- Lipman, S. (2020) One size fits all? Designing financial incentives tailored to individual economic preferences *Behavioural Public Policy* 1-15
- Paulhus, D. L., & Williams, K. M. (2002). The dark triad of personality: Narcissism, Machiavellianism, and psychopathy. *Journal of research in personality*, 36(6), 556-563.
- Perkins, A. (2016). *The Welfare Trait: How State Benefits Affect Personality*. Springer.
- Pervin, L. A., & Cervone, D. (2010). *Personality: Theory and research* (11th ed.). Hoboken, NJ: Wiley.
- Plomin, R., DeFries, J. C., Knopik, V. S., & Neiderhiser, J. M. (2013). *Behavioural Genetics*. (6th ed.) Worth.
- Poropat, A. E. (2009). A meta-analysis of the five-factor model of personality and academic performance. *Psychological bulletin*, 135(2), 322.
- Schwartz, S. H., & Bilsky, W. (1987). Toward a psychological structure of human values. *Journal of Personality and Social Psychology*, 53, 550-562.
- Schwartz, B., Ward, A., Monterosso, J., Lyubomirsky, S., White, K., & Lehman, D. R. (2002). Maximizing versus satisficing: Happiness is a matter of choice. *Journal of personality and social psychology*, 83(5), 1178.

Students will be expected to read essential readings plus additional reading from the primary literature per class. These readings will be provided in the course outline.

Assessment: Essay (10%) in the ST.

Report (70%) and visual media (20%) in the LT.

Visual Media (20%) in LT – You will produce a visual design on an A5 postcard.

Report (70%) in LT – You will write a two-page POSTnote (approximately 1500 words) with a thematically annotated bibliography in support (for example). For an example of a POSTnote visit <https://post.parliament.uk/research-briefings/post-pn-0564/>.

Integration Essay – Students following the BSc in Psychological and Behavioural Science will be expected to submit one 3000 word 'Integration Essay' in their second year. The integration essay will count towards 10% of the final mark in PB200, PB201, PB202, PB204 and PB205. The integration essay will discuss a topic investigated in one course and use its approach to integrate and debate approaches from two other courses taken in Year 2. For example, if you choose to base your integration essay in Individual Differences and Why They Matter (this course) you will use a topic from this course as the basis for debating the treatment of that topic by theories from two of Biological Psychology (PB200), Cognitive Psychology (PB201), Developmental Psychology (PB202)

and Social Psychology: Individuals, Groups and Culture (PB204).

PB230

Intermediate Statistics and Research Methods for Psychological and Behavioural Science

This information is for the 2020/21 session.

Teacher responsible: Dr Thomas Curran CON.3.16

Availability: This course is compulsory on the BSc in Psychological and Behavioural Science. This course is not available as an outside option nor to General Course students.

Pre-requisites: Students must have completed Statistics and Research Methods for Psychological and Behavioural Science (PB130).

Course content: This course aims to provide students with integrated core knowledge and skills in contemporary research and analysis methods in psychological and behavioural science. Specific core methodological tools for preregistering and collecting data will be presented in lectures, selected to reflect parallel theoretical issues raised in PB200 Biological Psychology, PB201 Cognitive Psychology, PB202 Developmental Psychology, PB204 Social Psychology: Individuals, Groups and Culture, and PB205 Individual Differences and Why They Matter.

This course presents conceptual and practical knowledge on the range of tools available to the psychological/behavioural scientist. In particular, this course will examine current controversies and new developments in research methods in psychology and behavioural science. The overall goal of the course is to learn to think critically about how psychological and behavioural science is conducted, how conclusions are drawn, and how data are appropriately analysed considering intermediate issues such as measurement error and clustering. We will cover both methodological and statistical issues that affect the validity of research in psychology, with an emphasis on psychological and behavioural sciences. We will also discuss the recent controversy in psychology about the replicability of scientific results and preregistration of both quantitative and qualitative research. The course also instructs students in the use of quantitative data collection methods, including surveys, experiments, assessment tools, and computerised tasks. It also covers principles and issues involved in the analysis of quantitative data, including the importance of transparency in data analysis and reporting. Where statistics are concerned, this course presents students with knowledge of, and practical exposure to, statistical modelling. It covers linear and non-linear models, factor analysis, structural equation modelling, multilevel modelling, and intermediate issues in data cleaning and imputation. These topics build directly on from the introduction to the linear model students received in PB130. Throughout the course, an understanding of key concepts such as statistical power and effect sizes will be emphasised in line with current controversies regarding replicability and questionable research practice. Practical sessions will equip students with knowledge of how to conduct the taught statistical techniques using the R programming language.

Teaching: This course is delivered through a combination of lectures, workshops, lab sessions and classes totalling a minimum of 62 hours across Michaelmas Term and Lent Term. There is a reading week in Week 6 of Michaelmas Term and Week 6 of Lent Term.

In response to the current situation, some or all of this teaching will be delivered through a combination of live online classes, Q+A sessions, online lab sessions and pre-recorded short online videos. You will receive the same amount of teaching whether you are on campus or online.

Formative coursework: Students will complete a number of pieces of formative work to cement learning and prepare for the summative assessments:

- Practice Data Analysis Plan (MT)
- 3 statistics worksheets

Indicative reading:

- American Psychological Association (2020). *Publication manual of the American Psychological Association*. (7th ed.)
- Camerer, C. F., Dreber, A., Holzmeister, F., Ho, T. H., Huber, J., Johannesson, M., ... & Altmeld, A. (2018). Evaluating the replicability of social science experiments in Nature and Science between 2010 and 2015. *Nature Human Behaviour*, 2(9), 637-644.
- Chambers, C. (2017). *The 7 deadly sins of psychology: A manifesto for reforming the culture of scientific practice*. Princeton, NJ: Princeton University Press.
- Keith, T. (2015). *Multiple regression and beyond*. New York: Routledge.
- L. Haven, T., & Van Grootel, D. L. (2019). *Preregistering qualitative research*. *Accountability in Research*, 26(3), 229-244.
- Munafo, M. R., Nosek, B. A., Bishop, D. V., Button, K. S., Chambers, C. D., Du Sert, N. P., ... & Ioannidis, J. P. (2017). A manifesto for reproducible science. *Nature human behaviour*, 1(1), 1-9.
- Nosek, B. A., & Lakens, D. (2014). Registered reports: A method to increase the credibility of published results. *Social Psychology*, 45(3), 137-141.
- Open Science Collaboration. (2015). Estimating the reproducibility of psychological science. *Science*, 349(6251).
- Tabachnick, B., & Fidell, L. (2013). *Using multivariate statistics*. Boston: Pearson Education.

Assessment: Report (50%) in the MT.

Other (50%) in the LT.

Report (50%) in MT – You will develop a pre-registered report assignment of around 3500 words

Other (50%) in LT – You will undertake a secondary data analysis. The write up will be 3500.

PH103

The Big Questions: An Introduction to Philosophy

This information is for the 2020/21 session.

Teacher responsible: Dr Marius Backmann

This course is also taught by Dr Jonathan Birch, Dr Bryan W. Roberts, Dr Liam Kofi Bright, Dr Marius Backmann, and Professor Jason MacKenzie Alexander.

Availability: This course is compulsory on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics and BSc in Politics and Philosophy. This course is available on the BA in Social Anthropology, BSc in International Relations, BSc in International Social and Public Policy, BSc in Politics, BSc in Politics and International Relations, BSc in Psychological and Behavioural Science, BSc in Social Anthropology and BSc in Social Policy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: None

Course content: At some point in our lives, we are all gripped by deep and fundamental questions. Questions about life, the universe and everything. Philosophers aim to make progress on these questions with clear and precise arguments. In this course, some of the big questions we may address include:

- (1) Do I know anything?
- (2) Who am I?
- (3) What is consciousness?
- (4) What is truth?
- (5) What are space and time?
- (6) Do I have free will?
- (7) What's the right thing to do?
- (8) What's the best form of government?
- (9) How can I live a meaningful life?

No one has definitive answers to these questions. But understanding the possible answers, and the arguments for and against them, is what philosophy is all about.

By grappling with these questions, you will learn the essential skills of a philosopher. First, you will develop your ability to read philosophical texts, focusing on how to extract and present a philosophical thesis and argument in a clear, logical way. Second, you will develop your thinking skills and analytical abilities by participating in philosophical discussions with your peers. Finally, you will develop your ability to construct philosophical arguments of your own by writing philosophy essays.

The questions of this course are some of the hardest that have ever been asked. We can't promise that you'll feel any closer to knowing the answers at the end of the course than you did at the beginning. But this course will help you understand the big questions, and to think about them in a reflective, philosophical way.

Teaching: 10 hours of lectures, 5 hours of seminars and 10 hours of classes in the MT. 10 hours of lectures, 5 hours of seminars and 10 hours of classes in the LT.

Parallel to this course, students will take a 5-week writing seminar in Michaelmas Term. This seminar, called "Philosophy and Argumentative Writing" ("PAW"), will provide you with practical advice and exercises to improve your writing style. Students in the BSc in Philosophy and Economics, the BSc in Philosophy, Logic and Scientific Method, and the BSc in Philosophy, Politics and Economics are required to attend (5 hours of workshops in MT) and do all assignments. Other students are invited to do so. This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos. This course includes a reading week in Week 6 of Michaelmas Term.

Formative coursework: Students will be expected to write one formative essay in MT and two formative essays in LT.

Indicative reading: The readings will be articles and excerpts from books and will be made available via Moodle.

Assessment: Essay (40%, 1500 words) and essay (40%, 1500 words) in the ST.

In-class assessment (10%) in the MT and LT.

Exercise (10%) in the LT.

You will be assessed in class throughout the year using short-answer questions.

You will revise one of your three formative essays according to the feedback from your class teacher and, if available, your peers. This revised formative essay will be accompanied by a 750 word **reflective commentary** explaining how feedback and participation in learning activities enabled you to improve your essay. The mark for this summative assignment will depend only on the quality of the reflective commentary.

PH105 Half Unit

Historical and Global Perspectives on Philosophy

This information is for the 2020/21 session.

Teacher responsible: Dr Marius Backmann LAK.301

Availability: This course is available on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method and BSc in Politics and Philosophy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: The traditionally received Western-centric canon as a narrative history of philosophy does not respect the true complexity of the global history of philosophical inquiry. We explore some of the global diversity by focussing on specific topics that are relevant to research and teaching within the philosophical tradition of the Department of Philosophy at LSE and provide a historical and multicultural perspective on them. We will draw from the multitude of philosophical traditions and schools around the globe, aiming to incorporate ones that have heretofore been largely neglected. Topics discussed in this course may include the

following:

- Introduction – We introduce the students to the history and philosophy of the “history of philosophy”. In particular, we ask how it was that the received narrative of philosophy as a direct succession from the pre-Socratics to Russell and Frege, or to Heidegger, became established? How, when, and why did the narrow focus on European, and later North American philosophy, come about? And how should we seek to construct an intellectually richer, but necessarily messier and more complicated, inclusive history of philosophy? We aim to provide a rich historical perspective on either individual philosophical issues or on specific traditions and how they intersect.

This will be followed by sections featuring historical perspectives on various topics, such as the following:

- Political Philosophy: In contemporary political philosophy, the liberal tradition with its emphasis on the preservation and protection of individual rights and freedoms has been highly influential. We can contrast this perspective, by, for instance, consulting classical Greek texts such as Plato’s “Republic”, and its argument against democracy, and classical Chinese works such as Confucius’s or Mengzi’s, which when compared with Western virtue ethics offers a contrasting vision of what sort of virtues a good person should display.
- Epistemology: A concern in Western philosophy has been the quest for certainty and the attempt to refute the sceptic. Exploring, for instance, Descartes’ foundationalism of the “Meditations” or Hume’s sceptical solution from “An Enquiry Concerning Human Understanding”, it will prove illuminating to also examine Teresa of Avila’s 16th century text “The Interior Castle” or al-Ghazali’s 12th century text “The Rescuer From Error”.
- Philosophy of Mind: Neo-Aristotelian metaphysics has come to increased prominence in a number of contemporary debates such as in the philosophy of mind, and so it will be helpful to begin with Aristotle’s “De Anima”. Descartes’ views on mind-body dualism can, e.g., be contrasted with Anne Conway’s 16th century defence of monism in “The Principles of the Most Ancient and Modern Philosophy”. Contemporary arguments for mental epiphenomenalism could, e.g., be contrasted with the 18th century Ghanaian philosopher Anton Wilhelm Amo’s view of reverse epiphenomenalism from “The Apathy of the Human Mind”.
- Early Analytic Philosophy. The Department is a singular school in the sense that it developed out of a fairly specific philosophical tradition. It will prove useful for students to engage with some of the works of our department’s founding figures. Popper’s “The Logic of Scientific Discovery” and Lakatos’s “The Methodology of Scientific Research Programmes” will provide the students with valuable insight into the development of their own department. Alongside their work, it is useful to highlight the work of early analytic philosophers whose contributions to the development of analytical philosophy are often neglected, such as, for instance, Susan Stebbing’s.

Teaching: 10 hours of lectures and 10 hours of classes in the LT. No meetings will take place in reading week (Week 6).

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

Each student will write 1 formative essay of 1500 words, and will answer one short answer question to get acquainted with this form of assessment. Each student will receive feedback before turning in their summative work.

Indicative reading:

- Aristotle: *Nicomachean Ethics*, ed. by Roger Crisp (ed./trans.). Cambridge, 2000: Cambridge University Press.
- Anne Conway: *The Principles of the Most Ancient and Modern Philosophy*, ed. by Allison P. Coudert and Taylor Course. Cambridge Texts in the History of Philosophy. Cambridge, 1996: Cambridge University Press.
- René Descartes: *Meditations on First Philosophy: With Selections from the Objections and Replies*, trans. Michael Moriarty. Oxford 2008: Oxford University Press.
- David Hume: *A Treatise of Human Nature*, ed. by David F. Norton and Mary J. Norton. Oxford Philosophical Texts. Oxford, 2000:

Oxford University Press.

- Mengzi: *With Selections from Traditional Commentaries*, ed. by Bryan W. Van Norden. Hackett Publishing Company, Inc. 2008.
- Christia Mercer, “Descartes’ debt to Teresa of Avila, or why we should work on women in the history of philosophy.” *Philosophical Studies* 174 (10): 2539-2555, 2017
- Uma Narayan & Sandra Harding (eds.): *Decentering the Center: Philosophy for a Multicultural, Postcolonial, and Feminist World*. Bloomington, IN 2000: Indiana University Press.
- Plato: *The Republic*, ed. by G.R.F. Ferrari, trans. by Tom Griffith. Cambridge 2000: Cambridge University Press.
- Karl R. Popper: *The logic of scientific discovery*. Routledge classics. London 2005: Routledge.
- Eric Schliesser, (ed.): *Ten Neglected Classics of Philosophy*. Oxford 2016: Oxford University Press.

Assessment: Essay (70%, 1500 words), in-class assessment (20%) and class participation (10%) in the LT.

There is no exam for this course. Each student will write an essay of 1500 words, which constitutes 70% of the mark. Additionally, each student will answer 5 short answer questions, 4 of which will be part of the summative assessment, contributing 20% of the mark. The remaining 10% will be assessed through class participation.

PH111 Half Unit Introduction to Logic

This information is for the 2020/21 session.

Teacher responsible: Dr Laurenz Hudetz

Availability: This course is compulsory on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics and BSc in Politics and Philosophy. This course is available on the BSc in Accounting and Finance. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: Arguments and inferences play a fundamental role in almost all areas of human life and society. For example, a scientist will test a theory by reasoning that if that theory is true then some other claim, one that can be checked experimentally, must be true as well. Or a politician will defend a policy by putting forward an argument in favour of it and criticising counterarguments. More mundanely, we reason, argue and draw inferences all the time and our actions are guided by the conclusions we draw. We are so used to this that we are often not even aware of it.

Logic is the study of arguments and inferences – it therefore has an enormously broad scope. Its main task is to give an explicit characterisation of those arguments and inferences that are valid (and hence differentiate them from those that are invalid). Logic tells you exactly when some conclusion follows from some premises and when it does not. It turns out that most arguments we encounter in everyday life are far from the ideal of logical validity. However, good philosophers and scientists should be able to devise arguments satisfying that ideal. This skill can also be of great advantage in fields such as law or public policy. We train this skill based on classical theories of logical consequence. Among other things, the course provides rigorous answers to the following questions.

1 What exactly are arguments and inferences and which quality criteria should they satisfy?

2 Under what conditions is an argument or inference logically valid?

3 How can one demonstrate that an argument or inference is valid?

4 How can one demonstrate that an argument or inference is not valid?

The course begins with a simple system called sentential or propositional logic, which despite its simplicity captures a significant range of important arguments. The course then focuses

on (first-order) predicate logic, which is much more powerful and provides the logical basis for analysing a great variety of arguments and theories.

Teaching: 15 hours of lectures and 10 hours of classes in the MT. This course is delivered through a combination of lectures and classes totalling a minimum of 25 hours across Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of online lectures, in-person classes and, if required, virtual classes. This course includes a reading week in Week 6 of Michaelmas Term.

Formative coursework: Formative coursework will take the form of problem sets. These will be set on the basis of the material covered in lectures. Students are required to complete problem sets before the associated class and to be ready to present and discuss their answers in class.

Indicative reading: There will be comprehensive lecture slides and materials covering the entire course content. Indicative background readings include:

- Button, T. and Magnus, P.D. (2017): for all x : *Cambridge*, URL = <<http://www.homepages.ucl.ac.uk/~uctytbu/OERs.html>>
- Copi I.M., Cohen, C. and McMahon K. (2014): *Introduction to Logic*. Pearson.
- Halbach, V. (2010): *The Logic Manual*. Oxford University Press.
- Salmon, M.H. (2013): *Introduction to Logic and Critical Thinking*. Wadsworth.

Assessment: Take-home assessment (90%) in January. Continuous assessment (10%) in the MT.

PH112 Half Unit

Intermediate Logic

This information is for the 2020/21 session.

Teacher responsible: Dr Laurenz Hudetz

Availability: This course is available on the BSc in Accounting and Finance, BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method and BSc in Politics and Philosophy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students must have completed, or be in the process of completing PH111 Introduction to Logic.

Course content: This course aims to familiarise students with intermediate topics in logic (building on PH111 Introduction to Logic). It focuses on concepts and theories that are useful for a deeper understanding and critical analysis of claims and arguments in contemporary philosophical research and in the social and natural sciences.

Model theory

Scientists often use mathematical structures to model real-world systems and to predict or explain their behaviour. Model theory is the study of mathematical structures from a logical point of view. Students will be introduced to core concepts of model theory. We address questions such as the following: What exactly is a structure or model? What is a theory? What does it mean that a structure satisfies a formula or theory? When are two models structurally the same (isomorphic)? Rigorous answers to these questions yield a proper semantics for classical predicate logic, shed light on the notion of truth and help to better understand the formal structure of scientific theories and models.

The theory of definitions

The modern theory of definitions offers a precise definition of 'definition' as well as rigorous criteria for checking whether a definition is formally correct. The skill of defining in a correct way can hardly be overestimated in areas such as philosophy, science, law and public policy. It prevents misunderstandings and can drastically improve the clarity of concepts, claims and arguments. It is particularly important for philosophers because many philosophical questions require definitions as answers (e.g., 'What is knowledge?', 'What is truth?', 'What is justice?', 'Under which conditions is an act morally wrong?').

Extensions of classical logic

Classical logic only deals with truth-functional sentential connectives (e.g., 'not', 'and', 'or'). However, there are also non-truth-functional connectives which play a central role in philosophical and scientific reasoning. Prime examples are counterfactual conditionals ('if A were the case, then B would be the case'), causal notions ('A causes B') and modal notions (such as 'it is possible that A' and 'it is necessary that A'). But what exactly is the meaning of these notions? In other words: how could a semantics for such non-truth-functional connectives look like? This course introduces students to the basic ideas of possible world semantics.

Inductive logic and probability

In the case of a deductively valid inference, it is utterly impossible that the conclusion is false when the premises are true. However, many inferences we draw in practice do not satisfy this ideal of validity. Often, it is only improbable that the conclusion is false given that the premises are true. In such cases, the premises support the conclusion to some degree, but their truth would not guarantee the truth of the conclusion. For example, it does not follow logically from the premise that someone smokes 40 cigarettes a day (together with background medical theories and data) that they will die early from smoking-related illness -- but it is much more probable that they will than if they did not smoke. Inductive logic is the systematic study of inferences of that type. Students will be introduced to the fundamentals of inductive logic and probabilistic reasoning.

Teaching: 15 hours of lectures and 10 hours of classes in the LT. This course is delivered through a combination of lectures and classes totalling a minimum of 25 hours across Lent Term.

This year, some or all of this teaching will be delivered through a combination of online lectures, in-person classes and, if required, virtual classes. This course includes a reading week in Week 6 of Lent Term.

Formative coursework: Formative coursework will take the form of problem sets. These will be set on the basis of the material covered in lectures. Students are required to complete problem sets before the associated class and to be ready to present and discuss their answers in class.

Indicative reading: There will be comprehensive lecture materials covering the entire course content. Indicative background readings include:

- Gupta, A. (2015): "Definitions", *Stanford Encyclopedia of Philosophy*, URL = <<https://plato.stanford.edu/entries/definitions/>>.
- Fitelson, B. (2006): "Inductive Logic", Sarkar, Sahotra and Jessica Pfeifer (eds.), *The Philosophy of Science: An Encyclopedia*, Routledge.
- Hodges, B. (2013): "Model Theory", *Stanford Encyclopedia of Philosophy*, URL = <<https://plato.stanford.edu/entries/model-theory/>>.
- Hodges, W. and Scanlon, T. (2018): "First-order Model Theory", *Stanford Encyclopedia of Philosophy*, URL = <<https://plato.stanford.edu/entries/modeltheory-fo/>>.
- Salmon, M.H. (2013): *Introduction to Logic and Critical Thinking*. Wadsworth.
- Sider, T. (2010): *Logic for Philosophy*. OUP.
- Skyrms, B. (2010): *Choice and Chance: An Introduction to Inductive Logic*. Fourth edition. Wadsworth

Assessment: Take-home assessment (90%) in the ST. Continuous assessment (10%) in the LT.

PH201

Philosophy of Science

This information is for the 2020/21 session.

Teacher responsible: Prof Roman Frigg

Availability: This course is compulsory on the BSc in Philosophy, Logic and Scientific Method. This course is available on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics and BSc in

Politics and Philosophy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: None.

Course content: Science is chock full of miraculous predictions, shocking revolutions, and unexpected results that few science fiction writers could have ever dreamed of. What makes science so special? This course is a tour of the philosophical underpinnings of modern science. No background in any science is needed for this course; everything you need to know will be covered.

Indicative topics include: Theory and Observation: Hume's problem of induction and Goodman's new riddle of induction, Popper's falsificationism, underdetermination of theory by evidence, the positive instance account of confirmation, Bayesianism. Laws of Nature: the regularity view of laws, laws as universals, the best systems account, instrumentalism. Explanation: the DN model of explanation, statistical explanation, causal explanation, unification. Intertheory relations: reductionism and pluralism. Realism versus Antirealism: Scientific realism and antirealism, the no miracles argument, inference to the best explanation, the pessimistic meta-induction, reductive empiricism, constructive empiricism, the natural ontological attitude, entity realism, structural realism, Kuhn and scientific revolutions. Sociological approaches to science: Social constructivism, feminism. Causation: Hume's, Mill's, Mackie's accounts of causation, counterfactual theories, probabilistic causality and manipulability accounts, transference accounts. Philosophy of a special science: Space and Time in Newton's physics.

Teaching: 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT.

This year, some or all of this teaching will take place online.

Formative coursework: Students will be expected to write four essays (two in MT and two in LT), submit a few short answers before each class, and participate in class discussion.

Indicative reading: P Godfrey-Smith: *Theory and Reality: An Introduction to the Philosophy of Science*. C Hitchcock (editor): *Contemporary Debates in Philosophy of Science*.

Assessment: Exam (100%, duration: 3 hours) in the summer exam period.

PH203

Philosophy of the Social Sciences

This information is for the 2020/21 session.

Teacher responsible: Prof. J. McKenzie Alexander

Availability: This course is available on the BSc in International Relations, BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics and BSc in Politics and Philosophy. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.

Pre-requisites: No formal pre-requisites, but PH103 *The Big Questions: An Introduction to Philosophy* or equivalent is recommended.

Course content: This course examines philosophical problems of social science concerning what societies are like and how scientists theorize about them. The first part of the course will focus on questions of scientific method about the nature of understanding and the kind of knowledge the social sciences should, or can, aim for; as well as on questions of ontology pertaining to the nature of the social world. The overarching goal is to provide an intellectual geography of the philosophy of the social sciences, to which students will refer in the second part of the course when specific philosophical issues will be closely analysed and discussed. Contents to be covered in the second term will be structured around three main themes: action, rationality and intelligibility; institutions, culture, and the relationship between mind and society; and the moral aims of the social sciences, as well as their role in just social change.

Teaching: 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT.

This year, some or all of this teaching will take place online.

Formative coursework: Students will be expected to write four formative essays, two in Michaelmas term and two in Lent term. The two summative essays then correspond to the two formative essays which received the highest marks. Class presentations or weekly activities may also be required, depending on the pedagogical approach of the class teacher.

Indicative reading: A detailed reading list will be provided at the beginning of the course. Indicative readings include: Nancy Cartwright and Elinora Montuschi (eds.), *Philosophy of the Social Sciences: a new introduction*; Harold Kincard, John Dupré, and Alison Wylie (eds.), *Value-Free Science: Ideals and Illusions*; Jon Elster, *Explaining Social Behaviour*; John H. Miller and Scott Page, *Complex Adaptive Systems*; Dawn Langan Teele, *Field Experiments and Their Critics: Essays on the Uses and Abuses of Experimentation in the Social Sciences*; Alex Rosenberg, *Philosophy of Social Science (Fifth edition)*; Harold Kincaid, *Philosophical Foundations of the Social Sciences*; Daniel Steel and Francesco Guala (eds.), *The Philosophy of Social Science Reader*; Michael Martin and Lee McIntyre (eds.), *Readings in the Philosophy of Social Science*.

Assessment: Essay (25%, 2000 words) and essay (25%, 2000 words) in the MT and LT.

Take-home assessment (50%) in the ST.

Summative assessment for PH203 will consist of two essays and a take-home exam. Of the four essays assigned over the course (two in Michaelmas term, two in Lent term), the two essays which received the highest marks will be selected to count towards 50% of the final grade (i.e., 25% for each essay). In Summer term, a take-home exam, to be completed over the course of a week, will also be set.

PH214

Philosophy, Morals and Politics

This information is for the 2020/21 session.

Teacher responsible: Dr Jonathan Parry

The course is taught by Dr. Jonathan Parry, Dr. Campbell Brown, Dr. Lewis Ross, and Prof. Michael Otsuka.

Availability: This course is available on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics and BSc in Politics and Philosophy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: None.

Course content: The course will cover key topics in **moral and political philosophy**.

In weeks 1-5 of Michaelmas Terms, Jonathan Parry will discuss a range of topics in normative ethics, which is a branch of ethics that aims to identify the factors that determine the moral status of actions. Questions covered will include some of the following: (i) What sacrifices are we required to make for the sake of others? (ii) Does it make a moral difference that a person is less well off than she could have been? ('the non-identity problem') (iii) Is it permissible to cause harm to others in order to prevent greater harm? If so, are some ways of bringing about harm harder to justify than others? (iv) What are the moral limits on harming others in self-defence? (v) To what extent is the morality of self-defence different from the morality of defending other people? In weeks 7-11 of Michaelmas Terms, Lewis Ross will bridge the moral and political components of the course, considering a number of classic questions at the intersection between moral theory and political philosophy (which may include questions such as: when and why is it legitimate for a state to inflict harm upon its subjects? when can we disobey the state? can the moral status of our actions and the punishment we deserve be determined by factors outwith our control? is evolutionary theory a threat to our

views about morality? can the cultural circumstances in which we grow up absolve us of blame for bad beliefs?).

In weeks 1-5 of Lent Term, Michael Otsuka will discuss the following topics in political philosophy: What is the nature and justification of rights? Is redistributive taxation of earnings from labour on a par with forced labour? Is private property in land justified? Should laws lapse every twenty years, in order to prevent the dead from ruling the living? Are people entitled to compensation for injustices committed against their ancestors? In weeks 7-11 of Lent Term, Campbell Brown will discuss topics in metaethics. This branch of philosophy explores the fundamental nature of morality. When we contemplate 'first-order' moral questions – e.g., 'Is torture always morally wrong?' – we are often led to 'second-order', or metaethical, questions. Do first-order questions have objectively correct answers? If one person believes torture is always wrong, while another person denies this, must one of these people be mistaken? Can such disagreements be resolved by rational argument and scientific investigation? Or are these merely 'matters of opinion', where one person's belief is no more or less 'true' than any other's? Can the members of one culture legitimately criticise the moral norms of another culture? If morality is not objective, does it follow that public policy should not be based on morality?

Some topics in other areas of moral and political philosophy may also be covered.

Teaching: 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT.

Formative coursework: Students will be expected to produce 3 essays in the MT and LT.

Indicative reading: Thomson, J.J. 'Self-Defense', *Philosophy and Public Affairs* 20 (1991). Otsuka, M. 'Killing the Innocent in Self-Defense', *Philosophy and Public Affairs* 23 (1994). Quinn, W. 'Actions, Intentions and Consequences: The Doctrine of Doing and Allowing', *The Philosophical Review* 98 (1989). Øverland, G. 'Moral Obstacles: An Alternative to the Doctrine of Double Effect', *Ethics* 124 (2014). Parry, J. 'Defensive Harm, Consent, and Intervention', *Philosophy and Public Affairs* 43 (2017). Geoff Sayre-McCord, 'Metaethics', *The Stanford Encyclopedia of Philosophy* <<http://plato.stanford.edu/archives/sum2014/entries/metaethics/>>. Matthew Chrisman, What is this thing called Metaethics? Michael Smith, The Moral Problem; J.L. Mackie, *Ethics: Inventing Right and Wrong*. Nozick, R. *Anarchy, State and Utopia*. Locke, J. *Second Treatise of Government*. Cohen, G. A., 'Nozick on Appropriation', *New Left Review*, no. 150 (1985). Jefferson, T., Letter to James Madison (1789). Boxill, B., 'Black Reparations', *Stanford Encyclopedia of Philosophy* (2015)

Assessment: Essay (30%, 2000 words) and take-home assessment (60%) in the ST.

Class participation (10%).

The exam component of the course will be a take-home assessment. Students will have one week to complete the assessment, but the expectation is that the assessment will require the equivalent amount of work as a two-hour sat exam.

PH217

Set Theory and Further Logic

This information is for the 2020/21 session.

Teacher responsible: Professor Miklos Redei, LAK 4.03

Availability: This course is available on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics and BSc in Politics and Philosophy. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.

Pre-requisites: Logic (PH101) or Formal Methods of Philosophical Argumentation (PH104), with a grade of at least 65.

Course content: The aim of the course is to familiarize students of philosophy with the essentials of naive set theory and formal logic. From set theory, the course covers (i) what is needed for use in

formal reasoning, and (ii) what is of philosophical interest (Russell Paradox, elementary theory of cardinals and ordinals, transfinite induction, Axiom of Choice, Continuum Hypothesis). From logic, it covers the basic metatheory of sentential and first-order predicate logic (up to the completeness theorems), continues with Gödel's famous incompleteness theorems concerning the limitations of mathematical provability and ends with exploring extensions of classical logic.

Teaching: 20 hours of lectures and 15 hours of classes in the MT. 20 hours of lectures and 15 hours of classes in the LT.

Lectures will be delivered online.

Formative coursework: In each term, students are required to submit solutions to two problem-sets, and write one essay on a topic selected from a list or proposed by the student and approved by the instructor.

Indicative reading: Textbooks: Cameron, Peter: *Sets, Logic and Categories* (Springer, 1999); Sider, Theodore: *Logic for Philosophy* (Oxford University Press, 2010). Specific sections of these texts that are relevant to weekly topics will be indicated in the detailed course description and in the Moodle page of the course.

Additional reading: Halmos, Paul: *Naive Set Theory* (Springer reprint 2011); Crossley, John: *What is Mathematical Logic?* (Dover reprint 1991); Goble, Lou ed.: *The Blackwell Guide to Philosophical Logic* (Blackwell, 2001); Boolos, G., Burgess, J., & Jeffrey, R.: *Computability and Logic* (Cambridge University Press, 2007). Additional material on special topics will be made available on Moodle.

Assessment: Take-home assessment (100%) in the ST. Exam will be a 48 hour take home exam to be submitted electronically.

PH222

Philosophy and Public Policy

This information is for the 2020/21 session.

Teacher responsible: Dr Campbell Brown LAK 2.04

The course will be taught by Campbell Brown, Jonathan Parry, Johanna Thoma, and Michael Otsuka.

Availability: This course is compulsory on the BSc in Politics and Philosophy. This course is available on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method and BSc in Philosophy, Politics and Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: The course offers critical reflection on the design and evaluation of public policies from the perspective of moral and political philosophy. To this end, we study a range of theories and concepts that are used in policy evaluation. We often discuss and evaluate them by focusing on specific policy proposals. The course addresses questions such as the following.

- What is a correct public measure of well-being?
- Should people be left to bear the consequences of their free choices?
- May the government force you to buy health insurance?
- Is torture ever justified?
- Do prosperous countries have a right to close their borders to immigrants from poor countries?
- Should hate speech be protected by freedom of speech?
- Should the development of new drugs be left to private companies rewarded by patent protection?
- What is the optimal population size and what policies may the state pursue in order to achieve it?
- Should higher education be financed by student loans or general taxation?
- Should we be free to act as we choose so long as we do not harm others?
- How should we distribute the burdens of military service?
- Should children be given the vote?

Teaching: 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT.

This course has a reading week in Week 6 of both MT and LT. Some lectures and/or classes may be delivered in an online format.

Formative coursework: Students will be expected to produce 2 essays in the MT and 1 essay in the LT.

Indicative reading: A detailed list of readings will be available on moodle. The following is an indicative sample of readings that may be discussed in the course.

- Greg Bogner and Iwao Hirose (2014). *The Ethics of Health Care Rationing*. Routledge.
- A. Voorhoeve (2018) 'May a Government Mandate More Comprehensive Insurance than People Want for Themselves?' *Oxford Studies in Political Philosophy*.
- Michael Rustin (2016), 'The neoliberal university and its alternatives', *Soundings*
- Ronald Dworkin et al (1997) 'Assisted Suicide: The Philosophers' Brief'
- Carol Kates (2004). 'Reproductive Liberty and Overpopulation' *Environmental Ethics*.
- Jonathan Wolff (2011), *Ethics and Public Policy: A Philosophical Inquiry*
- Joseph Carens (1987), 'Aliens and Citizens: The Case for Open Borders', *The Review of Politics*
- Jeff McMahan (2008), 'Torture in Theory and Practice', *Public Affairs Quarterly*
- Michael J. Robillard and Bradley J. Strawser (2016), 'The Moral Exploitation of Soldiers', *Public Affairs Quarterly*
- Annabelle Lever (2014), 'When the Philosopher Enters the Room', *Philosophy and Public Issues*

Assessment: Exam (60%, duration: 2 hours) in the summer exam period.

Essay (30%, 2000 words) in the ST.

Class participation (10%).

PH223 Half Unit

Mind and Metaphysics

This information is for the 2020/21 session.

Teacher responsible: Prof Christian List

Availability: This course is available on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics and BSc in Politics and Philosophy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students must have completed The Big Questions: An Introduction to Philosophy (PH103).

Course content: Short description:

Some central topics in metaphysics and the philosophy of mind and action. Topics may vary by year.

More detailed description:

This course will cover selected key questions from metaphysics and the philosophy of mind and action. Illustrative questions include:

Metaphysics: Is "physicalism" – the thesis that everything is ultimately grounded in physical processes – philosophically defensible? Are there any features of the world that go beyond physical ones? What are the arguments for and against a reductionistic worldview? Is the world deterministic? Could there be true randomness? What is the nature of causation and causal laws? What is the role of time?

Mind and action: What does it mean to have a mind? What is an intentional agent? How can we make sense of the emergence of human and animal minds against the background of a physical world? Can mental states cause physical effects? What is consciousness, and how does it relate to physical properties? Do we have free will, and how should we think about this issue? Could agency be instantiated in entities other than biological organisms, such as robots or corporations?

The emphasis will be on developing a sharp understanding of

key concepts, arguments, and the logical relationships between different ideas, rather than providing an encyclopaedic historical or exegetical coverage. We aim to give students a conceptual toolbox for a rigorous analysis of some central philosophical questions in the areas of metaphysics and the philosophy of mind.

Teaching: 15 hours of lectures and 10 hours of classes in the LT.

Formative coursework: Students will be expected to participate actively in their classes and to write one formative essay. This may not be a draft of the summative assignment. They subsequently write a second essay, which is summative, to be submitted at the beginning of the next term.

Indicative reading:

- David Chalmers, *The Conscious Mind*;
- Jaegwon Kim, *Physicalism, or Something Near Enough*;
- L. A. Paul and Ned Hall: *Causation: A User's Guide*.

Assessment: Exam (50%, duration: 1 hour) in the summer exam period.

Essay (50%, 1500 words) in the ST Week 1.

PH224 Half Unit

Epistemology

This information is for the 2020/21 session.

Teacher responsible: Dr Anna Mahtani

Availability: This course is available on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics and BSc in Politics and Philosophy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students must have, or be in the process of completing PH111 Introduction to Logic.

Course content: Each of us represent the world as being a certain way. Perhaps we have knowledge about the world, or at any rate beliefs, or probabilities in certain possibilities. But how do we arrive at these representations? Do these representations reflect reality? And which conditions should they satisfy in order to be rational? Are perception, memory, testimony and intuitions reliable sources of information? The way that we represent the world affects the choices that we make, but how exactly do or should we arrive at decisions? These are some of the questions that we cover in this course on epistemology.

The first half of the course is an exploration of classic epistemology. We begin with the argument for skepticism about the external world, and in seeking to solve this problem we consider a range of positions and arguments in epistemology, including: the JTB account; the causal theory of knowing; reliabilism; internalism and externalism; contextualism and semantic externalism.

The second half of the course focuses on modern formal epistemology. We first address the question which rationality requirements systems of beliefs should satisfy and study the logic of rational belief. Moving from a qualitative to a quantitative concept of belief, we explore Bayesian epistemology – a powerful account of rational degrees of belief or credence. Moreover, we address the Lottery Paradox and investigate ways to connect the quantitative and the qualitative concept of belief.

Throughout, the aim will be to give a sharp understanding of key concepts, arguments, and the logical relationships between different ideas. We aim to give students a conceptual toolbox for rigorous analysis that can be applied to a range of areas.

Teaching: 10 hours of lectures, 10 hours of classes and 2 hours of workshops in the MT.

Lectures are taught alongside PH501 postgraduate students.

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

Indicative reading:

- Bertrand Russell, *The Problems of Philosophy*;
- Barry Stroud, *The Significance of Philosophical Scepticism*;
- Laurence Bonjour, *Epistemology: Classic Problems and*

Contemporary Responses, 2nd Edition;

• Brian Skyrms, *Choice and Chance*

Assessment: Essay (80%, 2000 words) in the period between MT and LT.

Exercise (10%) and class participation (10%) in the MT.

PH225 Half Unit

Business and Organisational Ethics

This information is for the 2020/21 session.

Teacher responsible: Mr Thomas Ferretti

Availability: This course is available on the BSc in Management, BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics, BSc in Politics and Philosophy, International Exchange (1 Term) and International Exchange (Full Year). This course is not available as an outside option. This course is available to General Course students.

Course content: This course is about philosophical and ethical issues related to the conduct of business. Some tough-minded people believe that business is like a game where winning means making as much money as possible. They believe that "business ethics" does not exist, that it is a contradiction in terms, and that whoever thinks otherwise – whoever thinks that business is also about treating others respectfully – is either naive, or deluded, or both. What these tough-minded people do not realise is that they are, in fact, making an ethical claim. They claim that, while we generally have ethical obligations towards others in society, when it comes to the game of business everyone is permitted to pay attention only to their personal gain. This statement may be correct, or it may be false. But it is definitely an ethical statement, simply because it makes claims about how people may permissibly behave. So, inadvertently, they are doing business ethics. In this introductory course to business ethics, we look at different types of ethical theories, and we apply them to problems that tend to arise in business contexts. The primary aim of the course is not to present you with ethical solutions or dogmatic responses, but to practice ethical reasoning, analytical skills, and critical thinking, so that towards the end of the course, you will no longer be satisfied with simple answers to difficult problems. You will also practice argumentative and writing skills that will help you express your thoughts clearly and concisely.

Topics discussed in the context of this course include:

- What are the moral responsibilities of managers?
- Is Milton Friedman correct that the main purpose of business is to increase profits?
- Do managers have instead moral responsibilities that are specific to their role as market actors, such as avoiding deception, fraud, or environmental degradation?
- What, if anything, is wrong with exploitation? If sweatshop workers voluntarily choose to work under exploitative conditions because they want a job, are such working conditions acceptable then?
- Should firms have an obligation to protect the privacy of their workers or customers?
- Why and how should firms tackle gender discrimination in the workplace?
- To what extent are the large pay packages that CEOs receive justified? What makes wages fair or unfair?

Required readings amount to about two papers per week.

Teaching: 10 hours of lectures and 10 hours of classes in the LT. This course has a reading week in Week 6 of LT.

This year, some or all of this teaching will take place online.

Formative coursework: One essay of 1500 words.

Indicative reading: Carr, Albert Z. (1968): "Is Business Bluffing Ethical?", in *Harvard Business Review*, 46 (1): 143-153. Friedman, Milton (1970): "The Social Responsibility of Business is to Increase its Profits", *New York Times Magazine*, Sept. 13. Heath, Joseph (2014): "A Market Failure Approach to Business Ethics", in *Morality, Competition, and the Firm: The Market Failures*

Approach to Business Ethics, pp. 25-41. Oxford: Oxford University Press. Moriarty, Jeffrey (2009): "How Much Compensation Can CEOs Permissibly Accept?", in *Business Ethics Quarterly*, 19 (2): 235-250. Zwolinski, Matt (2007): "Sweatshops, Choice, and Exploitation", *Business Ethics Quarterly* 17 (4): 689-727.

Assessment: Exam (50%, duration: 2 hours) in the summer exam period.

Essay (50%, 2000 words) in the ST.

PH227 Half Unit

Genes, Brains and Society

This information is for the 2020/21 session.

Teacher responsible: Dr Ella Whiteley and Dr Michael Diamond-Hunter

Availability: This course is available on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics and BSc in Politics and Philosophy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course examines, from a philosophical perspective, the ways in which recent developments in genetics and neuroscience challenge our conceptions of what we are – and what we could become.

Topics covered include:

Human nature: Does the concept of 'human nature' have any biological basis? Can we distinguish between those traits which are part of 'human nature' and those which are not? Should we attempt to improve human nature by means of technologies such as gene editing?

Gender and the brain: Are 'sex' and 'gender' the same thing? Are gender categories natural or social? Are there robust psychological differences between men and women? If so, are these 'hardwired' into the brain or the product of socialization? Are our brains either 'male' or 'female', or are they 'intersex'?

Race and the genome: Do races exist? Is there any objective biological basis for racial categorization, or are races socially constructed? Does the concept of 'race' have a legitimate role in medicine?

Animals and people: What is the evidence for animal sentience? What are the ethical issues surrounding the use of animals in biomedical research? If we could reduce animal suffering through gene editing, should we? Do some non-human animals have 'personhood'?

Right and wrong: Has neuroscience shown that morality is more a matter of emotion than reason? Can we use neuroscience to help us choose between ethical theories? Should neuroscience inform the decision-making of our legal system? Can it be used to help us improve our own moral behaviour?

Teaching: 10 hours of lectures and 10 hours of classes in the MT.

Lectures: Weeks 1-5 and 7-11

Classes: Weeks 1-5 and 7-11

Formative coursework: A critical analysis exercise (1,000 words)

Indicative reading: Suggested introductory readings:

- Glover, J. (2008) *Choosing Children*.
- Jordan-Young, R., (2010). *Brain Storm*.
- James, M. (2011) "Race", in the *Stanford Encyclopedia of Philosophy* [online]
- Greene, J. D. (2013) *Moral Tribes*.

Assessment: Essay (50%, 1500 words) in the MT.

Essay (50%, 1500 words) in the LT.

There is no exam for this half-unit. There will be two summative essays, each worth 50% of the final mark.

PH230 Half Unit

Einstein for Everyone: From time travel to the edge of the universe

This information is for the 2020/21 session.

Teacher responsible: Dr Bryan Roberts LAK 1.01

Availability: This course is available on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics and BSc in Politics and Philosophy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: There are no prerequisites for this course; it is accessible to students of all backgrounds.

Course content: Does the universe have an edge? Is time travel possible? What is a black hole, and in what sense are space, time and gravity a matter of "geometry"? The modern theory of spacetime introduced by Einstein provides a precise framework in which to ask these questions. This course makes their analysis accessible to everyone.

Students will have the opportunity to engage with Einstein's theories of relativity, to use them to analyse philosophical problems, and to examine their philosophical and practical implications. Students will learn to apply these conceptual tools to the analysis of space, time and gravity, as well as to formulate and argue for their own perspectives on the philosophical implications of relativity theory.

One is often faced with unsubstantiated declarations about the implications of Einstein's theories, by both scientists and non-scientists. This course will equip non-scientists with the conceptual tools needed to critically analyse these claims for themselves. It will also provide students with the tools needed to discuss the philosophy of space and time from a modern perspective. Einstein for Everyone requires absolutely no background in physics or maths.

Teaching: 10 hours of lectures and 10 hours of classes in the MT. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos.

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

Students are also expected to prepare answers to a few short questions each week for discussion in class.

Indicative reading: - Norton, John D. (2015) *Einstein for Everyone*.
- Hugget, Nick. (2010) *Everywhere and Everywhen: 160 Adventures in Physics and Philosophy*.

- Einstein, Albert (1920) *Relativity: The special and general theory*.

- Euclid (1908) *The Thirteen Books of Euclid's Elements*, Vol I.

- Poincaré, Henri (1905) *Science and Hypothesis*.

Weekly essential readings will be provided on Moodle, selected individually from various book chapters and journal articles.

Assessment: Essay (50%, 1500 words) in the MT.

Essay (50%, 1500 words) in January.

PH232 Half Unit

Physics and the City: From Quantum Jumps to Stock Market Crashes

This information is for the 2020/21 session.

Teacher responsible: Dr Bryan Roberts LAK 1.01

Availability: This course is available on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics and BSc in Politics and Philosophy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: There are no prerequisites for this course; it is accessible to students of all backgrounds.

Course content: One of the most surprising discoveries of the 20th century is that many things can be described by tiny atoms moving randomly about. Thinking about the physical world in this way led to the invention of modern particle physics. Thinking about the financial world in this way led to modern financial modeling. This course is about some of the philosophical issues underlying the relationship between physics and finance.

Students in this course will explore some of the most important conceptual and philosophical questions underlying physics and finance, like: How are assumptions about randomness compatible with observed forms of determinism? What does it mean to be an atom? How does the quantum world differ from the everyday world? What explains why physical models have unexpected applications in finance? To what extent do such applications help to underpin how the prices of financial instruments are set? The course will proceed at a conceptual level that is suitable for students of all backgrounds.

Teaching: 10 hours of lectures and 10 hours of classes in the LT. This year, some or all of this teaching will take place online.

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

Students are also required to prepare to discuss a few short questions in each weekly class meeting.

Indicative reading: Weekly essential readings will be provided on Moodle, selected individually from various book chapters and journal articles. Some indicative readings include:

- MacKenzie, Donald. *An Engine Not a Camera*, excerpts.

- Malkin, Burton G. *A random walk down Wallstreet*, excerpts.

- Norton, John D. *Einstein for Everyone*, Chapters 34-37 on

Brownian motion and the origins of quantum theory.

- Weatherall, James O. *The Physics of Wallstreet* (optional further reading)

Assessment: Essay (50%, 1500 words) in the LT Week 11.

Essay (50%, 1500 words) in the ST.

PH301 Not available in 2020/21

Rationality and Choice

This information is for the 2020/21 session.

Teacher responsible: Prof Richard Bradley LAK2.03

Availability: This course is available on the BSc in Philosophy, Politics and Economics. This course is not available as an outside option nor to General Course students.

Available only for 4th year students in the BSc. PPE.

Pre-requisites: Students must have completed Formal Methods of Philosophical Argumentation (PH104).

Students must have completed Microeconomic Principles I (EC201) or Microeconomic Principles II (EC202)

Course content: This course introduces the three main components of rational choice theory: individual decision theory (including probability theory), game theory and social choice theory. Students will become familiar with the kinds of problems and solution techniques (the logical/mathematical machinery) that characterise these areas of rational choice. The primary aim of the course, however, is to philosophically examine the theories in question. To this end we examine the basic assumptions underlying the dominant decision and social choice models, and how these assumptions relate to the role(s) these models are supposed to play in various areas of philosophy (e.g. philosophy of science and ethics) and in the social sciences.

Teaching: 15 hours of lectures and 10 hours of classes in the MT. 15 hours of lectures and 10 hours of classes in the LT.

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

Indicative reading: Richard Jeffrey, *The Logic of Decision*, Michael Resnik, *Choices: an introduction to decision theory*, Martin Peterson *An Introduction to Decision Theory*, Amartya Sen *Collective Choice and Social Welfare*, Duncan Luce and Howard Raiffa *Games and Decisions*, Wulf Gaertner *A Primer in Social Choice Theory*, Ken Binmore, *Game Theory: A Very Short*

Introduction

Assessment: Exam (100%, duration: 3 hours) in the summer exam period.

The exam will consist of three sections. Section A will contain short questions of a technical nature. Sections B and C will contain longer essay questions

PH311

Philosophy of Economics

This information is for the 2020/21 session.

Teacher responsible:

Dr Johanna Thoma
Dr Campbell Brown
Prof Richard Bradley
Dr Kate Vredenburg

Availability: This course is compulsory on the BSc in Philosophy and Economics. This course is available on the BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics and BSc in Politics and Philosophy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students must have completed a university-level introductory course in economics, such as EC100 or EC102. Although it is a third-year course, second-year students can take it with permission.

Course content: This course provides a philosophical discussion of (1) the methods and (2) the normative commitments of contemporary economics.

(1) Here the course will focus on economic methodology and the foundations of utility theory, with an eye to important current debates in economics. We will discuss questions such as: What is utility, and how do economists measure it? Does evidence of widespread 'irrationality' from behavioural economics undermine standard microeconomic theory? Can idealised models teach us anything about real-world phenomena? If yes, how? How should we measure important economic variables, such as inflation? How do we best find out what interventions work in development? Does macroeconomics need microfoundations? Is the economics profession to blame for its failure to predict the financial crisis? (2) The second area of focus is on welfare economics, and the ethical assumptions and implications of economics. We will cover questions such as: Is getting what you want always good for you? Can you be harmed by something if you never know about it? Does it make sense to say that eating pizza gives me more happiness than going to the movies gives you? Is it possible to combine the preferences of individuals into an overall 'social' preference? Does it matter if the well-being of some people is less than that of others? When and why are markets desirable? Is paternalism always bad, and does welfare economics really avoid it? How should we resolve collective action problems? What is a fair way to distribute the tax burden?

Teaching: 15 hours of lectures and 10 hours of classes in the MT. 15 hours of lectures and 10 hours of classes in the LT. This course is delivered through a combination of seminars and lectures totalling a minimum of 50 hours across Michaelmas Term and Lent Term. This year, some or all of this teaching will be delivered virtually. This course includes a reading week in Week 6 of both Michaelmas Term and Lent Term.

Formative coursework: Students will be expected to produce 2 essays in the MT and 1 presentation in the LT. Students will be expected to produce two formative essays of 1,500 words each in MT. Note that at least one of these must be submitted since a reworked version is an essential part of the summative work for the course. There will also be a formative group debate in LT.

Indicative reading: D. Hausman, *The Philosophy of Economics: An Anthology*; J. L. Bermudez, *Decision Theory and Rationality*; J.

Cohen and W. Easterly, *What Works in Development: Thinking Big and Thinking Small*; D. Hausman and M. McPherson, *Economic Analysis, Moral Philosophy, and Public Policy*; M. D. Adler, *Measuring Social Welfare: An Introduction*; D. Satz, *Why Some Things Should Not Be for Sale*.

Assessment: Exam (30%, duration: 2 hours) in the summer exam period.

Essay (30%, 2500 words) in the LT.

Essay (30%, 2000 words) in the ST.

Class participation (10%).

Summative Essay 1 (2,000 words, +500 words reflective commentary, 30%, due in LT) is a rewritten version of one of the formative essays on the MT material.

Summative Essay 2 (2,000 words, 30%, due in ST) covers the LT material.

The 2-hour ST exam (30%) consists of short-answer questions covering material from both MT and LT. This year, if necessary, the exam may be converted to a take-home exam.

Class participation counts for 10% of the course grade.

PH333 Half Unit

Philosophy of Gender and Race

This information is for the 2020/21 session.

Teacher responsible: Dr. Michael Diamond-Hunter and Dr. Ella Whiteley

Availability: This course is available on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics and BSc in Politics and Philosophy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This half-unit examines, from a philosophical perspective, the nature of gender and race and the role these categories play in shaping the social world and structuring human lives.

Topics covered will include:

Gender and Biology: How does "gender" relate to "sex"? Is our concept of biological "sex" objective, and free from gender stereotypes and norms? Is our sex fixed or changeable?

Gender and Society: Does society oppress certain genders, and if so, how? How does sexism intersect with other oppressions, like racism and transphobia?

Race and Society: How does the social meaning of "race" vary around the world? Should we try to reconcile "ordinary" conceptions of "race" with technical conceptions of "race"? How should we understand the directionality and limits of racial classification?

The Future of Gender and Race: Will race and gender still exist in the future? Should we try to work for a race-free and gender-free world, or should these ways of classifying people be preserved? We will focus on approaches to these questions from "analytic" philosophy, including feminist and race-critical approaches and approaches from the philosophy of science. The aim is to confront the big questions of gender and race by analysing and constructing careful and precise philosophical arguments.

Teaching: 10 hours of lectures and 10 hours of classes in the LT. Students on this course will have a reading week in Week 6.

Formative coursework: Students will be expected to produce 1 exercise in the LT.

Indicative reading: Suggested introductory reading:

- Fausto-Sterling, 2000 [2020 New Edition]. *Sexing the Body: Gender Politics and the Construction of Sexuality*.
- Crenshaw, K., 1989. *Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics*.
- Bettcher, Talia, 2020. *Feminist Perspectives on Trans Issues*, The Stanford Encyclopedia of Philosophy.
- Appiah, Kwame Anthony, 2005. *The Ethics of Identity*.
- Lee, Sandra Soo-Jin, Koenig, Barbara K., and Richardson, Sarah

- S., (eds.) 2011. *Revisiting Race in a Genomic Age*
- Glasgow, J., Haslanger, S., Jeffers, C. and Spencer, Q., 2019. *What is Race?*
 - Zack, Naomi, 1993. *Race and Mixed-Race. Morality of Race.*

Assessment: Essay (45%, 1500 words) in the LT.

Essay (45%, 1500 words) in the ST.

Class participation (10%).

There is no exam for this half-unit. There will be two summative essays, each worth 45% of the final mark. 10% of the final mark will be awarded for class participation.

PH340

PPE Research Seminar

This information is for the 2020/21 session.

Teacher responsible: Dr Johanna Thoma

Availability: This course is compulsory on the BSc in Philosophy, Politics and Economics. This course is not available as an outside option nor to General Course students.

Course content: In this course, PPE students are placed in reading groups to discuss recent books by scholars working at the intersection of Philosophy, Politics and Economics. Philosophy faculty guide their selection of books and subsequent reading and research on the book. Each group organizes a research seminar on their book or a related topic open to the wider LSE PPE community.

Teaching: 2 hours of lectures, 1 hour and 30 minutes of seminars and 15 hours of classes in the MT. 3 hours of seminars, 15 hours of classes and 2 hours of workshops in the LT. 1 hour and 30 minutes of seminars and 2 hours of workshops in the ST. No meetings take place in reading week (Week 6).

*Note: Students will only be expected to attend 7.5 hours of classes either in MT or in LT, depending on which reading group they are assigned to. Students are also only expected to attend one Workshop, in the term following their classes.

This year, some or all of this teaching may be delivered virtually.

Formative coursework: Students will be expected to produce 1 piece of coursework in the term in which they attend classes. Each student will be asked to write a 250 word abstract of the book review they would like to write. Students will be placed in small groups (about three per reading group) to write their book reviews on the basis of these abstracts.

Indicative reading: Examples of recent books appropriate for PPE reading groups:

- Anna Alexandrova, *Philosophy for the Science of Well-Being* (2017)
- Elizabeth Anderson, *Private Government: How Employers Rule Our Lives (and Why We Don't Talk about It)* (2017)
- Kwame Anthony Appiah, *The Lies That Bind: Rethinking Identity* (2018)
- Anthony Atkinson, *Measuring Poverty Around the World* (2019)
- David Colander and Craig Freedman, *Where Economics Went Wrong: Chicago's Abandonment of Classical Liberalism* (2018)
- Cecile Fabre, *Economic Statecraft: Human Rights, Sanctions, and Conditionality* (2018)
- Robert Goodin and Kai Spiekermann, *An Epistemic Theory of Democracy* (2018)
- David Graeber, *Bullshit Jobs* (2018)
- Kate Manne, *Down Girl: The Logic of Misogyny* (2017)
- Cailin O'Connor, *The Origins of Unfairness* (2019)
- Eric Posner and Glen Weyl, *Radical Markets: Uprooting Capitalism and Democracy for a Just Society* (2018)
- Robert Sugden, *The Community of Advantage* (2018)
- Paul Tucker, *Unelected Power: The Quest for Legitimacy in Central Banking and the Regulatory State* (2018)
- Philippe Van Parijs and Yannick Vanderborght, *Basic Income: A Radical Proposal for a Free Society and a Sane Economy* (2017)

The students will also get the chance to make their own proposals of books to read, which we will vet.

Assessment: Class participation (30%), group exercise (20%), group essay (40%) and other (10%).

The overall grade the students will receive will be one of four: fail, pass, merit and distinction.

Participation (of which attendance is a crucial part) counts for 30% of the grade. 20% is for doing one's fair share in helping to organize one of the research seminars, assessed by a short written reflection on one's contribution. Students will be asked to produce a 3,000 word book review in small groups, which counts for 40% of the grade. A first draft will be peer reviewed and discussed at a feedback workshop. The student contribution to peer review will count for the final 10% of the grade (note that the book review is not peer assessed, that is, other students' feedback will not directly affect a group's grade for the book review).

PH341

Philosophy, Politics and Economics: Applications

This information is for the 2020/21 session.

Teacher responsible: Prof Alexander Voorhoeve LAK 401

This course will be jointly taught by Prof. Alex Voorhoeve and Dr. Liam Kofi Bright.

Availability: This course is compulsory on the BSc in Philosophy, Politics and Economics. This course is not available as an outside option nor to General Course students.

Available only to fourth-year PPE students.

Pre-requisites: The course will be available only to 4th-year PPE students.

Course content: This course will draw on concepts, theories and findings from Philosophy, Politics and Economics to tackle questions faced by decision-makers in public and private institutions. Each week will focus on a case study. Students will be expected to have had some prior exposure to the issues in previous courses—this course will stand out by being more interdisciplinary, in-depth and practical. Questions covered may include:

1 **Risky public decisions:** Decision theorists speak of risky situations when the decision-maker can assign probabilities to all relevant outcomes of their choices. How should we assess policies such as cancer screening that expose everyone to both a large chance of a small or moderate cost (such as inconvenience or false positive tests) while also saving them from a small chance of a very large harm (such as early death)?

2 **Severely uncertain public decisions:** Decision theorists speak of severely uncertain situations when the decision-maker cannot assign probabilities to all relevant outcomes of their choices. How should we assess policies, such as measures to combat a novel, highly infectious disease, or climate change, in such severely uncertain situations?

3 **Privacy and consent in online environments:** Are current regulations involving the transfer of personal data online adequate? If not, how should they be revised?

4 **The Resource Curse:** In unstable or grossly undemocratic states, the presence of natural resources often leads to oppression and/or civil war. Should democracies therefore ban the purchase of natural resources from such states?

5 **International reparations:** What, if anything, do the formal imperial powers owe their former colonies?

6 **A market for refugee quotas:** Should countries who do not wish to host refugees be able to pay other countries to take them in, in a "free market" for hosting refugees?

7 **Discrimination and the market:** Some have argued that free markets are good because they will, over time, eliminate discrimination, both because, in markets, people will mix with people of all backgrounds and because they will be judged on the quality of their goods or services alone. How powerful is this case?

8 **Concentration of wealth and economic power:** In many societies, economic power is becoming increasingly concentrated, in two ways: many sectors are dominated by a handful of large firms; and wealth is becoming increasingly unequal. In which

ways, if any, is this problematic? What are the implications of this concentration for democracy? Should dominant firms be forcibly broken up? Should inheritance be highly taxed?

9 Behavioural science and policy: Do the irrationalities documented by behavioural science legitimate paternalistic nudges, taxation, and subsidies? Does sensitivity of people's answers to how questions are framed make surveys about people's opinions on matters of policy untrustworthy?

10 Science and society: Can natural and social scientific expertise be deferred to in a democracy, or is such deference inimical to democratic rule? Which social institutions can ensure that scientists have the right incentives to produce reliable work, rather than fraudulent or unreliable findings? How should we decide which research gets funded?

Teaching: 10 hours of seminars, 10 hours of seminars and 10 hours of classes in the MT. 10 hours of seminars, 10 hours of seminars and 10 hours of classes in the LT. 2 hours of workshops in the ST. There are two weekly seminars with all members of the cohort. The first will set out key ideas and is close to an "interactive lecture format". It will present theories and findings from the three disciplines relevant to the policy issue being studied in that week. The second seminar will feature full-group discussion based on student questions posted on the Forum beforehand; it will also feature some Q&A with invited experts and student team presentations. There will also be two small-group classes in which further questions relating to the material are discussed. This year, some or all of this teaching will take place online.

Formative coursework: Students will be expected to produce 3 essays and 1 exercise in the MT and LT. Students will write two 1,500-word formative essays and one mock exam question.

Students will be able to choose between joining a team presentation or becoming student editors. In the former case, they will have a feedback meeting on a draft presentation; in the latter case they will give formative feedback on two papers which will be discussed in an editors' meeting.

Indicative reading:

- D. Hausman, M. McPherson and D. Satz, *Economic Analysis, Moral Philosophy and Public Policy*. Cambridge University Press, revised edition, 2016.
- A. Oliver (ed.) *Behavioural Public Policy*. Cambridge University Press, 2013.
- L. Bovens, "The Ethics of Nudge." In *Preference Change*. 160Theory and Decision Library 16042 (2009): 207-219.
- L. Wenar. *Blood Oil*. Oxford University Press, 2015.
- J. Fernández-Huertas Moraga & H. Rapoport. "Tradable immigration quotas." *Journal of Public Economics* 115 (2014) 94–108.
- D. Halliday. *Inheritance of Wealth: Justice, Equality, and the Right to Bequeath*. Oxford University Press, 2018.
- L. Kofi Bright. "On Fraud." in *Philosophical Studies* Vol. 174 (2017); 291-310.
- M. Fleurbaey and A. Voorhoeve "Decide as You Would with Full Information! An Argument against ex ante Pareto." In Nir Eyal, Samia Hurst, Ole Norheim, and Dan Wikler (eds.), *Inequalities in Health: Concepts, Measures, and Ethics*. Oxford University Press (2013), pp. 113-128.

An extensive list of required and further readings will be available on Moodle.

Assessment: Exam (40%, duration: 2 hours) in the summer exam period.

Essay (40%, 2000 words) in the ST.

Exercise (10%) in the LT.

Class participation (10%).

For the exercise, students will choose between a summative team presentation and becoming a student editor.

PH399

Dissertation in Philosophy

This information is for the 2020/21 session.

Teacher responsible: Dr Marie Milofsky

Availability: This course is available on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics and BSc in Politics and Philosophy. This course is not available as an outside option nor to General Course students.

Course content: The dissertation may be on any topic for which a suitable supervisor in the Philosophy department can be found.

Selection of topic

Candidates should have the subject of their dissertation approved by their supervising member of department.

Arrangements for supervision

The dissertation is an opportunity to do extended independent research and writing and to present this work to one's peers. It should reflect the candidate's own views but must develop out of some established part of the philosophical literature. Students should carefully discuss their topic and approach with their supervisor who will also advise on reading and give feedback on written work. Students must have regular meetings with their supervisor, submit written work regularly, and keep a formal record of their work and progress. Students must also present an early version of their argument to fellow students and will be given feedback on the quality of their presentation as well as on the content of their arguments.

Teaching: 2 hours of seminars in the MT. 20 hours of seminars in the LT.

This year, some or all of this teaching will take place online.

Formative coursework: Students will be expected to produce 1 piece of coursework in the MT and 2 essays, 1 presentation and 1 other piece of coursework in the LT.

The formative coursework sets out several steps towards the dissertation: a literature review (due in MT); a first 2,000 words (due in week 1 of LT), a subsequent 3,000 words (which may be in part a revision of the first 2,000 words), due in week 5 of LT; a presentation of the student's arguments in LT; and a full draft of the dissertation, due in week 11 of LT. All written coursework must be submitted by email to both the student's supervisor and the teacher responsible. Students who fail to submit this coursework on time may be barred from submitting the dissertation. Participation in the weekly seminar and the quality of the presentation will determine 10% of the final mark for the course.

Assessment: Dissertation (90%, 7000 words) in the ST.

Class participation (10%).

Dissertations must be submitted in May 2021, exact date to be confirmed. They should be 5,000-7,000 words, and should be typewritten.

S0100

Key Concepts: Introduction to Social Theory

This information is for the 2020/21 session.

Teacher responsible: Prof Chetan Bhatt STC.S107

Availability: This course is compulsory on the BSc in Language, Culture and Society and BSc in Sociology. This course is available on the BSc in International Relations, BSc in International Social and Public Policy, BSc in Politics, BSc in Politics and International Relations, BSc in Psychological and Behavioural Science and BSc in Social Policy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: The course aims to introduce students to sociological theory by examining the work and ideas of normally eight key thinkers in social thought. For each thinker, the course will provide an overview of their contribution to the discipline of sociology, examine in detail one or more of their important texts, and also consider how their analysis could be applied to

contemporary social issues.

Teaching: This course is delivered through a combination of lectures, online materials and classes totalling a minimum of 40 hours across MT and LT, with revision sessions in ST.

Reading Weeks: Students on this course will have a reading week in MT Week 6 and LT Week 6, in line with departmental policy.

Formative coursework: Four 2,000 word formative essays or their equivalent (two in MT; two in LT), for feedback from class teachers.

Indicative reading: A detailed reading list will be available at the first lecture, but for general preparatory reading, students might wish to consult the following: D Lee & H Newby, *The Problem of Sociology*; Z Bauman, *Thinking Sociologically*; S Bruce, *Sociology: A Very Short Introduction*.

Assessment: Exam (100%, duration: 3 hours) in the summer exam period.

Attendance at all classes and submission of all set coursework is required.

SO100GC Half Unit

Key Concepts: Introduction to Social Theory (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Prof Chetan Bhatt STC.S107

Availability: This course is available with permission to General Course 'Spring Semester' students.

Course content: The course aims to introduce students to sociological theory by examining the work and ideas of normally four key thinkers in contemporary social thought. For each thinker, the course will provide an overview of their contribution to the discipline of sociology, examine in detail one or more of their important texts, and also consider how their analysis could be applied to contemporary social issues.

Teaching: This course is delivered through a combination of lectures, online materials and classes totalling a minimum of 20 hours in LT, with revision sessions in ST.

Reading Weeks: Students on this course will have a reading week in LT Week 6, in line with departmental policy.

Formative coursework: Two 2,000 word formative essays or their equivalent in LT, for feedback from class teachers.

Indicative reading: A detailed reading list will be available at the first lecture, but for general preparatory reading, students might wish to consult the following: D Lee & H Newby, *The Problem of Sociology*; Z Bauman, *Thinking Sociologically*; S Bruce, *Sociology: A Very Short Introduction*.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

Attendance at all classes and submission of all set coursework is required.

SO102

Data in Society: Researching Social Life

This information is for the 2020/21 session.

Teacher responsible: Prof Michael Savage STC.S210 and Dr Anastasia Kakou COL.5.13

Availability: This course is compulsory on the BSc in Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is not available to General Course students.

Course content: This course explores how numbers are deployed in social settings, and how they are used in sociology to construct and challenge our understanding of the social world. The first part of the course introduces students to the importance of quantification in modern societies, familiarizes them with the main instruments for the collection of quantitative data, and provides them with an overview of the

methods used to treat such data in contemporary sociology. We cover both descriptive and explanatory methods, and we reflect on the vision of the social world implicitly associated with each of the methods we encounter. In the second part students start learning basic descriptive skills of quantitative data analysis, notably how to download large data sets, how to manipulate variables and carry out descriptive statistical analyses with statistical software Stata, and how to present statistical information in tabular and graphical form. The quantitative analysis is done in the context of a sociological observation or hypothesis, and emphasis is given on the interpretation of the results and their comparison to the findings of key readings.

Teaching: This course is delivered through a combination of lectures, online materials and classes totalling a minimum of 40 hours across MT and LT, with revision sessions in ST. Reading Weeks: Students on this course will have a reading week in MT Week 6 and LT Week 6, in line with departmental policy.

Formative coursework: One 2000 word essay (MT).

One report including a review of key readings, data processing and descriptive statistical analysis using Stata, interpretation of results, and conclusion (LT).

Indicative reading: Gould, Stephen Jay. 1981. *The Mismeasure of Man*. New York: Norton. Desrosières, Alain. 2002. *The Politics of Large Numbers: A History of Statistical Reasoning*. Cambridge: Harvard University Press. Savage, Mike, and Roger Burrows. 2007. "The Coming Crisis of Empirical Sociology", *Sociology* 41: 885-898. Wasserman, Stanley, et Katherine Faust. 1994. *Social Network Analysis: Methods and Applications*. Cambridge: Cambridge University Press. Salganik, Matthew J., Peter S. Dodds, and Duncan J. Watts. 2006. "Experimental Study of Inequality and Unpredictability in an Artificial Cultural Market", *Science* 311: 854-856. Gelman, Andrew, and Jennifer Hill. 2006. *Data Analysis Using Regression and Multilevel/Hierarchical Models*. Cambridge: Cambridge University Press. Catherine Marsh and Jane Elliot (2008): *Exploring Data* (2nd ed.)

Assessment: Essay (50%, 3000 words) in the ST.

Take-home assessment (50%) in January.

Take home assessment to be completed during the January exam period.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the second Thursday of Summer Term.

Attendance at all classes and submission of all set coursework is required.

SO110

Power, Inequality, and Difference: Contemporary Themes in Sociology

This information is for the 2020/21 session.

Teacher responsible: Professor Fran Tonkiss STC.S205

Availability: This course is compulsory on the BSc in Language, Culture and Society and BSc in Sociology. This course is available on the BA in Geography, BA in Social Anthropology, BSc in Politics, BSc in Politics and International Relations and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: The course provides an introduction to key areas of theory and analysis in contemporary sociology. Students will gain an understanding of critical research and debates within the discipline, and of how sociology engages with topical real-world issues. The course centres on the ways in which power relations, social and economic inequalities, forms of identity and difference are shaped in contemporary societies – focusing on both formal political and socio-economic structures and everyday experiences and identities. These issues include: class, capitals and social mobility; race, ethnicity and multi-culturalism; gender and sexual

identities; politics, social movements and the nation-state.

Teaching: This course is delivered through a combination of lectures, online materials and classes totalling a minimum of 40 hours across MT and LT, with revision sessions in ST.
Reading Weeks: Students on this course will have a reading week in MT Week 6 and LT Week 6, in line with departmental policy.

Formative coursework: Two formative essays in MT, one formative essay in LT.

Indicative reading: M. Savage (2015) *Social Class in the 21st Century*; B. Skeggs (1997) *Formations of Class and Gender*; L. Back and J. Solomos (Eds) (2000) *Theories of Race and Racism: A Reader*; A. Gutmann (Ed) (1994) *Multiculturalism: Examining the Politics of Recognition*; S. Jackson & S. Scott (Eds) (2002) *Gender: A Sociological Reader*; K. Woodward (Ed) (2004) *Questioning Identity: Gender, Class and Ethnicity*; G. Bhattacharyya (2002) *Sexuality and Society*; D. Bell and J. Binnie (2000) *The Sexual Citizen: Queer Politics and Beyond*; B. Anderson (1983) *Imagined Communities*; E. Gellner (1983) *Nations and Nationalism*; M. Flinders (2012) *Defending Politics: Why Democracy Matters in the Twenty-First Century*.

Assessment: Exam (70%, duration: 3 hours) in the summer exam period.

Essay (30%, 3000 words) in the ST.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the first Tuesday of Summer Term.

Attendance at all classes is required and submission of all set coursework is compulsory.

S0110GC Half Unit

Power, Inequality, and Difference: Contemporary Themes in Sociology (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Professor Fran Tonkiss STC.S205

Availability: This course is available with permission to General Course 'Spring Semester' students.

Course content: The course provides an introduction to key areas of theory and analysis in contemporary sociology. Students will gain an understanding of critical research and debates within the discipline, and of how sociology engages with topical real-world issues. The course centres on the ways in which power relations, forms of identity and difference are shaped in contemporary societies – focusing on both formal political structures and everyday experiences and identities. The course considers issues of gender, intersectionality and sexual identities; politics, national identity and social movements.

Teaching: This course is delivered through a combination of lectures, online materials and classes totalling a minimum of 20 hours in LT, with revision sessions in ST.

Reading Weeks: Students on this course will have a reading week in LT Week 6, in line with departmental policy.

Formative coursework: One formative essay in LT.

Indicative reading: S. Jackson & S. Scott (Eds) (2002) *Gender: A Sociological Reader*; K. Woodward (Ed) (2004) *Questioning Identity: Gender, Class and Ethnicity*; G. Bhattacharyya (2002) *Sexuality and Society*; D. Bell and J. Binnie (2000) *The Sexual Citizen: Queer Politics and Beyond*; B. Anderson (1983) *Imagined Communities*; E. Gellner (1983) *Nations and Nationalism*; M. Flinders (2012) *Defending Politics: Why Democracy Matters in the Twenty-First Century*.

Assessment: Essay (100%, 3000 words) in the ST.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the first Tuesday of Summer Term.

Attendance at all classes is required and submission of all set coursework is compulsory.

S0201

Key Concepts: Advanced Social Theory

This information is for the 2020/21 session.

Teacher responsible: Dr Monika Krause STC S207 and Dr Sarah Salem STC S218

Availability: This course is compulsory on the BSc in Language, Culture and Society, BSc in Social Policy and Sociology and BSc in Sociology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course engages key sociological issues through the critical reading of theoretical and analytical texts. Students will engage with advanced concepts in sociological thought, and will explore the connections between theoretical arguments and the practice of social enquiry and analysis. Students will read a combination of social theory texts in a range of traditions as well as contemporary research studies.

Teaching: This course is delivered through a combination of lectures, online materials and classes totalling a minimum of 40 hours across MT and LT, with a revision session in ST.

Reading Weeks: Students on this course will have a reading week in MT Week 6 and LT Week 6, in line with departmental policy.

Formative coursework: One coursework submission each term is a course requirement.

Indicative reading: There is no set textbook for this course - each week's teaching is based on the critical reading of key texts.

Assessment: Exam (50%, duration: 2 hours) in the summer exam period.

Essay (50%, 3500 words) in the LT.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the fourth Thursday of Lent Term. Attendance at all classes and submission of all set coursework is required.

S0201GC Half Unit

Key Concepts: Advanced Social Theory (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Dr Monika Krause STC S207

Dr Sara Salem STC218

Availability: This course is available with permission to General Course 'Spring Semester' students.

Course content: This course engages key sociological issues through the critical reading of theoretical and analytical texts. Students will engage with advanced concepts in sociological thought, and will explore the connections between theoretical arguments and the practice of social enquiry and analysis. Students will read a combination of social theory texts in a range of traditions as well as contemporary research studies.

Teaching: This course is delivered through a combination of lectures, online materials and classes totalling a minimum of 20 hours in LT, with a revision session in ST.

Reading Weeks: Students on this course will have a reading week in LT Week 6, in line with departmental policy.

Formative coursework: One coursework submission in Lent Term is a course requirement.

Indicative reading: There is no set textbook for this course - each week's teaching is based on the critical reading of key texts.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

Attendance at all classes and submission of all set coursework is required.

SO203

Political Sociology

This information is for the 2020/21 session.

Teacher responsible: Dr Robert Archer STC.S114a

Availability: This course is available on the BSc in Language, Culture and Society, BSc in Social Policy and Sociology and BSc in Sociology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: Political Sociology concerns the way in which political and social factors interact to produce the societies in which we live. This course aims to discuss some central empirical and theoretical questions in the field. The course begins by examining classic comparative debates about the relationship between the development of states and nations on the one hand, and the rise of capitalism and democracy on the other. We will then examine the impact that social cleavages have on parties, elections and other political institutions in a number of different countries. We will examine the strength and political impact of both labour movements and other important social movements. And we will examine why similar countries can develop very different social and economic policies. In addition we will examine some of the founding writings of Marx and Weber and critically assess the use of political concepts. Throughout the course we will consider some of the main theoretical approaches that are used in the study of political sociology.

Teaching: This course is delivered through a combination of lectures, online materials and classes totalling a minimum of 40 hours across MT and LT.

Reading Weeks: Students on this course will have a reading week in MT Week 6 and LT Week 6, in line with departmental policy.

Formative coursework: A class presentation and a termly paper in both MT and LT.

Indicative reading: R Dalton, *Citizen Politics*, 5th edn; G Esping-Andersen, *The Three Worlds of Welfare Capitalism*; E. Gellner, *Nations and Nationalism*; A Giddens, *Capitalism and Modern Social Theory*; R Inglehart, *Culture Shift in Advanced Industrial Society*; J Manza & C Brooks, *Social Cleavages and Political Change*; F. Piven and R. Cloward, *Poor People's Movements*; D. Rueschmeyer et al, *Capitalist Development and Democracy*; T Skocpol, *States and Social Revolutions*; S Tarrow, *Power in Movement*.

Assessment: Exam (70%, duration: 3 hours) in the summer exam period.

Essay (30%, 2500 words) in the ST.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the first Thursday of Summer Term.

Attendance at all classes and submission of all set coursework is required.

movements; the political sociology of developing societies and impact of imperialism; and some contemporary challenges and resurgent traditions. Throughout the course we will consider some of the main theoretical approaches that are used in the study of political sociology.

Teaching: This course is delivered through a combination of lectures, online materials and classes totalling a minimum of 20 hours in LT.

Reading Weeks: Students on this course will have a reading week in LT Week 6, in line with departmental policy.

Formative coursework: A class presentation and a termly paper in LT.

Indicative reading: R Dalton, *Citizen Politics*, 5th edn; A Giddens, *Capitalism and Modern Social Theory*; R Inglehart, *Culture Shift in Advanced Industrial Society*; D. McAdam, *Political Process and the Development of Black Insurgency*; D. McLellan, *Karl Marx: Selected Writings*; J Manza & C Brooks, *Social Cleavages and Political Change*; F. Piven and R. Cloward, *Poor People's Movements*; D. Rueschmeyer et al, *Capitalist Development and Democracy*; T Skocpol, *States and Social Revolutions*; S Tarrow, *Power in Movement*.

Assessment: Essay (100%, 2500 words) in the ST.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the first Thursday of Summer Term.

Attendance at all classes and submission of all set coursework is required.

SO208

Gender and Society

This information is for the 2020/21 session.

Teacher responsible: Dr Suki Ali STC.S307 and Dr Billy Holzberg STC.S103

Availability: This course is available on the BSc in Language, Culture and Society, BSc in Social Policy and Sociology and BSc in Sociology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: The course will explore the meaning of gender in contemporary society. It considers gendered relations of power and the articulation of gender with other kinds of social difference such as race, class and sexuality. A variety of theoretical perspectives will be applied to a number of substantive issues of contemporary concern.

Indicative topics are: gender and sexuality; the body; families; employment; violence; nation and citizenship; multiculturalism; reproductive technologies; globalisation; sex work; representation; body modification.

Teaching: This course is delivered through a combination of lectures/seminars, online materials and classes totalling a minimum of 40 hours across MT and LT, with 2 hours in the ST.

Reading Weeks: Students on this course will have a reading week in MT Week 6 and LT Week 6, in line with departmental policy.

Formative coursework: Students will be expected to prepare one essay per term and at least one class paper per term which will be written up and handed to the class teacher.

Indicative reading: S Ahmed, *Living a Feminist Life*, Durham and London: Duke University Press, 2017. C Mohanty, *Feminism Without Borders: Decolonizing Theory, Practicing Solidarity*, Durham Duke University Press, 2003. A Clarke and D Haraway (Eds.), *Making Kin not Population*, Chicago: Prickly Paradigm Press, 2018. A Davis, *Are Prisons Obsolete?* New York: Seven Stories Press, 2003. J Halberstam, *Trans: A Quick and Quirky Account of Gender Variability*, Berkeley, CA: University of California Press, 2018. A Kafer, *Feminist, Queer, Crip*, Bloomington, IN: Indiana University Press, 2013. C Thompson, *Making Parents*, Cambridge, MA: MIT Press, 2005. R Ray, J Carlson, A Andrews (Eds.), *The Social Life of Gender*, Thousand Oaks, CA: Sage, 2017. A more detailed reading list will be provided at the beginning of the course.

SO203GC Half Unit

Political Sociology (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Dr Robin Archer, STC.S114a

Availability: This course is available with permission to General Course 'Spring Semester' students.

Course content: Political Sociology concerns the way in which political and social factors interact to produce the societies in which we live. This course aims to discuss some central empirical and theoretical questions in the field. This LT course builds on the MT of the full unit course SO 203, but is available this year to General Course students who may not be able to arrive in MT. It begins by examining some of the founding writings of Marx and Weber and critically assesses the use of political concepts. We will then examine some classic comparative debates about the relationship between the development of states and societies. We will consider topics such as the study of political participation and explanations for the varying strength and political impact of social

Assessment: Take-home assessment (100%) in the ST. Attendance at all classes and submission of all set coursework is required

SO208GC Half Unit

Gender and Society (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Dr Suki Ali STC.S307 and Dr Billy Holzberg STC.S103

Availability: This course is available with permission to General Course 'Spring Semester' students.

Course content: The course will explore the meaning of gender in contemporary society. It considers gendered relations of power and the articulation of gender with other kinds of social difference such as 'race', class and sexuality. A variety of theoretical perspectives will be applied to a number of substantive issues of contemporary concern.

Indicative topics are: gender and sexuality; the body; families; employment; violence; nation and citizenship; multiculturalism; reproductive technologies; globalisation; sex work; representation; body modification.

Teaching: This course is delivered through a combination of lectures/seminars, online materials and classes totalling a minimum of 20 hours in LT, with 2 hours in the ST. Reading Weeks: Students on this course will have a reading week in LT Week 6, in line with departmental policy.

Formative coursework: Students will be expected to prepare one essay and at least one class paper which will be written up and handed to the class teacher in LT.

Indicative reading: S Ahmed, *Living a Feminist Life*, Durham and London: Duke University Press, 2017. R Baksh and W Harcourt (Eds.), *The Oxford Handbook of Transnational Feminist Movements*, Oxford, UK: Oxford University Press, 2015. L Gilmore, *Tainted Witness: Why We Doubt What Women Say About Their Lives* (Paperback edition), New York: Columbia University Press, 2018. J Halberstam, *Trans: A Quick and Quirky Account of Gender Variability*, Berkeley, CA: University of California Press, 2018. A Kafer, *Feminist, Queer, Crip*, Bloomington, IN: Indiana University Press, 2013. M Kimmel, J Hearn, R Connell, *Handbook of Studies on Men and Masculinities*, Thousand Oaks, CA: Sage, 2005. R Ray, J Carlson, A Andrews (Eds.), *The Social Life of Gender*, Thousand Oaks, CA: Sage, 2017. C Thompson, *Making Parents*, Cambridge, MA: MIT Press, 2005. A more detailed reading list will be provided at the beginning of the course.

Assessment: Take-home assessment (100%) in the ST. Attendance at all classes and submission of all set coursework is required

control including policing and prisons.

Teaching: 6 hours of lectures, 6 hours of classes and 8 hours of workshops in the MT. 6 hours of lectures, 6 hours of classes and 8 hours of workshops in the LT. 2 hours of workshops in the ST.

Formative coursework: Students are required to complete two formative essays – one in MT and one in LT

Indicative reading: There is no set text for this course, and a full reading list is provided at the first class. The following is useful introductory reading that includes topics covered on the course:

- Carrabine E et al (2016) *Criminology: A Sociological Perspective*;
- Downes, D & Rock, P (2011, 4th Edition) *Understanding Deviance*;
- Liebling, A et al, (2017, 5th Edition) *The Oxford Handbook of Criminology*;
- Tierney, J (2018, 4th Edition) *Criminology: Theory and Context*;
- Walklate, S (2016) *Criminology: The Basics*.

Assessment: Exam (50%, duration: 2 hours) in the summer exam period.

Research report (15%) and group presentation (10%) in the LT.

Research report (15%) in the ST.

Group presentation (10%) in the MT.

Attendance at all classes and submission of all set coursework is required.

SO221

Researching London: Advanced Social Research Methods

This information is for the 2020/21 session.

Teacher responsible: Dr Sam Friedman STC S216 and Dr Ioanna Gouseti STC S105a

Availability: This course is compulsory on the BSc in Sociology. This course is available on the BSc in Language, Culture and Society. This course is not available as an outside option nor to General Course students.

Course content: This course will provide students with a first understanding of social research design and analysis of social research data. It involves a dynamic introduction to a range of research methods, both qualitative and quantitative, through practical exercises in the context of London's social life.

By the end of the course students will:

- Understand the key role of research design for conducting original empirical social research. In particular, taking into account relevant extant literature, they will develop a research question of their own interest and identify appropriate research method(s) to address it.
- Have engaged with practical research strategies and methods including the design of interview guides and survey questionnaires, conducting qualitative interviews, ethnographic observation, and a survey in the context of London.
- Have a sense of the urban sociology of London and a first-hand experience of its potential for exploring contemporary social issues.
- Be able to analyse different types of data, using a range of methods, such as thematic analysis in the case of qualitative data and regression analysis in the case of quantitative data.
- Be able to assess the quality of employed methodologies on the basis of formal criteria, such as reliability, validity and generalizability.
- Understand the ethical issues involved in social research.
- Have developed a research proposal which will strengthen their dissertation design, and might inform their dissertation topic.

Teaching: 25 hours of workshops in the MT. 25 hours of workshops in the LT.

Reading Weeks: Students on this course will have a reading week in MT Week 6 and LT Week 6, in line with departmental policy.

Formative coursework: There is one piece of formative assessment which will be marked and on which you will get feedback in the Michaelmas Term (MT).

Indicative reading: A. Agresti & B. Finlay (2008) *Statistical Methods for the Social Sciences*. 4th edition. Pearson. Bryman, A. (2014). *Social research methods*, 4th edition. Oxford University

SO210 Not available in 2020/21

Crime, Deviance and Control

This information is for the 2020/21 session.

Teacher responsible: Dr Ioanna Gouseti

Availability: This course is available on the BSc in Language, Culture and Society, BSc in Social Policy and Sociology and BSc in Sociology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course encourages students to think about and debate some of the major issues in Criminology and the Sociology of Deviance. We explore the social construction of crime and deviance; the different sources of information about them; key factors that shape patterns, perspectives and experiences of crime and deviance, including social class, gender, ethnicity and the media; and different Criminological theories that have been used to explain crime and deviance. We also explore elements of social

Press. Converse, J. M., & Presser, S. (1986). Survey questions: Handcrafting the standardized questionnaire (No. 63). Sage.

Davidson, O'Connell, J., (2008). "If no means no, does yes mean yes? Consenting to research intimacies.", *History of the Human Sciences*, 21(4), 49-67.

Duneier, M. (2006). "Ethnography, the Ecological Fallacy, and the 1995 Chicago Heat Wave." *American Sociological Review*, 71(4), 679-88.

Ingram, N. (2011). Within school and beyond the gate: The complexities of being educationally successful and working class. *Sociology*, 45(2), 287-302.

O'Reilly, K. (2004). *Ethnographic methods*. London, New York: Routledge.

Savage, M., & Burrows, R. (2007). *The Coming Crisis of Empirical Sociology*. *Sociology: The Journal of the British Sociological Association*, 41(5), 885-899.

Tourangeau, R., Rips, Lance J., & Rasinski, Kenneth A. (2000). *The psychology of survey response*. New York: Cambridge University Press.

Assessment: Essay (20%, 1500 words) and project (30%) in the LT. Research proposal (50%) in the ST.

An electronic copy of the assessed essays, to be uploaded to Moodle, no later than 4.00pm on the submission day.

The first assessment, a qualitative interview transcript and 1,500-2000 word essay (20%), is due by the first Wednesday of Lent Term.

The second assessment, a survey design project (30%), will be carried out in Lent Term.

The third assessment, a 2,000 word research proposal (50%), is due by the second Thursday of Summer Term.

Attendance at all workshops and submission of all set coursework is required.

SO224

The Sociology of Race and Empire

This information is for the 2020/21 session.

Teacher responsible: Dr Sarah Salem STC S218

Availability: This course is available on the BSc in Language, Culture and Society, BSc in Social Policy and Sociology and BSc in Sociology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: The course provides an introduction to theoretical, historical and contemporary debates around race, racism and empire. It firstly explores the main theoretical perspectives which have been used to analyse the production of race, racism and colonialism in a historical and contemporary framework, and the role of historical events in creating difference, including the "discovery" of the Americas, the transatlantic slave trade, the expansion of European empires, and the Renaissance and Enlightenment among others. It then examines in more detail the areas both theoretical and lived within our contemporary social and political climate where analyses of 'race', racism, belonging and identity are urgently needed; as well as the ways in which various categories such as class, gender, sexuality, among others, intersect with race. The course adopts a global lens, focusing on theory and cases from across the world. Topics include: race and empire in historical perspective; race and empire in social theory; colonialism, settler colonialism and post-colonialism; biopolitics and difference; capitalism and race; intersectionality; whiteness, diaspora and hybridity; race, genetics, disease and contamination; race and popular culture; global migration and multiculturalism; the Far Right and the white working class; and the role of race and racism in technology and the future.

Teaching: This course is delivered through a combination of lectures/seminars, online materials and classes totalling a minimum of 40 hours across MT and LT.

Reading Weeks: Students on this course will have a reading week in MT Week 6 and LT Week 6, in line with departmental policy.

Formative coursework: One reading reflection (MT) and one formative essay (LT).

Indicative reading:

- L Back & J Solomos (Eds), *Theories of Race and Racism* (2nd

Edition, Routledge 2009);

- DF Da Silva, *Toward a Global Idea of Race* (U Minnesota Press 2007);
- Y Gunaratnam, *Researching 'Race' and Ethnicity: Methods, knowledge and power* (Sage 2003);
- J Puar, *Terrorist Assemblages: Homonationalism in Queer Times* (Duke UP 2017);
- C Mohanty, *Feminism without Borders: Decolonizing Theory, Practicing Solidarity* (Duke UP 2003);
- H Mirza (Ed), *Black British Feminism* (Routledge 1997);
- P Gilroy, *There Ain't No Black in the Union Jack* (Hutchinson 1987);
- E Baptist, *The half has never been told: Slavery and the making of American capitalism* (Hachette 2016);
- P Hill Collins, *Black Feminist Thought* (Routledge 1991);
- F Fanon, *Black skin, White Masks* (Grove press 2008);
- P.H. Collins & J. Solomos (eds) *Sage Handbook of Race and Ethnic Studies* (Sage 2010);

Assessment: Essay (30%) in the LT.

Essay (50%, 3000 words) in the ST.

Class participation (20%) in the MT and LT.

An electronic copy of the assessed essays, to be uploaded to Moodle, no later than 4.00pm on the submission day.

The first assessed essay, a book/film review, is due on the first Thursday of Lent Term and the second assessed essay is due by the third Thursday of Summer Term.

Attendance at all classes and submission of all set coursework is required.

SO224GC Half Unit

The Sociology of Race and Empire (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Dr Sara Salem Room STC S218

Availability: This course is available with permission to General Course 'Spring Semester' students.

Course content: The course provides an introduction to theoretical and contemporary debates around race, racism and empire. It explores the main theoretical perspectives which have been used to analyse the production of race, racism and colonialism in a contemporary framework, touching on the role of historical events in creating difference, including the "discovery" of the Americas, the transatlantic slave trade, the expansion of European empires, and the Renaissance and Enlightenment among others, before examining in detail the lived areas within our contemporary social and political climate where analyses of 'race', racism, belonging and identity are urgently needed; as well as the ways in which various categories such as class, gender, sexuality, among others, intersect with race. The course adopts a global lens, focusing on theory and cases from across the world. Topics include: race and empire in social theory; colonialism, settler colonialism and post-colonialism; capitalism and race; intersectionality; food; tourism; technology; migration; and the role of resistance and future liberation in anti-racist movements.

Teaching: This course is delivered through a combination of lectures/seminars, online materials and classes totalling a minimum of 20 hours in LT.

Reading Weeks: Students on this course will have a reading week in LT Week 6, in line with departmental policy.

Formative coursework: One formative essay in LT.

Indicative reading:

- L Back & J Solomos (Eds), *Theories of Race and Racism* (2nd Edition, Routledge 2009);
- K Murji & J Solomos (Eds), *Theories of Race and Ethnicity: Contemporary Debates and Perspectives* (CUP 2014);
- MJ Schueller, *Locating race: Global sites of post-colonial citizenship* (SUNY Press 2009);
- DF Da Silva, *Toward a Global Idea of Race* (U Minnesota Press

- 2007);
- Y Gunaratnam, *Researching 'Race' and Ethnicity: Methods, knowledge and power* (Sage 2003);
 - R Miles, *Racism after Race Relations* (Routledge 1993);
 - J Puar, *Terrorist Assemblages: Homonationalism in Queer Times* (Duke UP 2017);
 - C Mohanty, *Feminism without Borders: Decolonizing Theory, Practicing Solidarity* (Duke UP 2003);
 - H Mirza (Ed), *Black British Feminism* (Routledge 1997);
 - K Owusu (Ed), *Black British Cultural Studies* (Routledge 1999);
 - D T Goldberg, *Racist Culture* (Blackwell 1993);
 - P Gilroy, *There Ain't No Black in the Union Jack* (Hutchinson 1987);
 - E Baptist, *The half has never been told: Slavery and the making of American capitalism* (Hachette 2016);
 - P Hill Collins, *Black Feminist Thought* (Routledge 1991);
 - F Fanon, *Black skin, White Masks* (Grove press 2008);
 - D T Goldberg (Ed), *Multiculturalism: A Critical Reader* (Blackwell 1994);
 - P.H. Collins & J. Solomos (eds) *Sage Handbook of Race and Ethnic Studies* (Sage 2010);
 - A Roy, *The Doctor and the Saint: Caste, Race, and Annihilation of Caste, the Debate between BR Ambedkar and MK Gandhi* (Haymarket 2017).

Assessment: Essay (100%, 3000 words) in the ST.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the third Thursday of Summer Term.

Attendance at all classes and submission of all set coursework is required.

S0232 Half Unit Not available in 2020/21

Sociology of Health and Illness

This information is for the 2020/21 session.

Teacher responsible: Dr Carrie Frieze STC S213

Availability: This course is available on the BSc in Sociology.

This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: No specific pre-requisites, but this course is only open to second and third year students in Sociology and other programmes. It is not available as a first year option.

Course content: Sociology of Health and Illness explores the ways in which experiences of health and illness are socially patterned. We will also ask how the management of health and illness organizes social life. To explore experiences of health and illness, we will look at how specific 'medical disorders' (e.g., ageing, cancer, mental health, disabilities, reproductive and sexual health, obesity etc.) are 'embodied' in socially patterned ways. Empirical studies of specific disorders will be read, in conjunction with analysis of other kinds of texts (e.g., popular writing, film, performance art, museum exhibits, etc.). To address how the management of health and illness organizes social life and vice versa, key theories in the sociology of health and illness will be explored. This will include Parsons's sick role; Weberian and feminist understandings of professional dominance; medicalization, demedicalization and biomedicalization; stigma and stigmatization; health inequalities and the social determinants of health; and Foucaultian notions of surveillance, biopolitics and governmentality.

Teaching: 10 hours of lectures and 10 hours of classes in the MT. Teaching will comprise of a one hour lecture and one hour class each week.

Reading Weeks: Students on this course will have a reading week in MT Week 6, in line with departmental policy.

Formative coursework: Students will be expected to produce 1 piece of coursework in the MT.

The assessed examination is supported by ONE take home, mock examination that is formative.

Indicative reading: S Nettleton *The Sociology of Health and Illness* (2006), P Starr, *The Social Transformation of American Medicine* (1982), A Nelson *Body and Soul: The Black Panther Party and the*

Fight Against Medical Discrimination (2011), M Foucault *The Birth of the Clinic: An Archaeology of Medical Perception* ([1973] 1994), I Hacking *The Social Construction of What?* (1999), A Frank, (1997) *The Wounded Storyteller: Body, Illness and Ethics* (1997), E Martin *Bipolar Expeditions: Mania and Depression in American Culture* (2007), J Latimer *The Gene, The Clinic and the Family* (2013), S Kaufman (2015) *Ordinary Medicine*,

Eugene Raikhel and William Garriott (2013) *Addiction Trajectories*

Assessment: In-class assessment (20%) in the MT.

Take-home assessment (80%) in the LT.

Weight 80%

Type –seen take-home exam where 3 questions need to be answered from 6 questions

Number of words: No more than 1,300 words per answer, and 3,600 words in total

Timing of submission: LT Week 0

AND

Weight 20%

Type-Participation. Students are to make TWO comments on the Moodle discussion board and respond to TWO other student's comments from Weeks 1-11. The best mark of the two comments, and the best mark of the two responses will be averaged to give the participation mark.

Number of words. No more than 300 words per comment

Timing of submission: No later than 10:00 am on Friday of Weeks 3, 5, 8, 11

Assessed take home exam due in LT Week 0 (the week before the start of LT). A copy to be uploaded to Moodle by the specified time. Attendance at all classes and submission of all set coursework is required.

S0234 Half Unit

Digital Technology, Speed and Culture

This information is for the 2020/21 session.

Teacher responsible: Prof Judy Wajcman STC S203

Availability: This course is available on the BSc in Sociology.

This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: No specific pre-requisites, but this course is only open to second and third year students in Sociology and other programmes. It is not available as a first year option.

Course content: This course aims to give students a detailed understanding of sociologically informed approaches to the social studies of science and technology. It will consider how macro theories of post-industrial society (from Bell to Castells) have conceptualised the role of technology in social change. It will then look at the development of STS as a field that highlights the constitutive role of objects and artefacts in social relations. In other words, it will reflect upon sociology's traditional neglect of the social life of things or materiality. These broad themes will then be elaborated substantively. First, by considering the role of technology in reconfiguring time, speed, space and mobility. Second, by considering power relations and social inequalities embedded in digital technologies, such as the Internet and mobile phones. Third, by treating technology as a culture that shapes gender identities, such as those that find expression in the virtuality of cyberspace. The course will draw on examples from a variety of domains including information and communication technologies, robotics, cyborgs, sex, and weapons.

Teaching: This course is delivered through a combination of lectures/seminars, online materials and classes totalling a minimum of 20 hours in MT.

Reading Weeks: Students on this course will have a reading week in Week 6, in line with departmental policy.

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

ONE formative essay of 1,200 words will be due at the end of Week 6 of Michaelmas Term.

Indicative reading: MacKenzie, D. and Wajcman J. (1999) *The Social Shaping of Technology* (MIT Press). Suchman, L. (2007) *Human-Machine Configurations* (CUP). Turkle, S. (2011) *Alone Together* (Basic Books). Wajcman, J. (2015) *Pressed for Time* (Chicago University Press). Wajcman, J. (2014) *TechnoFeminism* (Polity Press).

Assessment: Essay (100%, 3000 words) in the MT.

The course is assessed by ONE summative essay of 3,000 words that is worth 100% of the total mark.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the submission day. Assessed essay due Thursday of Week 11 of MT.

Attendance at all classes and submission of all set coursework is required.

SO235 Half Unit Not available in 2020/21

The Sociology of Homicide

This information is for the 2020/21 session.

Teacher responsible: Dr Janet Foster

Availability: This course is available on the BSc in Criminology, BSc in Social Policy and Sociology and BSc in Sociology. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Pre-requisites: Preferable, but not compulsory, that students should have taken SO210 Crime Deviance and Control – this is currently a full unit course. Criminology students from Social Policy Department would be eligible in either year 2 or 3 but preferable again for them to take this course after they have taken SP270.

Course content: This half-unit course examines patterns of homicide in different contemporary societies with different social and political contexts (for example, Russia, Jamaica, USA, Colombia, South Africa, and Britain) and the explanations for their contrasting homicide incidence. We explore the differences between fictional representations of murder and its actualities both in terms of type/prevalence, as well as investigative practices. The importance of class, gender and race in patterns of homicide victimisation are explored, as well as the experiences of victims' families and the significance of murder in contemporary society.

Teaching: 30 hours of workshops in the LT.

Course Outline

1. Introduction: What is homicide? Definitions and the issues associated with them. Different types of homicide and global variations. The issues and problems associated with researching homicide.

2. Sherlock Holmes and CSI: The impact of crime fiction and the media in perceptions of homicide

3. Patterns of homicide: Using case studies from different countries and different social and political contexts (e.g. Russia, Jamaica, USA, Colombia, South Africa, and Britain) we explore different patterns of homicide and explanations for these patterns.

4. Gender and homicide: Exploring the public/private dimensions of homicide and differential risk

5. Race and homicide: Homicide disproportionately affects Black and minority ethnic victims yet this receives relatively little sociological attention. We explore these patterns of homicide and the reasons for it.

6. Reading week

7. Investigating homicide: How do homicide investigations work? What are the issues associated with self-solver and 'who-dunnit' investigations? What issues affect the likelihood of perpetrators being caught?

8. Homicide perpetrators: Why do homicides occur and what do we know about perpetrators?

9. Living a life sentence: the experiences of murder victims' families.

10. Presentations

11. Synthesis: The sociological significance of homicide

Formative coursework: Students will be expected to produce 1

piece of coursework in the LT.

Students are expected to read, and prepare in advance, for each of the workshops. Students must complete either a 1,500 word essay, or a poster, to be submitted in week 8, on one of the topics covered in weeks 2-5 of the course.

Indicative reading: Allsop, C. (2018) *Cold Case Reviews: DNA, Detective Work and Unsolved Major Crimes* Oxford: Oxford University Press. Brookman, F et al (2017) *The Handbook of Homicide* Chichester: Wiley. Brookman, F (2005) *Understanding Homicide* London: Sage. Innes, M (2003) *Investigating Homicide* Oxford: Oxford University Press. Leovy, J (2015) *Ghettoside: investigating a homicide epidemic* London: Random House. Pridemore, W (2005) 'Social structure and homicide in post-Soviet Russia' *Social Science Research* Vol. 34 (4) pp732-756. Morris, P and Graycar, A (2011) 'Homicide through a different lens' *British Journal of Criminology* Vol. 51 (5) pp823-838. *Policing and Society* (2013) Vol. 23, No. 3 Special Issue on homicide. UNODC (2013) *Global Study on Homicide: Trends/Context/Data* United Nations Office on Drugs and Crime. Wilson, D (2009) *A History of British Serial Killing* London: Sphere

Assessment: Essay (80%, 3000 words) in the ST. Presentation (20%) in the LT.

The essay length is between 2,500-3000 words.

SO236 Half Unit

Urban Society

This information is for the 2020/21 session.

Teacher responsible: Dr David Madden STC.S209

Availability: This course is available on the BSc in Sociology. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

This course is available to students in Year 2 and Year 3.

Course content: This course is an introduction to urban sociology and urban studies. The course is organised around a set of key concepts for developing a critical understanding of urban space today. These key concepts may include terms such as density, inequality, planning, neighbourhood life, public space, migration, infrastructure, displacement, globalisation, urban renewal, gentrification, informality, exclusion, marginality, difference, or social movements. The course will draw on a variety of texts that illuminate and interrogate city life from a variety of sociological perspectives, so in addition to academic studies, students will analyse planning reports, historical documents, first-person literary essays, visual materials, and other representations of the urban experience.

Teaching: This course is delivered through a combination of lectures, seminars and online materials totalling a minimum of 20 hours in LT.

Reading Weeks: Students on this course will have a reading week in Week 6, in line with departmental policy.

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

Formative coursework will be due by the start of week 7. It will consist of writing a short 500 word essay asking students to take an original photograph and use it as the basis for a reflection on one of the key concepts explored in class. This reflection will serve to prepare students for their summative essay.

Indicative reading:

- Thucydides. 2009 [circa 431 BCE]. Pericles's funeral oration and the plague of Athens. Pp 96-100 in *The Peloponnesian War*, Martin Hammond, trans. Oxford University Press.
- Wirth, Louis. 1938. "Urbanism as a Way of Life." *American Journal of Sociology* 44 (1): 1-24.
- Gans, Herbert J. 1962. "The Community." Pp 104-119 in *The Urban Villagers: Group and class in the life of Italian-Americans*. Free Press.
- Atkinson, Rowland. 2003. "Domestication by Cappuccino or a Revenge on Urban Space? Control and empowerment in the management of public spaces." *Urban studies* 40.9 (2003): 1829-

- 1843.
- Anderson, Elijah. 2004 "The Cosmopolitan Canopy." *The Annals of the American Academy of Political and Social Science* 595 (1): 14-31.
 - Back, Les, and Shamser Sinha. 2016. "Multicultural Conviviality in the Midst of Racism's Ruins." *Journal of Intercultural Studies* 37.5 (2016): 517-532.
 - Caldeira, Teresa P. R. 1996. "Fortified Enclaves: The new urban segregation." *Public Culture* 8 (2): 303-328.
 - Simone, AbdouMaliq. 2004. "People as Infrastructure: Intersecting fragments in Johannesburg." *Public Culture* 16 (3): 407-429.
 - Garbin, David, and Gareth Millington. 2012. "Territorial Stigma and the Politics of Resistance in a Parisian Banlieue: La Courneuve and beyond." *Urban Studies* 49 (10): 2067-2083.
 - Mattern, Shannon. 2018. "Community Plumbing: How the hardware store orders things, neighborhoods, and material worlds." *Places Journal*, July.
 - Nicholls, Walter J. 2008. "The Urban Question Revisited: The importance of cities for social movements." *International Journal of Urban and Regional Research* 32 (4): 841-859
 - Appadurai, Arjun. 2001. "Deep Democracy: Urban governmentality and the horizon of politics." *Environment and Urbanization* 13 (2): 23-43.

These texts are examples of the articles and books from sociology and urban studies that the course will examine. The course will also analyse texts from various other urban-oriented fields and genres.

Assessment: Exam (70%, duration: 2 hours) in the summer exam period.

Essay (20%, 1500 words) and class participation (10%) in the LT. There will be three summative assessments: a final exam, a short essay, and participation in seminars.

Final exam at the end of the term: 70%

Short illustrated essay (1500 words) on one of the concepts explored in class, due in week 11: 20%

Seminar participation: 10%

S0302

The Sociological Dissertation

This information is for the 2020/21 session.

Teacher responsible: Prof Fran Tonkiss STC S205
Dr Claire Moon STC S109

Availability: This course is compulsory on the BSc in Sociology. This course is available on the BSc in Language, Culture and Society. This course is not available as an outside option nor to General Course students.

Pre-requisites: Students undertaking this course need to have completed the first two years of the BSc in Sociology.

Course content: The dissertation takes the form of an independent and extended research project of 10,000 words on a sociological topic of the students' choosing, developed in consultation with their Academic Mentor. The dissertation process includes reviewing relevant literature on the topic of study, formulating a viable and sociologically-relevant research problem, collecting and analysing primary and/or secondary data (such as a case study, data set, fieldwork observations, survey results or interviews), and writing up an independent analysis based on this research. Students' work on the dissertation is supervised in small-group and individual tutorials with their Academic Mentor over MT and LT. The Dissertation process is supported by a series of compulsory group workshops in the MT and LT which focus on research project design. The workshops cover topics such as identifying a sociological problem for investigation, constructing a bibliography, research ethics, research access, data collection, data analysis, writing up and trouble-shooting.

Teaching: 7 hours and 30 minutes of seminars in the MT. 7 hours and 30 minutes of seminars in the LT.

Seminars will be structured as follows: 5 x 1.5 hour seminars in the MT. 5 x 1.5-hour seminars in the LT.

In addition, 5 x 1.5-hour small-group tutorials with Academic

Mentors in MT. 2 x individual supervisions with Academic Mentors plus drop-in sessions in LT.

Reading Weeks: Students on this course will have a reading week in MT Week 6 and LT Week 6, in line with departmental policy.

Formative coursework: One piece of formative coursework in the MT.

Assessment: Dissertation (90%, 10000 words) in the ST.

Research proposal (10%) in the MT.

Assessment Particulars:

Research proposal (10%, 2,000 words): An electronic copy of the research proposal to be uploaded to Moodle no later than 4.00pm on the last Thursday of Michaelmas Term.

Dissertation (90%, 10,000 words): Two hard copies of the dissertation, with submission sheets attached to each, to be handed in to the Sociology Hub, STC.S116, no later than 4.00pm on the second Thursday of Summer Term. An additional electronic copy to be uploaded to Moodle no later than 4.00pm on the same day. Both hard copies and electronic copies must be submitted on time to avoid any late submission penalties.

Attendance at all classes and submission of all set coursework is required.

S0308

Personal Life, Intimacy and the Family

This information is for the 2020/21 session.

Teacher responsible: Dr Ursula Henz STC S100B

Availability: This course is available on the BSc in Social Policy and Sociology and BSc in Sociology. This course is not available as an outside option nor to General Course students.

Course content: The course provides an overview over the area of family sociology, drawing predominantly on literature about Britain and other Western societies. The course focuses on recent and ongoing transformations of family structure, family relationships and family life. Throughout the course various theoretical approaches will be considered. Issues related to gender, ethnicity and migration will be cross-cutting themes of the course. Indicative topics are: family structures and family relationships, childhood, adolescence, partnership formation, marriage, childlessness, motherhood, fatherhood, parenting, divorce, post-divorce families, family and work, family and education.

Teaching: This course is delivered through a combination of workshops, seminars and online materials totalling a minimum of 40 hours across MT and LT, with 2 hours of classes in the ST.

Reading Weeks: Students on this course will have a reading week in MT Week 6 and LT Week 6, in line with departmental policy.

Formative coursework: Students are required to complete two class presentations and two formative essays.

Indicative reading:

- Treas, Judith, Scott, Jacqueline & Richards, Martin (eds.) (2014) *The Wiley Blackwell Companion to The Sociology of Families*, Chichester, West Sussex: Wiley Blackwell - covers many aspects of the course.

Other recommended readings include:

- Beck, Ulrich & Beck-Gernsheim, Elisabeth (1995): *The Normal Chaos of Love*. London: Polity Press.
- Chambers, Deborah (2012): *A Sociology of Family Life*. Cambridge: Polity Press.
- Hochschild, Arlie (1990): *The Second Shift. Working Parents and the Revolution at Home*. London: Piatkus.
- Lareau, Annette (2011): *Unequal Childhoods. Class, Race and Family Life*. University of California Press: Berkeley, Los Angeles, London.
- Smart, Carol & Neale, Bren (1999): *Family Fragments?* Cambridge: Polity Press.
- Smart, Carol, Neale, Bren & Wade, Amanda (2001): *The Changing Experience of Childhood: Families and Divorce*. Cambridge: Polity Press.

Assessment: Take-home assessment (50%) and research report (50%) in the ST.

An electronic copy of the research report, to be uploaded to

Moodle, no later than 4.00pm on the second Wednesday of Summer Term.

Attendance at all classes and submission of all set coursework is required.

S0309 Half Unit Atrocity and Justice

This information is for the 2020/21 session.

Teacher responsible: Dr Claire Moon STC S109

Availability: This course is available on the BSc in Social Policy and Sociology and BSc in Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.

Sociology students will be given priority.

This course cannot be taken in conjunction with IR312 Genocide. This course is capped.

Pre-requisites: No specific pre-requisites, but this is open only to 2nd and 3rd year students in Sociology and other programmes. It is not available as a 1st year option.

Course content: The course will cover a number of issues relevant to the study of atrocity and justice for atrocity. It looks at the social construction of atrocities, the Genocide Convention, structural approaches to understanding genocide (modernity, democracy and colonial rule), the perpetrators, victims and witnesses of atrocity, the problem of denial of state crimes, historical injustices in Australia, Canada and the US, forensic investigations of atrocity, retributive and restorative approaches to justice for atrocity, truth commissions and war crimes tribunals.

Teaching: This course is delivered through a combination of lectures, seminars and online materials totalling a minimum of 20 hours in the LT, with 2 hours in the ST.

Reading Weeks: Students on this course will have a reading week in LT Week 6, in line with departmental policy.

Formative coursework: 1 x formative essay of 1500 words.

Indicative reading: Arendt, Hannah (1994) *Eichmann in Jerusalem: A Report on the Banality of Evil* (New York: Penguin Books). Bauman, Zygmunt (1989) *Modernity and the Holocaust* (Cambridge: Polity). Browning, Christopher (1992) *Ordinary Men: Reserve Police Battalion 101* (New York: HarperCollins). Cohen, Stan (2001) *States of Denial* (Cambridge: Polity Press). Hacking, Ian (1999) *The Social Construction of What?* (Cambridge: Harvard University Press). Jones, Adam (2011) *Genocide: A Comprehensive Introduction*, 2nd edition (London: Routledge). Wilson, Richard (2001) *The Politics of Truth and Reconciliation in South Africa: Legitimizing the Post-Apartheid State* (Cambridge: Cambridge University Press).

Assessment: Take-home assessment (100%) in the ST. Attendance at all classes and submission of all set coursework is required.

S0310 Half Unit The Sociology of Elites

This information is for the 2020/21 session.

Teacher responsible: Prof Michael Savage STC S210

Dr Luna Glucksberg CBG 4.04

Availability: This course is available on the BSc in Language, Culture and Society, BSc in Social Policy and Sociology and BSc in Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: No specific pre-requisites, but this course is only open to 2nd and 3rd year students in Sociology and other programmes. It is not available as a 1st year option.

Course content: In the early 21st century, there is a new fascination

with the super-rich, the 1%, the 'elites'. This course therefore aims to expose students to the challenges and excitements of studying this small but very significant social class, using cutting edge research on recent trends as well as important older studies.

Teaching: This course is delivered through a combination of lectures, seminars and online materials totalling a minimum of 20 hours in the LT, and 1 hour in the ST.

Reading Weeks: Students on this course will have a reading week in LT Week 6, in line with departmental policy.

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

Formative assessment will be through a 2000 word essay to be handed in on the Monday of Week 7, directly after Reading Week. Students will also be asked to give presentations in seminars, and informal feedback will be given on these.

Indicative reading:

- Piketty, T., (2014), *Capital in the 21st Century*, Boston, Harvard UP.
- Khan, S., (2010), *Privilege*, Princeton, Princeton UP.
- Dorling, D., (2014), *Inequality and the 1%*, London, Verso.
- Savage, M., and Williams, K., (eds) (2008), *Remembering Elites*, Oxford, Blackwells.
- Scott, J., (1982), *The Upper Class*, Macmillan.

Assessment: Exam (50%, duration: 2 hours) in the summer exam period.

Essay (50%, 2000 words) in the ST.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the first Wednesday of Summer Term.

Attendance at all classes and submission of all set coursework is required.

S0311 Half Unit Law and Violence

This information is for the 2020/21 session.

Teacher responsible: Dr Ayca Cubukcu STC.S113

Availability: This course is available on the BSc in Sociology. This course is not available as an outside option nor to General Course students.

This course is available to students in Year 3 only.

Course content: *Law and Violence* is an intensive introduction to key theoretical texts that can inform a nuanced understanding of the controversial yet crucial nexus between law and violence. What is the relationship between law and violence? Are they mutually exclusive forms of human action? Is it a paradox that law employs violence in claiming to prevent or circumscribe the latter? Is it a contradiction that violence is often the means to establish or change the law? We will consider these questions within historical contexts of the nation-state and the global legal order. The case of refugees—often caught “outside” the law—will also be considered.

Teaching: This course is delivered through a combination of seminars and online materials totalling a minimum of 20 hours in LT. This course requires the practice of close reading. We will not read in large quantities. However, students are expected to engage with the assigned texts deeply, paying special attention to the presuppositions of the authors and the structures of their argumentation, identifying the weaknesses and the strengths of their theoretical constructions. By the end of the course, students are expected to make the texts speak with and against each other. Students in this course will have a reading week in week 6.

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

Essay abstract (max 800 words) to be submitted in class in week 7. Students will get detailed feedback on their abstracts.

Indicative reading: Giorgio Agamben, *Homo Sacer: Sovereign Power and Bare Life*. Stanford Uni. Press. 1995. Antony Anghie, *Imperialism, Sovereignty and the Making of International Law*. Cambridge University Press. 2005. Talal Asad, “Thinking About Just War and Terrorism,” in *Cambridge Journal of Foreign Affairs*. Talal Asad, *On Suicide Bombing*, Columbia University Press. 2007. Hannah Arendt,

Eichmann in Jerusalem. Penguin Press. 1963. Walter Benjamin, "Critique of Violence" in *Reflections*, Schocken Books. 2002 [1929]. Jacques Derrida, "Force of Law: The 'Mystical Foundations of Authority'" in *Deconstruction and the Possibility of Justice*. Drucilla Cornell, Michel Rosenfeld, David Gray Carlson, eds. Routledge. 1992. Michel Foucault, *Society Must Be Defended*. Picador. 2003 [1976]. Georges Sorel, *Reflections on Violence*. Dover. 2004 [1908]. Carl Schmitt, *Political Theology*. The MIT Press. 1985 [1922].

Recommended:

Carl Schmitt, *The Nomos of the Earth*. Telos Press. 2003 [1950].

Assessment: Essay (90%, 4000 words) in the ST.

Class participation (10%) in the LT.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the first Tuesday of Summer Term.

Attendance at all classes and submission of all set coursework is required.

S0312 Half Unit

Work, Inequality and Society

This information is for the 2020/21 session.

Teacher responsible: Dr Patrick McGovern STC.S110

Availability: This course is available on the BSc in Language, Culture and Society, BSc in Social Policy and Sociology and BSc in Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: No specific pre-requisites, but this course is only open to 2nd and 3rd year students in Sociology and other programmes. It is not available as a 1st year option.

Course content: Sociological perspectives on cross-national differences in employment and social inequality.

Theoretical perspectives on inequality; gender in the labour market; occupational segregation; the 'glass ceiling'; immigrant employment; race, ethnicity and discrimination; social class at work; class reproduction in elite firms; the rise of wage inequality; and income inequality in the mass media.

Teaching: This course is delivered through a combination of lectures/seminars, online materials and classes totalling a minimum of 20 hours in LT.

Reading Weeks: Students on this course will have a reading week in LT Week 6, in line with departmental policy.

Formative coursework: 1,500 word essay due in Week 8 of LT.

Indicative reading: W. Bottero, W. (2018) *A Sense of Inequality*; Friedman, S. and Laurison, D. (2020) *The Class Ceiling*; Tilly, C. & C. Tilly (1998) *Work Under Capitalism*; Grusky, D. (2014) (4th ed) *Social Stratification*; McGovern, P. et al. (2007) *Market, Class, and Employment*; Padavic, I. & Reskin, B. (2002) *Women and Men at Work*; Payne, G. (ed.) (2013) *Social Divisions*; L. Platt, L. (2011) *Understanding Inequalities*; D. Tomaskovic-Devy, D. and D. Avent-Holt (2018) *Relational Inequalities*.

Further reading will be detailed in the course syllabus.

Assessment: Essay (80%, 3000 words) in the ST.

Presentation (10%) and class participation (10%) in the LT.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the submission day. Assessed essay due Monday of Week 1 in ST.

Attendance at all classes and submission of all set coursework is required.

S0313 Half Unit

Material Culture and Everyday Life

This information is for the 2020/21 session.

Teacher responsible: Don Slater S310

Availability: This course is available on the BSc in Social Policy and Sociology and BSc in Sociology. This course is available as an

outside option to students on other programmes where regulations permit and to General Course students.

This course is available as an option course to second and third year students on the BSc in Sociology, and as an outside option for students in other departments.

Pre-requisites: No specific pre-requisites, but this course is only available to second and third year students in Sociology and other programmes. It is not available as a first year option.

Course content: The course focuses on how 'things' enter into and mediate everyday social relations and practices. Students will consider all aspects of the social life of things, from design and production through use, consumption and everyday practices. This will allow them to address a range of long-standing theoretical and political concerns within sociology such as the role of objects and materiality in social life; social organizations of objects and exchange, such as consumer culture; design, technology and innovation; and the socio-political status of 'everyday life' itself. At the same time, there will be a strong methodological emphasis: not just how do we study objects in everyday life, but how might such studies impact on social research more generally.

The course will rely heavily on case studies. After mapping out central traditions in material culture studies, the course will focus on 2-3 strategically chosen objects to explore analytical and methodological issues (eg, mobile phones, water, bicycles, food, supermarkets, etc). Cross-cultural differences will be raised throughout but at least one of the cases will be predominantly focused on major global difference.

Teaching: This course is delivered through a combination of lectures, seminars and online materials totalling a minimum of 20 hours in the MT.

Reading Weeks: Students on this course will have a reading week in MT Week 6, in line with departmental policy.

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

1,500 word essay, due after reading week, in which students are asked to analyse an object from the standpoint of one of the theoretical perspectives introduced in the course. They will additionally submit a short research outline (probably 1-2 A4 sides) on which they can base their work towards the summative assessment.

Indicative reading: Drazin, A. & Küchler, S. (eds.) (2015) *The social life of materials: Studies in materials and society*. Bloomsbury Academic, London. Gunn, W., Otto, T. & Smith, R. C. (2013) *Design anthropology: Theory and practice*. Bloomsbury Academic, London. Latour, B. (2005) *Reassembling the Social: An Introduction to Actor-Network-Theory*. Oxford: Oxford University Press. Lury, C. (2011) *Consumer culture*, 2nd ed. Polity, Cambridge. Miller, D. (2008) *The comfort of things*. Polity, Cambridge. Molotch, H. (2003) *Where Stuff Comes From: How Toasters, Toilets, Cars, Computers and Many Other Things Come to Be as They Are*. New York and London: Routledge. Shove, E., M. Hand, J. Ingram and M. Watson (eds.) (2007) *The Design of Everyday Life*. Oxford: Berg.

Assessment: Research report (100%) in the LT.

A 3,000 word research report on an object of the student's choosing in which they are asked to address a clear list of considerations such as design, material properties, social practices and uses, methodological questions and so on.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the first Thursday of Lent Term. Attendance at all classes and submission of all set coursework is required.

SP100

Understanding International Social and Public Policy

This information is for the 2020/21 session.

Teacher responsible: Dr Isabel Shutes OLD.2.58

Availability: This course is compulsory on the BSc in International

Social and Public Policy, BSc in International Social and Public Policy and Economics and BSc in International Social and Public Policy with Politics. This course is available on the BSc in Politics and BSc in Politics and International Relations. This course is not available as an outside option nor to General Course students. Places on this course are limited to 60 and priority is given to Social Policy students in the first instance, for whom this is a core course.

If places remain available once Social Policy students have been accommodated, they will be offered on a first come first served basis to students from outside the department.

This course is not available to third year students.

Course content: The course introduces students to the study and practice of international social and public policy. It considers how societies organise to address social needs, with reference to academic and policy debates across the so-called global North and South. In the first half of the course (Michaelmas Term), we consider key concepts and approaches relating to systems to address social needs. We examine the institutions and actors involved in those systems in different contexts, including the roles and relationships of the market, state, civil society and families. In the second half (Lent Term), we examine the interactions between inequalities and systems for addressing social needs, including the agency of people in those processes.

Teaching: 10 hours of lectures and 10 hours of seminars in the MT. 10 hours of lectures and 10 hours of seminars in the LT.

Formative coursework: Students are expected to participate actively in course activities and to complete two formative assignments.

Indicative reading: Artaraz, K. and Hill, M. (2016) *Global Social Policy: Themes, Issues and Actors*. Basingstoke: Palgrave Macmillan. Daly, M. (2011) *Welfare*. Cambridge: Polity. Garland, D. (2016) *The Welfare State: A Very Short Introduction*. Oxford: Oxford University Press. Kabeer, N., Cook, S. (2000) 'Revisioning social policy in the South: challenges and concepts', *IDS Bulletin*, 31: 4, 1-18. Lewis, D. (2017) 'Should we pay more attention to South-North learning?', *Human Service Organisations: Management, Leadership and Governance*, 41: 4, 327-331.

Assessment: Coursework (20%).

Take-home assessment (80%) in the ST.

SP101

Foundations of Social Policy Research

This information is for the 2020/21 session.

Teacher responsible: Dr Kitty Stewart OLD.2.36

Availability: This course is compulsory on the BSc in International Social and Public Policy, BSc in International Social and Public Policy and Economics and BSc in International Social and Public Policy with Politics. This course is not available as an outside option nor to General Course students.

Course content: This course is concerned with two questions that are essential to the study of social and public policy. First, *how do we know* what policies are needed, how they are experienced and whether they are effective? And second, *how is this knowledge used*: how (if at all) does it feed into the policy process and improve policies and outcomes?

SP101 aims to equip students to become informed consumers of research, able to read and evaluate research outputs that use a range of different approaches and methods to address questions in social and public policy. Students will be encouraged to think critically about the way that knowledge is constructed, about the nature of expertise, and about the influence of values and positionality on knowledge production. They will learn to assess the validity of claims made on the basis of research studies that use a range of different methods. The course will also explore the way evidence is used in policy making and in public discourse. The course provides the foundations for students to become active researchers themselves in later stages of the BSc ISPP degrees, preparing them for the second year research methods

course and for their third year dissertation.

Teaching: 10 hours of lectures and 15 hours of seminars in the MT. 10 hours of lectures and 15 hours of seminars in the LT.

The course is taught in weekly blocks, consisting of a 1 hour lecture and a 1.5 hour class. To prepare for classes, students will be allocated two key readings each week. Usually these will be examples of social policy research, including book extracts, journal articles and research reports. Students must come to class having done the required reading. Students will give at least one class presentation during the course of the year, working in groups. As well as presentations, class activities will include small group work, class discussion, debates and quizzes.

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

The essay in MT will be a short article critique (500 words), with a longer essay (1,000 words) due in LT. Students will receive feedback on both to help them build towards their final essay. Students will also make and receive feedback on a group presentation in MT, which will provide the basis for their assessed blogpost. Assessed quizzes as well as other class activities will provide further opportunities for students to check their learning.

Indicative reading: Becker, S., Bryman, A. and Ferguson (2012) *Understanding Research for Social Policy and Social Work: Themes, Methods and Approaches*. 2nd Edition. London: Policy Press. Bryman, A. (2012) *Social Research Methods*, 4th edition. Oxford University Press. Della Porta, D. and Keating, M. (2008) *Approaches and Methodologies in the Social Sciences*. Cambridge: CUP. Gilbert, N. (2008) *Researching Social Life* 3rd ed. London: Sage. Hill Collins, P. and Bilge, S. (2016) *Intersectionality (Key Concepts)*. London: Polity Press. Howard, C. (2017) *Thinking Like a Political Scientist*. Chicago, IL: University of Chicago Press. Parkhurst, J. (2017) *The Politics of Evidence: From evidence based policy to the good governance of evidence*. Abingdon, Oxon: Routledge.

Assessment: Essay (60%, 2000 words) in the ST.

Blog post (20%) and quiz (20%) in the LT.

Three forms of assessment will make up the overall grade for the course. Students will write up their group presentation on the relationship between research and policy in the form of a blogpost, due at the start of Lent Term (20%). There will be two in-class quizzes on key terms and concepts at the beginning and end of Lent Term; the better of the two quiz scores will count towards the grade (20%). Students will submit a 2,000 essay at the start of Summer Term evaluating published research on a particular social policy question (60%).

SP110

Sociology and Social Policy

This information is for the 2020/21 session.

Teacher responsible: Dr Thomas Biegert OLD.2.54

Thomas Biegert OLD 2.54

Availability: This course is available on the BSc in International Social and Public Policy, BSc in International Social and Public Policy with Politics, BSc in Politics and BSc in Politics and International Relations. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

This course is not available to third year students.

Course content: This course introduces students to sociological ideas and thinking and how they link to key social policy issues.

The course is organised around six major social policy concerns: gender inequalities; educational opportunity and inequality; class mobility and stratification; social networks and social segregation; neighbourhood deprivation and housing; ethnic and racial inequalities.

These are related to key classical and contemporary theoretical perspectives and concepts that have been used to describe and explain them, such as occupational segregation, discrimination,

cultural and social capital, institutions, socialisation, identity and belonging, and intergenerational transmission of status, values and resources.

Teaching: 10 hours of lectures and 13 hours and 30 minutes of classes in the MT. 10 hours of lectures and 15 hours of classes in the LT. 1 hour of lectures in the ST.

Formative coursework: One essay in MT

One group presentation in MT and one in LT

Indicative reading: The course will draw on three core texts, as well as academic journal articles:

David Grusky, D. and Szelenyi, S. (eds.) 2011 *The Inequality Reader: Contemporary and Foundational Readings in Race, Class, and Gender*. 2nd Edition. Westview Press Oxford University Press.

Payne, G. (ed.) 2013 *Social Divisions*. Third Edition. Palgrave Macmillan. Platt, L. 2019 *Understanding Inequalities: Stratification and Difference*. 2nd Edition. Polity Press. For those unfamiliar or without a background in Sociology, the following text provides useful background: Fulcher, J. and Scott, J. (2011) *Sociology*, 4th Edition.

Assessment: Exam (60%, duration: 3 hours, reading time: 15 minutes) in the summer exam period.

Essay (40%, 1500 words) in the LT.

SP111

Social Economics and Policy

This information is for the 2020/21 session.

Teacher responsible: Prof Stephen Jenkins OLD.2.29

Availability: This course is available on the BSc in International Social and Public Policy, BSc in International Social and Public Policy with Politics, BSc in Politics, BSc in Politics and International Relations and BSc in Psychological and Behavioural Science.

This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Places on this course are limited and priority is given to Social Policy students in the first instance. If places remain available once Social Policy students have been accommodated, they will be offered on a first come first served basis to students from outside the Department.

This course is not available to third year students.

Pre-requisites: No prior knowledge of economics is required.

Course content: This course provides an introduction to the economics of social policy and the economics of the income distribution. The course begins by introducing basic economic concepts and principles and discussing their application to different social policy areas, including childcare, education, health care, social care, housing and the environment. Key concepts include supply, demand and elasticities, externalities and market failure, private insurance and social insurance.

The course goes on to analyse the distribution of household income and the drivers of poverty and inequality, including unemployment, low wages and wage inequality. It covers concepts of human capital and productivity and looks at a range of policy responses, including minimum wage legislation, trade union policy, government economic management, taxation and the social security system.

Throughout, the course emphasises the importance of understanding political goals in assessing the effectiveness or justice of economic and social policies, and seeks to encourage students to draw on both theory and empirical evidence in addressing its core questions.

The course is taught without mathematics and is designed to be suitable both for students with no prior knowledge of economics and for those who have taken A level economics.

Teaching: 10 hours of lectures and 15 hours of classes in the MT. 10 hours of lectures and 15 hours of classes in the LT. 1 hour and 30 minutes of lectures in the ST.

Formative coursework: Students will be expected to complete exercises as required for classes, a mock exam and will write up to

three formative essays during the course of the year.

Indicative reading: J Le Grand, C Propper & R Robinson, *The Economics of Social Problems*, Fourth Edition, Palgrave, 2008. R Lipsey and A Crystal, *Economics*, 13th edition, OUP, 2015 (or earlier edition). N Barr, *Economics of the Welfare State*, Fifth Edition, OUP 2012. H Glennerster, *Understanding the Cost of Welfare*. The Policy Press, 2017. J Hills, *Good Times, Bad Times: The Welfare Myth of Them and Us*, Revised edition, The Policy Press, 2017. A B Atkinson, *Inequality: What Can Be Done?* Harvard University Press, 2015.

Assessment: Take-home assessment (100%) in the ST.

SP112

Politics of Social Policy Making

This information is for the 2020/21 session.

Teacher responsible: Dr Timothy Hildebrandt OLD.2.56

Dr Hakan Seckinelgin OLD.2.27

Availability: This course is available on the BSc in Criminology, BSc in International Social and Public Policy and BSc in International Social and Public Policy with Politics. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

This course is not available to third year students.

Course content: The course introduces students to the way in which social and public policies are developed. It aims to provide tools to understand how policies are produced through political disagreement and negotiations and how policies reflect different needs and problems voiced by groups in societies. It focuses on the ways in which policy processes and decision making can be analysed. The course focuses on different models that are used in the analyses of policy processes in different international contexts. Furthermore, it links different analytical approaches to policy processes with political considerations of how political problems are framed and how policy goals are established. The course looks at these issues from the perspective of different actors and the ways in which different actors interact with each other within policy processes. The course brings together critical analytical frameworks for policy processes with empirical problems (cases). The course enables students to understand that policy processes are both about understanding society and shaping it. Furthermore, it introduces students to the various policy actors, including international actors and how these actors work together within socio-political and economic constraints. It also highlights the importance of identifying and understanding the different value positions and the associated negotiations that underwrite policy processes.

Teaching: 10 hours of lectures and 15 hours of seminars in the MT. 10 hours of lectures, 15 hours of seminars and 4 hours of workshops in the LT.

The course is taught in 150 min blocks with some breaks in a combined short lecture, presentations and student group work. We will invite participants from our alumni network to bring their policy-making experiences into the course. We will have student poster presentations in LT.

Formative coursework: Students will be expected to produce 4 exercises and 2 presentations in the MT and LT. Students will be expected to produce 4 x 500 word commentaries on specific questions and 2 presentations in the MT and LT. Students will be working in groups which will present short in-class exercises. Through group work and the feedback they will get throughout the 2nd half of MT and the 1st half of LT we will provide support for their poster preparations and presentations.

Indicative reading: Fischer, Frank (2010) *reframing Public Policy: Discursive Politics and Deliberative Practices*. London: OUP. Hoppe, Robert (2011) *The Governance of Problems: Puzzling, Powering and Participation*. Bristol: Policy Press. Kingdon, J. (1995) *Agendas, alternatives and public policies*, NY: Longman. Ostrom, Elinor (2015) *Governing the Commons: the Evolution of Institutions for*

Collective Action. London: CUP. Pawson, Ray (2013) *The Science of Evaluation*. London: Sage. Stone, Deborah (2012) *Policy Paradox: The Art of Political Decision Making*. NY: Norton.

Assessment: Coursework (30%, 500 words) in the MT and LT. Presentation (25%, 500 words) in the LT. Report (45%) in the ST.

We will assess students at three stages:

- 4 short 500 word policy commentaries on specific questions which will be completed across the year. Students will get feedback on each and, the best of these will be taken as their 30% coursework mark;
- Students will be put into groups of 4 in MT to choose a policy area of interest and use it to link analytical discussions from the class to their own analysis of a particular policy implemented in that field. Each group is expected to produce (with the support of their teachers) a poster to discuss their analysis and to present to the class during the LT. This exercise (both the production and presentation) will contribute 25 % overall mark.
- Each student will write a 750 word report on their presentation and on the feedback they receive on their contribution to the poster. This is due in ST and will be the final 45% of their overall mark for the course.

SP170 Not available in 2020/21

Crime and Society: Representations and Realities

This information is for the 2020/21 session.

Teacher responsible: Dr Leonidas Cheliotis OLD.2.51

Availability: This course is compulsory on the BSc in Criminology. This course is available on the BSc in International Social and Public Policy and BSc in International Social and Public Policy with Politics. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This is a first year course that offers a general introduction to some of the main subjects and ideas that are to be found in criminology, and that BSc Criminology students will encounter during throughout their degree. These subjects are taught in a critical manner, inviting students to challenge received wisdoms, general assumptions, and political claims. The second goal of the course is to enthuse the students; to offer them a glimpse of an exciting and stimulating programme ahead, not least by using a variety of media for presentations and as the basis for discussion, and in a series of practical tasks linked to particular subjects.

Indicative lecture content

1. What is Criminology?
2. What is crime?
3. Crime in the media
4. Crime and politics
5. What is happening to crime?
6. Who commits crime?
7. How we deal with crime I: formal social control
8. How we deal with crime II: informal social control
9. How do we prevent crime?
10. Victims and crime
11. Crime and the powerful
12. What is criminal justice?
13. Policing and its history
14. Policing: Is it effective?
15. Theories of punishment
16. A brief history of punishment
17. Thinking about prisons
18. Understanding crime: what's the point of theory?
19. Criminology and social policy – ideas in practice
20. Crime, punishment and the future

Teaching: 10 hours of lectures and 15 hours of classes in the MT. 10 hours of lectures and 15 hours of classes in the LT. 1 hour of

lectures and 1 hour of classes in the ST.

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

Indicative reading: Harding, J., Davies, P. and Mair, G. (2017) *An Introduction to Criminal Justice*, London: Sage
Newburn, T. (2009) *Criminology: Key Readings*, Cullompton: Willan
Newburn, T. (2017) *Criminology*, London: Routledge
Newburn, T. (2018) *Criminology: A very short introduction*, Oxford: Oxford University Press

Open University (2016) *Criminology Beyond Crime*, Free course
Roberts, J.V. (2015) *Criminal Justice: A very short introduction*, Oxford: Oxford University Press

Assessment: Essay (40%, 1500 words) in the ST.

Project (40%, 1000 words) and presentation (20%) in the LT.

Summative assessment has three elements: a 1500 word essay (40%); a project studying social control out on London's streets (40%); and a presentation (20%)

SP171 Not available in 2020/21

Identities, Crime and Criminal Justice

This information is for the 2020/21 session.

Teacher responsible: Prof Coretta Phillips OLD.2.28

Availability: This course is compulsory on the BSc in Criminology. This course is available on the BSc in International Social and Public Policy with Politics. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: The main aim of this first year core course is to introduce students, early in the programme, to key aspects of human identities and how they are related to the experience of crime as a victim, the commission of crime as an offender, processing by the criminal justice system, and the experiences of criminal justice professionals. Teaching will reflect the development of criminological knowledge with most theorising concentrating initially on social class, and then subsequently gender and race. More recently, criminologists have come to study religion and disabilities, with queer criminology and intersectional criminology newly emerging critical perspectives in the discipline.

Indicative lecture content:

1. How do social scientists understand human identities?
2. Lombroso and W.E.B. Du Bois and the study of crime
3. Feminism, gender and criminology
4. The contemporary race and crime debate
5. Youthful transgressions
6. Reading Week (essay writing and project skills session)
7. Masculinities and crime
8. Gendered violence offline and online
9. Hate crimes
10. Immigration and crime
11. Indigeneity, crime and criminal justice
12. Intersectional Nexus I: 'Gangs' and corporate crimes
13. Intersectional Nexus II: Islamist and Far Right terrorism
14. Queer criminology
15. Intersectional nexus III: Intimate Partner Violence in LGBTQAI+ and heterosexual relationships
16. Youth Justice
17. Reading week (project workshop)
18. Experiencing Punishment I: Women in prison
19. Experiencing Policing and Punishment II: Minority groups
20. Minorities in the criminal justice professions
21. Revision
22. Project workshop

Teaching: 10 hours of lectures and 15 hours of classes in the MT. 10 hours of lectures and 15 hours of classes in the LT.

In MT Reading Week 6 there will be a two-hour essay-writing session and discussion about the LT project.

Formative coursework: One 1500 word essay is due in MT.

Indicative reading: Buist, C.L. & Lenning, E., (2016), *Queer Criminology*. London: Routledge. Chakraborti, N. and Garland, J.

(2015) *Hate Crime: Impacts, Causes and Responses* (2nd edition), London: Sage. Collier, R. (1998) *Masculinities, Crime and Criminology: Men, Heterosexuality and the Criminal (ised) Other*. London: Sage. Du Bois, W. E. B. (1899) *The Philadelphia Negro: A Social Study*. Philadelphia, PA: University of Pennsylvania Press. Gabbidon, S. L., Greene, H. T. and Young, V. (2001) *African American Classics in Criminology and Criminal Justice*. Thousand Oaks, CA: Sage. Gartner, R. and McCarthy, B. (2014) (eds.) *The Oxford Handbook of Gender, Sex, and Crime*. Oxford: Oxford University Press. Lombroso C (1884/2006) *Criminal Man. Translated and with a New Introduction by Mary Gibson and Nicole Hahn Rafter*, Durham, NC: Duke University Press. Phillips, C. and Webster, C. (2013) (ed.) *New Directions in Race, Ethnicity and Crime*. London: Routledge. Potter, H. (2015) *Intersectionality and Criminology: Disrupting and Revolutionizing Studies of Crime*. London: Routledge. Tonry, M. and Bucerius, S. (2014) (eds.) *The Oxford Handbook of Ethnicity, Crime, and Immigration*. Oxford: Oxford University Press.

Assessment: Essay (50%, 1500 words) in the ST. Project (50%, 2000 words) in the LT.

SP172 Half Unit Not available in 2020/21

Policing and Security

This information is for the 2020/21 session.

Teacher responsible: Prof Tim Newburn OLD.2.40a

Availability: This course is available on the BSc in Criminology, BSc in International Social and Public Policy and BSc in International Social and Public Policy with Politics. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course will introduce students to the flourishing sub-discipline of 'police studies', enabling students to understand the development and functioning of police organisations as well as providing them with an understanding of some of the key issues and debates affecting contemporary policing. Putative outline:

1. Understanding policing and security
2. The role of the police
3. Police cultures
4. Police accountability
5. Police legitimacy
6. Police conduct and misconduct
7. Police, race and ethnicity
8. Police, gender and inequality
9. Police and the media
10. Public policing and private security

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

Formative coursework: Students will be expected to produce 1 exercise in the LT.

Indicative reading: Jones, T., Newburn, T. and Reiner, R. (2017) 'Policing and the Police' in Liebling, A., Maruna, S. and McAra, L. (eds.) *The Oxford Handbook of Criminology* 6th Ed., Oxford University Press. Newburn, T. (2008) (ed) *Handbook of Policing*, 2nd ed, Cullompton: Willan. Newburn, T. (2005) (ed) *Policing: Key Readings*, Cullompton: Willan. Reiner, R. (1981) *Keystone to Kojak: The Hollywood cop*, in P. Davies and B. Neve (eds) *Politics, Society and Cinema in America*, Manchester: Manchester University Press. Reiner, R. (2010) *The Politics of the Police*, 4th ed, Oxford: OUP

Assessment: Project (80%, 2500 words) and presentation (20%) in the LT.

SP173 Half Unit Not available in 2020/21

Politics and Crime

This information is for the 2020/21 session.

Teacher responsible: Prof Tim Newburn OLD.2.40A

Availability: This course is available on the BSc in Criminology, BSc in International Social and Public Policy, BSc in International Social and Public Policy with Politics and BSc in Social Policy with Government. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course introduces students to the politicised nature of crime and criminal justice. The course content will cover the following subjects:

- The rise of crime as a subject of party politics
- The idea of populist punitiveness
- Willie Horton and the American Presidency
- Politics and punishment in comparative perspective
- Politics and the war on drugs
- Neoliberalism and the rise of privatised criminal justice
- The politics of policing
- The particular politics of juvenile crime
- Crime, politics and the media
- Politics, human rights and the death penalty

Teaching: 10 hours of lectures and 10 hours of classes in the MT.

Formative coursework: Students will be expected to produce 1 exercise and 1 presentation in the MT.

Using media reports, students will put together:

A draft poster (as preparation for the later summative assessment) illustrating how politics affects crime (and vice-versa).

A short presentation, which they will give in class, explaining their findings.

Indicative reading: Beckett, K. and Sasson, T. (2004) *The Politics of Injustice: Crime and Punishment in America*, 2nd ed, Thousand Oaks, CA: Sage. Garland, D. (2001) *The Culture of Control*, Oxford: OUP. Morgan, R. and Smith, D. (2017) *Delivering more with less: Austerity and the politics of law and order*, in Liebling, A. et al, (eds) *Oxford Handbook of Criminology*, Oxford: OUP. Scheingold, G. (1984) *The Politics of Law and Order: Street crime and public policy*, New York: Longman. Tonry, M. (2013) *Evidence, ideology and politics in the making of American criminal justice policy*, in Tonry, M. (ed) *Crime and Justice in America 1975-2025*, Chicago: University of Chicago Press

Assessment: Project (60%, 1500 words) in the LT.

Presentation (20%) and presentation (20%) in the MT.

There will be three forms of summative assessment:

Student projects - researching and assessing one well-known historical example of the interaction of politics and crime - will form 60% of the overall mark.

In addition, students will be required to produce a poster summarising their case study (20%) and also do a short presentation in which they present the findings summarised on the case study poster (20%).

SP200

Comparative and International Social Policy

This information is for the 2020/21 session.

Teacher responsible: Dr Timo Fleckenstein OLD.2.60

Availability: This course is compulsory on the BSc in International Social and Public Policy, BSc in International Social and Public Policy and Economics and BSc in International Social and Public Policy with Politics. This course is not available as an outside option nor to General Course students.

Pre-requisites: This course is only available to students who have completed Understanding International Social and Public Policy (SP100).

Course content: The course introduces the comparative method in social policy research as well as the main analytical approaches to understanding social policy developments. It provides an

overview of social policies in different areas of the world and enables students to identify global pressures on national policy environments.

The course also examines the impact of key international and supranational institutions on social policy-making. It investigates the welfare and work nexus from a comparative perspective.

Teaching: 10 hours of lectures and 13 hours and 30 minutes of classes in the MT. 10 hours of lectures and 15 hours of classes in the LT. 1 hour of classes in the ST.

Formative coursework: Students are expected to submit three pieces of formative written work throughout the academic year and are expected to read for and prepare contributions to class discussion each week.

Indicative reading: K Armingeon & G Bonoli (Eds), *The Politics of Post-Industrial Welfare States* (2006). F Castles, *The Future of the Welfare State* (2004). J Clasen, *Reforming European Welfare States* (2004). B Deacon, *Global Social Policy and Governance* (2007). I Gough & G Wood (Eds), *Insecurity and Welfare Regimes in Asia, Africa and Latin America* (2004). L Hantrais, *Social Policy in the European Union* (2007). J Lewis, *Work-Family Balance, Gender and Policy* (2009). P Taylor-Gooby (Ed), *New Risks, New Welfare* (2005).

Assessment: Coursework (100%) in the ST.

SP201

Research Methods for Social Policy

This information is for the 2020/21 session.

Teacher responsible: Dr Amanda Sheely OLD.2.52

Availability: This course is compulsory on the BSc in International Social and Public Policy, BSc in International Social and Public Policy and Economics and BSc in International Social and Public Policy with Politics. This course is not available as an outside option nor to General Course students.

Course content: The course aims to give students a comprehensive introduction to methods of social research in social policy.

By the end of the course students should:

1. Be familiar with the stages of the research process and different approaches to social policy research.
2. Appraise different methods and their appropriateness to particular questions.
3. Be able to conduct and clearly present the results of basic analyses of quantitative and qualitative data.
4. Be able to critically assess research studies and their use of methods.
5. Understand the ethical issues involved in conducting research.

Teaching: The course combines two elements:

SA201.2 Research Methods for Social Policy: Dr A. Sheely
MT Lectures: 10 x 1hr SA201.2. Classes: 10 x 1.5 hr SA201.2.

SA201.1 Data Analysis for Social Policy: Dr A. Sheely
Lectures: 9 x 1hr SA201.1. 1x 2hr SA201.1 Classes: 10 x 1.5 hr SA201.1.

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

The three formative assessments for the course are condensed components of the final summative coursework.

The first formative includes completing an ethics form for the qualitative component of the study, as well as drafting an interview guide that students will use in their interviews. In the second formative, students will create and present a poster that outlines the design of their research study, including an overview of the literature, their research question, qualitative and quantitative sampling and data collection strategies, and ethical considerations. This assessment includes both turning in the poster, as well as a verbal presentation where students will answer questions about their studies. The last formative is a short essay where students write an interpretation of their quantitative regression results.

Indicative reading: Marilyn Lichtman (2014) *Qualitative Research for the Social Sciences*. Sage Publications. Robert de Vries. (2018) *Critical Statistics: Seeing Beyond the Headlines*. Macmillan International.

Alan Acocock (2016) *A Gentle Introduction to Stata*, 5th edition. Stata Press.

Assessment: Essay (100%, 5000 words) in the ST.

Students will design and carry out a small mixed-methods research study related to a given topic. In the essay, students will describe and justify their choice of research methods for both the qualitative and quantitative components of the project (research question, sampling, data collection, data analysis, and ethical considerations). The assignment also includes the presentation and discussion of results from the research study. The second assignment is due in Summer Term.

SP230

Education Policy

This information is for the 2020/21 session.

Teacher responsible: Prof Anne West OLD.2.30

Availability: This course is available on the BSc in International Social and Public Policy, BSc in International Social and Public Policy and Economics, BSc in International Social and Public Policy with Politics, BSc in Social Policy, BSc in Social Policy and Economics, BSc in Social Policy and Sociology and BSc in Social Policy with Government. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Course content: This course provides an introduction to the main issues in educational policy. It draws on interdisciplinary research literature and has a comparative and international focus. The course aims to show how major concepts used in social policy can be applied to the study of education, for example, equality of opportunity, equity and the distribution of resources.

Issues to be addressed include: policy goals of education; historical development of education and the role of the state in provision and funding; the impact of social characteristics on educational outcomes (class, gender, ethnicity and 'race'); education of children with special educational needs and disabilities; financing education; private schooling; privatisation and the changing role of the state; early years education; school-based education; post-compulsory education including higher education; education systems in comparative perspective and education regimes, decentralisation and devolution. Not all of these issues are covered as separate weekly topics.

Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.

Formative coursework: One formative essay in MT, one formative essay in LT, one mock examination essay LT.

Indicative reading: Some introductory texts are recommended: Arthur, J., Peterson, A. (eds) (2011) *The Routledge Companion to Education*. London: Routledge. Lauder, H., Brown, P., Dillabough, J., Halsey, A.H. (eds) (2006) *Education, Globalization and Social Change*. Oxford: Oxford University Press. Specialist reading lists for each topic will be provided.

Assessment: Take-home assessment (100%) in the ST.

SP231 Not available in 2020/21

Poverty, Inequality, and Social Policy

This information is for the 2020/21 session.

Teacher responsible: Dr Amanda Sheely OLD.2.52

Availability: This course is available on the BSc in Criminology, BSc in Environment and Development, BSc in International Social and Public Policy, BSc in International Social and Public Policy and Economics, BSc in International Social and Public Policy with

Politics, BSc in Social Policy, BSc in Social Policy and Economics, BSc in Social Policy and Sociology and BSc in Social Policy with Government. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Course content: The course will examine the definition, measurement and causes of poverty and social disadvantage in general and analyse selected aspects drawn from the following: social and demographic change, gender and ethnic inequality, unemployment, worklessness, social security and poverty, area deprivation, educational inequality, and social exclusion. This course draws primarily on examples from the United Kingdom, the United States, and Western Europe.

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

Formative coursework: As preparation for the first summative essay, which is a book review, students will be asked to write a 500 word description of the book, as well as the main assertions that book makes about poverty and disadvantage. For the second summative essay, students will prepare and present a one-page outline of their policy critique.

Indicative reading: A detailed list will be provided at the start of the session. H Dean & L Platt (2016) *Social Advantage and Disadvantage* Oxford University Press. J Hills (2014). *Good Times, Bad Times: The Welfare Myth of Them and Us* Policy Press. AB Atkinson (2015) *Inequality: What Can Be Done?* Harvard University Press. S.P. Jenkins (2011) *Changing Fortunes: Income Mobility and Poverty Dynamics in Britain* Oxford University Press. T. Shildrick, R. MacDonald, C. Webster, & K Garthwaite (2010). *The Low-Pay, No-Pay Cycle: Understanding Recurrent Poverty* Joseph Rowntree Foundation.

Assessment: Essay (60%, 2000 words) in the ST.

Essay (40%, 1500 words) in the LT.

Summative assessment for this course comprises two essays. The first essay, which takes the format of a book critique is worth 40% of the mark and is due at the end of Lent Term. The second essay is a policy evaluation. This essay is worth 60% of the mark and is due in Summer Term.

SP232

Health and Social Care Policy

This information is for the 2020/21 session.

Teacher responsible: Dr Tania Burchardt 32L 3.30

Availability: This course is available on the BSc in International Social and Public Policy, BSc in International Social and Public Policy and Economics, BSc in International Social and Public Policy with Politics, BSc in Social Policy, BSc in Social Policy and Economics, BSc in Social Policy and Sociology and BSc in Social Policy with Government. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Course content: The course equips students with the concepts, tools and knowledge to understand the challenges of health and social care policy in the 21st century, in the differing contexts of the UK and other rich countries, and in low- and middle-income countries. In the wake of the coronavirus pandemic, this feels more important than ever.

In the first term, we consider the fundamental aims of health and social care policy, including health and well-being, health inequalities, health promotion, and health as a human right. We then examine policy approaches and healthcare regimes across different country contexts, including the strengths and weaknesses of different models of healthcare financing, public and private. In the second term, we move on to think about how to bring about change - both change in people's behaviour through regulation, 'nudge' and incentives, and change in health and social care systems, including an examination of the role played by global

pharmaceutical and healthcare companies, and the potential for reform. We investigate the role that evaluations of health and social care play in shaping policy change. Finally, we turn to specific groups and needs, including the challenges and potential of ageing, long-term care, mental health policy, child protection and health.

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

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

One essay of 1000 words (excluding references), following a class task or presentation. This is compulsory.

One essay of 1000 words, and three essay plans, using the same format as the summative assessment. This is encouraged, but optional.

Indicative reading: There is no course textbook. A list of selected texts and readings will be included in the reading lists for each week which will be made available at the start of the Michaelmas Term. Oliver, A. (2020) Country responses to the COVID19 pandemic: HEPL blog series <https://www.cambridge.org/core/journals/health-economics-policy-and-law/hepl-blog-series-covid19-pandemic>. World Health Organization (2013) World health report 2013: Research for universal health coverage. World Health Organization. Marmot, M. (2020) Health Equity in England: the Marmot review 10 years on. Institute of Health Equity. Baggott, R. (2015) Understanding Health Policy. 2nd edition. Policy Press.

Assessment: Take-home assessment (100%) in the ST.

Students will be asked to write 3 essays of 1000 words each (excluding references) from a selection of questions addressing a range of topics covered in the course. This will be a take-home, open-book, assessment.

SP270 Not available in 2020/21

Understanding Crime and Punishment

This information is for the 2020/21 session.

Teacher responsible: Dr. Leonidas Cheliotis (OLD 2.51)

Availability: This course is compulsory on the BSc in Criminology.

This course is available on the BSc in International Social and Public Policy, BSc in International Social and Public Policy and Economics and BSc in International Social and Public Policy with Politics. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This second-year core full-unit course is intended to introduce students to key criminological theories regarding issues of crime and punishment. It will build on, and complement, the new BSc programme's first-year core courses, singling out and further dissecting specific substantive themes (e.g., the criminalisation process) by exploring in detail major relevant theoretical perspectives and debates, as well as pertinent empirical research, both qualitative and quantitative. In so doing, the course will critically examine the merits and limitations of competing criminological approaches to issues of crime and punishment, thus also preparing students, both in terms of substantive insights and ways of thinking, for core and optional courses they will take in their third year (e.g., Criminological Controversies, Punishment and Penal Policy).

Indicative course content

Michaelmas Term

- 1) The 'Classical' and 'Positivist' Schools of Criminology
- 2) Psychoanalytic Approaches to Crime
- 3) Strain and Crime: From Durkheim to Merton and Beyond
- 4) The Chicago School of Sociology and its Approach to Crime
- 5) Subcultural and Cultural Criminologies
- 6) Reading Week
- 7) Labelling Theory
- 8) Neutralisation Theory
- 9) Routine Activities Theory

10) Control Theory

11) Revision Week

Lent Term

1) Marxist Criminologies

2) Neo-Marxist Criminologies

3) Left and Right Realism

4) Feminism(s) and Criminology

5) The Foucault Effect on Criminology

6) Reading Week

7) Risk Society and the New Penology

8) Late Modernity, Crime and Punishment: The Culture of Control Thesis

9) Psychosocial Penology: From George Herbert Mead to Erich Fromm

10) Biosocial Approaches

11) Revision Week

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

Michaelmas Term: one-hour lectures in Weeks 1-10 (except for Week 6), plus a revision lecture in Week 11; one-hour classes in Weeks 2-11 (except for Week 6).

Lent Term: one-hour lectures in Weeks 1-10 (except for Week 6), plus a revision lecture in Week 11; one-hour classes in Weeks 2-11 (except for Week 6).

Summer Term: one two-hour revision class

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

One 1,500-word essay in each term (as mentioned earlier)

Indicative reading: General Text

• Newburn, T. (2013) *Criminology*. 3rd edition. London: Routledge.

The following companion reader is also available:

• Newburn, T. (2009) *Key Readings in Criminology*. Cullumpton: Willan.

Those listed below are general textbooks and edited collections which are strongly recommended for background reading:

• McLaughlin, E. and Muncie, J. (eds.) (2013) *Criminological Perspectives: A Reader*. Third Edition. London: Sage.

• Hale, C., Hayward, K., Wahidin, A. and Wincup, E. (eds.) (2013) *Criminology*. Oxford: Oxford University Press. Third Edition.

• Carrabine, E., Iganski, P., Lee, M., Plummer, K. and South, N. (2008) *Criminology: A Sociological Introduction*. London: Routledge. Second Edition.

• Davies, Croall and Tyrer (2010) *Criminal Justice*. Fourth Edition. Harlow: Pearson Education Limited.

• Muncie, J. and McLaughlin, E. (eds.) (2001) *The Problem of Crime*. Second Edition. London: Sage.

• Liebling, A., Maruna, S. and McAra, L. (eds.) (2017) *The Oxford Handbook of Criminology*. Sixth Edition. Oxford: Oxford University Press.

Assessment: Presentation (30%) in the LT.

Essay (70%, 3000 words) in the ST.

The proposed method of assessment is a combination of long essay (3,000 words) on one of the substantive topics covered in the course (but not the one chosen for their formative assessment) due at the beginning of ST, and a class presentation whose aim will be to critically appreciate a specific theoretical argument due end of LT. The long essay will count towards 70% of the final mark, and the presentation will count towards 30%

in Social Policy with Government. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Course content: The course examines the contribution that psychology has made to our understanding of crime and criminal justice. It explores what psychological theory and research have to tell us about the causes of crime and the ways in which we respond to such behaviour.

Particular attention is paid to the development of individual criminality and criminal careers; drug and alcohol related crime; varieties of criminal behaviour including violence, sexual crime and stalking; mental disorder and crime; victims and victimisation; public attitudes towards punishment; public confidence in the criminal justice system; prejudice and discrimination; organisational dynamics and institutional change; offender profiling and criminal investigation; eye witness testimony and legal decision making; rehabilitation and imprisonment.

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

There will be a reading week in the MT and LT. In addition one revision class will take place in the ST.

Formative coursework: One essay per term (MT and LT) will be required.

Indicative reading: J.R. Adler and J.M.Gray, *Forensic Psychology: Concepts, Debates and Practice*, 2010. PB Ainsworth, *Psychology and Crime: Myths and Reality*, 2000. J.Brown and E.Campbell, *The Cambridge Handbook of Forensic Psychology*, 2010. C.R. Hollin, *Psychology and Crime: An Introduction to Criminological Psychology*, 2013. J McGuire, *Understanding Psychology and Crime*, 2004. F. Pakes and J. Winstone, *Psychology and Crime: Understanding and Tackling Offending Behaviour*, 2007.

Assessment: Exam (100%, duration: 3 hours) in the summer exam period.

SP331 Half Unit Not available in 2020/21

Sexuality, Everyday Lives and Social Policy in Developing Countries

This information is for the 2020/21 session.

Teacher responsible: Dr Timothy Hildebrandt OLD 2.56 and Dr Muzaferrettin Seckinelgin OLD 2.27

Availability: This course is available on the BSc in Criminology, BSc in International Social and Public Policy, BSc in International Social and Public Policy and Economics, BSc in International Social and Public Policy with Politics, BSc in Social Policy, BSc in Social Policy and Economics, BSc in Social Policy and Sociology and BSc in Social Policy with Government. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

This course is only available to third year undergraduate students.

Course content: This course aims to analyse and understand the way social policies deploy sexuality categories in regulating everyday life in developing countries, both in its public and private manifestations Sexuality is a central part of human experience. Institutions created to deal with human life/wellbeing have considered sexuality as one of the reference points from which to regulate social relations. Perceptions on sexuality are formed in the intersection of socio-political, historical processes and everyday practises in particular societies. Particular perceptions of sexuality in turn influence the way people negotiate access to resources to address their well-being.

In some central areas of social policy sexuality is used as one of the sorting mechanisms (in addition to gender, race among various other categories) to establish entitlements for resources (social, political and economic). In this regard social policy is both informed by perceptions on sexuality and in turn social policy

SP271 Not available in 2020/21

Psychology of Crime and Criminal Justice

This information is for the 2020/21 session.

Teacher responsible: Dr Michael Shiner OLD.2.34

Availability: This course is available on the BSc in Criminology, BSc in International Social and Public Policy, BSc in International Social and Public Policy and Economics, BSc in International Social and Public Policy with Politics, BSc in Social Policy, BSc in Social Policy and Economics, BSc in Social Policy and Sociology and BSc

acts as a mechanism of social reproduction of these perspectives impacting people's lives. And while globally high profile cases and rights abuses related to sexuality are important, a narrow global policy focus on these overlooks how more embedded and diverse social policy practices related to sexuality are impacting people's lives in many developing countries.

This course aims to explore sexuality and its importance for social policy for developing countries. It aims to consider social policy and particular interventions in their historical contexts, as a way of unpacking the construction of sexuality in the intersection of colonialism, gender, race, class and international policy frameworks in developing countries.

The course also aims to interrogate the relationship between particular social policy prescriptions developed in most industrialized welfare societies and the way some of these are transferred to developing countries. The major concern of the analysis is to bring out the perceptions of sexuality that underwrite these policies and how these interact with existing perceptions of sexualities and their performances (identities, desires and bodily practices) in multiple developing country contexts. These policy areas include, among others, discussions of rights, entitlements, citizenship, same-sex marriage, sexually transmitted disease, HIV/AIDS, family policies, migration/border controls, criminality and employment-related policies.

Teaching: 10 hours of lectures and 15 hours of seminars in the LT. The lectures for this course 10 X 60 min lecture will be joint lectures with MSc students who are taking SP417 as an option course. There will be a designated UG seminar for UG students 10 x 90 mins seminars in LT.

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

Students will be required to apply their understanding of both theoretical frameworks and issues related to sexualities and social policies in a 1,500 words formative essay. They will choose one particular social policy area, and show how viewing it through 3 different theoretical lenses helps us understand the issue differently.

Indicative reading:

- Aggleton, P., Boyce, P. and Moore, H. (2012) *Understanding Global Sexualities: New Frontiers*. London: Routledge;
- Butler, J. (1990) *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge;
- Canaday, M. (2009) *The Straight State: Sexuality and Citizenship*. Princeton university Press; Cornwall, A., Corrêa, S. and Jolly, S. (2008)
- *Development with a Body: Sexuality, Human Rights and Development*. London: Zed Book;
- Correa, S., Petchesky, R. and Parker, R. (2008) *Sexuality, Health and Human Rights*. London: Routledge;
- De La Dehesa, R. (2012) *Queering the Public Sphere in Mexico and Brazil: Sexual Rights Movements in Emerging Democracies*. Duke University Press;
- Reid, G. and Walker, L. (2005) *Men Behaving Differently: South African Men since 1994*. Doubleday books;
- Richey, L. A. (2008) *Population Politics and Development: From the policies to the Clinics*. London: Palgrave;
- Stoler, A. L. (2002) *Carnal Knowledge and Imperial Power: Race and the Intimate in Colonial Rule*. University of California Press;
- Tamale, S. (2011) *African Sexualities: A Reader*. Pambazuka Press.

Additional readings for each week are available on Moodle.

Assessment: Policy memo (100%).

Social and Public Policy and Economics, BSc in International Social and Public Policy with Politics, BSc in Social Policy, BSc in Social Policy and Economics, BSc in Social Policy and Sociology and BSc in Social Policy with Government. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

This course is only available to third year undergraduate students.

Course content: The course analyses the purpose, design and impact of social security policies, meaning policies that protect and support household income at times when income from the labour market does not suffice. The need for social security arises both from demographic factors that affect nearly everyone during their life course - childhood, parenthood, old age - and from risk factors that end up affecting only some - unemployment, sickness and disability.

The course takes a comparative approach, examining differences in the design of social security policies across welfare regimes and drawing on examples from different countries. Students will develop an understanding of the challenges and trade-offs that arise in designing social security policies to meet multiple goals, will further their knowledge about the ways systems function in practice, and will develop the tools for assessing the structure and effectiveness of social security in any given country. The course will also consider how successfully social security systems are adapting to meeting the challenges of the twenty-first century, including an aging population, migration, and the changing nature of employment brought about by rapid technological change.

Most of the examples in the lectures and readings relate to higher- and middle-income countries, but many of the issues covered are also relevant in countries where social security systems are less developed. Students will be encouraged to further their understanding of social security in their country of origin, or another country of their choice, and to draw on this knowledge in classes.

Teaching: 15 hours of lectures and 15 hours of classes in the MT. There will be no formal teaching in Reading Week (Week 6), but there will be an optional film on a relevant topic, followed by an informal discussion.

Formative coursework: Students will write one essay (1500 words) during MT, and will receive feedback in preparation for the summative assessment.

Indicative reading:

- R Walker (2005) *Social Security and Welfare: Concepts and Comparisons*. Open University Press.
- J Hills (2015) *Good Times, Bad Times: The Welfare Myth of Them and Us*. The Policy Press.
- J Millar and R Sainsbury (2018) (eds) *Understanding Social Security*, Third Edition. The Policy Press.
- P Spicker (2011) *How Social Security Works: An introduction to benefits in Britain*. The Policy Press
- J Kvist et al (2012) *Changing Social Equality: The Nordic Welfare Model in the 21st Century*. The Policy Press.
- N Barr and P Diamond (2009) *Pension Reform: A Short Guide*. Oxford University Press.
- M Frolich et al (2015) *Social Insurance, Informality and Labor Markets: How to Protect Workers While Creating Good Jobs*. Oxford University Press.

An extended reading list will be provided, with specific readings for each week's topic.

Assessment: Essay (100%, 2500 words) in the LT.

The essay will require students to demonstrate their ability to apply the knowledge and understanding they have gained on the course to evaluate the design and impact of policies in different countries. Questions will be released towards the end of the Michaelmas Term.

SP332 Half Unit Not available in 2020/21

Social Security Policies

This information is for the 2020/21 session.

Teacher responsible: Dr Kitty Stewart OLD 2.36

Availability: This course is available on the BSc in Criminology, BSc in International Social and Public Policy, BSc in International

SP335 Half Unit

Migration: Current Research, Critical Approaches

This information is for the 2020/21 session.

Teacher responsible: Prof Lucinda Platt (OLD.2.25)

Availability: This course is available on the BSc in International Social and Public Policy, BSc in International Social and Public Policy and Economics, BSc in International Social and Public Policy with Politics, BSc in Social Policy, BSc in Social Policy and Economics, BSc in Social Policy and Sociology and BSc in Social Policy with Government. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

This course is only available to third year undergraduate students.

Course content: This interdisciplinary course addresses contemporary global migration issues with reference to both developing and developed country contexts and to different patterns and forms of migration. The course examines the relationship between migration and social and public policies, including the implications for how migrants and migration are conceptualised, for inequalities in the movement of people, for welfare systems, and for the impacts of migration in countries of origin and destination. It draws on current approaches to researching migration, and considers the implications of those approaches.

Teaching: 15 hours of lectures and 15 hours of classes in the MT. Each week, all students are expected to read one key text (or sometimes two short texts) in preparation for the class and to participate actively in discussions. This will be complemented by class activities picking up on other issues covered in the lecture and class questions.

A longer list of complementary readings (and other materials, including podcasts, lectures, reports, maps and interactive materials), that students are encouraged to engage with, will also be supplied. They will also be expected to use these in the formative and summative essays.

A Moodle discussion forum specifically for the undergraduate students on the course, will be used to share thoughts and relevant material.

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

Indicative reading:

- Goldin, I., Cameron, G.160 & Balarajan, M. (2012) *Exceptional People: How Migration Shaped Our World and Will Define Our Future*, Princeton University Press. CHAPTER 1
- Shachar, A. (2009) *The Birthright Lottery: Citizenship and Global Inequality*, Cambridge MA: Harvard University Press. INTRODUCTION.
- Favell A., Feldblum, M. and Smith, M. (2007) "The human face of global mobility: a research agenda", *Society*, 44: 15-25..
- Long, K. (2013) "When Refugees stopped being Migrants: Movement, Labour and Humanitarian Protection", *Migration Studies*, 1: 1, 4-26.
- Donato, K. et al. (2006) "A Glass Half Full? Gender in Migration Studies", *International Migration Review*, 40: 1, 3-26.
- Lee, J. et al. (2014) "The International Migration Review at 50: Reflecting on Half a Century of International Migration Research and Looking Ahead", *International Migration Review*, 48: Anniversary Issue, S3–S36.
- Cerrutti, M. and Parrado, E. (2015) "Intraregional Migration in South America: Trends and a Research Agenda", *Annual Review of Sociology*, 41, 399-421.
- Luthra, R., Platt, L. and Salamoniska, J. (2016) "Types of Migration: the Motivations, Composition, and Early Integration Patterns of 'New Migrants' in Europe", *International Migration Review*, published online Sept 2016.
- Guveli, A., Ganzeboom, H., Baykara-Krumme, H., Platt, L., Eroglu, Spierings, N. Bayrakdar, S. Nauck, B. and Sozeri, E.K. (2016) "2000 Families: identifying the research potential of an origins-of-migration study", *Ethnic and Racial Studies*, 40: 14.

- Dahinden (2016) "A plea for the 'de-migranticization' of research on migration and integration", *Ethnic and Racial Studies*, 39:13, 2207-2225.
- Shutes, I. and Walker, S. (2018) "Gender and Free Movement: EU Migrant Women's Access to Residence and Social Rights in the UK", *Journal of Ethnic and Migration Studies*, 44:1, 137-153
- Czaika, M. and De Haas, H. (2013) "The effectiveness of migration policies", *Population and Development Review*, 39: 3, 487-508.

The reading list includes required and supplementary readings that demonstrate current debates and approaches. Readings will be complemented by podcasts, videos and interactive materials relating to the readings. A film showing will also provide an early point of reference and discussion.

Assessment: Essay (100%, 1500 words) in the LT.

The course is assessed by one summative assignment (100% summative coursework). This is a written essay (2,000 words) that should address one question from a set provided.

The summative assignment is due at the beginning of the term following the term in which the course is taught.

SP374 Half Unit

Riots, Disorder and Urban Violence

This information is for the 2020/21 session.

Teacher responsible: Tim Newburn (OLD 2.40a)

Availability: This course is available on the BSc in International Social and Public Policy, BSc in International Social and Public Policy and Economics, BSc in International Social and Public Policy with Politics, BSc in Social Policy, BSc in Social Policy and Economics, BSc in Social Policy and Sociology and BSc in Social Policy with Government. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

This course is only available to third year undergraduate students

Pre-requisites: Some familiarity with sociology and/or criminology would be an advantage, but is not a formal prerequisite. Anyone unfamiliar with criminology can find a full introduction to the subject in: Newburn, T. (2017) *Criminology*, London: Routledge, 3rd Edition. An easier, quicker overview can be found in: Newburn, T. (2019) *Criminology: A very short introduction*, Oxford: OUP

Course content: This course focuses on urban or collective violence, or what more colloquially tend to be referred to as 'riots'. From Hong Kong and Santiago to the Gilets Jaunes in Paris and the uprisings in America after the death of George Floyd, this is a subject of great contemporary relevance. The course will consider the various approaches that have been taken to this subject - via history, psychology and sociology - and, focusing on particular examples, the course will examine some of the core issues in the field including: the causes and consequences of riots; psychological versus sociological explanations; the role of race/ethnicity; the impact of traditional and new social media on the nature and organisation of rioting; the role and changing nature of the policing of urban disorder; and how riots might be understood both historically and comparatively.

Teaching: 15 hours of lectures and 15 hours of classes in the LT. Course to be taught in LT next year.

Formative coursework: Students will be required to write and submit one piece of formative coursework for assessment and feedback. The first will be an essay outline - in effect the outline of their summative essay, including a full introductory paragraph.

Indicative reading:

- Katz, J. (2016) *Culture within and culture about crime: The case of the 'Rodney King riots'*, *Crime, Media, Culture*
- Moran, M. and Waddington, D. (2015) *Recent riots in the UK and France: Causes and commonalities*, *Contention*, 2, 2, 57-73
- Newburn, T. (2015) *The 2011 English riots in recent historical perspective*, *British Journal of Criminology*, 55, 1, 375-392
- Newburn, T. (2020) *The causes and consequences of urban riot and unrest*, *Annual Review of Criminology*, forthcoming

- Reicher, S. D. (1984) The St Pauls' riot: An explanation of the limits of crowd action in terms of a social identity model, *European Journal of Social Psychology*, 14, 1-21
- Waddington, D. (1998) Waddington Versus Waddington: Public Order Theory on Trial, *Theoretical Criminology*, 2: 373-394

Additional reading:

- Castells, M. (2015) The Egyptian Revolution, in Goodwin, J. and Jasper, J.M. (eds) *The Social Movements Reader*, Oxford: Blackwell
- King, M. and Waddington, D. (2006) Flashpoints revisited: a critical application to the policing of anti-globalization protest, *Policing and Society*, 15, 3, 255-282
- Marx, G. (1972) Issueless riots, in Short, J. and Wolfgang, M. (eds) *Collective Violence*, Chicago: Aldine
- Newburn, T., Cooper, K., Deacon, R. and Diski, R. (2015) 'Shopping for Free'? Looting, consumerism and the 2011 riots, *British Journal of Criminology*, 55 (5): 987-1004
- Proctor, R., Crump, J., Karstedt, S., Voss, A. and Cantijoch, M. (2013) Reading the riots: what were the police doing on Twitter?, *Policing and Society*, 23, 4, 413-36
- Stott, C. and Drury, C. (2017) Contemporary understanding of riots: Classical crowd psychology, ideology and the social identity approach, *Public Understanding of Science*, 21, 1, 2-14

Assessment: Coursework (100%, 3000 words).

The coursework (100%) will comprise a single summative essay. The focus will be on one selected urban riot or set of protests (this might change year to year). In effect, each student will be asked to undertake a small, desk-based piece of research on a selected aspect of the disorder. Thus, for example, taking the Los Angeles 'Rodney King' riots of 1992 as an example, students would be offered a choice of one of up to six or seven elements to focus upon: the history of race in Los Angeles; poverty & social exclusion in the city; housing and social control; police-minority relations; relations between different minority groups; media reporting of the riots; the legacy of the Los Angeles riots and so forth. Many of these tie in nicely with broader themes in social and public policy that the students will have focused on in other courses.

SP399

Dissertation

This information is for the 2020/21 session.

Teacher responsible: Prof Anne West

Availability: This course is compulsory on the BSc in International Social and Public Policy, BSc in International Social and Public Policy and Economics, BSc in International Social and Public Policy with Politics, BSc in Social Policy, BSc in Social Policy and Economics, BSc in Social Policy and Sociology and BSc in Social Policy with Government. This course is not available as an outside option nor to General Course students.

Course content: A dissertation of 8,000 words on a topic to be approved by the candidate's Academic Mentor. The dissertation is designed to allow a detailed and thorough exploration of an area of interest to the student. It should be on a topic area within the field of the degree programme; it may involve original fieldwork, or the analysis and appraisal of existing literature.

Teaching: 20 hours of workshops in the MT. 20 hours of workshops in the LT.

Students will be allocated an Academic Mentor who will supervise their dissertation. In addition to individual supervision meetings, there will be seven compulsory workshop sessions in Michaelmas Term to help students plan and structure their work on the dissertation, as well as three optional advice/troubleshooting sessions in Michaelmas Term and seven in Lent Term. In addition, three compulsory presentation sessions will be held in Lent Term: all students will be expected to make a brief presentation on their topic and will receive feedback from staff and peers.

Formative coursework: Students are required to agree their dissertation title with their Academic Mentor and submit it to the Department no later than Friday of Week 10 of MT.

Indicative reading: Students will be expected to draw extensively from the reading they have undertaken throughout their programme of study. Suggested reading on conducting research projects in Social Policy:

H Dean, 'Doing projects in social policy', in P Alcock, et al (Eds) *The Student's Companion to Social Policy*, Fourth Edition, Blackwell, 2012. A Bryman, 'The nature and process of social research', in *Social Research Methods*. Oxford: Oxford University Press, pp.3-18, 2012. C Bhatt, 'Doing a dissertation', in C Seale (ed.) *Researching Society and Culture*, Third Edition. Thousand Oaks, CA: Sage, pp.153-78, 2012. G Thomas, *How To Do Your Research Project*, Third Edition, London: Sage. 2017.

Assessment: Essay (100%, 8000 words) in the ST. Submission is due in ST - full deadline details will be confirmed to all candidates. Precise details on format and presentation will be issued by the Department.

ST101 Half Unit

Programming for Data Science

This information is for the 2020/21 session.

Teacher responsible: Miss Lok Ting Yuen

Availability: This course is available on the BSc in Actuarial Science and BSc in Mathematics, Statistics and Business. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: The primary focus of the course is to cover principles of computer programming with a focus on data science applications.

The topic covered will include variables, basic data types, data structures and sequences, control flow structures, modularisation, functions, variable and function scoping, errors and exception handling, and data input-output operations using file systems and operating system standard input-output; use of multi-dimensional arrays and their implementation in numpy, data processing using pandas dataframes; principles of object-oriented programming including objects, classes, methods, encapsulation, inheritance, and polymorphism; principles of functional programming languages such as use of immutable data, declarative programming model, flow control using functional calls and recursions, basic parallel programming concepts; practical aspects of algorithmic concepts such as recursions, search and tree structures.

The course will primarily use Python programming language, but will also discuss and provide references to how the fundamental programming concepts are implemented in other programming languages, in particular, R.

Teaching: 20 hours of lectures and 15 hours of seminars in the LT. This course will be delivered through a combination of classes and lectures totalling a minimum of 35 hours across Lent Term. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos. This course includes a reading week in Week 6 of Lent Term.

Formative coursework: Students will be expected to produce 10 exercises in the LT.

The problem sets will consist of computer programming exercises, mostly in Python programming language, but also some exercises will be offered to practice implementation in R.

Indicative reading: Essential Reading:

- J. V. Guttag, *Introduction to Computation and Programming using Python*, Second Edition, The MIT Press, 2017
- W. McKinney, *Python for Data Analysis*, 2nd Edition, O'Reilly, 2017
- A. B. Downey, *Think Python: How to Think like a Computer Scientist*, 2nd Edition, O'Reilly Media, 2015
- M. Dawson, *Python Programming for the Absolute Beginner*, 3rd Edition, Course Technology, 2010

Additional Reading:

- J. Zelle, *Python Programming: An Introduction to Computer*

Science, 3rd edition, Franklin, Beedle & Associates, 2016

• M. Lutz, Learning Python, 5th Edition, O'Reilly Media, 2013

Assessment: Coursework (40%) and project (60%) in the LT.

Students are required to hand in solutions to 4 sets of exercises using Python (or R), each accounting for 10% of the final assessment.

The project will require from students to solve a practical programming task, which will allow them to apply the concepts learned in the course and demonstrate their knowledge.

ST102

Elementary Statistical Theory

This information is for the 2020/21 session.

Teacher responsible: Dr James Abdey COL.5.10

Availability: This course is compulsory on the BSc in Actuarial Science, BSc in Business Mathematics and Statistics, BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Finance, BSc in Financial Mathematics and Statistics, BSc in Mathematics and Economics, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is available on the BSc in Accounting and Finance, BSc in Philosophy and Economics and BSc in Philosophy, Politics and Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course cannot be taken with ST107 Quantitative Methods (Statistics) or ST108 Statistical Methods for the Social Sciences.

Pre-requisites: A-level Mathematics.

No previous knowledge of statistics is assumed.

Course content: The course provides a precise and accurate treatment of introductory probability theory, statistical ideas, methods and techniques. Topics covered are data visualisation and descriptive statistics, probability theory, random variables, common distributions of random variables, multivariate random variables, sampling distributions of statistics, point estimation, interval estimation, hypothesis testing, analysis of variance (ANOVA), linear regression, nonparametric tests, goodness-of-fit and independence tests.

Teaching: This course will be delivered through a combination of classes, lectures and workshops totalling a minimum of 90 hours across Michaelmas Term and Lent Term. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures/workshops delivered as short online videos. This course does not include reading weeks.

Formative coursework: Weekly exercises will be set and students are expected to submit solutions to their class teacher each week for feedback.

Indicative reading: All course materials are made available via Moodle, including notes to accompany the lectures, but this can be supplemented with additional background reading. The recommended supplementary text is:

Larsen R.J. and M.L. Marx (2013) *Introduction to Mathematical Statistics and Its Applications* (fifth edition), Pearson (earlier editions are also fine).

Assessment: Exam (75%, duration: 3 hours) in the summer exam period.

Exam (25%, duration: 1 hour, reading time: 10 minutes) in the January exam period.

ST102GC Half Unit

Elementary Statistical Theory (Spring Semester)

This information is for the 2020/21 session.

Teacher responsible: Dr James Abdey COL.5.10

Availability: This course is available to General Course 'Spring

Semester' students conditional on having studied Michaelmas term content remotely. Note ST102 is part-examined in January.

Pre-requisites: A-level Mathematics.

No previous knowledge of statistics is assumed.

Course content: The course provides a precise and accurate treatment of introductory probability theory, statistical ideas, methods and techniques. Topics covered are data visualisation and descriptive statistics, probability theory, random variables, common distributions of random variables, multivariate random variables, sampling distributions of statistics, point estimation, interval estimation, hypothesis testing, analysis of variance (ANOVA), linear regression, nonparametric tests, goodness-of-fit and independence tests.

Teaching: This course will be delivered through a combination of classes, lectures and workshops totalling a minimum of 90 hours across Michaelmas Term and Lent Term. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures/workshops delivered as short online videos. This course does not include reading weeks.

Formative coursework: Weekly exercises will be set and students are expected to submit solutions to their class teacher each week for feedback.

Indicative reading: All course materials are made available via Moodle, including notes to accompany the lectures, but this can be supplemented with additional background reading. The recommended supplementary text is:

Larsen R.J. and M.L. Marx (2013) *Introduction to Mathematical Statistics and Its Applications* (fifth edition), Pearson (earlier editions are also fine).

Assessment: Exam (75%, duration: 3 hours) in the summer exam period.

Online assessment (25%) in January.

ST107 Half Unit

Quantitative Methods (Statistics)

This information is for the 2020/21 session.

Teacher responsible: Dr James Abdey COL.5.10

Availability: This course is compulsory on the BSc in Economic History with Economics, BSc in Economics and Economic History, BSc in Environmental Policy with Economics, BSc in Geography with Economics, BSc in International Social and Public Policy and Economics, BSc in Management and BSc in Social Policy and Economics. This course is available on the BSc in Accounting and Finance, BSc in Government and Economics, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics, BSc in Politics and Economics and Diploma in Accounting and Finance. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course cannot be taken with ST102 Elementary Statistical Theory or ST108 Statistical Methods for the Social Sciences.

Pre-requisites: A-level Mathematics.

Course content: The elementary statistical tools necessary for further study in management and economics with an emphasis on the applicability of the methods to management and economic problems. Topics covered are data visualisation and descriptive statistics, probability theory, discrete probability distributions, continuous probability distributions, sampling distributions of statistics, point estimation, interval estimation, hypothesis testing, contingency tables and the chi-squared test, correlation and linear regression.

Teaching: This course will be delivered through a combination of classes, lectures and workshops totalling a minimum of 45 hours across Lent Term. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures/workshops delivered as short online videos. This course does not include a reading week in Week 6 of Lent Term.

Formative coursework: Weekly exercises will be set and students are expected to submit solutions to their class teacher each week

for feedback.

Indicative reading: All course materials are made available via Moodle, including notes to accompany the lectures, but this can be supplemented with additional background reading. The recommended supplementary text is: Newbold, P., W.L. Carlson and B.M. Thorne (2019) *Statistics for Business and Economics*. (9th edition), Pearson (earlier editions are also fine).

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

ST108

Statistical Methods for the Social Sciences

This information is for the 2020/21 session.

Teacher responsible: Dr Anastasia Kakou

Availability: This course is available on the BSc in Accounting and Finance. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

The course is designed for students without a strong background in Mathematics, e.g. without A level Mathematics, and is suitable for students who wish to learn basic statistical methods for analysing social science data. This course cannot be taken with ST102 Elementary Statistical Theory or ST107 Quantitative Methods (Statistics).

Pre-requisites: A grade B in GCSE Mathematics or equivalent. No background in statistics is required.

Course content: A basic foundation in elementary statistical methods, theory and statistical reasoning. Basic use of computers to analyse data. Probability, random variable theory and distributions. Normal distribution, sampling concepts and sampling distributions. Estimation, significance tests and confidence intervals, one and two-sample methods. Test for proportions, simple contingency tables. Linear regression, correlation. Basic decision theory.

Teaching: This course will be delivered through a combination of classes and lectures totalling a minimum of 60 hours across Michaelmas Term and Lent Term. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos. This course includes a reading week in Week 6 in each term.

Students will have a two hour Excel computer workshop in Michaelmas and Lent terms. Summer term session will primarily be devoted to revision.

Formative coursework: Exercises will be set most weeks. The questions will count as continuous assessment.

Indicative reading: Notes will be provided and form the basic reading material. Pointers will be given to further reading.

Assessment: Exam (80%, duration: 3 hours) in the summer exam period.

Continuous assessment (20%) in the MT and LT.

At least a pass mark is required for both assessment components (i.e., the summer term exam and the continuous assessment).

ST201 Half Unit

Statistical Models and Data Analysis

This information is for the 2020/21 session.

Teacher responsible: Dr Yunxiao Chen COL 5.16

Availability: This course is available on the BSc in Accounting and Finance. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Also available to students who have studied statistics and mathematics to the level of MA107/ST107 Quantitative Methods or ST108 Statistical Methods for the Social Sciences or equivalent.

Pre-requisites: MA107/ST107 Quantitative Methods or ST108 Statistical Methods for the Social Sciences or equivalent.

Course content: A second course in statistics with an emphasis on data analysis with applications in the social sciences. Students will gain hands on experience using R-- a programming language and software environment for data analysis and visualisation. The course contains five topics, including (1) principles of statistical analysis, including data preparation, statistical models, regression and classification, inference, prediction, and bias-variance tradeoff, (2) multiple linear regression, including its assumptions, inference, data transformations, diagnostics, model selection, (3) regression tree method, (4) logistic regression, including odds ratios, likelihood, classification, and ROC curve, and (5) Bayes rule for classification and linear discriminant analysis.

Teaching: This course will be delivered through a combination of classes and lectures totalling a minimum of 36 hours across Lent Term and 4 hours of lectures in the Summer Term. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos. This course includes a reading week in Week 6 of Lent Term. Students will be given their assessed project to start on in week 6 which is due in at the end of LT.

Formative coursework: Moodle quizzes and a quantitative research project.

Indicative reading: James, G., Witten, D., Hastie, T., & Tibshirani, R. (2013). *An introduction to statistical learning*. New York, NY: Springer. Fox, J. (2015). *Applied regression analysis and generalized linear models*. Thousand Oaks, CA: Sage Publications.

Assessment: Exam (80%, duration: 2 hours) in the summer exam period.

Coursework (20%) in the LT.

ST202

Probability, Distribution Theory and Inference

This information is for the 2020/21 session.

Teacher responsible: Dr Miltiadis Mavrakakis-Vassilakis

Availability: This course is compulsory on the BSc in Actuarial Science and BSc in Financial Mathematics and Statistics. This course is available on the BSc in Business Mathematics and Statistics, BSc in Econometrics and Mathematical Economics, BSc in Mathematics and Economics, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students must have completed Elementary Statistical Theory (ST102) and Mathematical Methods (MA100). Students who have not taken these courses should contact Dr Mavrakakis.

Course content: The course covers the probability, distribution theory and statistical inference needed for third year courses in statistics and econometrics.

Michaelmas term: Events and their probabilities. Random variables. Discrete and continuous distributions. Moments, moment generating functions and cumulant generating functions. Functions of random variables. Monte Carlo Simulation using R. Joint distributions and joint moments. Marginal and conditional densities. Independence, covariance and correlation. Sums of random variables and compounding. Multinomial and bivariate normal distributions. Law of large numbers and central limit theorem.

Lent term: Sampling distributions. Criteria of estimation: consistency, unbiasedness, efficiency, minimum variance. Sufficiency. Maximum likelihood estimation. Confidence intervals. Tests of simple hypotheses. Likelihood ratio tests. Wald tests, score tests. Introduction to linear regressions and least squares estimator.

Teaching: This course will be delivered through a combination of classes and lectures totalling a minimum of 60 hours across

Michaelmas Term and Lent Term. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos. This course includes reading weeks in Week 6 of Michaelmas Term and Lent Term.

Formative coursework: Students will be expected to produce 4 pieces of coursework in the MT and LT.

These are exam-style class tests.

Indicative reading: M C Mavrakakis & J Penzer, Probability and Statistical Inference: From Basic Principles to Advanced Models (primary reading). G C Casella & R L Berger, Statistical Inference (very useful as a reference)

Assessment: Exam (100%, duration: 3 hours) in the summer exam period.

ST205 Half Unit

Sample Surveys and Experiments

This information is for the 2020/21 session.

Teacher responsible: Professor Irini Moustaki

Availability: This course is available on the BSc in Business Mathematics and Statistics, BSc in Management, BSc in Mathematics, Statistics and Business, International Exchange (1 Term) and International Exchange (Full Year). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Mathematics and statistics to the level of MA107/ST107 Quantitative Methods or SP201 Research Methods for Social Policy.

Course content: Sampling methods for social surveys. Survey design and estimation. Nonresponse and measurement error. Design of experiments and observational studies.

Teaching: This course will be delivered through a combination of classes and lectures totalling a minimum of 30 hours across Michaelmas Term. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos. This course includes a reading week in Week 6 of Michaelmas.

Formative coursework: Weekly exercises and group presentations. Students are expected to work on a set of exercises weekly and submit them for marking and feedback. Feedback is provided on the weekly exercises by the beginning of the next class.

Indicative reading: V. Barnett, Sample Survey Principles and Methods (2009). F.J. Fowler Jr, Survey Research Methods (2008). S. Lohr, Sampling: Design and Analysis (2010). R.L. Scheaffer et al, Elementary Survey Sampling (2005)

Assessment: Exam (80%, duration: 2 hours) in the summer exam period.

Coursework (20%) in the MT.

ST206 Half Unit

Probability and Distribution Theory

This information is for the 2020/21 session.

Teacher responsible: Dr Miltiadis Mavrakakis-Vassilakis

Availability: This course is available on the BSc in Business Mathematics and Statistics and BSc in Mathematics, Statistics and Business. This course is not available as an outside option. This course is available to General Course students.

Pre-requisites: Students must have completed Elementary Statistical Theory (ST102) and Mathematical Methods (MA100).

Course content: The course covers the probability and distribution theory needed for third year courses in statistics and econometrics.:

Events and their probabilities. Random variables. Discrete and continuous distributions. Moments, moment generating functions and cumulant generating functions. Functions of Random

Variables. Monte Carlo Simulation in R. Joint distributions and joint moments. Marginal and conditional densities. Independence, covariance and correlation. Sums of random variables and compounding. Multinomial and bivariate normal distributions. Law of large numbers and central limit theorem.

Teaching: This course will be delivered through a combination of classes and lectures totalling a minimum of 30 hours across Michaelmas Term. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos. This course includes a reading week in Week 6 of Michaelmas Term.

Formative coursework: Students will be expected to produce 2 pieces of coursework in the MT.

These are exam-style class tests.

Indicative reading: M C Mavrakakis & J Penzer, Probability and Statistical Inference: From Basic Principles to Advanced Models (primary reading). G C Casella & R L Berger, Statistical Inference (very useful as a reference)

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

ST211 Half Unit

Applied Regression

This information is for the 2020/21 session.

Teacher responsible: Dr Nicholas Cron (Columbia House 5.13)

Availability: This course is compulsory on the BSc in Business Mathematics and Statistics and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit. This course is not available to General Course students.

Specifically the course is available to Accounting and Finance students who have taken ST102.

Pre-requisites: ST102

Course content: Statistical data analysis in R covering the following topics: Simple and multiple linear regression, Model diagnostics, Detection of outliers, Multicollinearity, Introduction to GLMs

Teaching: This course will be delivered through a combination of classes and lectures totalling a minimum of 30 hours across Lent Term. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos. This course includes a reading week in Week 6 of Lent Term.

Formative coursework: Regular Moodle quizzes. Regular take home exercises.

Indicative reading: 1. Gelman and Hill, Data analysis Using Regression and Multilevel/Hierarchical models (CUP, 2007) First part.

2. Neter, J., Kutner, M., Nachtsheim, C. and Wasserman, W. Applied Linear Statistical Models, McGraw-Hill, Fourth Edition. (2004).

3. Abraham, B. Ledolter, J. Introduction to Regression Modelling, Thomson Brooks Cole. (2006).

4. S. Weisberg Applied Linear Regression, Wiley, 3rd edition. (2005) (intermediate).

5. Fox (2016) Applied Regression Analysis and Generalized Linear Models.

Assessment: Exam (50%, duration: 2 hours) in the summer exam period.

Project (50%) in the ST.

There will be a single project due at the beginning of the ST.

ST213 Half Unit

Introduction to Pricing, Hedging and Optimization

This information is for the 2020/21 session.

Teacher responsible: Prof Konstantinos Kardaras COL 6.07

Availability: This course is compulsory on the BSc in Financial Mathematics and Statistics. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Pre-requisites: MA203 Real Analysis. Must be taken with ST202 Probability, Distribution Theory and Inference.

Course content: This course introduces the concepts of valuation, hedging and portfolio selection in a discrete-time environment. Towards the end, it introduces continuous-time markets in a heuristic fashion. It covers the following topics:

- The binomial model; pricing and replication.
- Trinomial model and incompleteness, arbitrage-free price intervals.
- General discrete-time models and the fundamental theorems.
- Portfolio optimization and hedging.
- Martingale theory in discrete time.
- Multi-period models and backwards induction methods.
- Passage to continuous time Black & Scholes model.

Teaching: This course will be delivered through a combination of classes and lectures totalling a minimum of 30 hours across Lent Term. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos. This course includes a reading week in Week 6 of Lent Term.

Formative coursework: Students will be expected to produce 9 problem sets in the LT.

Certain problem sets will be returned with feedback.

Indicative reading: Lecture notes will be provided.

Assessment: Exam (80%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.
Coursework (20%).

ST226 Half Unit

Actuarial Investigations: Financial

This information is for the 2020/21 session.

Teacher responsible: Dr Gelly Mitrodima

Availability: This course is compulsory on the BSc in Actuarial Science. This course is available on the BSc in Business Mathematics and Statistics and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit. This course is not available to General Course students.
The course is capped, and the maximum number of students will be 130.

Pre-requisites: Students must have completed Mathematical Methods (MA100) and Elementary Statistical Theory (ST102).

Course content: • Introduction to actuarial modelling.

- The application of compound interest techniques to financial transactions.
- Generalised cash-models to describe financial transactions such as zero-coupon bonds, fixed interest securities, cash on deposit, equities, interest only loans, repayment loans, annuities certain and others.
- Introduction to R programming for Actuarial Science.
- Introduction to life insurance.

Teaching: This course will be delivered through a combination of classes and lectures totalling a minimum of 34 hours across Michaelmas Term. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos. This course includes a reading week in Week 6 of Michaelmas.

Formative coursework: Students will be expected to work in groups and give written answers to a number of problem sets.

Indicative reading: J. J. McCutcheon & W. J. Scott, An Introduction to the Mathematics of Finance, Heinemann; Institute and Faculty of Actuaries, Formulae and Tables for Actuarial Examinations; Core reading notes obtainable from the Institute and Faculty of Actuaries; D. Dickson, M. Hardy & H. Waters, "Actuarial Mathematics for Life Contingent Risks", International Series on Actuarial Science, pp. I-Vi. Cambridge University Press. 2009

Assessment: Exam (90%, duration: 3 hours) in the January exam period.

Coursework (10%) in the LT.

The coursework will be due after the January examination period.

ST227 Half Unit

Survival Models

This information is for the 2020/21 session.

Teacher responsible: Dr George Tzougas

Availability: This course is compulsory on the BSc in Actuarial Science. This course is available on the BSc in Business Mathematics and Statistics and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students must have completed Mathematical Methods (MA100) and Elementary Statistical Theory (ST102).

Course content: An introduction to stochastic processes with emphasis on life history analysis and actuarial applications. Principles of modelling; model selection, calibration, and testing; Stochastic processes and their classification into different types by time space, state space, and distributional properties; construction of stochastic processes from finite-dimensional distributions, processes with independent increments, Poisson processes and renewal processes and their applications in general insurance and risk theory, Markov processes, Markov chains and their applications in life insurance and general insurance, extensions to more general intensity-driven processes, counting processes, semi-Markov processes, stationary distributions. Determining transition probabilities and other conditional probabilities and expected values; Integral expressions, Kolmogorov differential equations, numerical solutions, simulation techniques. Survival models - the random life length approach and the Markov chain approach; survival function, conditional survival function, mortality intensity, some commonly used mortality laws. Statistical inference for life history data; Maximum likelihood estimation for parametric models, non-parametric methods (Kaplan-Meier and Nelson-Aalen), regression models for intensities including the semi-parametric Cox model and partial likelihood estimation; Various forms of censoring; The technique of occurrence-exposure rates and analytic graduation; Impact of the censoring scheme on the distribution of the estimators; Confidence regions and hypothesis testing.

Teaching: This course will be delivered through a combination of classes and lectures totalling a minimum of 35 hours across Lent Term. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos. This course includes a reading week in Week 6 of Michaelmas/Lent Term.

Students on this course will have a reading week in week 6 where they will be given review exercises to work on based on the first 5 weeks of the course. Also, students will be given a 10% coursework in R to work on within 24 hours in week 11 based on the material covered in the computer workshops which will run in weeks 5,7,8,9 and 10.

Formative coursework: Compulsory written answers to two sets of problems.

Indicative reading: S Ross, Stochastic Processes; R Norberg, Risk and Stochastics in Life Insurance; The Institute of Actuaries, CS2: Risk Modelling and Survival Analysis. For full details of the syllabus

of CT4, see https://www.actuaries.org.uk/curriculum_entity/curriculum_entity/8.

Assessment: Exam (90%, duration: 3 hours) in the summer exam period.

Coursework (10%) in the LT Week 11.

ST300 Half Unit

Regression and Generalised Linear Models

This information is for the 2020/21 session.

Teacher responsible: Dr Philip Chan

Availability: This course is available on the BSc in Actuarial Science, BSc in Business Mathematics and Statistics, BSc in Financial Mathematics and Statistics, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students must have completed: EITHER Probability, Distribution Theory and Inference (ST202) OR Probability and Distribution Theory (ST206) AND Mathematical Methods (MA100) or equivalent. It is assumed students have taken at least a first course in linear algebra.

Course content: A solid coverage of the most important parts of the theory and application of regression models, and generalised linear models. Multiple regression and regression diagnostics. Generalised linear models; the exponential family, the linear predictor, link functions, analysis of deviance, parameter estimation, deviance residuals. Model choice, fitting and validation. The use of the statistics package RStudio will be an integral part of the course. The computer workshops revise the theory and show how it can be applied to real datasets from finance and insurance including CAPM, and actuarial models of claims on insurance policies.

Students will sit a summer term **closed-book** exam.

Teaching: This course will be delivered through a combination of classes and lectures totalling a minimum of 30 hours across Michaelmas Term. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos.

This course includes a reading week in Week 6 of Michaelmas.

Indicative reading: Dobson, A.J. (2008). An Introduction to Generalized Linear Models. Frees, E.W. (2010). Regression Modeling with Actuarial and Financial Applications. Wickham, H, and Grolemund, G. (2017). R for Data Science. O'Reilly. Available online at <http://r4ds.had.co.nz>

Assessment: Exam (85%, duration: 2 hours) in the summer exam period.

Project (15%) in the LT.

ST301 Half Unit

Actuarial Mathematics (Life)

This information is for the 2020/21 session.

Teacher responsible: Angelos Dassios

Availability: This course is compulsory on the BSc in Actuarial Science. This course is available on the BSc in Business Mathematics and Statistics and BSc in Mathematics, Statistics and Business. This course is not available as an outside option. This course is available to General Course students.

Pre-requisites: Students must have completed: EITHER Probability, Distribution Theory and Inference (ST202) OR Probability and Distribution Theory (ST206) AND Survival Models (ST227).

Course content: Single life mortality models, assurance and annuity contracts and their actuarial notation, computation of their

present values and variances; relations among the present values of the various contracts.

The equivalence principle: computation of net premiums for the main assurance policies.

Prospective and retrospective reserves, Thiele's differential equation as the main tool for the computation of reserves.

Expenses: gross premium and gross reserves. Selection effect and how it affects mortality tables.

Multi-life assurance contracts: joint life and last survival life, computation of premiums and reserves for the main two-lives contracts.

Multi-states mortality models: basic notions of continuous-time Markov chains, Kolmogorov backward and forward equations, application to multiple decrements and disability models, computation of transition intensities.

Thiele differential equation for multi-states models, computation and analysis of reserves for main multi-state policies.

With-profit policies, unit-linked assurance policies, pensions.

Interplay between assurance and finance: embedded options, market consistent actuarial valuation.

Teaching: This course will be delivered through a combination of seminars and lectures totalling a minimum of 30 hours across in the Lent Term. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos.

Formative coursework: Compulsory written answers to one set of problems.

Indicative reading: R Norberg, Basic Life Insurance Mathematics; The Institute of Actuaries, Core reading Subject CT5. Dickson, Hardy, Waters, 'Actuarial Mathematics for Life Contingent Risks'. Wutrich, Buhlmann, Furrer, 'Market Consistent Actuarial Valuation'

Assessment: Exam (100%, duration: 3 hours) in the summer exam period.

ST302 Half Unit

Stochastic Processes

This information is for the 2020/21 session.

Teacher responsible: Jose Manuel Pedraza Ramirez

Availability: This course is compulsory on the BSc in Actuarial Science. This course is available on the BSc in Business Mathematics and Statistics, BSc in Financial Mathematics and Statistics, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students must have completed either Probability, Distribution Theory and Inference (ST202) or Probability and Distribution Theory (ST206).

Course content: A second course in stochastic processes and applications to insurance. Markov chains (discrete and continuous time), processes with jumps; Brownian motion and diffusions; Martingales; stochastic calculus; applications in insurance and finance. Content: Stochastic processes in discrete and continuous time; Markov chains: Markov property, Chapman-Kolmogorov equation, classification of states, stationary distribution, examples of infinite state space; filtrations and conditional expectation; discrete time martingales: martingale property, basic examples, exponential martingales, stopping theorem, applications to random walks; Poisson processes: counting processes, definition as counting process with independent and stationary increments, compensated Poisson process as martingale, distribution of number of events in a given time interval as well as inter-event times, compound Poisson process, application to ruin problem for the classical risk process via Gerber's martingale approach; Markov processes: Kolmogorov equations, solution of those in simple cases, stochastic semigroups, birth and death chains, health/sickness models, stationary distribution; Brownian motion: definition and basic properties, martingales related to Brownian motion, reflection principle, Ito-integral, Ito's formula with simple

applications, linear stochastic differential equations for geometric Brownian motion and the Ornstein-Uhlenbeck process, first approach to change of measure techniques, application to Black-Scholes model. The items in the course content that also appear in the content of ST227 are covered here at greater depth. However, ST227 is not a pre-requisite for this course.

Teaching: This course will be delivered through a combination of classes and lectures totalling a minimum of 29 hours across Michaelmas Term. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos. This course includes a reading week in Week 6 of Michaelmas Term.

Formative coursework: Compulsory written answers to two sets of problems.

Indicative reading: R Durrett, Essentials of Stochastic Processes; T Mikosch, Elementary Stochastic Calculus with Finance in View; Institute of Actuaries core reading notes.

Assessment: Exam (100%, duration: 3 hours) in the January exam period.

ST303 Half Unit Stochastic Simulation

This information is for the 2020/21 session.

Teacher responsible: Angelos Dassios

Availability: This course is available on the BSc in Actuarial Science and BSc in Mathematics, Statistics and Business. This course is not available as an outside option nor to General Course students.

Course capped at 60.

Pre-requisites: Students must have completed: EITHER Probability, Distribution Theory and Inference (ST202) OR Probability and Distribution Theory (ST206) AND Stochastic Processes (ST302).

While the course ST306 is not a formal pre-requisite some examples from this course will be used. Students that have not taken ST306 might have to do a bit of extra reading to familiarise themselves with them.

Course content: An introduction to using R for stochastic simulation as well as methods of simulating random variables, complicated quantities involving several random variables and paths of stochastic processes. Applications will focus on examples from insurance and finance.

Teaching: This course will be delivered through a combination of classes and lectures totalling a minimum of 30 hours in the Lent Term. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos.

Formative coursework: Weekly exercises usually involving computing.

Indicative reading:

- Introducing Monte Carlo methods with R (main reference), by G. Robert and G. Casella.

Useful reading:

- Stochastic Simulation, Algorithms and Analysis by S. Asmussen.
- Monte Carlo Methods in Financial Engineering by P. Glasserman.

Assessment: Project (35%) in the LT.

Project (65%) in the ST.

ST304 Half Unit Time Series and Forecasting

This information is for the 2020/21 session.

Teacher responsible: Dr Yining Chen COL 5.08

Availability: This course is available on the BSc in Actuarial Science, BSc in Business Mathematics and Statistics, BSc in Mathematics with Economics and BSc in Mathematics, Statistics

and Business. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: 2nd year statistics and probability

Course content: The course introduces the student to the statistical analysis of time series data and simple models, and showcase what time series analysis can be useful for. Topics include: autocorrelation; stationarity, trend removal and seasonal adjustment, basic time series models; AR, MA, ARMA; invertibility; estimation; forecasting; introduction to financial time series and the GARCH models; unit root processes; basic spectral analysis. Some R demonstrations will also be included.

Teaching: This course will be delivered through a combination of classes and lectures totalling a minimum of 30 hours across Lent Term. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos. This course includes a reading week in Week 6 of Lent Term.

Formative coursework: Written answers to set problems will be expected on a weekly basis.

Indicative reading: Peter J. Brockwell and Richard A. Davis, Introduction to Time Series and Forecasting. Christopher Chatfield, The Analysis of Time Series. Robert H. Shumway, David S. Stoffer, Time Series Analysis and Its Applications: With R Examples. Ruey S. Tsay, An Introduction to Analysis of Financial Data with R

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

ST306 Half Unit Actuarial Mathematics (General)

This information is for the 2020/21 session.

Teacher responsible: Dr George Tzougas

Availability: This course is available on the BSc in Actuarial Science, BSc in Business Mathematics and Statistics and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students must have completed Probability, Distribution Theory and Inference (ST202) and Stochastic Processes (ST302).

Course content: An introduction to actuarial work in non-life insurance. Decision theory concepts: game theory, optimum strategies, decision functions, risk functions, the minimax criterion and the Bayes criterion. Loss distributions with and without limits and risk-sharing arrangements; suitable, moments and moment generating functions, the gamma, exponential, Pareto, generalised Pareto, normal, lognormal, Weibull, Burr and other distributions suitable for modelling individual and aggregate losses; statistical inference. Risk models involving frequency and severity distributions; the basic short-term contracts, moments, moment generating functions and other properties of compound distributions. Reinsurance treaties; proportional, excess of loss, stop-loss, deriving the distribution, moments, moment generating functions and other properties of the losses to the insurer and reinsurer under all the models above. Ruin theory for continuous and discrete models. Fundamental concepts of Bayesian statistics; Bayes theorem, prior distributions, posterior distributions, conjugate prior distributions, loss functions, Bayesian estimators. Credibility theory; Bayesian models. Experience rating models and applications. Claims reserving: run-off triangles. Monte-Carlo simulation and applications in insurance.

Teaching: This course will be delivered through a combination of classes and lectures totalling a minimum of 30 hours across Michaelmas Term. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos.

Formative coursework: Compulsory written answers to one set of problems. There will also be a mock exam during week 6.

Indicative reading: Notes are given out in the lectures. The

Institute of Actuaries, Core reading Subject CT6.

For full details of the syllabus of CT6, see:

http://stats.lse.ac.uk/angelos/guides/2004_CT6.pdf.

Assessment: Exam (100%, duration: 3 hours) in the January exam period.

ST307 Half Unit

Aspects of Market Research

This information is for the 2020/21 session.

Teacher responsible: Dr James Abdey COL.5.10

Availability: This course is available on the BSc in Business Mathematics and Statistics, BSc in Mathematics, Statistics and Business, International Exchange (1 Term) and International Exchange (Full Year). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Not to be taken with ST327. This is a capped course.

Pre-requisites: Probability and statistics to the level of ST107.

Course content: The main ideas and applications of market research techniques. Topics covered are introduction to market research, defining the market research problem, research design, internal secondary data and the use of databases, qualitative research: focus group discussions, projective techniques, survey and quantitative observation techniques, measurement and scaling: fundamentals, comparative and non-comparative scaling, questionnaire design, sampling: design and procedures, final and initial sample size determination, cross-tabulation and hypothesis testing, analysis of variance and covariance, correlation and regression, and discriminant analysis.

Teaching: This course will be delivered through a combination of classes and lectures totalling a minimum of 30 hours across Michaelmas Term. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos. This course does not include a reading week in Week 6 of Michaelmas Term.

Formative coursework: Students are given weekly exercises to work on for discussion in class.

Indicative reading: Malhotra, N.K. (2019) *Marketing Research: An Applied Orientation* (7th edition), Pearson (earlier editions are also fine).

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

ST308 Half Unit

Bayesian Inference

This information is for the 2020/21 session.

Teacher responsible: Dr Konstantinos Kalogeropoulos COL.610

Availability: This course is available on the BSc in Actuarial Science, BSc in Business Mathematics and Statistics, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students must have completed Mathematical Methods (MA100) and Elementary Statistical Theory (ST102). ST202 is also recommended.

Course content: Statistical decision theory: risk, decision rules, loss and utility functions, Bayesian expected loss, Frequentist risk.

Bayesian Inference: Bayes theorem, prior, posterior and predictive distributions, conjugate models (Normal-Normal, Poisson-Gamma, Beta-Binomial), Bayesian point estimation, credible intervals and hypothesis testing, Bayes factors and model selection. Comparison with Frequentist approaches.

Implementation: Asymptotic approximations (Laplace approximation, Variational Bayes, Monte Carlo methods), Markov

Chain Monte Carlo (MCMC) simulation (Gibbs sampler, Metropolis-Hastings algorithm). Computer tools (R).

Applications: Linear models in Regression and Classification (Bayesian Linear Regression, Generalized Linear Models, Logistic Regression), Hierarchical/ Multilevel Models, Cluster Analysis and Mixture Modeling.

Teaching: This course will be delivered through a combination of classes and lectures totalling a minimum of 29 hours across the Lent Term. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos. This course does not include a reading week and will be concluded by the end of week 10 of Lent Term.

Formative coursework: Optional problem sets and computer exercises.

Indicative reading: J.K. Kruschke, *Doing Bayesian Data Analysis*. A tutorial with R, JAGS and Stan. 2nd edition. J.O. Berger, *Statistical Decision Theory and Bayesian Analysis*. D. Gamerman, H. F. Lopes, *Markov Chain Monte Carlo: Stochastic Simulation for Bayesian Inference*. A. Gelman, *Bayesian data analysis*.

Assessment: Exam (80%, duration: 2 hours) in the summer exam period.

Project (20%) in the ST.

ST309 Half Unit

Elementary Data Analytics

This information is for the 2020/21 session.

Teacher responsible: Prof Qiwei Yao Col.7.16

Availability: This course is available on the BSc in Accounting and Finance, BSc in Business Mathematics and Statistics and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

This course is available as an outside option to the students who are interested in data analytics and who have statistical background at least equivalent to ST107 or ST108. No prior knowledge in programming is required. However students who have no previous experience in R are strongly encouraged to take on an online pre-session R course from the Digital Skill Lab (<https://moodle.lse.ac.uk/course/view.php?id=7022>).

This course is capped at 60 for the 2019/20 session.

Pre-requisites: Students must have completed a statistical course at least equivalent to Quantitative Methods (Statistics) (ST107) or Statistical Methods for the Social Sciences (ST108).

Students who have no previous experience in R are strongly encouraged to take on an online pre-session R course from the Digital Skill Lab (<https://moodle.lse.ac.uk/course/view.php?id=7022>).

Course content: The primary focus of this course is to help students view various problems from business, economy/finance, and social domains from a data perspective and understand the principles of extracting useful information and knowledge from data. Students will also gain the hands-on experience using R – a programming language and software environment for data analysis and visualisation. Learning basic data analytic methods and techniques is combined with real-life examples.

The core contents of the course include data cleansing, data transformation, data visualisation, R-programming, classification, regression, clustering, over-fitting avoidance and model evaluation. The course also covers a subset of the following topics: illustration of R-access of databases and big data platforms, illustration of parallel computing in R, similarity matching, market-basket analysis, link prediction, text mining, network analysis, causal modelling.

This is not a course on algorithms and IT technologies required for handling massive data, which deserve separate courses. The focus is on the fundamental principles and concepts of data analytics or data science. It becomes ever-increasingly important in this

information age to gain adequate understanding of data science even if one never intends to apply it oneself.

Teaching: This course will be delivered through a combination of classes and lectures totalling a minimum of 30 hours in Michaelmas Term. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos.

Students are encouraged to install R in their own laptops, and to use their own laptops in the workshops.

Formative coursework: Students will be expected to produce 6 exercises in the MT.

Students are expected to complete six sets of exercises involving substantial data analysis using R.

Indicative reading: Wickham, H. and Golemund, G. (2017). *R for Data Science*. O'Reilly. Available online at <http://r4ds.had.co.nz>. James, G., Witten, D., Hastie, T. and Tibshirani, R. (2013). *An Introduction to Statistical Learning with Applications in R*. Springer. Available online at <http://www.bcf.usc.edu/~garth/ISL>. Provost, F. and Fawcett, T. (2013). *Data Science for Business*. O'Reilly. Zuur, A., Ieno, E. and Meesters, E. (2009). *A Beginner's Guide to R*. Springer. Available online from LSE Library. Hastie, T., Tibshirani, R. and Friedman, R. (2009). *The Elements of Statistical Learning: Data Mining, Inference, and Prediction*. 2nd Edition. Springer. Available online at <https://web.stanford.edu/~hastie/Papers/ESLII.pdf>. Silge, J. and Robinson, D. (2017). *Text Mining with R: a tidy approach*. O'Reilly. Available online at <https://www.tidytextmining.com>. Wickham, H. (2016). *ggplot2: Elegant Graphics for Data Analysis*. Springer. Available online at <http://moderngraphics11.pbworks.com/f/ggplot2-Book09hWickham.pdf>

Assessment: Coursework (30%) in the MT.

Project (70%) in the LT.

The project will be a group project with maximum 3 members per group. The detailed instruction will be handed out in Week 5 of Michaelmas term, and students need to submit a written report by Week 5 of Lent term.

Students are required to hand in the solutions for 3 sets of exercises which account for the total 30% of the final grade.

ST310 Half Unit Machine Learning

This information is for the 2020/21 session.

Teacher responsible: Dr Joshua Loftus

Availability: This course is available on the BSc in Actuarial Science and BSc in Mathematics, Statistics and Business. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students must have completed Elementary Statistical Theory (ST102).

Familiarity with statistics to the level of ST102 and familiarity with basic computer programming in R or Python.

Course content: The primary focus of this course is on the core machine learning techniques in the context of high-dimensional or large datasets (i.e. big data). The first part of the course covers elementary and important statistical methods including nearest neighbours, linear regression, logistic regression, regularisation, cross-validation, and variable selection. The second part of the course deals with more advanced machine learning methods including regression and classification trees, random forests, bagging, boosting, deep neural networks, k-means clustering and hierarchical clustering. The course will also introduce causal inference motivated by analogy between double machine learning and two-stage least squares. All the topics will be delivered using illustrative real data examples. Students will also gain hands-on experience using R or Python (programming languages and software environments for data analysis, computing and visualisation).

Teaching: This course will be delivered through a combination of classes and lectures totalling a minimum of 30 hours in Lent Term.

This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos. This course includes a reading week in Week 6 of Lent Term.

Students are required to install R/Python in their own laptops.

Student not having a laptop of their own, will be offered to use personal computers available in seminar rooms.

Week 6 will be used as a reading week.

Formative coursework: Students will be expected to produce 5 problem sets in the LT.

Indicative reading: James, G., Witten, D., Hastie, T. and Tibshirani, R. *An Introduction to Statistical Learning with Applications in R*. Springer, 2017. Hastie, T., Tibshirani, R. and Friedman, J. *The Elements of Statistical Learning: Data Mining, Inference and Prediction*. 2nd Edition, Springer, 2009. Efron, B. and Hastie, T. *Computer Age Statistical Inference*. Cambridge University Press, 2016. Wickham, H. and Golemund, G. (2017). *R for Data Science*. O'Reilly.

Assessment: Exam (70%, duration: 2 hours) in the summer exam period.

Project (30%) in the LT Week 11.

Students are required to submit a group project by applying machine learning methods covered in this course on some real data examples using R/Python (which accounts for 30% of the final assessment).

In addition to some real data examples, the focus of this course is to introduce some theoretical and methodological concepts in machine learning. These components will be tested by a written exam (which accounts for 70% of the final assessment).

ST312 Half Unit Not available in 2020/21 Applied Statistics Project

This information is for the 2020/21 session.

Teacher responsible: Dr Anastasia Kakou

Availability: This course is available on the BSc in Actuarial Science, BSc in Business Mathematics and Statistics and BSc in Mathematics, Statistics and Business. This course is not available as an outside option nor to General Course students.

Pre-requisites: Students must have completed Elementary Statistical Theory (ST102). This course is suitable for third-year students.

Course content: Students will produce a project involving a critical investigation and collation of statistical data on a topic of their own interest.

Teaching: 9 hours of seminars and 2 hours of workshops in the MT. 2 hours of workshops in the ST.

Students on this course will have a research week in week 6 where they can look up data sources for their assessed project.

Formative coursework: Oral presentation at the end of MT.

Indicative reading: ukdataservice.ac.uk, www.google.com/publicdata, data.worldbank.org

Assessment: Project (90%) and presentation (10%) in the ST.

ST326 Half Unit Financial Statistics

This information is for the 2020/21 session.

Teacher responsible: Prof Wai-Fung Lam COL.6.09

Availability: This course is compulsory on the BSc in Financial Mathematics and Statistics. This course is available on the BSc in Actuarial Science and BSc in Mathematics, Statistics and Business. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Either ST202, or ST206 and ST211.

Course content: The course covers key statistical methods and data analytic techniques most relevant to finance. Hands-on experience in analysing financial data in the "R" environment is an

essential part of the course. The course includes a selection of the following topics: obtaining financial data, low- and high-frequency financial time series, ARCH-type models for low-frequency volatilities and their simple alternatives, Markowitz portfolio theory and the Capital Asset Pricing Model, concepts and practices in machine learning as applied in financial forecasting, Value at Risk. Will cover classification techniques using random forests and simple trading strategies if time permits.

Teaching: This course will be delivered through a combination of classes and lectures totalling a minimum of 25 hours across Michaelmas Term. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos. This course includes a reading week in Week 6 of Michaelmas Term.

Formative coursework: Students will be expected to produce 9 problem sets in the MT.

Indicative reading: Lecture notes will be provided
Lai, T.L. And Xing H. (2008) Statistical Models and Methods for Financial Markets. Springer. Tsay, R. S. (2005) Analysis of Financial Time Series. Wiley. Ruppert, D. (2004) Statistics and Finance – an introduction. Springer. Fan, Yao (2003) Nonlinear Time Series. Hastie, Tibshirani, Friedman (2009) The Elements of Statistical Learning. Haerdle, Simar (2007) Applied Multivariate Statistical Analysis.

Assessment: Exam (80%, duration: 2 hours) in the summer exam period.

Coursework (20%) in the MT.

The course will be assessed by an examination (80%) and a coursework (20%) involving case studies which will be submitted in MT.

ST327

Market Research: An Integrated Approach

This information is for the 2020/21 session.

Teacher responsible: Dr James Abdey COL.5.10 and Mr Karsten Shaw

Availability: This course is available on the BSc in Business Mathematics and Statistics, BSc in Management and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Not to be taken with ST307.

Pre-requisites: Students must have completed one of the following: Elementary Statistical Theory (ST102), Quantitative Methods (Statistics) (ST107), Statistics for Management Sciences (ST203), Econometrics: Theory and Applications (MG205), Analytical Methods for Management (MG202), or equivalent.

Course content: The main ideas and applications of market research techniques. ST327.1 Topics covered are introduction to market research, defining the market research problem, research design, internal secondary data and the use of databases, qualitative research: focus group discussions, projective techniques, survey and quantitative observation techniques, measurement and scaling: fundamentals, comparative and non-comparative scaling, questionnaire design, sampling: design and procedures, final and initial sample size determination, cross-tabulation and hypothesis testing, analysis of variance and covariance, correlation and regression, discriminant analysis, factor analysis, cluster analysis and conjoint analysis. ST327.2 Case Studies: Students use the information and techniques gained from ST327.1 to carry out a co-operative Market Research Case Study. Individual write up of the Case Study forms part of the assessment.

Teaching: This course will be delivered through a combination of classes and lectures totalling a minimum of 36 hours across Michaelmas Term and Lent Term. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos. This course does not include a reading week in Week 6 of Michaelmas Term.

Formative coursework: Students are given weekly exercises to work on for discussion in class.

Indicative reading: Malhotra, N.K. (2019) *Marketing Research: An Applied Orientation* (7th edition), Pearson (earlier editions are also fine).

Assessment: Exam (60%, duration: 2 hours) in the summer exam period.

Coursework (25%) in the ST.

Presentation (15%) in the LT.

The assessed Case Study work is split into two parts; a group presentation and an individual piece of coursework.

ST330

Stochastic and Actuarial Methods in Finance

This information is for the 2020/21 session.

Teacher responsible: Dr Erik Baurdoux COL 6.04

Availability: This course is available on the BSc in Actuarial Science, BSc in Business Mathematics and Statistics and BSc in Mathematics, Statistics and Business. This course is not available as an outside option. This course is available to General Course students.

Pre-requisites: Students must have completed:

EITHER Probability, Distribution Theory and Inference (ST202) OR Probability and Distribution Theory (ST206)

AND Stochastic Processes (ST302).

Course content: Theories of financial market behaviour.

Applications of stochastic processes and actuarial models in finance. Utility theory. Stochastic dominance and portfolio selection. Measures of investment risk. Mean-variance portfolio theory. Single and multifactor models. The Capital Asset Pricing Model. The efficient market hypothesis.

Introduction to financial markets. Model-free relationships.

Stochastic models for security prices and interest rates and

estimating their parameters. Option pricing: general framework

in discrete and continuous time, the Black-Scholes analysis and numerical procedures (binomial models and Cox-Ross-Rubinstein models). The term structure of interest rates: the Vasicek, the Cox-Ingersoll-Ross and other models. Introduction to credit risk.

Teaching: This course will be delivered through a combination of seminars and lectures totalling a minimum of 60 hours across Michaelmas Term and Lent Term. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos. This course includes a reading week in Week 6 of Michaelmas/Lent Term.

Students will work on and submit formative coursework towards the end of MT and a second set of formative coursework towards the end of LT. Feedback and solutions will be provided

Formative coursework: Two sets of hand-in exercises will also be given during the year.

Indicative reading: N H Bingham & R Kiesel, Risk Neutral Valuation; A Cerny, Mathematical Techniques in Finance: Tools for Incomplete Markets; J Hull, Options, Futures & Other Derivatives; R Jarrow & S Turnbull, Derivative Securities; D Luenberger, Investment Science; Institute of Actuaries core reading notes, Subject CT8.

Assessment: Exam (100%, duration: 3 hours) in the summer exam period.

Important information in response to COVID-19

Diploma Programme Regulations

Key to Diploma Regulations
(H) means a half-unit course
(C) means this course is capped
(n/a 20/21) means not available in the 2020/21 academic year
(MT) means Michaelmas Term
(LT) means Lent Term
(ST) means Summer Term

ST107 Quantitative Methods (Statistics) (0.5) #
 Any other course with the approval of the Programme Director, by special permission only.
 # means there may be prerequisites for this course. Please view the course guide for more information.
 This programme is externally accredited by the ACCA. Further information is available on the Department of Accounting website lse.ac.uk/collections/accounting/.

Diploma in Accounting and Finance

Programme Code: TDAF

Department: Accounting

For students starting this programme of study in 2020/21

Students must take four courses as shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and can be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper Course number, title (unit value)

Year 1

Paper 1 FM212 Principles of Finance (1.0) #

Or

By special permission of the Course Leaders, students may substitute FM212 with one of the following:

FM300 Corporate Finance, Investments and Financial Markets (1.0) # **or**

FM320 Quantitative Finance (1.0) #

Paper 2 Courses to the value of 1.0 unit(s) from the following:

AC200 Accounting Theory and Practice (1.0) #

AC330 Financial Accounting, Analysis and Valuation. (1.0) # (withdrawn 2020/21)

Or

AC490 Management Accounting, Decisions and Control (0.5) **and** AC491 Financial Accounting, Reporting and Disclosure (0.5)

Papers 3 & 4 Courses to the value of 2.0 unit(s) from the following (if not already taken under Paper 2):

AC200 Accounting Theory and Practice (1.0) #

AC310 Management Accounting, Financial Management and Organisational Control (1.0) # (withdrawn 2020/21)

AC311 Results Accountability and Management Control for Strategy Implementation (0.5) #

AC312 Performance Measurement, Strategy, and Uncertainty (0.5) #

AC330 Financial Accounting, Analysis and Valuation. (1.0) # (withdrawn 2020/21)

AC331 Contemporary Issues in Financial Accounting (0.5) #

AC332 Financial Statement Analysis and Valuation (0.5) #

AC341 Corporate Governance, Risk Management and Financial Audit (0.5)

AC342 Accounting, Corporate Responsibility and Sustainability (0.5) (not available 2020/21)

AC470 Accounting in the Global Economy (0.5) #

EC201 Microeconomic Principles I (1.0) #

EC202 Microeconomic Principles II (1.0) #

EC210 Macroeconomic Principles (1.0) #

EC220 Introduction to Econometrics (1.0) #

EC313 Industrial Economics (1.0) #

EH240 Business and Economic Performance since 1945: Britain in International Context (1.0)

MA107 Quantitative Methods (Mathematics) (0.5) #

MG4G4 Topics in Management Research (0.5)

Taught Master's Programme Regulations

Key to Taught Master's Regulations
(H) means a half-unit course
(C) means this course is capped
(n/a 20/21) means not available in the 2020/21 academic year
(MT) means Michaelmas Term
(LT) means Lent Term
(ST) means Summer Term

MSc in Accounting and Finance

Programme Code: TMAF

Department: Accounting

For students starting this programme of study in 2020/21 Academic-year programme. Students must take courses to the value of four units as shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Prerequisite Course	Students who wish to take AC416 in Papers 2, 3 or 4 are required to take the following course which runs over a 9-day period before the start of MT: AC480 Quantitative Methods in Accounting and Finance (0.0)
Paper 1	Courses to the value of 1.0 unit(s) from the following: FM430 Corporate Finance and Asset Markets (1.0) # Or FM429 Asset Markets A (0.5) # and FM431L Corporate Finance A (0.5) # or FM431M Corporate Finance A (0.5) # Or another approved paper by special permission only.
Paper 2	Courses to the value of 1.0 unit(s) from the following: AC411 Accounting, Strategy and Control (0.5) and AC415 Management Accounting for Decision Making (0.5) or AC415 Management Accounting for Decision Making (0.5) and AC416 Topics in Financial Reporting (0.5) # 1 or AC416 Topics in Financial Reporting (0.5) # and AC417 Corporate Financial Disclosure and Investor Relations (0.5) 2 or AC411 Accounting, Strategy and Control (0.5) and AC416 Topics in Financial Reporting (0.5) #
Papers 3 & 4	Courses to the value of 2.0 unit(s) from the following: AC411 Accounting, Strategy and Control (0.5) AC412 Accountability, Organisations and Risk Management (0.5) AC415 Management Accounting for Decision Making (0.5) AC416 Topics in Financial Reporting (0.5) # 3 AC417 Corporate Financial Disclosure and Investor Relations (0.5) AC444 Valuation and Security Analysis (0.5) # AC470 Accounting in the Global Economy (0.5) # FM402 Financial Risk Analysis (0.5) # FM404 Forecasting Financial time Series (0.5) # (not available 2020/21) FM413 Fixed Income Markets (0.5) # FM421 Applied Corporate Finance (0.5) # FM441 Derivatives (0.5) #

FM442	Quantitative Methods for Finance and Risk Analysis (0.5) #
FM445	Portfolio Management (0.5)
FM447	Global Financial Systems (0.5) #
FM472	International Finance (0.5) #
FM476	Entrepreneurial Finance (0.5) #
GY462	Real Estate Finance (0.5)
LL4BK	Corporate Crime (0.5)
LL4BL	Financial Crime (0.5)
MG4D5	Leadership in Organisations: Theory and Practice (0.5)

Any other course by special permission only.

Students can also take a dissertation in **either** accounting **or** finance (students cannot take two dissertations):

AC499	Dissertation (1.0) 4
FM499	Dissertation (1.0) 5 (withdrawn 2020/21)

Students taking FM404 or FM442 can apply for a place on the following non-assessed computer course:

FM457	Applied Computational Finance (0.0) (not available 2020/21)
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Prerequisite Requirements and Mutually Exclusive Options

1: Before taking AC416 you must take AC480
 2: Before taking AC416 you must take AC480
 3: Before taking AC416 you must take AC480
 4: AC499 can not be taken with FM499
 5: FM499 can not be taken with AC499
 # means there may be prerequisites for this course. Please view the course guide for more information. Students may elect to have their degree specialisation indicated on their degree certificate. Students who take both AC470 and FM472 as Paper 3 may choose to have **MSc Accounting and Finance: International Accounting and Finance** on their certificate. Students who take two half units of AC411 or AC415 or AC416 or AC417 as Paper 3 may choose to have **MSc Accounting and Finance: Accounting and Financial Management** on their certificate. Students taking finance courses to the equivalent of two full units as Papers 3 and 4 may choose to have **MSc Accounting and Finance: Finance** on their certificate.

The Bologna Process lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's programmes are nine or ten months in duration. If you wish to proceed from these programmes to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.

Notes

MSc in Accounting, Organisations and Institutions

Programme Code: TMACORIN

Department: Accounting

For students starting this programme of study in 2020/21 Academic-year programme. Students take courses to the value of four units. There is also a pre-session course held in the week before MT: AC425 MSc Accounting, Organisations and Institutions: Pre-session course.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting

specific prerequisite requirements.

Paper	Course number, title (unit value)
Pre-sessional Course	AC425 MSc Accounting, Organisations and Institutions: Pre-sessional course (0.0)
Prerequisite Course	Students who wish to take AC416 in Paper 2 or Papers 3 & 4 are required to take the following course which runs over a 9-day period before the start of MT:
	AC480 Quantitative Methods in Accounting and Finance (0.0)
Paper 1	AC424 Accounting, Organisations and Institutions (1.0) #
Paper 2	AC490 Management Accounting, Decisions and Control (0.5) and AC49 Financial Accounting, Reporting and Disclosure (0.5)
	Or
	Students with a substantive and verifiable background in accounting must do as Paper 2 either:
	AC411 Accounting, Strategy and Control (0.5) and AC415 Management Accounting for Decision Making (0.5) or
	AC415 Management Accounting for Decision Making (0.5) and AC416 Topics in Financial Reporting (0.5) # 1 or
	AC416 Topics in Financial Reporting (0.5) # and AC417 Corporate Financial Disclosure and Investor Relations (0.5) 2 or
	AC411 Accounting, Strategy and Control (0.5) and AC416 Topics in Financial Reporting (0.5) #
	Or
	Students with prior background in management accounting only must do as Paper 2:
	AC415 Management Accounting for Decision Making (0.5) and AC49 Financial Accounting, Reporting and Disclosure (0.5)
Papers 3 & 4	Courses to the value of 2.0 unit(s) from the following:
	AC411 Accounting, Strategy and Control (0.5)
	AC415 Management Accounting for Decision Making (0.5)
	AC416 Topics in Financial Reporting (0.5) # 3
	AC417 Corporate Financial Disclosure and Investor Relations (0.5)
	AC444 Valuation and Security Analysis (0.5) #
	AC470 Accounting in the Global Economy (0.5) #
	DV413 Environmental Problems and Development Interventions (0.5) #
	DV415 Global Environmental Governance (0.5)
	EH463 The Long-Run Analysis of Firms and Industries (0.5)
	EH464 The Historical Context of Business (0.5) (withdrawn 2020/21)
	EH483 The Development and Integration of the World Economy in the 19th and 20th Centuries (1.0)
	FM474L Managerial Finance (0.5)
	FM474M Managerial Finance (0.5)
	LL4BF International Financial Regulation (0.5) (not available 2020/21)
	LL4BX Corporate Governance - Advanced Topics (0.5) (withdrawn 2020/21)
	MG476 Corporate Social Responsibility and International Labour Standards (0.5) #
	SO469 Risk and Governance: A Sociological Approach (0.5) (withdrawn 2020/21)
	Any course with the approval of the Programme Director.

Prerequisite Requirements and Mutually Exclusive Options

1: Before taking AC416 you must take AC480
 2: Before taking AC416 you must take AC480
 3: Before taking AC416 you must take AC480
 # means there may be prerequisites for this course. Please view the course guide for more information.
 The Bologna Process lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's programmes are nine or ten months in duration. If you wish to proceed from these programmes to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.

Note for prospective students:

For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm.

MSc in Anthropology and Development**Programme Code:** TMANDV**Department:** Anthropology

For students starting this programme of study in 2020/21 Full-year programme. Students must take two compulsory courses, a dissertation and optional courses to the value of one unit. Written papers will be taken in the summer term and the dissertation must be submitted in September. Attendance at seminars and at non-assessed tutorials is compulsory.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	AN436 The Anthropology of Development (0.5) and either
	AN456 Anthropology of Economy (1): Production and Exchange (0.5) or
	AN457 Anthropology of Economy (2): Transformation and Globalisation (0.5)
Paper 2	DV400 Development: History, Theory and Policy (1.0) #
	Or
	DV442 Key Issues in Development Studies (0.5) and 0.5 units from the following:
Paper 3	Paper 3 DV courses options list
	Courses to the value of 1.0 unit(s) from the following:
	AN402 The Anthropology of Religion (1.0)
	AN404 Anthropology: Theory and Ethnography (1.0)
	AN405 The Anthropology of Kinship, Sex and Gender (1.0)
	AN419 The Anthropology of Christianity (0.5)
	AN420 The Anthropology of Southeast Asia (0.5) (not available 2020/21)
	AN424 The Anthropology of Melanesia (0.5) (not available 2020/21)

AN444	Investigating the Philippines - New Approaches and Ethnographic Contexts (0.5) # (not available 2020/21)
AN447	China in Comparative Perspective (1.0)
AN451	Anthropology of Politics (0.5)
AN456	Anthropology of Economy (1): Production and Exchange (0.5) A
AN457	Anthropology of Economy (2): Transformation and Globalisation (0.5) B
AN458	Children and Youth in Contemporary Ethnography (0.5) (not available 2020/21)
AN461	Anthropological Approaches to Questions of Being (0.5) (not available 2020/21)
AN463	Borders and Boundaries: Ethnographic Approaches (0.5)
AN467	The Anthropology of South Asia (0.5) # (not available 2020/21)
AN469	The Anthropology of Amazonia (0.5) (not available 2020/21)
AN473	Anthropological Approaches to Value (0.5) (not available 2020/21)
AN474	Subjectivity and Anthropology (0.5) # (withdrawn 2020/21)
AN475	The Anthropology of Revolution (0.5) (not available 2020/21)
AN476	Anthropology and the Anthropocene (0.5) (not available 2020/21)
AN477	Topics in the Anthropology of sub-Saharan Africa (0.5) #
AN478	Anthropology and Global History (0.5) (not available 2020/21)
AN479	Anthropology of Law (0.5)
AN480	Public Anthropology (0.5) (not available 2020/21)
AN481	Health and Welfare: Anthropological Perspectives (0.5) (not available 2020/21)
DV407	Poverty (0.5)
DV413	Environmental Problems and Development Interventions (0.5) #
DV415	Global Environmental Governance (0.5)
DV418	African Development (0.5)
DV420	Complex Emergencies (0.5)
DV428	Managing Humanitarianism (0.5)
DV464	Democracy and Development (0.5) (not available 2020/21)
DV480	Revolution and Development (0.5) #
DV490	Economic Development Policy I: Applied Policy Analysis for Macroeconomic Development (0.5)
DV491	Economic Development Policy II: Microeconomic Analysis (0.5) #
DV492	Economic Development Policy III: Government Policy Analysis (0.5) #
GY467	Global Migration and Development (0.5) (withdrawn 2020/21)

Any other courses offered by Anthropology or International Development, as approved.

AN499 Dissertation (1.0)

Paper 3 DV courses options list

DV407	Poverty (0.5)
DV413	Environmental Problems and Development Interventions (0.5) #
DV415	Global Environmental Governance (0.5)
DV418	African Development (0.5)
DV420	Complex Emergencies (0.5)
DV428	Managing Humanitarianism (0.5)
DV464	Democracy and Development (0.5) (not available 2020/21)
DV480	Revolution and Development (0.5) #

DV490	Economic Development Policy I: Applied Policy Analysis for Macroeconomic Development (0.5)
DV491	Economic Development Policy II: Microeconomic Analysis (0.5) #
DV492	Economic Development Policy III: Government Policy Analysis (0.5) #

Footnotes

A: AN456 can only be taken under Paper 3 if it was not taken under Paper 1.

B: AN457 can only be taken under Paper 3 if it was not taken under Paper 1.

means there may be prerequisites for this course. Please view the course guide for more information.

MSc in Anthropology and Development Management

Programme Code: TMANDVMG

Department: Anthropology

For students starting this programme of study in 2020/21 Full-year programme. Students must take two compulsory courses, a dissertation and optional courses to the value of one unit. Written papers will be taken in the summer term and the dissertation must be submitted in September. Attendance at seminars and at non-assessed tutorials is compulsory.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Year 1	
Paper 1	AN436 The Anthropology of Development (0.5) and either AN456 Anthropology of Economy (1): Production and Exchange (0.5) or AN457 Anthropology of Economy (2): Transformation and Globalisation (0.5)
Paper 2	DV431 Development Management (1.0)
Paper 3	Courses to the value of 1.0 unit(s) from the following: AN402 The Anthropology of Religion (1.0) AN404 Anthropology: Theory and Ethnography (1.0) AN405 The Anthropology of Kinship, Sex and Gender (1.0) AN419 The Anthropology of Christianity (0.5) AN420 The Anthropology of Southeast Asia (0.5) (not available 2020/21) AN424 The Anthropology of Melanesia (0.5) (not available 2020/21) AN444 Investigating the Philippines - New Approaches and Ethnographic Contexts (0.5) # (not available 2020/21) AN447 China in Comparative Perspective (1.0) AN451 Anthropology of Politics (0.5) AN456 Anthropology of Economy (1): Production and Exchange (0.5) A AN457 Anthropology of Economy (2): Transformation and Globalisation (0.5) B AN458 Children and Youth in Contemporary Ethnography (0.5) (not available 2020/21) AN461 Anthropological Approaches to Questions of Being (0.5) (not available 2020/21) AN463 Borders and Boundaries: Ethnographic Approaches (0.5) AN467 The Anthropology of South Asia (0.5) # (not available 2020/21) AN469 The Anthropology of Amazonia (0.5) (not available 2020/21)

Paper 4

	available 2020/21)
AN473	Anthropological Approaches to Value (0.5) (not available 2020/21)
AN474	Subjectivity and Anthropology (0.5) # (withdrawn 2020/21)
AN475	The Anthropology of Revolution (0.5) (not available 2020/21)
AN476	Anthropology and the Anthropocene (0.5) (not available 2020/21)
AN477	Topics in the Anthropology of sub-Saharan Africa (0.5) #
AN478	Anthropology and Global History (0.5) (not available 2020/21)
AN479	Anthropology of Law (0.5)
AN480	Public Anthropology (0.5) (not available 2020/21)
AN481	Health and Welfare: Anthropological Perspectives (0.5) (not available 2020/21)
DV407	Poverty (0.5)
DV413	Environmental Problems and Development Interventions (0.5) #
DV415	Global Environmental Governance (0.5)
DV418	African Development (0.5)
DV420	Complex Emergencies (0.5)
DV428	Managing Humanitarianism (0.5)
DV464	Democracy and Development (0.5) (not available 2020/21)
DV480	Revolution and Development (0.5) #
DV490	Economic Development Policy I: Applied Policy Analysis for Macroeconomic Development (0.5)
DV491	Economic Development Policy II: Microeconomic Analysis (0.5) #
DV492	Economic Development Policy III: Government Policy Analysis (0.5) #
GY467	Global Migration and Development (0.5) (withdrawn 2020/21)
	Any other courses offered by Anthropology or International Development, as approved.
Paper 4	AN499 Dissertation (1.0)
Footnotes	A: AN456 can only be taken under Paper 3 if it was not taken under Paper 1. B: AN457 can only be taken under Paper 3 if it was not taken under Paper 1. # means there may be prerequisites for this course. Please view the course guide for more information.

MSc in Applicable Mathematics

Programme Code: TMAPMA

Department: Mathematics

For students starting this programme of study in 2020/21

Full year programme. Students must take courses to the value of four full units.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	Courses to the value of 0.5 unit(s) from the following: MA407 Algorithms and Computation (0.5) # MA421 Advanced Algorithms (0.5) #
Papers 2, 3 & 4	Courses to the value of 1.5 unit(s) from the following: MA402 Game Theory I (0.5) # A MA408 Discrete Mathematics and Graph Theory (0.5) # (not available 2020/21) MA409 Continuous Time Optimisation (0.5) # MA410 Information, Communication and

	Cryptography (0.5) #
MA411	Probability and Measure (0.5) #
MA412	Functional Analysis and its Applications (0.5) # (not available 2020/21)
MA413	Games of Incomplete Information (0.5) # (not available 2020/21)
MA414	Stochastic Analysis (0.5) # (not available 2020/21)
MA418	Preferences, Optimal Portfolio Choice, and Equilibrium (0.5) # (not available 2020/21)
MA420	Quantifying Risk and Modelling Alternative Markets (0.5) #
MA421	Advanced Algorithms (0.5) #
MA427	Mathematical Optimisation (0.5) #
MA428	Combinatorial Optimisation (0.5) #
MA429	Algorithmic Techniques for Data Mining (0.5) #
MA430	Efficient Algorithms For Hard Optimisation Problems (0.5) # (withdrawn 2020/21)
MA431	Advanced Topics in Operations Research and Applicable Mathematics (0.5) # (not available 2020/21)
MA433	Mathematics of Networks (0.5) # B
MA434	Algorithmic Game Theory (0.5) #
Papers 5 & 6	Courses to the value of 1.0 unit(s) from the following: EC484 Econometric Analysis (1.0) # EC487 Advanced Microeconomics (1.0) # FM402 Financial Risk Analysis (0.5) # FM429 Asset Markets A (0.5) # FM430 Corporate Finance and Asset Markets (1.0) # FM441 Derivatives (0.5) # FM442 Quantitative Methods for Finance and Risk Analysis (0.5) # C GV4A3 Social Choice Theory and Democracy (0.5) # (withdrawn 2020/21) MG409 Auctions and Game Theory (0.5) # ST409 Stochastic Processes (0.5) # ST418 Non-Linear Dynamics and the Analysis of Real Time Series (0.5) # (not available 2020/21) ST422 Time Series (0.5) # Any other paper with the approval of the Programme Director and the teacher responsible for the course, excluding MA415, MA416, MA417 and MA424.
	Papers 2, 3 & 4 options list
Paper 7	MA498 Dissertation in Mathematics (1.0)
	Papers 2, 3 & 4 options list
	MA402 Game Theory I (0.5) #
	MA408 Discrete Mathematics and Graph Theory (0.5) # (not available 2020/21)
	MA409 Continuous Time Optimisation (0.5) #
	MA410 Information, Communication and Cryptography (0.5) #
	MA411 Probability and Measure (0.5) #
	MA412 Functional Analysis and its Applications (0.5) # (not available 2020/21)
	MA413 Games of Incomplete Information (0.5) # (not available 2020/21)
	MA414 Stochastic Analysis (0.5) # (not available 2020/21)
	MA418 Preferences, Optimal Portfolio Choice, and Equilibrium (0.5) # (not available 2020/21)
	MA419 Search Games (0.5) (withdrawn 2019/20)
	MA420 Quantifying Risk and Modelling Alternative Markets (0.5) #

MA421	Advanced Algorithms (0.5) #
MA427	Mathematical Optimisation (0.5) #
MA428	Combinatorial Optimisation (0.5) #
MA429	Algorithmic Techniques for Data Mining (0.5) #
MA430	Efficient Algorithms For Hard Optimisation Problems (0.5) # (withdrawn 2020/21)
MA431	Advanced Topics in Operations Research and Applicable Mathematics (0.5) # (not available 2020/21)
MA433	Mathematics of Networks (0.5) #
MA434	Algorithmic Game Theory (0.5) #

Footnotes

A: This option will not be available to those who have already studied MA300 and MA301, or who have studied this subject as part of an undergraduate degree.

B: This option will not be available to those who have already studied MA320.

C: Students taking this course can apply for a place on FM457 Applied Computational Finance, a non-assessed computer course.

means there may be prerequisites for this course. Please view the course guide for more information.

MSc in Applied Social Data Science

Programme Code: TMASDS

Department: Methodology

For students starting this programme of study in 2020/21

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	MY470 Computer Programming (0.5) Exceptionally, students who can demonstrate sufficient prior training in or professional experience with computer programming commensurate with that covered in MY470 can substitute a 0.5-unit course from Paper 3 for MY470. This would be subject to the approval of the MSc Programme Director. And courses to the value of 0.5 units from the following:
Paper 2	MY472 Data for Data Scientists (0.5)
	ST445 Managing and Visualising Data (0.5)
	MY400 Fundamentals of Social Science Research Design (0.5)
Paper 3	And courses to the value of 0.5 units from the following:
	MY452 Applied Regression Analysis (0.5) #
	MY474 Applied Machine Learning for Social Science (0.5) #
	ST443 Machine Learning and Data Mining (0.5) #
	Courses to the value of 0.5 units from the following:
	MY405 Research Design for Policy and Programme Evaluation (0.5)
	MY456 Survey Methodology (0.5) #
Paper 4	MY457 Causal Inference for Observational and Experimental Studies (0.5) #
	MY459 Special Topics in Quantitative Analysis: Quantitative Text Analysis (0.5) #
	MY461 Social Network Analysis (0.5)
	ST446 Distributed Computing for Big Data (0.5) #
	ST449 Artificial Intelligence and Deep Learning (0.5)

ST451 Bayesian Machine Learning (0.5) #

Or

Courses to the value of 0.5 unit(s) from the following:

Methodology Options List

Paper 4 Choice of any other 0.5 unit LSE course (including MY) with approval of the Academic Mentor.

Paper 5 MY498 Capstone Project (1.0)

Methodology Options List

MY405	Research Design for Policy and Programme Evaluation (0.5)
MY421	Qualitative Research Methods (0.5)
MY426	Doing Ethnography (0.5) # (not available 2020/21)
MY427	Qualitative Research with Digital and Visual Data (0.5) # (not available 2020/21)
MY428	Qualitative Text and Discourse Analysis (0.5) #
MY451	Introduction to Quantitative Analysis (0.5)
MY452	Applied Regression Analysis (0.5) #
MY455	Multivariate Analysis and Measurement (0.5) #
MY456	Survey Methodology (0.5) #
MY457	Causal Inference for Observational and Experimental Studies (0.5) #
MY459	Special Topics in Quantitative Analysis: Quantitative Text Analysis (0.5) #
MY461	Social Network Analysis (0.5)
MY472	Data for Data Scientists (0.5)
# means there may be prerequisites for this course. Please view the course guide for more information.	

MSc in Behavioural Science

Programme Code: TMBS

Department: Psychological and Behavioural Science

For students starting this programme of study in 2020/21

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	PB405 Foundations in Behavioural Science (1.0)
Paper 2	PB413 Experimental Design and Methods for Behavioural Science (0.5) and PB4A7 Quantitative Applications for Behavioural Science (0.5)
Paper 3	Courses to the value of 0.5 unit(s) from the following: (The below courses cannot be selected if the course with the equivalent title has already been selected from paper 5) PB421 Happiness (0.5) 1 PB434 Behavioural Science in an Age of New Technology (0.5) 2 PB452 Behavioural Science for Health in the Time of a Pandemic (0.5) # 3 PB453 Corporate Behaviour and Decision Making (0.5) 4 (not available 2020/21)
Paper 4	Students select a further 0.5 units from paper 3 (if the equivalent title has not been selected for their dissertation under paper 5), or from the list below: MY457 Causal Inference for Observational and Experimental Studies (0.5) # PB416 Cognition and Culture (0.5) (not available 2020/21) PB417 Consumer Psychology (0.5)

PB418	Corporate Communications (0.5)
PB419	Creativity and Innovation (0.5) # (not available 2020/21)
PB422	Health Communication (0.5)
PB424	Organisational Life (0.5) (not available 2020/21)
PB425	Organisations, Groups and Identity (0.5) #
PB426	Knowledge Processes in Organisations (0.5) (not available 2020/21)
PB427	Organisational and Social Decision Making (0.5) (not available 2020/21)
PB428	Political Psychology: Inequality & Intergroup Relations (0.5)
PB429	Science Communication and Controversies (0.5) (not available 2020/21)
PB430	Social Influence (0.5) # (not available 2020/21)
PB431	Social Psychology of Economic Life: Advanced Topics (0.5)
PB432	Social Representations: Social Knowledge and Contemporary Issues (0.5)
PB433	Theory and Practice of Organisational Development (0.5)
PB458	Dialogue: Conflict & Negotiation (0.5)

A course from another department (subject to the approval of the Candidate's Programme Director)

Paper 3 options list

Paper 5

Courses assessed by a 10,000 word dissertation: (Courses cannot be selected from this list if the course with the equivalent title has already been selected from paper 3)

PB4D2	Happiness - Dissertation (1.0) 5
PB4D3	Behavioural Science in an Age of New Technology - Dissertation (1.0) 6
PB4D4	Behavioural Science for Health in the Time of a Pandemic - Dissertation (1.0) 7
PB4D5	Corporate Behaviour and Decision Making - Dissertation (1.0) 8 (not available 2020/21)

Students can select a topic outside of the semi-compulsory list at the discretion of the director under extraordinary circumstances.

Paper 3 options list

PB421	Happiness (0.5)
PB434	Behavioural Science in an Age of New Technology (0.5)
PB452	Behavioural Science for Health in the Time of a Pandemic (0.5) #
PB453	Corporate Behaviour and Decision Making (0.5) (not available 2020/21)

Prerequisite Requirements and Mutually Exclusive Options

- 1: PB421 can not be taken with PB4D2
 - 2: PB434 can not be taken with PB4D3
 - 3: PB452 can not be taken with PB4D4
 - 4: PB453 can not be taken with PB4D5
 - 5: PB4D2 can not be taken with PB421
 - 6: PB4D3 can not be taken with PB434
 - 7: PB4D4 can not be taken with PB452
 - 8: PB4D5 can not be taken with PB453
- # means there may be prerequisites for this course. Please view the course guide for more information.

MSc in China in Comparative Perspective

Programme Code: TMCHCP

Department: Anthropology

For students starting this programme of study in 2020/21

Full-year programme. Students must take one compulsory course, select optional courses to the value of two units, and write a dissertation, as shown below. Attendance at seminars and at non-assessed tutorials is compulsory.

Students intending to use this degree to convert to a discipline in which they hope to qualify to do a research degree, should choose their options in consultation with the Programme Director to ensure eligibility for the research programme in question.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper Course number, title (unit value)

Paper 1	AN447	China in Comparative Perspective (1.0)
Papers 2 & 3	Courses to the value of 2.0 unit(s) from the following:	
	AN402	The Anthropology of Religion (1.0)
	AN404	Anthropology: Theory and Ethnography (1.0)
	AN405	The Anthropology of Kinship, Sex and Gender (1.0)
	AN436	The Anthropology of Development (0.5)
	AN451	Anthropology of Politics (0.5)
	AN456	Anthropology of Economy (1): Production and Exchange (0.5)
	AN457	Anthropology of Economy (2): Transformation and Globalisation (0.5)
	AN473	Anthropological Approaches to Value (0.5) (not available 2020/21)
	AN478	Anthropology and Global History (0.5) (not available 2020/21)
	AN479	Anthropology of Law (0.5)
	AN480	Public Anthropology (0.5) (not available 2020/21)
	AN481	Health and Welfare: Anthropological Perspectives (0.5) (not available 2020/21)
	Other Anthropology courses (to the value of 1.0 unit) may be taken, subject to the approval of the Programme Director.	
	DV411	Population and Development: an Analytical Approach (0.5) (not available 2020/21)
	DV413	Environmental Problems and Development Interventions (0.5) #
	DV415	Global Environmental Governance (0.5)
	DV432	China in Developmental Perspective (0.5) #
	DV444	Global Health Challenges: Epidemics, Disease, and Public Health Response (0.5) #
	DV463	Civil society, security and development (0.5) (not available 2020/21)
	EH446	Economic Development of East and Southeast Asia (1.0) #
	EH482	The Origins of the World Economy: Europe and Asia, 1000-1800 (1.0)
	EU443	European Models of Capitalism (0.5)
	GV427	Democracy in East and South Asia (0.5) (withdrawn 2020/21)
	GV432	Government and Politics in China (0.5) (not available 2020/21)
	GV467	Introduction to Comparative Politics (0.5)
	GV4H1	Chinese Political Thought (0.5)
	GY438	Cities and Social Change in East Asia (0.5) #
	GY480	Remaking China: Geographical aspects of Development and Disparity (0.5) (not

	available 2020/21)
HY461	East Asia in the Age of Imperialism, 1839-1945 (1.0) # A
HY472	China and the External World, 1711-1839 (1.0)
SP418	Global Social Policy and International Organizations (0.5) (not available 2020/21)
	Courses to the value of one full-unit from MSc International Relations (Papers 2 & 3), subject to availability and the approval of the relevant course convenor. The following courses would be particularly appropriate:
IR411	Foreign Policy Analysis III (1.0) #
IR445	China and the World (1.0) (not available 2020/21)
IR462	International Political Theory (0.5) (not available 2020/21)
IR464	The Politics of International Law (0.5) (not available 2020/21)
Paper 4	AN498 Dissertation- MSc China in Comparative Perspective (1.0)
Footnotes	A: Places on HY461 are subject to space. # means there may be prerequisites for this course. Please view the course guide for more information.

MSc in City Design and Social Science

Programme Code: TMCIDSS

Department: Sociology

For students starting this programme of study in 2020/21
Full-year programme which can also be taken part-time over three years. Students must take the City Design: Research Studio course, two compulsory half-unit courses, an independent project, and one unit of optional courses.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	SO448 City Design: Research Studio (1.0)
Papers 2 & 3	Courses to the value of 1.0 unit(s) from the following: SO451 Cities by Design (0.5) SO465 City-Making: the Politics of Urban Form (0.5) SO477 Urban Social Theory (0.5)
Paper 4	Courses to the value of 1.0 unit(s) from the following: GY409 Globalization and Regional Development (0.5) GY431 Cities, People and Poverty in the South (0.5) # GY438 Cities and Social Change in East Asia (0.5) # GY439 Cities, Politics and Citizenship (0.5) GY441 The Politics of Housing (0.5) GY448 Urban Planning: Society, Market and Sustainability (0.5) GY455 Economic Appraisal and Valuation (0.5) GY479 Urban Transformations (0.5) SO451 Cities by Design (0.5) SO465 City-Making: the Politics of Urban Form (0.5) SO473 Crime, Control and the City (0.5) (not available 2020/21) SO475 Material Culture and Design (0.5) SO477 Urban Social Theory (0.5) SO480 Urban Inequalities (0.5) SO492 Qualitative Social Research Methods

	(0.5)
SP435	Housing, Neighbourhoods and Communities (0.5) # (not available 2020/21)
SP437	International Housing and Human Settlements; Conflicts and Communities (0.5) (not available 2020/21)
	Any other course in the Department of Sociology, or other departments (special permission only), by agreement with the course tutor.
Paper 5	SO449 Independent Project (1.0) # means there may be prerequisites for this course. Please view the course guide for more information.

MSc in Comparative Politics

Programme Code: TMCP

Department: Government

For students starting this programme of study in 2020/21
Full-year programme. Students must take papers to the value of four full units as shown. All students are required to write a 10,000-word dissertation. Note that some of the courses must be taken together. Part-time students may take up to four courses in their first year. Students can either opt for No Specialism or choose one of the following streams: Democracy and Democratization, Nationalism and Ethnic Politics, Comparative Political Economy, Popular Politics, or Politics of the Developing World.
The core elements for all specialisms on this programme are: GV467 and GV499.

Students on a particular specialism will have automatic right of entry to the courses listed under the specialism. Other students will have access subject to availability.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Democracy and Democratization

Paper	Course number, title (unit value)
Paper 1	GV467 Introduction to Comparative Politics (0.5)
Paper 2	GV499 Dissertation (1.0)
Paper 3	GV4E1 Comparative Democratization in a Global Age (0.5)
Paper 4	Courses to the value of 0.5 unit(s) from the following: GV427 Democracy in East and South Asia (0.5) (withdrawn 2020/21) GV442 Globalisation and Democracy (0.5) (withdrawn 2020/21) GV444 Democracy and Development in Latin America (0.5) GV4C9 Globalization and Democratization in Southeast Asia (0.5) GV4E2 Capitalism and Democracy (0.5) GV4H2 Contemporary India: The World's Largest Democracy in the Early 21st Century (0.5) (not available 2020/21) GV4J4 Citizen Representation and Democracy in the European Union (0.5) (not available 2020/21)
Paper 5	Courses to the value of 1.5 unit(s) from the following: Approved paper options list Paper 4 options list (Democracy and Democratization) Nationalism and Ethnic Politics
Paper	Course number, title (unit value)
Paper 1	GV467 Introduction to Comparative Politics (0.5)
Paper 2	GV499 Dissertation (1.0)
Paper 3	Courses to the value of 1.0 unit(s) from the following:

	EU457	Culture and Security in Global Politics (0.5)		GV432	Government and Politics in China (0.5) (not available 2020/21)
	GV439	Government and Politics in Central and Eastern Europe (0.5)		GV443	The State and Political Institutions in Latin America (0.5) (withdrawn 2020/21)
	GV465	War, Peace and the Politics of National Self-Determination (0.5) (not available 2020/21)		GV444	Democracy and Development in Latin America (0.5)
	GV4B9	The Second Europe (0.5)		GV4F2	Popular Politics in the Middle East (0.5)
	GV4J8	Middle East Politics in Transnational Perspective (0.5)		GV4F9	The Challenges of Governance and Conflict in sub-Saharan Africa (0.5)
	GV4J9	Populism (0.5) #		GV4H2	Contemporary India: The World's Largest Democracy in the Early 21st Century (0.5) (not available 2020/21)
Paper 4	Courses to the value of 1.5 unit(s) from the following:		Paper 4	Courses to the value of 1.5 unit(s) from the following:	
	Approved paper options list			Approved paper options list	
	Paper 3 options list (Nationalism and Ethnic Politics)			Paper 3 options list (Politics of the Developing World)	
	Comparative Political Economy			No specialism	
Paper	Course number, title (unit value)		Paper	Course number, title (unit value)	
Paper 1	GV467	Introduction to Comparative Politics (0.5)	Paper 1	GV467	Introduction to Comparative Politics (0.5)
Paper 2	GV499	Dissertation (1.0)	Paper 2	GV499	Dissertation (1.0)
Paper 3	Courses to the value of 1.0 unit(s) from the following:		Paper 3	Courses to the value of 2.5 unit(s) from the following:	
	EU4A4	The Politics of Inequality and Redistribution (0.5)		Approved paper options list	
	GV441	States and Markets (0.5)		Options list (No Specialism)	
	GV4E2	Capitalism and Democracy (0.5)		Approved paper options list	
Paper 4	Courses to the value of 0.5 unit(s) from the following:			AN436	The Anthropology of Development (0.5) *
	DV435	African Political Economy (0.5)		AN451	Anthropology of Politics (0.5) *
	EU4A4	The Politics of Inequality and Redistribution (0.5)		DV435	African Political Economy (0.5)
	GV4E2	Capitalism and Democracy (0.5)		DV460	Bayesian Reasoning for Qualitative Social Science: A modern approach to case study inference (0.5) #
	GV4F8	Institutions and Global Trade (0.5) (not available 2020/21)		EU447	Democracy, Ideology and the European State (0.5) *
	SP441	Politics of Social Policy: Welfare and Work in Comparative Perspective (0.5)		EU457	Culture and Security in Global Politics (0.5) *
Paper 5	Courses to the value of 1.0 unit(s) from the following:			EU475	Religious Diversity and Conflict in Europe (0.5) (not available 2020/21)
	Approved paper options list			EU481	The Future: Political Responses to a Challenge (0.5)
	Paper 4 options list (Comparative Political Economy)			EU4A2	Globalisation, Conflict and Post-Conflict Reconstruction (0.5)
	Popular Politics			GI413	Gender, 'Race' and Militarisation (0.5) *
Paper	Course number, title (unit value)			GV439	Government and Politics in Central and Eastern Europe (0.5)
Paper 1	GV467	Introduction to Comparative Politics (0.5)		GV4A5	International Migration and Immigration Management (0.5)
Paper 2	GV499	Dissertation (1.0)		GV4B8	Civil Wars: Concepts and Cases (0.5)
Paper 3	Courses to the value of 1.0 unit(s) from the following:			GV4B9	The Second Europe (0.5)
	GV4A2	Citizens' Political Behaviour in Europe: Elections Public Opinion and Identities (0.5) # (not available 2020/21)		GV4H2	Contemporary India: The World's Largest Democracy in the Early 21st Century (0.5) (not available 2020/21)
	GV4C9	Globalization and Democratization in Southeast Asia (0.5)		GV4J3	Public Opinion, Political Psychology and Citizenship (0.5) # (withdrawn 2020/21)
	GV4D3	Local Power in an Era of Globalization, Democratization, and Decentralization (0.5)		GV4J9	Populism (0.5) #
	GV4F2	Popular Politics in the Middle East (0.5)		HY411	European Integration in the Twentieth Century (1.0) # *
	GV4J4	Citizen Representation and Democracy in the European Union (0.5) (not available 2020/21)		IR411	Foreign Policy Analysis III (1.0) #
Paper 4	Courses to the value of 1.5 unit(s) from the following:			MY421	Qualitative Research Methods (0.5)
	Approved paper options list			MY425	Case Studies and Comparative Methods for Qualitative Research (0.5)
	Paper 3 options list (Popular Politics)			MY426	Doing Ethnography (0.5) # (not available 2020/21)
	Politics of the Developing World			MY451	Introduction to Quantitative Analysis (0.5)
Paper	Course number, title (unit value)			MY452	Applied Regression Analysis (0.5) #
Paper 1	GV467	Introduction to Comparative Politics (0.5)		SP441	Politics of Social Policy: Welfare and Work in Comparative Perspective (0.5) *
Paper 2	GV499	Dissertation (1.0)		A course from the Government Department or another department, with the consent of the	
Paper 3	Courses to the value of 1.0 unit(s) from the following:				
	DV435	African Political Economy (0.5)			
	GV427	Democracy in East and South Asia (0.5) (withdrawn 2020/21)			

convener of MSc in Comparative Politics and the teacher of the course.

Paper 4 options list (Democracy and Democratization)

- GV427 Democracy in East and South Asia (0.5) (withdrawn 2020/21)
- GV442 Globalisation and Democracy (0.5) (withdrawn 2020/21)
- GV444 Democracy and Development in Latin America (0.5)
- GV4C9 Globalization and Democratization in Southeast Asia (0.5)
- GV4E2 Capitalism and Democracy (0.5)
- GV4H2 Contemporary India: The World's Largest Democracy in the Early 21st Century (0.5) (not available 2020/21)
- GV4J4 Citizen Representation and Democracy in the European Union (0.5) (not available 2020/21)

Paper 3 options list (Nationalism and Ethnic Politics)

- EU457 Culture and Security in Global Politics (0.5)
- GV439 Government and Politics in Central and Eastern Europe (0.5)
- GV465 War, Peace and the Politics of National Self-Determination (0.5) (not available 2020/21)
- GV4B9 The Second Europe (0.5)
- GV4J8 Middle East Politics in Transnational Perspective (0.5)
- GV4J9 Populism (0.5) #

Paper 4 options list (Comparative Political Economy)

- DV435 African Political Economy (0.5)
- EU4A4 The Politics of Inequality and Redistribution (0.5)
- GV4E2 Capitalism and Democracy (0.5)
- GV4F8 Institutions and Global Trade (0.5) (not available 2020/21)
- SP441 Politics of Social Policy: Welfare and Work in Comparative Perspective (0.5)

Paper 3 options list (Popular Politics)

- GV4A2 Citizens' Political Behaviour in Europe: Elections Public Opinion and Identities (0.5) # (not available 2020/21)
- GV4C9 Globalization and Democratization in Southeast Asia (0.5)
- GV4D3 Local Power in an Era of Globalization, Democratization, and Decentralization (0.5)
- GV4F2 Popular Politics in the Middle East (0.5)
- GV4J4 Citizen Representation and Democracy in the European Union (0.5) (not available 2020/21)

Paper 3 options list (Politics of the Developing World)

- DV435 African Political Economy (0.5)
- GV427 Democracy in East and South Asia (0.5) (withdrawn 2020/21)
- GV432 Government and Politics in China (0.5) (not available 2020/21)
- GV443 The State and Political Institutions in Latin America (0.5) (withdrawn 2020/21)
- GV444 Democracy and Development in Latin America (0.5)
- GV4F2 Popular Politics in the Middle East (0.5)
- GV4F9 The Challenges of Governance and Conflict in sub-Saharan Africa (0.5)
- GV4H2 Contemporary India: The World's Largest Democracy in the Early 21st Century (0.5) (not available 2020/21)

- GV4J8 Middle East Politics in Transnational Perspective (0.5)

Options list (No Specialism)

- DV435 African Political Economy (0.5)
- EU457 Culture and Security in Global Politics (0.5)
- EU4A4 The Politics of Inequality and Redistribution (0.5)
- GV427 Democracy in East and South Asia (0.5) (withdrawn 2020/21)
- GV432 Government and Politics in China (0.5) (not available 2020/21)
- GV439 Government and Politics in Central and Eastern Europe (0.5)
- GV441 States and Markets (0.5)
- GV442 Globalisation and Democracy (0.5) (withdrawn 2020/21)
- GV443 The State and Political Institutions in Latin America (0.5) (withdrawn 2020/21)
- GV444 Democracy and Development in Latin America (0.5)
- GV465 War, Peace and the Politics of National Self-Determination (0.5) (not available 2020/21)
- GV4A2 Citizens' Political Behaviour in Europe: Elections Public Opinion and Identities (0.5) # (not available 2020/21)
- GV4B9 The Second Europe (0.5)
- GV4C9 Globalization and Democratization in Southeast Asia (0.5)
- GV4D3 Local Power in an Era of Globalization, Democratization, and Decentralization (0.5)
- GV4E1 Comparative Democratization in a Global Age (0.5)
- GV4E2 Capitalism and Democracy (0.5)
- GV4E8 Conflict and Institutional Design in Divided Societies (0.5)
- GV4F2 Popular Politics in the Middle East (0.5)
- GV4F8 Institutions and Global Trade (0.5) (not available 2020/21)
- GV4F9 The Challenges of Governance and Conflict in sub-Saharan Africa (0.5)
- GV4J4 Citizen Representation and Democracy in the European Union (0.5) (not available 2020/21)
- GV4J9 Populism (0.5) #
- SP441 Politics of Social Policy: Welfare and Work in Comparative Perspective (0.5)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course.

Please view the course guide for more information.

MSc in Conflict Studies

Programme Code: TMCS

Department: Government

For students starting this programme of study in 2020/21 Full-year programme. Students must take courses to the value of four full units.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper Course number, title (unit value)

Paper 1 GV4G4 Comparative Conflict Analysis (0.5) and courses to the value of 0.5 unit(s) from the following: A

Paper 2	MY421	Qualitative Research Methods (0.5)
	MY425	Case Studies and Comparative Methods for Qualitative Research (0.5)
	MY451	Introduction to Quantitative Analysis (0.5)
	MY452	Applied Regression Analysis (0.5) #
	Courses to the value of 0.5 unit(s) from the following:	
	EU4A2	Globalisation, Conflict and Post-Conflict Reconstruction (0.5)
	GV4A8	Nationalist Conflict, Political Violence and Terrorism (0.5)
	GV4B8	Civil Wars: Concepts and Cases (0.5)
	GV4D3	Local Power in an Era of Globalization, Democratization, and Decentralization (0.5)
	GV4E3	Democratisation, Conflict and Statebuilding (0.5)
Paper 3	GV4E8	Conflict and Institutional Design in Divided Societies (0.5)
	GV4F2	Popular Politics in the Middle East (0.5)
	Courses to the value of 1.5 unit(s) from the following:	
	DV428	Managing Humanitarianism (0.5)
	DV434	Human Security (0.5) (not available 2020/21)
	DV462	Forced Migration and Refugees (0.5)
	EU440	The Balkans in Europe: Transition, Democratisation, Integration (0.5) (not available 2020/21)
	EU457	Culture and Security in Global Politics (0.5)
	EU458	Public Policy and Cultural Narratives in a Global Europe (0.5)
	EU485	Post-Conflict Justice and Reconciliation in Europe and Beyond (0.5)
Paper 4	GI413	Gender, 'Race' and Militarisation (0.5)
	GI425	Introduction to Gender, Peace and Security (0.5)
	GV439	Government and Politics in Central and Eastern Europe (0.5)
	GV4B9	The Second Europe (0.5)
	GV4C9	Globalization and Democratization in Southeast Asia (0.5)
	GV4E1	Comparative Democratization in a Global Age (0.5)
	GV4F9	The Challenges of Governance and Conflict in sub-Saharan Africa (0.5)
	GV4J8	Middle East Politics in Transnational Perspective (0.5)
	HY436	Race, Violence and Colonial Rule in Africa (1.0)
	IR422	Conflict and Peacebuilding (1.0) #
Paper 4	IR461	Islam in World Politics (1.0) (not available 2020/21)
	IR466	Genocide (0.5)
	LL468	European Human Rights Law (0.5)
	LL475	Terrorism and the Rule of Law (0.5)
	LL4A8	International Law and the Use of Force (0.5) #
	A half-unit MSc course from the Government Department or another department (with the consent of the programme director and the teacher of the course).	
	Paper 2 options list	
	GV499	Dissertation (1.0)
	Paper 2 options list	
	EU4A2	Globalisation, Conflict and Post-Conflict Reconstruction (0.5)
Paper 4	GV4A8	Nationalist Conflict, Political Violence and Terrorism (0.5)
	GV4B8	Civil Wars: Concepts and Cases (0.5)

GV4D3	Local Power in an Era of Globalization, Democratization, and Decentralization (0.5)
GV4E3	Democratisation, Conflict and Statebuilding (0.5)
GV4E8	Conflict and Institutional Design in Divided Societies (0.5)
GV4F2	Popular Politics in the Middle East (0.5)
A: MY421, MY452 and MY451 are half unit courses which run twice per year – once in MT and once in LT.	
# means there may be prerequisites for this course. Please view the course guide for more information.	

Footnotes

MSc in Criminal Justice Policy

Programme Code: TMCJP

Department: Social Policy

For students starting this programme of study in 2020/21

Full-year programme. Students must take one compulsory course, optional courses to the value of two full units and a dissertation.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	SP470 Criminal Justice Policy (1.0)
Papers 2 & 3	Courses to the value of 2.0 unit(s) from the following:
	LL4CL Explaining Punishment: Philosophy, Political Economy, Sociology (0.5)
	LL4K7 Mental Health Law: The Criminal Context (0.5) (not available 2020/21)
	SO473 Crime, Control and the City (0.5) (not available 2020/21)
	SP403 Academic & Professional Skills Development (0.0)
	SP413 Understanding Social (Dis)advantage (0.5)
	SP414 Ethnicity, Race and Social Policy (0.5)
	SP419 Social Movements, Activism, and Social Policy (0.5)
	SP471 Issues in Contemporary Policing (0.5) # (not available 2020/21)
	SP472 Illegal Drugs and Their Control: Theory, Policy and Practice (0.5) # (not available 2020/21)
	SP473 Policing, Security and Globalisation (0.5) #
	SP475 Riots, Disorder and Urban Violence (0.5) #
	SP476 Punishment and Penal Policy (0.5) #
If less than 2.0 units of courses are taken from the list above, then students must select the remaining courses from the following:	
	LL4AR International Criminal Law: Core Crimes and Concepts (0.5)
	LL4AS International Criminal Law: Prosecution and Practice (0.5) (not available 2020/21)
	LL4BK Corporate Crime (0.5)
	LL4BL Financial Crime (0.5)
	LL4CA Law and Social Theory (0.5) (withdrawn 2020/21)
	LL4CE Security and Criminal Law (0.5) # A (not available 2020/21)
	SP475 Riots, Disorder and Urban Violence (0.5) #
A course from another programme (with the permission of your tutor, the MSc Programme	

Paper 4	Director and the Course Tutor). SP498 Criminal Justice Policy - Long Essay (1.0)
Footnotes	<p>A: You must have a Law Degree as a prerequisite for taking LL4CE.</p> <p># means there may be prerequisites for this course. Please view the course guide for more information. It is not always possible to offer students a place on each of their preferred courses. This is particularly the case where courses are offered outside the Department of Social Policy (i.e. not prefixed with 'SP').</p> <p>Note for prospective students:</p> <p>For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm.</p>

MSc in Culture and Conflict in a Global Europe

Programme Code: TMCCGLEU

Department: European Institute

For students starting this programme of study in 2020/21

(Formerly MSc in Global Europe: Culture and Conflict)

Full-year programme. Students must take two compulsory courses, optional courses to the value of two units and a dissertation as shown below. Additionally, all students must take EU410 Interdisciplinary Research Methods and Design in preparation for the dissertation. Students must also take EU450 Engaging with Europe: Professional Skills as part of their professional development.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Professional development course	EU450 Engaging with Europe: Professional Skills (0.0)
Paper 1	Courses to the value of 1.0 unit(s) from the following:
	EU447 Democracy, Ideology and the European State (0.5)
	EU457 Culture and Security in Global Politics (0.5)
	EU478 The Culture of European Politics (0.5)
	Students without some background in European politics and policy-making or economics are strongly encouraged to take one or both of the following to support their studies:
	EU409 Basic Economic Concepts for European Political Economy (0.0)
	EU4V9 Concepts in Political Science and Public Policy (0.0)
Paper 2	Courses to the value of 1.0 unit(s) from the following:
	EU430 Europeanization: The Comparative Politics of Domestic Change (0.5)
	EU432 The Philosophy of Europe (0.5) #
	EU437 Europe Beyond Modernity (0.5)
	EU439 Political and Fiscal Integration and Disintegration in EU Member States (0.5) (not available 2020/21)
	EU440 The Balkans in Europe: Transition, Democratisation, Integration (0.5) (not

	available 2020/21)
EU447	Democracy, Ideology and the European State (0.5)
EU457	Culture and Security in Global Politics (0.5)
EU458	Public Policy and Cultural Narratives in a Global Europe (0.5)
EU464	International Migration: EU Policies and Politics (0.5) #
EU468	The Political Economy of Migration and Spatial Inequality in Europe (0.5) #
EU475	Religious Diversity and Conflict in Europe (0.5) (not available 2020/21)
EU476	Politics of Memory: Germany, France, UK and Turkey (0.5) # (not available 2020/21)
EU478	The Culture of European Politics (0.5)
EU481	The Future: Political Responses to a Challenge (0.5)
EU484	Europe's Role in Global Migration Governance (0.5)
EU485	Post-Conflict Justice and Reconciliation in Europe and Beyond (0.5)
EU486	Imaging Violence, Imagining Europe (0.5)
EU487	European Integration from a Global Governance Perspective (0.5) #
EU488	European Policy-Making and International Cooperation (0.5) #
EU489	Analytical Politics and Policymaking in Europe (0.5)
EU4A1	The Politics and Policies of 'Brexit': The UK's changing relationship with the European Union (0.5)
EU4A2	Globalisation, Conflict and Post-Conflict Reconstruction (0.5)
EU4A5	Public Opinion in Europe (0.5)
Paper 3	Courses to the value of 1.0 unit(s) from the following:
	GI421 Sexuality, Gender and Culture (0.5) #
	GI422 Transnational Sexual Politics (1.0)
	GV498 Multiculturalism (0.5)
	GV4B8 Civil Wars: Concepts and Cases (0.5)
	GV4B9 The Second Europe (0.5)
	IR452 Empire and Conflict in World Politics (0.5)
	IR461 Islam in World Politics (1.0) (not available 2020/21)
	IR465 The International Politics of Culture and Religion (1.0) # (not available 2020/21)
	IR481 Europe, the US and Arab-Israeli Relations (0.5) # (not available 2020/21)
	MY425 Case Studies and Comparative Methods for Qualitative Research (0.5)
	MY428 Qualitative Text and Discourse Analysis (0.5) #
	SO479 Human Rights and Postcolonial Theory (0.5)
	Paper 2 options list
	EU410 Interdisciplinary Research Methods and Design (0.0)
	EU499 Dissertation (1.0)
	Paper 2 options list
	EU430 Europeanization: The Comparative Politics of Domestic Change (0.5)
	EU432 The Philosophy of Europe (0.5) #
	EU437 Europe Beyond Modernity (0.5)
	EU439 Political and Fiscal Integration and Disintegration in EU Member States (0.5) (not available 2020/21)
	EU440 The Balkans in Europe: Transition, Democratisation, Integration (0.5) (not available 2020/21)
Paper 4	

EU447	Democracy, Ideology and the European State (0.5)
EU457	Culture and Security in Global Politics (0.5)
EU458	Public Policy and Cultural Narratives in a Global Europe (0.5)
EU464	International Migration: EU Policies and Politics (0.5) #
EU468	The Political Economy of Migration and Spatial Inequality in Europe (0.5) #
EU475	Religious Diversity and Conflict in Europe (0.5) (not available 2020/21)
EU476	Politics of Memory: Germany, France, UK and Turkey (0.5) # (not available 2020/21)
EU478	The Culture of European Politics (0.5)
EU481	The Future: Political Responses to a Challenge (0.5)
EU484	Europe's Role in Global Migration Governance (0.5)
EU485	Post-Conflict Justice and Reconciliation in Europe and Beyond (0.5)
EU486	Imaging Violence, Imagining Europe (0.5)
EU487	European Integration from a Global Governance Perspective (0.5) #
EU488	European Policy-Making and International Cooperation (0.5) #
EU489	Analytical Politics and Policymaking in Europe (0.5)
EU4A1	The Politics and Policies of 'Brexit': The UK's changing relationship with the European Union (0.5)
EU4A2	Globalisation, Conflict and Post-Conflict Reconstruction (0.5)
EU4A5	Public Opinion in Europe (0.5)
# means there may be prerequisites for this course. Please view the course guide for more information.	

MSc in Culture and Society

Programme Code: TMCUSO

Department: Sociology

For students starting this programme of study in 2020/21

Full-year programme. Students take two compulsory courses, optional courses to the value of 1.5 full units plus the dissertation as shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	SO434 Cultural Theory and Cultural Forms (1.0)
Paper 2	SO492 Qualitative Social Research Methods (0.5)
Paper 3	Courses to the value of 1.5 unit(s) from the following:
	GI402 Gender, Knowledge and Research Practice (0.5)
	GI403 Gender and Media Representation (0.5)
	GI410 Screening the Present: contemporary cinema and cultural critique (0.5) # (not available 2020/21)
	GI421 Sexuality, Gender and Culture (0.5) #
	GY439 Cities, Politics and Citizenship (0.5)
	GY479 Urban Transformations (0.5)
	MC402 The Audience in Media and Communications (0.5)
	MC408 Theories and Concepts in Media and Communications (0.5)
	MC420 Identity, Transnationalism and the Media

	(0.5)
MY427	Qualitative Research with Digital and Visual Data (0.5) # (not available 2020/21)
MY428	Qualitative Text and Discourse Analysis (0.5) #
PB432	Social Representations: Social Knowledge and Contemporary Issues (0.5)
SO426	Classical Social Thought (0.5) (not available 2020/21)
SO471	Technology, Power and Culture (0.5)
SO475	Material Culture and Design (0.5)
SO477	Urban Social Theory (0.5)
SO479	Human Rights and Postcolonial Theory (0.5)
SO481	Class, Politics and Culture (0.5)
SO482	Topics in Race, Ethnicity and Postcolonial Studies (0.5)
SO490	Contemporary Social Thought (0.5)
SO4A9	White Screens/Black Images: The Sociology of Black Cinema (0.5) (withdrawn 2020/21)
SO4B4	The New Reproductive Sociology (0.5) (not available 2020/21)
SO4B6	Nature and Technology: More than Human Sociology (0.5) (not available 2020/21)

Or any other MSc level course offered in the School, subject to the consent of the candidate's teachers.

Paper 4 SO493 mSc in Culture and Society Dissertation (1.0)

means there may be prerequisites for this course. Please view the course guide for more information.

MSc in Data Science

Programme Code: TMDS

Department: Statistics

For students starting this programme of study in 2020/21

Full-year programme. Students must take four compulsory courses, options to the value of one unit and a dissertation as shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	MY470 Computer Programming (0.5)
	Or
	Students who can demonstrate equivalent prior knowledge of MY470, via transcripts of prior qualifications, may instead take a further 0.5 unit course from Paper 5:
	Paper 5 options list
Paper 2	ST445 Managing and Visualising Data (0.5)
Paper 3	ST447 Data Analysis and Statistical Methods (0.5) #
Paper 4	ST443 Machine Learning and Data Mining (0.5) #
Paper 5	Courses to the value of 1.0 unit(s), including at least 0.5 unit(s) of ST courses from the following:
	MA407 Algorithms and Computation (0.5) #
	MA424 Modelling in Operations Research (0.5) #
	MY459 Special Topics in Quantitative Analysis: Quantitative Text Analysis (0.5) #
	MY461 1 Social Network Analysis (0.5)
	ST449 Artificial Intelligence and Deep Learning (0.5)
	ST451 Bayesian Machine Learning (0.5) #

	ST405	Multivariate Methods (0.5) #
	ST411	Generalised Linear Modelling and Survival Analysis (0.5) #
	ST422	Time Series (0.5) #
	ST429	Statistical Methods for Risk Management (0.5) #
	ST436	Financial Statistics (0.5) #
	ST444	Computational Data Science (0.5) #
	ST446	Distributed Computing for Big Data (0.5) #
Paper 6	ST498	Capstone Project (1.0)
	Paper 5 options list	
	MA407	Algorithms and Computation (0.5) #
	MA424	Modelling in Operations Research (0.5) #
	MY459	Special Topics in Quantitative Analysis: Quantitative Text Analysis (0.5) #
	MY461	Social Network Analysis (0.5)
	ST405	Multivariate Methods (0.5) #
	ST411	Generalised Linear Modelling and Survival Analysis (0.5) #
	ST422	Time Series (0.5) #
	ST429	Statistical Methods for Risk Management (0.5) #
	ST436	Financial Statistics (0.5) #
	ST444	Computational Data Science (0.5) #
	ST449	Artificial Intelligence and Deep Learning (0.5)
	ST451	Bayesian Machine Learning (0.5) #
	# means there may be prerequisites for this course. Please view the course guide for more information.	

MSc in Development Management

Programme Code: TMDVMN

Department: International Development

For students starting this programme of study in 2020/21

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

Students who choose to concentrate their electives and dissertation in a certain topic area may elect to have a specialism in "African Development", "Population Studies" or "Applied Development Economics" attached to their degree certificate and transcript. To obtain the specialism indication, students must meet the criteria below.

African Development: students must take DV418 and DV435, and their dissertation topic must be approved as being appropriate for this specialism.

Population Studies: students must take DV444 and DV456, and their dissertation topic must be approved as being appropriate for this specialism.

Applied Development Economics: enrolment capacity is limited and may be based on performance on a pre-quiz which will enable students to take at least two of DV490, DV491, DV492, and their dissertation topic must be approved as being appropriate for this specialism.

If no such election is made, the degree certificate will state "Development Management" without further specification.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	DV431 Development Management (1.0)
Papers 2 & 3	Courses to the value of 2.0 unit(s) from the following:
	AC470 Accounting in the Global Economy (0.5) #
	DV407 Poverty (0.5)
	DV411 Population and Development: an Analytical Approach (0.5) (not available

	2020/21)
DV413	Environmental Problems and Development Interventions (0.5) #
DV415	Global Environmental Governance (0.5)
DV418	African Development (0.5)
DV420	Complex Emergencies (0.5)
DV421	Critical Perspectives on Global Health and Development (0.5)
DV423	Global Political Economy of Development (0.5) #
DV424	International Institutions and Late Development (0.5)
DV428	Managing Humanitarianism (0.5)
DV432	China in Developmental Perspective (0.5) #
DV433	The Informal Economy and Development (0.5)
DV434	Human Security (0.5) (not available 2020/21)
DV435	African Political Economy (0.5)
DV444	Global Health Challenges: Epidemics, Disease, and Public Health Response (0.5) #
DV454	Gender, labour markets and social change in the Global South: theory, evidence, public action (0.5)
DV455	Advocacy, Campaigning and Grassroots Activism (0.5)
DV456	Population, Health and Development: Evidence and Projections (0.5) #
DV457	Sexual and Reproductive Health Programmes: Design, Implementation and Evaluation (0.5)
DV458	Key issues in Global Health and Development (0.5)
DV460	Bayesian Reasoning for Qualitative Social Science: A modern approach to case study inference (0.5) #
DV462	Forced Migration and Refugees (0.5)
DV463	Civil society, security and development (0.5) (not available 2020/21)
DV464	Democracy and Development (0.5) (not available 2020/21)
DV472	Covid-19 pandemic: health, socio-economic and political implications for development (Special Topics in International Development) (0.5)
DV480	Revolution and Development (0.5) #
DV483	Information Communication Technologies and Socio-economic Development (0.5)
DV490	Economic Development Policy I: Applied Policy Analysis for Macroeconomic Development (0.5)
DV491	Economic Development Policy II: Microeconomic Analysis (0.5) #
DV492	Economic Development Policy III: Government Policy Analysis (0.5) #
GI407	Globalisation, Gender and Development (1.0) 1
GI409	Gender, Globalisation and Development: An Introduction (0.5) 2
GI411	Gender, Post/coloniality and Development: Critical Perspectives and New Directions (0.5) #
GI418	Feminist Economics and Policy: An Introduction (0.5) # (not available 2020/21)
GI420	Globalisation, Gender and Development: Theorising Policy and Practice (0.5) 3
GV483	Public Management Theory and Doctrine (0.5)

	GV4C9	Globalization and Democratization in Southeast Asia (0.5)
	GY403	Contemporary Debates in Human Geography (0.5)
	GY409	Globalization and Regional Development (0.5)
	GY410	Economics of Local and Regional Development (0.5) (not available 2020/21)
	GY421	Gender and Development: Geographical Perspectives (0.5) # (withdrawn 2020/21)
	GY431	Cities, People and Poverty in the South (0.5) #
	GY432	Urban Ethnography (0.5) (not available 2020/21)
	GY447	The Economics of Regional and Urban Planning (0.5) #
	GY459	Urban Theory and Policy in the Global South (0.5) #
	GY467	Global Migration and Development (0.5) (withdrawn 2020/21)
	GY473	Economic Development and the Environment (0.5) #
	GY474	Politics of Environment and Development (0.5)
	GY480	Remaking China: Geographical aspects of Development and Disparity (0.5) (not available 2020/21)
	MG402	Public Management: A Design-Oriented Approach (0.5)
	MG460	Emergencies Management: Humanitarian Intervention and Digital Innovation (0.5)
	MG4B7	Organisational Change (0.5) (not available 2020/21)
	SP415	Urbanisation and Social Policy in the Global South (0.5) #
	SP436	Basic Education for Social Development (0.5) # (not available 2020/21)
	Another course with the approval of the supervisor/course tutor.	
Paper 4	DV410	Research Design and Dissertation in International Development (1.0)
	MY410	Fundamentals of Research Design for International Development (0.0)
	DV445	Cutting Edge Issues in Development Thinking & Practice (0.0)
	Prerequisite Requirements and Mutually Exclusive Options	
	1: GI407 can not be taken with GI409, GI420	
	2: GI409 can not be taken with GI420, GI407	
	3: GI420 can not be taken with GI407, GI409	
	# means there may be prerequisites for this course.	
	Please view the course guide for more information.	

MSc in Development Studies

Programme Code: TMDV

Department: International Development

For students starting this programme of study in 2020/21

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

Students who choose to concentrate their electives and dissertation in a certain topic area may elect to have a specialism in "African Development", "Population Studies" or "Applied Development Economics" attached to their degree certificate and transcript. To obtain the specialism indication, students must meet the criteria below.

African Development: students must take DV418 and DV435, and

their dissertation topic must be approved as being appropriate for this specialism.

Population Studies: students must take DV444 and DV456, and their dissertation topic must be approved as being appropriate for this specialism.

Applied Development Economics: enrolment capacity is limited and may be based on performance on a pre-quiz which will enable students to take at least two of DV490, DV491, DV492, and their dissertation topic must be approved as being appropriate for this specialism.

If no such election is made, the degree certificate will state "Development Studies" without further specification.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	DV400 Development: History, Theory and Policy (1.0) #
Paper 2	DV410 Research Design and Dissertation in International Development (1.0)
	MY410 Fundamentals of Research Design for International Development (0.0)
	DV445 Cutting Edge Issues in Development Thinking & Practice (0.0)
Papers 3 & 4	Courses to the value of 2 unit(s) from the following:
	A
	AN451 Anthropology of Politics (0.5)
	AN456 Anthropology of Economy (1): Production and Exchange (0.5)
	AN457 Anthropology of Economy (2): Transformation and Globalisation (0.5)
	DV407 Poverty (0.5)
	DV411 Population and Development: an Analytical Approach (0.5) (not available 2020/21)
	DV413 Environmental Problems and Development Interventions (0.5) #
	DV415 Global Environmental Governance (0.5)
	DV418 African Development (0.5)
	DV420 Complex Emergencies (0.5)
	DV421 Critical Perspectives on Global Health and Development (0.5)
	DV423 Global Political Economy of Development (0.5) #
	DV424 International Institutions and Late Development (0.5)
	DV428 Managing Humanitarianism (0.5)
	DV432 China in Developmental Perspective (0.5) #
	DV433 The Informal Economy and Development (0.5)
	DV434 Human Security (0.5) (not available 2020/21)
	DV435 African Political Economy (0.5)
	DV444 Global Health Challenges: Epidemics, Disease, and Public Health Response (0.5) #
	DV447 Youth and Gendered Violence (0.5) # (not available 2020/21)
	DV453 International Development Consultancy Project (0.5)
	DV454 Gender, labour markets and social change in the Global South: theory, evidence, public action (0.5)
	DV455 Advocacy, Campaigning and Grassroots Activism (0.5)
	DV456 Population, Health and Development: Evidence and Projections (0.5) #
	DV457 Sexual and Reproductive Health Programmes: Design, Implementation and Evaluation (0.5)

DV458	Key issues in Global Health and Development (0.5)	GY475	Issues in Environmental Governance (0.5)
DV460	Bayesian Reasoning for Qualitative Social Science: A modern approach to case study inference (0.5) #	GY480	Remaking China: Geographical aspects of Development and Disparity (0.5) (not available 2020/21)
DV462	Forced Migration and Refugees (0.5)	IR418	International Politics: Asia & the Pacific (1.0) D
DV463	Civil society, security and development (0.5) (not available 2020/21)	IR447	Political Economy of International Labour Migration (0.5) # (not available 2020/21)
DV464	Democracy and Development (0.5) (not available 2020/21)	LL4AW	Foundations of International Human Rights Law (0.5) # (not available 2020/21)
DV472	Covid-19 pandemic: health, socio-economic and political implications for development (Special Topics in International Development) (0.5)	LL4AX	Selected Topics in International Human Rights Law (0.5) # (not available 2020/21)
DV480	Revolution and Development (0.5) #	LL4B1	International Trade Law (0.5) #
DV483	Information Communication Technologies and Socio-economic Development (0.5)	LL4C2	World Poverty and Human Rights (0.5) #
DV490	Economic Development Policy I: Applied Policy Analysis for Macroeconomic Development (0.5)	MG460	Emergencies Management: Humanitarian Intervention and Digital Innovation (0.5)
DV491	Economic Development Policy II: Microeconomic Analysis (0.5) #	MY425	Case Studies and Comparative Methods for Qualitative Research (0.5)
DV492	Economic Development Policy III: Government Policy Analysis (0.5) #	MY428	Qualitative Text and Discourse Analysis (0.5) #
EC428	Development and Growth (1.0) # B	PP448	International Political Economy and Development (0.5)
EH446	Economic Development of East and Southeast Asia (1.0) #	PP449	Comparative Political Economy and Development (0.5)
GI407	Globalisation, Gender and Development (1.0) 1	SP415	Urbanisation and Social Policy in the Global South (0.5) # E
GI409	Gender, Globalisation and Development: An Introduction (0.5) 2	SP431	Population Analysis: Methods and Models (0.5) #
GI418	Feminist Economics and Policy: An Introduction (0.5) # (not available 2020/21)	SP433	Rural Livelihoods, Development and Social Transformation (0.5) # F
GI420	Globalisation, Gender and Development: Theorising Policy and Practice (0.5) 3	SP436	Basic Education for Social Development (0.5) # (not available 2020/21)
GV441	States and Markets (0.5)	Prerequisite Requirements and Mutually Exclusive Options	
GV483	Public Management Theory and Doctrine (0.5)	1: GI407 can not be taken with GI409, GI420	
GV4C9	Globalization and Democratization in Southeast Asia (0.5)	2: GI409 can not be taken with GI407, GI420	
GV4D3	Local Power in an Era of Globalization, Democratization, and Decentralization (0.5)	3: GI420 can not be taken with GI409, GI407	
GV4K1	Transparency and Accountability in Government (0.5)	A: The International Relations (IR) Department permits non-IR students to take only one option from those prefixed "IR". Access is not guaranteed for any option.	
GY403	Contemporary Debates in Human Geography (0.5)	B: Entry to this course may be restricted.	
GY420	Environmental Regulation: Implementing Policy (1.0)	C: Entry to this course may be restricted.	
GY421	Gender and Development: Geographical Perspectives (0.5) # (withdrawn 2020/21)	D: Entry to this course may be restricted.	
GY431	Cities, People and Poverty in the South (0.5) #	E: Course designed for those with a minimum of one year's practical working experience in developing countries; seminars draw extensively on students' own experience. Entry may be restricted. Interested students should attend lectures and consult the lecturers.	
GY432	Urban Ethnography (0.5) (not available 2020/21)	F: Course designed for those with a minimum of one year's practical working experience in developing countries; seminars draw extensively on students' own experience. Entry may be restricted. Interested students should attend lectures and consult the lecturers.	
GY438	Cities and Social Change in East Asia (0.5) #	# means there may be prerequisites for this course. Please view the course guide for more information.	
GY447	The Economics of Regional and Urban Planning (0.5) # C		
GY459	Urban Theory and Policy in the Global South (0.5) #		
GY465	Concepts in Environmental Regulation (0.5)		
GY467	Global Migration and Development (0.5) (withdrawn 2020/21)		
GY473	Economic Development and the Environment (0.5) #		
GY474	Politics of Environment and Development (0.5)		

Footnotes

MSc in Econometrics and Mathematical Economics

Programme Code: TMEM

Department: Economics

For students starting this programme of study in 2020/21

Academic-year programme. Students must take courses to the value of four full units as shown. Students are also required to attend the introductory course EC451 Introductory Course for MSc EME.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Introductory course	EC451 Introductory Course for MSc EME (0.0)
Paper 1	EC484 Econometric Analysis (1.0) #
Paper 2	EC487 Advanced Microeconomics (1.0) #
Paper 3	EC417 Advanced Macroeconomics (1.0) #
Paper 4	MSc EME Option List - courses to the value of 1.0 unit from the following:
	EC421 International Economics (1.0) # (not available 2020/21)
	EC423 Labour Economics (1.0) #
	EC424 monetary Economics and Aggregate Fluctuations (1.0) #
	EC426 Public Economics (1.0) #
	EC427 The Economics of Industry (1.0) #
	EC428 Development and Growth (1.0) #
	EC453 Political Economy (1.0) #
	EC465 Economic Growth, Development, and Capitalism in Historical Perspective (1.0) #
	EC475 Quantitative Economics (1.0) #
	EC476 Contracts and Organisations (1.0) #
	EC485 Further Topics in Econometrics (1.0) #
	FM421 Applied Corporate Finance (0.5) #
	FM429 Asset Markets A (0.5) #
	FM430 Corporate Finance and Asset Markets (1.0) #
	FM431L Corporate Finance A (0.5) #
	FM431M Corporate Finance A (0.5) #
	FM441 Derivatives (0.5) #
	FM442 Quantitative Methods for Finance and Risk Analysis (0.5) #
	FM445 Portfolio Management (0.5)
	ST409 Stochastic Processes (0.5) #
	ST418 Non-Linear Dynamics and the Analysis of Real Time Series (0.5) # (not available 2020/21)
	ST422 Time Series (0.5) #

means there may be prerequisites for this course. Please view the course guide for more information. The Bologna Process lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's programmes are nine or ten months in duration. If you wish to proceed from these programmes to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.

MSc in Economic History

Programme Code: TMEH

Department: Economic History

For students starting this programme of study in 2020/21

Full-year programme. Students must take compulsory courses to the value of 1.5 units, optional courses to the value of two units and a half-unit dissertation.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	EH401 Historical Analysis of Economic Change (0.5)
Paper 2	EH482 The Origins of the World Economy: Europe and Asia, 1000-1800 (1.0) or EH483 The Development and Integration of the World Economy in the 19th and 20th Centuries (1.0)
Papers 3 & 4	EH498 Dissertation (0.5) and courses to the value of two full units from the following: Papers 3 & 4 options list Or With the approval of their Academic Mentor, students may request to take EH499 (Dissertation: MSc Economic History) and courses to the value of 1.5 units from the Papers 3 and 4 options list, instead of taking EH498: EH499 Research Dissertation (1.0) * and courses to the value of 1.5 units from the following: Papers 3 & 4 options list Papers 3 & 4 options list
	EC465 Economic Growth, Development, and Capitalism in Historical Perspective (1.0) # 1
	EH402 Quantitative Analysis in Economic History I (0.5) 2
	EH404 India and the World Economy (0.5)
	EH408 International Migration, 1500-2000: from slavery to asylum (0.5) (withdrawn 2020/21)
	EH409 Chinese Economy in Transition: 1850-1950 (0.5) (not available 2020/21)
	EH413 African Economic Development in Historical Perspective (0.5)
	EH421 Economic History of Colonialism (0.5)
	EH422 Topics in Quantitative Economic History (1.0) # 3 (withdrawn 2020/21)
	EH423 Japan and Korea as Developing Economies (0.5) (not available 2020/21)
	EH426 Quantitative Topics in Economic History I: Cross-section and panel data (0.5) # 4 (withdrawn 2020/21)
	EH426L Quantitative Analysis in Economic History II (0.5) # (not available 2020/21)
	EH426M Quantitative Analysis in Economic History II (0.5) #
	EH427 Topics in Quantitative Analysis in Economic History (0.5) # 5
	EH428 History of Economics: Making Political Economy into a Social Science (0.5) (not available 2020/21)
	EH429 History of Economics: Ideas, Policy and Performativity (0.5)
	EH430 Monetary and Financial History (1.0) #
	EH446 Economic Development of East and Southeast Asia (1.0) #
	EH452 Latin American Development and Economic History (0.5)

EH454	Human Health in History (1.0)
EH457	Living Standards since the Industrial Revolution: The British experience c.1750-2000 (0.5)
EH463	The Long-Run Analysis of Firms and Industries (0.5)
EH464	The Historical Context of Business (0.5) (withdrawn 2020/21)
EH476	The Economic History of War (1.0) # (not available 2020/21)
EH482	The Origins of the World Economy: Europe and Asia, 1000-1800 (1.0)
EH483	The Development and Integration of the World Economy in the 19th and 20th Centuries (1.0)
EH486	Shipping and Sea Power in Asian Waters, c 1600-1860 (0.5) (not available 2020/21)
LL4CB	Modern Legal History: Private Law and the Economy 1750-1950 (0.5) (not available 2020/21)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

1: Before taking EC465 you must take EC400

2: EH402 can not be taken with EH426, EH427

3: EH422 can not be taken with EH426

4: EH426 can not be taken with EH422, EH402

5: EH427 can not be taken with EH422

means there may be prerequisites for this course.

Please view the course guide for more information.

Paper 3

EH483	Europe and Asia, 1000-1800 (1.0)
	The Development and Integration of the World Economy in the 19th and 20th Centuries (1.0)
	Courses to the value of 1.0 unit(s) from the following:
EH404	India and the World Economy (0.5)
EH408	International Migration, 1500-2000: from slavery to asylum (0.5) (withdrawn 2020/21)
EH409	Chinese Economy in Transition: 1850-1950 (0.5) (not available 2020/21)
EH413	African Economic Development in Historical Perspective (0.5)
EH421	Economic History of Colonialism (0.5)
EH423	Japan and Korea as Developing Economies (0.5) (not available 2020/21)
EH426	Quantitative Topics in Economic History I: Cross-section and panel data (0.5) # 5 (withdrawn 2020/21)
EH426L	Quantitative Analysis in Economic History II (0.5) # (not available 2020/21)
EH426M	Quantitative Analysis in Economic History II (0.5) #
EH427	Topics in Quantitative Analysis in Economic History (0.5) #
EH428	History of Economics: Making Political Economy into a Social Science (0.5) (not available 2020/21)
EH429	History of Economics: Ideas, Policy and Performativity (0.5)
EH430	Monetary and Financial History (1.0) #
EH452	Latin American Development and Economic History (0.5)
EH457	Living Standards since the Industrial Revolution: The British experience c.1750-2000 (0.5)
EH463	The Long-Run Analysis of Firms and Industries (0.5)
EH464	The Historical Context of Business (0.5) (withdrawn 2020/21)
EH476	The Economic History of War (1.0) # (not available 2020/21)
EH486	Shipping and Sea Power in Asian Waters, c 1600-1860 (0.5) (not available 2020/21)
LL4CB	Modern Legal History: Private Law and the Economy 1750-1950 (0.5) (not available 2020/21)

Paper 2 options list

Papers 4 & 5

Dissertation which is assessed as:

EH496	Research Dissertation A: Contextualisation, Theory and Research Design (1.0)
EH497	Research Dissertation B: Implementation, Analysis and Contribution (1.0)

Paper 2 options list

EH422	Topics in Quantitative Economic History (1.0) # (withdrawn 2020/21)
EH430	Monetary and Financial History (1.0) #
EH446	Economic Development of East and Southeast Asia (1.0) #
EH454	Human Health in History (1.0)
EH476	The Economic History of War (1.0) # (not available 2020/21)
EH482	The Origins of the World Economy: Europe and Asia, 1000-1800 (1.0)
EH483	The Development and Integration of the World Economy in the 19th and 20th Centuries (1.0)

Prerequisite Requirements and Mutually

MSc in Economic History (Research)

Programme Code: TMEHRE

Department: Economic History

For students starting this programme of study in 2020/21

Full-year, five unit programme. Students must take two compulsory half-unit courses, optional courses to the value of two units and a dissertation (which counts as two units) as shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	EH401 Historical Analysis of Economic Change (0.5)
	And one of the following:
	EH402 Quantitative Analysis in Economic History I (0.5) 1
	EH426 Quantitative Topics in Economic History I: Cross-section and panel data (0.5) # 2 (withdrawn 2020/21)
	EH426L Quantitative Analysis in Economic History II (0.5) # (not available 2020/21)
	EH426M Quantitative Analysis in Economic History II (0.5) #
	EH427 Topics in Quantitative Analysis in Economic History (0.5) # 3
Paper 2	Courses to the value of 1.0 unit(s) from the following:
	EH422 Topics in Quantitative Economic History (1.0) # 4 (withdrawn 2020/21)
	EH430 Monetary and Financial History (1.0) #
	EH446 Economic Development of East and Southeast Asia (1.0) #
	EH454 Human Health in History (1.0)
	EH476 The Economic History of War (1.0) # (not available 2020/21)
	EH482 The Origins of the World Economy:

Exclusive Options

- 1: EH402 can not be taken with EH426
 - 2: EH426 can not be taken with EH422, EH402
 - 3: EH427 can not be taken with EH422
 - 4: EH422 can not be taken with EH426, EH427
 - 5: EH426 can not be taken with EH402
- # means there may be prerequisites for this course.
Please view the course guide for more information.

MSc in Economics**Programme Code:** TMEC**Department:** Economics

For students starting this programme of study in 2020/21 Academic-year programme. Students must take three compulsory courses, one unit of optional courses and an extended essay linked to the optional course as shown. Students are also required to attend EC400 Introductory Course in Mathematics and Statistics.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Introductory course	EC400 Introductory Course in Mathematics and Statistics (0.0) #
Paper 1	EC413 macroeconomics (1.0) #
Paper 2	EC411 microeconomics (1.0) # or EC487 Advanced Microeconomics (1.0) # *
Paper 3	EC402 Econometrics (1.0) #
Paper 4	Courses to the value of 1.0 unit(s) from the following: EC421 International Economics (1.0) # (not available 2020/21) EC423 Labour Economics (1.0) # EC424 monetary Economics and Aggregate Fluctuations (1.0) # EC426 Public Economics (1.0) # EC427 The Economics of Industry (1.0) # EC428 Development and Growth (1.0) # EC453 Political Economy (1.0) # EC465 Economic Growth, Development, and Capitalism in Historical Perspective (1.0) # EC476 Contracts and Organisations (1.0) # Or FM429 Asset Markets A (0.5) # and either: A FM4T1 Forecasting Financial Time Series - Dissertation (0.5) (not available 2020/21) or FM4T5 Portfolio Management - Dissertation (0.5) or FM4U1 Fixed Income Markets - Dissertation (0.5) Or FM431M Corporate Finance A (0.5) # and FM4T2 Applied Corporate Finance - Dissertation (0.5)

Any other course in Economics approved by the candidate's teachers. Such approval will only be given in exceptional circumstances.

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

A: For the purposes of degree classification the Finance half unit courses are combined and averaged to produce a final mark.

means there may be prerequisites for this course.
Please view the course guide for more information.
The Bologna Process lse.ac.uk/resources/

Footnotes

calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's programmes are nine or ten months in duration. If you wish to proceed from these programmes to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.

Note for prospective students:

For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm.

MSc in Economics (2 Year Programme)**Programme Code:** TMECT**Department:** Economics

For students starting this programme of study in 2020/21

Students without a strong background in economics are required to take the MSc programme over two years. The first year of the programme is governed by the 'Regulations for Diplomas'; students who successfully complete the examinations at the end of the first year will be awarded a Diploma in Economics. In order to progress to the second year, which is governed by the 'Regulations for Taught Master's Degrees', students must attain or exceed the progression threshold for each of the four courses they have taken. The progression threshold is 60% for courses EC201, EC210, EC220, and MA100, while the progression threshold is 55% in courses EC202, EC221, MA212 and other advanced MAXXX options. The Sub-Board of Examiners may, at its discretion, consider for progression candidates who fall marginally short of this requirement. However, students gaining the Diploma in a re-sit attempt are not eligible for progression onto the MSc, nor are students entitled to re-sit first year examinations already passed in order to achieve the progression standard.

In Year 2, students must take three compulsory courses, one unit of optional courses and an extended essay linked to the optional course as shown. Students are also required to attend EC400 Introductory Course in Mathematics and Statistics.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Year 1	
Paper 1	EC201 microeconomic Principles I (1.0) # or EC202 microeconomic Principles II (1.0) #
Paper 2	EC210 Macroeconomic Principles (1.0) #
Paper 3	MA100 Mathematical Methods (1.0) # or MA212 Further Mathematical Methods (1.0) #
Paper 4	EC220 Introduction to Econometrics (1.0) # or EC221 Principles of Econometrics (1.0) #

candidates may be allowed to substitute one other course for one of the papers listed above with the permission of the Programme Director.

Year 2

Introductory course	EC400	Introductory Course in Mathematics and Statistics (0.0) #
Paper 5	EC413	macroeconomics (1.0) #
Paper 6	EC411	microeconomics (1.0) # or

Paper 7	EC487	Advanced Microeconomics (1.0) # *
Paper 8	EC402	Econometrics (1.0) #
	Courses to the value of 1.0 unit(s) from the following:	
	EC421	International Economics (1.0) # (not available 2020/21)
	EC423	Labour Economics (1.0) #
	EC424	monetary Economics and Aggregate Fluctuations (1.0) #
	EC426	Public Economics (1.0) #
	EC427	The Economics of Industry (1.0) #
	EC428	Development and Growth (1.0) #
	EC453	Political Economy (1.0) #
	EC465	Economic Growth, Development, and Capitalism in Historical Perspective (1.0) #
	EC476	Contracts and Organisations (1.0) #
	FM431M	Corporate Finance A (0.5) # and FM4T2
	Applied Corporate Finance - Dissertation (0.5)	
	Any other course in Economics approved by the candidate's teachers.	
	Or	
	FM429	Asset Markets A (0.5) #
	and one of the following: A	
	FM4T1	Forecasting Financial Time Series - Dissertation (0.5) (not available 2020/21)
	FM4T5	Portfolio Management - Dissertation (0.5)
	FM4U1	Fixed Income Markets - Dissertation (0.5)
	Prerequisite Requirements and Mutually Exclusive Options	
	* means available with permission	
Footnotes	A: For the purposes of degree classification the Finance half unit courses are combined and averaged to produce a final mark.	
	# means there may be prerequisites for this course. Please view the course guide for more information.	

MSc in Economics (2 Year Programme)

Programme Code: TMECT

Department: Economics

For students starting this programme of study in 2019/20
Students without a strong background in economics are required to take the MSc programme over two years. The first year of the programme is governed by the 'Regulations for Diplomas'; students who successfully complete the examinations at the end of the first year will be awarded a Diploma in Economics. In order to progress to the second year, which is governed by the 'Regulations for Taught Master's Degrees', students must attain or exceed the progression threshold for each of the four courses they have taken. The progression threshold is 60% for courses EC201, EC210, EC220, and MA100, while the progression threshold is 55% in courses EC202, EC221, MA212 and other advanced MAXXX options. The Sub-Board of Examiners may, at its discretion, consider for progression candidates who fall marginally short of this requirement. However, students gaining the Diploma in a re-sit attempt are not eligible for progression onto the MSc, nor are students entitled to re-sit first year examinations already passed in order to achieve the progression standard.

In Year 2, students must take three compulsory courses, one unit of optional courses and an extended essay linked to the optional course as shown. Students are also required to attend EC400 Introductory Course in Mathematics and Statistics.

Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper **Course number, title (unit value)**

Year 1		
Paper 1	EC201	microeconomic Principles I (1.0) # or
	EC202	microeconomic Principles II (1.0) #
Paper 2	EC210	Macroeconomic Principles (1.0) #
Paper 3	MA100	Mathematical Methods (1.0) # or
	MA212	Further Mathematical Methods (1.0) #
Paper 4	EC220	Introduction to Econometrics (1.0) # or
	EC221	Principles of Econometrics (1.0) #
candidates may be allowed to substitute one other course for one of the papers listed above with the permission of the Programme Director.		
Year 2		
Introductory course	EC400	Introductory Course in Mathematics and Statistics (0.0) #
Paper 5	EC413	macroeconomics (1.0) #
Paper 6	EC411	microeconomics (1.0) # or
	EC487	Advanced Microeconomics (1.0) # *
Paper 7	EC402	Econometrics (1.0) #
Paper 8	Courses to the value of 1.0 unit(s) from the following:	
	EC421	International Economics (1.0) # (not available 2020/21)
	EC423	Labour Economics (1.0) #
	EC424	monetary Economics and Aggregate Fluctuations (1.0) #
	EC426	Public Economics (1.0) #
	EC427	The Economics of Industry (1.0) #
	EC428	Development and Growth (1.0) #
	EC453	Political Economy (1.0) #
	EC465	Economic Growth, Development, and Capitalism in Historical Perspective (1.0) #
	EC476	Contracts and Organisations (1.0) #
	FM431M	Corporate Finance A (0.5) # and FM4T2
		Applied Corporate Finance - Dissertation (0.5)
	Any other course in Economics approved by the candidate's teachers.	
	Or	
	FM429	Asset Markets A (0.5) #
	and one of the following: A	
	FM4T1	Forecasting Financial Time Series - Dissertation (0.5) (not available 2020/21)
	FM4T5	Portfolio Management - Dissertation (0.5)
	FM4U1	Fixed Income Markets - Dissertation (0.5)
	Prerequisite Requirements and Mutually Exclusive Options	
	* means available with permission	
Footnotes	A: For the purposes of degree classification the Finance half unit courses are combined and averaged to produce a final mark.	
	# means there may be prerequisites for this course. Please view the course guide for more information.	

MSc in Economics and Management

Programme Code: TMECMN

Department: Management

For students starting this programme of study in 2020/21
A ten-month programme. Students take three core courses, two half-unit options and a dissertation. Students are also required to attend EC400 Introductory Course in Mathematics and Statistics.

Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper **Course number, title (unit value)**
Introductory course EC400 Introductory Course in

		Mathematics and Statistics (0.0) #
Paper 1	MG411	Firms and Markets (1.0)
Paper 2	EC486	Econometric Methods (1.0)
Paper 3	FM431M	Corporate Finance A (0.5) #
Papers 4 & 5	Courses to the value of 1.0 unit(s) from the following:	
	AC490	Management Accounting, Decisions and Control (0.5) *
	FM421	Applied Corporate Finance (0.5) #
	FM445	Portfolio Management (0.5)
	MG409	Auctions and Game Theory (0.5) #
	MG412	Globalization and Strategy (0.5) (not available 2020/21)
	MG421	International Business Strategy and Emerging Markets (0.5) #
	MG422	Thinking Strategically (0.5) #
	MG452	Behavioural Economics for Management (0.5) # (not available 2020/21)
	MG4A8	Strategy for the Information Economy (0.5) #
	MG4B9	The World Trading System (0.5) #
	MG4G4	Topics in Management Research (0.5)
	Or any other MSc-level elective course which is offered in the School, subject to approval of the Course Leader and the Programme Director.	
Paper 6	MG417	Extended Essay (0.5)
	Prerequisite Requirements and Mutually Exclusive Options	

* means available with permission

means there may be prerequisites for this course.

Please view the course guide for more information.

The Bologna Process lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's programmes are nine or ten months in duration. If you wish to proceed from these programmes to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.

Note for prospective students:

For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm.

MSc in Economics and Philosophy

Programme Code: TMECPH

Department: Philosophy, Logic and Scientific Method

For students starting this programme of study in 2020/21 Full-year programme. Students take courses to the value of four units and a dissertation. Students are also required to attend EC400 Introductory Course in Mathematics and Statistics.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Introductory course	EC400 Introductory Course in Mathematics and Statistics (0.0) #

Papers 1 & 2	Courses to the value of 2.0 unit(s) from the following: EC402 Econometrics (1.0) # EC411 microeconomics (1.0) # EC413 macroeconomics (1.0) #
Papers 3 & 4	Courses to the value of 2.0 unit(s) from the following: EH428 History of Economics: Making Political Economy into a Social Science (0.5) (not available 2020/21) EH429 History of Economics: Ideas, Policy and Performativity (0.5) PH405 Philosophy of the Social Sciences (1.0) PH413 Philosophy of Economics (1.0) # PH415 Philosophy and Public Policy (1.0) PH416 Philosophy, Morals and Politics (1.0) PH419 Set Theory and Further Logic (1.0) # PH425 Business and Organisational Ethics (0.5) PH427 Genes, Brains and Society (0.5) # PH430 Einstein for Everyone: From time travel to the edge of the universe (0.5) # PH431 Physics and the City: From Quantum Jumps to Stock Market Crashes (0.5) # PH432 Effective Philanthropy: Ethics and Evidence (0.5) # (withdrawn 2020/21) PH433 Philosophy of Gender and Race (0.5) PH456 Rationality and Choice (1.0) PH458 Evidence and Policy (0.5) PH499 Dissertation (1.0)
Paper 5	Students must also take the following non-assessed course: PH418 Dissertation Seminar - Economics and Philosophy (0.0) # means there may be prerequisites for this course. Please view the course guide for more information.

MSc in Economy, Risk and Society

Programme Code: TMECRISO

Department: Sociology

For students starting this programme of study in 2020/21

Full-year programme. Students must take courses to the value of four full units.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	SO425 Regulation, Risk and Economic Life (1.0)
Paper 2	SO491 Quantitative Social Research Methods (0.5) or SO492 Qualitative Social Research Methods (0.5)
Paper 3	Courses to the value of 1.5 unit(s) from the following: AC412 Accountability, Organisations and Risk Management (0.5) AC470 Accounting in the Global Economy (0.5) # SO430 Economic Sociology (0.5) SO469 Risk and Governance: A Sociological Approach (0.5) (withdrawn 2020/21) SO470 The Sociology of Markets (0.5) SO475 Material Culture and Design (0.5) SO491 Quantitative Social Research Methods (0.5) SO492 Qualitative Social Research Methods (0.5) SO4B4 The New Reproductive Sociology (0.5) (not available 2020/21) SO4B6 Nature and Technology: More than Human Sociology (0.5) (not available

	2020/21)
	Any of the MSc courses offered in any department or institute at the LSE, so long as they are relevant to the programme of study, and subject to the approval of both Programme Director and course teacher.
Paper 4	SO495 MSc in Economy, Risk and Society Dissertation (1.0) #
	# means there may be prerequisites for this course. Please view the course guide for more information.

MSc in Empires, Colonialism and Globalisation

Programme Code: TMHYEMCOGL

Department: International History

For students starting this programme of study in 2020/21

Full year programme. Students must take courses to the value of four full units, comprising one compulsory paper, a dissertation and optional course as shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	HY423 Empire, Colonialism and Globalisation (1.0) #
Papers 2 & 3	Either courses to the value of 2.0 units from List A: List A Or Courses to the value of 1.0 unit from List A and courses to the value of 1.0 unit from List B: A List A List B
Paper 4	HY499 Dissertation (1.0) List A HY424 The Napoleonic Empire: The Making of Modern Europe (1.0) HY429 Anglo-American Relations from World War to Cold War, 1939-91 (1.0) HY432 From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1999 (1.0) HY436 Race, Violence and Colonial Rule in Africa (1.0) HY440 The Iranian Revolution (1.0) HY441 Islam, State and Conflict in Southeast Asia (1.0) (not available 2020/21) HY444 The Cold War in Latin America (1.0) HY459 The Ottoman Empire and its Legacy, 1299-1950 (1.0) (not available 2020/21) HY461 East Asia in the Age of Imperialism, 1839-1945 (1.0) # HY469 Maps, History and Power: The Spaces and Cultures of the Past (1.0) HY471 European Empires and Global Conflict, 1935-1948 (1.0) HY472 China and the External World, 1711-1839 (1.0) HY474 Slavery and Emancipation in the British World (1.0) (withdrawn 2020/21) HY477 Race, Gender and Reproduction in the Caribbean, 1860s-1980s (1.0) HY478 Genesis of the Modern World: Europe, China and India, 1550 - 1840 (1.0) (not available 2020/21) HY479 Environmental History in a Global Context (1.0) (withdrawn 2020/21) HY482 National Socialism. Old theories and new research approaches (1.0) (withdrawn 2020/21) HY483 Land and Conflict in Latin America since

	1750 (1.0) (not available 2020/21)
HY485	Germanness in the 20th century: Identity, Politics, and Violence in Germany from the First World War to Re-Unification (1.0)
HY486	Practicing Abolition in the Atlantic World, c. 1807-1870 (1.0)

List B

DV400	Development: History, Theory and Policy (1.0) #
EH404	India and the World Economy (0.5)
EH408	International Migration, 1500-2000: from slavery to asylum (0.5) (withdrawn 2020/21)
EH413	African Economic Development in Historical Perspective (0.5)
EH421	Economic History of Colonialism (0.5)
EH446	Economic Development of East and Southeast Asia (1.0) #
EH452	Latin American Development and Economic History (0.5)
EH454	Human Health in History (1.0)
EH482	The Origins of the World Economy: Europe and Asia, 1000-1800 (1.0)
EH483	The Development and Integration of the World Economy in the 19th and 20th Centuries (1.0)
EH486	Shipping and Sea Power in Asian Waters, c 1600-1860 (0.5) (not available 2020/21)
EU475	Religious Diversity and Conflict in Europe (0.5) (not available 2020/21)
GI409	Gender, Globalisation and Development: An Introduction (0.5)
GI411	Gender, Post/coloniality and Development: Critical Perspectives and New Directions (0.5) #
GV442	Globalisation and Democracy (0.5) (withdrawn 2020/21)
GV465	War, Peace and the Politics of National Self-Determination (0.5) (not available 2020/21)
GY467	Global Migration and Development (0.5) (withdrawn 2020/21)

A course from another Masters programme taught at LSE which is complementary with the other courses chosen, is suitably timetabled and has the approval of the teacher concerned and the Programme Director.

Footnotes

A: EH408, EH413, EH482, EH483, GV442 and

GV465 are subject to space.

means there may be prerequisites for this course.

Please view the course guide for more information.

MSc in Environmental Economics and Climate Change

Programme Code: TMENECCC

Department: Geography & Environment

For students starting this programme of study in 2020/21

Full-year programme. Students must take three compulsory courses, one full unit of options, and a dissertation as shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	GY426 Environmental and Resource Economics (1.0) #
Paper 2	GY427 Climate Change: Science, Economics

Paper 3	and Policy (0.5)
Paper 4	GY428 Applied Quantitative Methods (0.5) # Courses to the value of 1.0 unit(s) from the following: DV490 Economic Development Policy I: Applied Policy Analysis for Macroeconomic Development (0.5) DV491 Economic Development Policy II: Microeconomic Analysis (0.5) # DV492 Economic Development Policy III: Government Policy Analysis (0.5) # EC411 microeconomics (1.0) # 1 EC426 Public Economics (1.0) # 2 EC428 Development and Growth (1.0) # 3 EC453 Political Economy (1.0) # 4 EC476 Contracts and Organisations (1.0) # 5 GV4H5 The Political Philosophy of Epidemics (0.5) # GY400 The Economics of Urbanisation (0.5) # (not available 2020/21) GY409 Globalization and Regional Development (0.5) GY410 Economics of Local and Regional Development (0.5) (not available 2020/21) GY420 Environmental Regulation: Implementing Policy (1.0) GY446 Planning for Sustainable Cities (0.5) GY455 Economic Appraisal and Valuation (0.5) GY460 Techniques of Spatial Economic Analysis (0.5) # GY465 Concepts in Environmental Regulation (0.5) GY473 Economic Development and the Environment (0.5) # GY474 Politics of Environment and Development (0.5) GY475 Issues in Environmental Governance (0.5) IR467 Global Environmental Politics (0.5) PB415 Behavioural Science (0.5) (not available 2020/21) PB421 Happiness (0.5) SO469 Risk and Governance: A Sociological Approach (0.5) (withdrawn 2020/21) SP433 Rural Livelihoods, Development and Social Transformation (0.5) # SP434 Behavioural Public Policy (0.5) Or other relevant courses to the value of one full unit, subject to approval of the programme director and the relevant course proprietor.
Paper 5	GY489 Dissertation - Environment Programme - MSc Environmental Economics and Climate Change, MSc Environmental Policy and Regulation and MSc Environment and Development (1.0)

Prerequisite Requirements and Mutually Exclusive Options

- 1: Before taking EC411 you must take EC400
 - 2: Before taking EC426 you must take EC400
 - 3: Before taking EC428 you must take EC400
 - 4: Before taking EC453 you must take EC400
 - 5: Before taking EC476 you must take EC400
- # means there may be prerequisites for this course. Please view the course guide for more information.

MSc in Environmental Policy and Regulation

Programme Code: TMENPR

Department: Geography & Environment

For students starting this programme of study in 2020/21 Full-year programme. Students must take two compulsory courses, a dissertation, and either 1.0 or 1.5 units of optional courses.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	GY420 Environmental Regulation: Implementing Policy (1.0)
Paper 2	GY473 Economic Development and the Environment (0.5) # or GY474 Politics of Environment and Development (0.5)
Paper 3	Courses to the value of 1.5 units if taking only GY473 or GY474 or 1.0 unit if taking both lse.ac.uk/resources/calendar/courseGuides/GY/2017_GY423.htm (under Paper 2 above): DV415 Global Environmental Governance (0.5) EU421 Policy-Making in the European Union (0.5) # GY427 Climate Change: Science, Economics and Policy (0.5) GY446 Planning for Sustainable Cities (0.5) GY455 Economic Appraisal and Valuation (0.5) IR467 Global Environmental Politics (0.5) LL4A6 Climate Change and International Law (0.5) LL4BV Transnational Environmental Law (0.5) SO425 Regulation, Risk and Economic Life (1.0) SO469 Risk and Governance: A Sociological Approach (0.5) (withdrawn 2020/21)
Paper 4	GY489 Dissertation - Environment Programme - MSc Environmental Economics and Climate Change, MSc Environmental Policy and Regulation and MSc Environment and Development (1.0) # means there may be prerequisites for this course. Please view the course guide for more information.

MSc in Environment and Development

Programme Code: TMENDV

Department: Geography & Environment

For students starting this programme of study in 2020/21 Full-year programme. Students must take courses to the value of four full units.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	GY473 Economic Development and the Environment (0.5) # and GY474 Politics of Environment and Development (0.5)
Paper 2	One full unit or two half units offered by the Department for International Development (Not DV431).
Paper 3	Courses to the value of 1.0 unit(s) from the following: GY400 The Economics of Urbanisation (0.5) # (not available 2020/21) GY403 Contemporary Debates in Human Geography (0.5) GY409 Globalization and Regional Development

	(0.5)
GY413	Regional Development and Policy (0.5) #
GY420	Environmental Regulation: Implementing Policy (1.0)
GY421	Gender and Development: Geographical Perspectives (0.5) # (withdrawn 2020/21)
GY427	Climate Change: Science, Economics and Policy (0.5)
GY431	Cities, People and Poverty in the South (0.5) #
GY432	Urban Ethnography (0.5) (not available 2020/21)
GY438	Cities and Social Change in East Asia (0.5) #
GY439	Cities, Politics and Citizenship (0.5)
GY455	Economic Appraisal and Valuation (0.5)
GY459	Urban Theory and Policy in the Global South (0.5) #
GY465	Concepts in Environmental Regulation (0.5)
GY467	Global Migration and Development (0.5) (withdrawn 2020/21)
GY470	Urban Africa (0.5) (not available 2020/21)
GY475	Issues in Environmental Governance (0.5)
GY479	Urban Transformations (0.5)
GY480	Remaking China: Geographical aspects of Development and Disparity (0.5) (not available 2020/21)
Paper 4	GY489
	Dissertation - Environment Programme - MSc Environmental Economics and Climate Change, MSc Environmental Policy and Regulation and MSc Environment and Development (1.0)
	Or
	Courses to the value of 1.0 unit(s) from the following:
	Paper 3 options list
	Paper 3 options list
	GY400
	The Economics of Urbanisation (0.5) # (not available 2020/21)
	GY403
	Contemporary Debates in Human Geography (0.5)
	GY409
	Globalization and Regional Development (0.5)
	GY413
	Regional Development and Policy (0.5) #
	GY420
	Environmental Regulation: Implementing Policy (1.0)
	GY421
	Gender and Development: Geographical Perspectives (0.5) # (withdrawn 2020/21)
	GY427
	Climate Change: Science, Economics and Policy (0.5)
	GY431
	Cities, People and Poverty in the South (0.5) #
	GY432
	Urban Ethnography (0.5) (not available 2020/21)
	GY438
	Cities and Social Change in East Asia (0.5) #
	GY439
	Cities, Politics and Citizenship (0.5)
	GY455
	Economic Appraisal and Valuation (0.5)
	GY459
	Urban Theory and Policy in the Global South (0.5) #
	GY465
	Concepts in Environmental Regulation (0.5)
	GY467
	Global Migration and Development (0.5) (withdrawn 2020/21)
	GY470
	Urban Africa (0.5) (not available 2020/21)
	GY475
	Issues in Environmental Governance

	(0.5)
GY479	Urban Transformations (0.5)
GY480	Remaking China: Geographical aspects of Development and Disparity (0.5) (not available 2020/21)
	# means there may be prerequisites for this course. Please view the course guide for more information.

MSc in European and International Public Policy

Programme Code: TMEIPP

Department: European Institute

For students starting this programme of study in 2020/21

Students must take three compulsory courses, optional courses to the value of 1.5 units and a dissertation or policy incubator as shown below. Additionally, all students must take EU450 Engaging with Europe: Professional Skills.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Professional development course	EU450 Engaging with Europe: Professional Skills (0.0)
Paper 1	Foundation
	EU490 Evidence and Analysis in Policy-Making (0.5)
Paper 2	Students without some background in European politics and policy-making or economics are strongly encouraged to take one or both of the following to support their studies:
	EU409 Basic Economic Concepts for European Political Economy (0.0)
	EU4V9 Concepts in Political Science and Public Policy (0.0)
	Courses to the value of 1.0 unit(s) from the following:
	EU487 European Integration from a Global Governance Perspective (0.5) #
	EU488 European Policy-Making and International Cooperation (0.5) #
	EU489 Analytical Politics and Policymaking in Europe (0.5)
Paper 3	Optional courses
	Courses to the value of 1.5 units from the following:
	If students wish their optional courses to result in a degree specialism, their chosen optional courses must come to a total value of at least one full unit from that specialism. Courses from the heading 'Methods' cannot result in a specialism.
	Public Policy & Policy-Making in Europe
	EU421 Policy-Making in the European Union (0.5) #
	EU425 Interest Representation and Economic Policy- Making in Europe (0.5) (not available 2020/21)
	EU464 International Migration: EU Policies and Politics (0.5) #
	EU468 The Political Economy of Migration and Spatial Inequality in Europe (0.5) #
	EU489 Analytical Politics and Policymaking in Europe (0.5)
	EU4A1 The Politics and Policies of 'Brexit': The UK's changing relationship with the European Union (0.5)
	GV477 Comparative Public Policy Change (0.5) #
	GV4A5 International Migration and Immigration Management (0.5)

LL4CS	Law and Economics of Network Industries (0.5)
Democracy and Governance in Europe	
EU421	Policy-Making in the European Union (0.5) #
EU430	Europeanization: The Comparative Politics of Domestic Change (0.5)
EU475	Religious Diversity and Conflict in Europe (0.5) (not available 2020/21)
EU488	European Policy-Making and International Cooperation (0.5) #
EU4A5	Public Opinion in Europe (0.5)
GV450	European Politics: Comparative Analysis (0.5) (not available 2020/21)
GV454	Parties, Elections and Governments (0.5) #
GV4A2	Citizens' Political Behaviour in Europe: Elections Public Opinion and Identities (0.5) # (not available 2020/21)
GV4E8	Conflict and Institutional Design in Divided Societies (0.5)
GV4J4	Citizen Representation and Democracy in the European Union (0.5) (not available 2020/21)
HY411	European Integration in the Twentieth Century (1.0) #
LL4BG	Rethinking EU Law (0.5)
LL4BH	Law and Government of the European Union (0.5) # (not available 2020/21)
European and International Political Economy	
EU439	Political and Fiscal Integration and Disintegration in EU Member States (0.5) (not available 2020/21)
EU446	The Political Economy of European Monetary Integration (0.5) #
EU453	The Political Economy of European Welfare States (0.5) #
EU468	The Political Economy of Migration and Spatial Inequality in Europe (0.5) #
EU477	Labour Markets and the Political Economy of Employment in Europe (0.5) # (not available 2020/21)
EU482	Europe in World Trade (0.5)
EU4A4	The Politics of Inequality and Redistribution (0.5)
GI415	Gender and European Welfare States (0.5)
GV4C5	Politics of Economic Policy (0.5) (withdrawn 2020/21)
LL4CS	Law and Economics of Network Industries (0.5)
Europe in the International System	
EU449	Emerging Markets, Political Transition and Economic Development in Central and Eastern Europe (0.5) # (not available 2020/21)
EU457	Culture and Security in Global Politics (0.5)
EU478	The Culture of European Politics (0.5)
EU484	Europe's Role in Global Migration Governance (0.5)
EU485	Post-Conflict Justice and Reconciliation in Europe and Beyond (0.5)
EU487	European Integration from a Global Governance Perspective (0.5) #
IR416	The EU in the World (1.0) #
IR434	European Defence and Security (0.5) (not available 2020/21)
LL468	European Human Rights Law (0.5)
Regional and Domestic Politics	
EU440	The Balkans in Europe: Transition, Democratisation, Integration (0.5) (not available 2020/21)

EU449	Emerging Markets, Political Transition and Economic Development in Central and Eastern Europe (0.5) # (not available 2020/21)
EU476	Politics of Memory: Germany, France, UK and Turkey (0.5) # (not available 2020/21)
EU4A2	Globalisation, Conflict and Post-Conflict Reconstruction (0.5)
GV439	Government and Politics in Central and Eastern Europe (0.5)
GV4B9	The Second Europe (0.5)
LL4Z5	EU State Aid Law (0.5) (not available 2020/21)

Methods

MY421	Qualitative Research Methods (0.5)
MY451	Introduction to Quantitative Analysis (0.5)
MY452	Applied Regression Analysis (0.5) #

Choose from one of the following:

EU495	Policy Incubator (1.0) # or
EU499	Dissertation (1.0)

means there may be prerequisites for this course. Please view the course guide for more information.

Paper 4

MSc in European Studies (Research)**Programme Code:** TMEURE**Department:** European Institute

For students starting this programme of study in 2020/21

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper**Course number, title (unit value)**

Professional development course	EU450	Engaging with Europe: Professional Skills (0.0)
Paper 1	Students without some background in European politics and policy-making or economics are strongly encouraged to take one or both of the following to support their studies:	
	EU409	Basic Economic Concepts for European Political Economy (0.0)
	EU4V9	Concepts in Political Science and Public Policy (0.0)
	Courses to the value of 1.0 unit(s) from the following:	
	EU447	Democracy, Ideology and the European State (0.5)
	EU455	Concepts in Political Economy (0.5)
	EU457	Culture and Security in Global Politics (0.5)
	EU478	The Culture of European Politics (0.5)
	EU482	Europe in World Trade (0.5)
	EU483	European Policy-Making and International Cooperation (1.0) (withdrawn 2020/21)
	EU487	European Integration from a Global Governance Perspective (0.5) #
	EU488	European Policy-Making and International Cooperation (0.5) #
	EU489	Analytical Politics and Policymaking in Europe (0.5)
	EU491	Political Economy in Theory and History (0.5)
	EU492	Political Economy of Integration and Fragmentation in Europe (0.5)
	EU4A2	Globalisation, Conflict and Post-Conflict Reconstruction (0.5)
	GV450	European Politics: Comparative Analysis (0.5) (not available 2020/21)

Paper 2	GV4B9	The Second Europe (0.5)
	MY4M1	Foundations of Social Research 1 (1.0)
Paper 3	or	
	MY4M2	Foundations of Social Research 2 (1.0)
Paper 4	1.0 unit from either the MSc Political Economy of Europe or MSc EU Politics or MSc Culture and Conflict in a global Europe under the specialist options or from one of the options not already taken under Paper 1.	
	Paper 1 options list	
Paper 4	EU499	Dissertation (1.0)
	Paper 1 options list	
Paper 4	EU409	Basic Economic Concepts for European Political Economy (0.0)
	EU447	Democracy, Ideology and the European State (0.5)
Paper 4	EU455	Concepts in Political Economy (0.5)
	EU457	Culture and Security in Global Politics (0.5)
Paper 4	EU478	The Culture of European Politics (0.5)
	EU482	Europe in World Trade (0.5)
Paper 4	EU483	European Policy-Making and International Cooperation (1.0) (withdrawn 2020/21)
	EU487	European Integration from a Global Governance Perspective (0.5) #
Paper 4	EU488	European Policy-Making and International Cooperation (0.5) #
	EU489	Analytical Politics and Policymaking in Europe (0.5)
Paper 4	EU491	Political Economy in Theory and History (0.5)
	EU492	Political Economy of Integration and Fragmentation in Europe (0.5)
Paper 4	EU4A2	Globalisation, Conflict and Post-Conflict Reconstruction (0.5)
	EU4V9	Concepts in Political Science and Public Policy (0.0)
Paper 4	GV450	European Politics: Comparative Analysis (0.5) (not available 2020/21)
	GV4B9	The Second Europe (0.5)
Paper 4	# means there may be prerequisites for this course. Please view the course guide for more information.	

MSc in Finance and Economics

Programme Code: TMFIEC

Department: Finance

For students starting this programme of study in 2020/21 Academic-year (10 month) programme. Students must take three compulsory full-unit core courses and two optional half-unit courses. All students must submit a 6,000 word dissertation in one of the optional courses and take a two-hour examination in the other. Students are also required to attend EC400 Introductory Course in Mathematics and Statistics.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number	title (unit value)
Introductory Course	EC400	Introductory Course in Mathematics and Statistics (0.0) #
Paper 1	EC411	microeconomics (1.0) # or
	EC4B5	Macroeconomics for MSc F&E (0.5) # and EC4B6 Microeconomics for MSc F&E (0.5) # *A
With the approval of the Programme Director, students who have already completed the equivalent of EC411 in their prior studies may be permitted to take the following course instead:		

Paper 2	EC413	macroeconomics (1.0) #
	FM436	Financial Economics (1.0) #
Paper 3	FM437	Financial Econometrics (1.0) #
Paper 4	Courses to the value of 0.5 unit(s) from the following, to be assessed by examination:	
	FM404	Forecasting Financial time Series (0.5) # (not available 2020/21)
Paper 4	FM405	Fixed Income Securities and Credit Markets (0.5) # B
	FM406	Topics in Portfolio Management (0.5) #
Paper 4	FM408	Financial Engineering (0.5) #
	FM409E	Risk Management in Financial Markets (0.5) #
Paper 4	FM412	Quantitative Security Analysis (0.5) #
	FM421	Applied Corporate Finance (0.5) #
Paper 4	FM476	Entrepreneurial Finance (0.5) #
	FM477	International Finance for MSc Finance and Economics, MSc Finance and MSc Finance & Private Equity (0.5) #
Paper 4	And courses to the value of 0.5 unit(s) from the following, to be assessed by dissertation (please note that a course cannot be selected from this list of the course with the equivalent title has already been selected from List 1):	
	FM478	International Finance for MSc Finance and Economics, MSc Finance and MSc Finance & Private Equity - Dissertation (0.5) #
Paper 4	FM4T1	Forecasting Financial Time Series - Dissertation (0.5) (not available 2020/21)
	FM4T2	Applied Corporate Finance - Dissertation (0.5)
Paper 4	FM4T5	Portfolio Management - Dissertation (0.5)
	FM4T6	Topics in Portfolio Management - Dissertation (0.5)
Paper 4	FM4T8	Financial Engineering - Dissertation (0.5)
	FM4T9	International Finance - Dissertation (0.5) (not available 2020/21)
Paper 4	FM4U1	Fixed Income Markets - Dissertation (0.5)
	FM4U2	Quantitative Methods for Finance and Risk Analysis (Dissertation) (0.5)
Paper 4	FM4U4	Quantitative Security Analysis - Dissertation (0.5)
	FM4U5	Fixed Income Securities and Credit Markets - Dissertation (0.5)
Paper 4	FM4U9E	Risk Management in Financial Markets - Dissertation (0.5)
	Additional course The following course is not for credit and can be taken in addition to courses to the value of 1.0 unit selected from Paper 4:	
Paper 4	FM457	Applied Computational Finance (0.0) (not available 2020/21)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

A: Students may, with the approval of the Programme Director, Associate Programme Director and relevant Course Leaders, take half-units in Macroeconomics and Microeconomics, instead of the full unit EC411, Microeconomics. Students must meet the relevant pre-requisites for the Macroeconomics half unit.

B: Students must have completed either Asset Markets (FM423) and Corporate Finance (FM422), or Financial Economics (FM436)

means there may be prerequisites for this course. Please view the course guide for more information. The Bologna Process lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/

Footnotes

Bologna%20Process.htm facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's programmes are nine or ten months in duration. If you wish to proceed from these programmes to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.

MSc in Finance and Economics (Work Placement Pathway)

Programme Code: TMFIECW

Department: Finance

For students starting this programme of study in 2020/21 Academic-year (10 month) programme. Students must take three compulsory full-unit core courses and two optional half-unit courses. All students must submit a 6,000 word dissertation in one of the optional courses and take a two-hour examination in the other. Students are also required to attend EC400 Introductory Course in Mathematics and Statistics.

Students who choose to transfer to the Work Placement Pathway must undertake a work placement and assessment in addition to the courses listed above. Transferring to the Work Placement Pathway extends the duration of the programme to 12 months. Students have the option to transfer to the Work Placement Pathway upon receipt of an offer to undertake an internship placement, which must be approved by the Department. Students on this pathway are required to undertake a full-time internship or work placement during the summer and to submit an essay of 2000 words following the placement (see FM411 for details). The essay will be assessed on a pass/fail basis and students must pass the essay to graduate from the programme.

Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Programme

Paper	Course number, title (unit value)
Introductory Course	EC400 Introductory Course in Mathematics and Statistics (0.0) #
Paper 1	EC411 microeconomics (1.0) # or EC4B5 Macroeconomics for MSc F&E (0.5) # and EC4B6 Microeconomics for MSc F&E (0.5) # *A
	With the approval of the Programme Director, students who have already completed the equivalent of EC411 in their prior studies may be permitted to take the following course instead:
Paper 2	EC413 microeconomics (1.0) #
Paper 3	FM436 Financial Economics (1.0) #
Paper 4	FM437 Financial Econometrics (1.0) #
	Courses to the value of 0.5 unit(s) from the following, to be assessed by examination:
	FM404 Forecasting Financial time Series (0.5) # (not available 2020/21)
	FM405 Fixed Income Securities and Credit Markets (0.5) # B
	FM406 Topics in Portfolio Management (0.5) #
	FM408 Financial Engineering (0.5) #
	FM409E Risk Management in Financial Markets (0.5) #
	FM412 Quantitative Security Analysis (0.5) #
	FM421 Applied Corporate Finance (0.5) #
	FM476 Entrepreneurial Finance (0.5) #
	FM477 International Finance for MSc Finance and Economics, MSc Finance and MSc Finance & Private Equity (0.5) #

And courses to the value of 0.5 unit(s) from the following, to be assessed by dissertation (please note that a course cannot be selected from this list of the course with the equivalent title has already been selected from List 1):

FM478	International Finance for MSc Finance and Economics, MSc Finance and MSc Finance & Private Equity - Dissertation (0.5) #
FM4T1	Forecasting Financial Time Series - Dissertation (0.5) (not available 2020/21)
FM4T2	Applied Corporate Finance - Dissertation (0.5)
FM4T5	Portfolio Management - Dissertation (0.5)
FM4T6	Topics in Portfolio Management - Dissertation (0.5)
FM4T8	Financial Engineering - Dissertation (0.5)
FM4T9	International Finance - Dissertation (0.5) (not available 2020/21)
FM4U1	Fixed Income Markets - Dissertation (0.5)
FM4U2	Quantitative Methods for Finance and Risk Analysis (Dissertation) (0.5)
FM4U4	Quantitative Security Analysis - Dissertation (0.5)
FM4U5	Fixed Income Securities and Credit Markets - Dissertation (0.5)
FM4U9E	Risk Management in Financial Markets - Dissertation (0.5)

Additional course The following course is not for credit and can be taken in addition to courses to the value of 1.0 unit selected from Paper 4:

FM457	Applied Computational Finance (0.0) (not available 2020/21)
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Work Placement Pathway

Paper

Paper 5

Course number, title (unit value)

FM411	Finance Work Placement and Assessment (0.0) # C
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Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

Footnotes

A: Students may, with the approval of the Programme Director, Associate Programme Director and relevant Course Leaders, take half-units in Macroeconomics and Microeconomics, instead of the full unit EC411, Microeconomics. Students would be required to complete the EC400 introductory course, Maths for Macroeconomics, and must meet the relevant pre-requisites for the Macroeconomics half unit.

B: Students must have completed either Asset Markets (FM423) and Corporate Finance (FM422), or Financial Economics (FM436)

C : This element is not for credit, but is a requirement for students on the Work Placement Pathway and must be taken in addition to courses to the value of two full units selected from Papers 3 & 4. Successful completion of FM411 is a requirement for students to be eligible for the award of the degree.

means there may be prerequisites for this course. Please view the course guide for more information. The Bologna Process lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's programmes are nine or ten months in duration. If you wish to proceed from these programmes

to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.

MSc in Finance and Private Equity

Programme Code: TMFIPE

Department: Finance

For students starting this programme of study in 2020/21 Academic-year (10 month) programme (TMFIPE). Students must take three compulsory courses (FM410 Private Equity includes a dissertation) and optional courses to the value of 1.5 units. Admitted students are required to attend the Quantitative Methods September course. The dissertation must be submitted by the third week in June.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	FM422 Corporate Finance (1.0) #
Paper 2	FM423 Asset Markets (1.0) #
Paper 3	FM410 Private Equity (0.5)
Paper 4	Courses to the value of 1.5 units from the following. Students must select at least two courses from the list of dedicated options in List 1 and can select the third course from either List 1 or List 2:
List 1	
	FM405 Fixed Income Securities and Credit Markets (0.5) #
	FM406 Topics in Portfolio Management (0.5) #
	FM407 Mergers, Buyouts and Corporate Restructurings (0.5) #
	FM408 Financial Engineering (0.5) #
	FM409E Risk Management in Financial Markets (0.5) #
	FM414 Corporate Investment and Financial Policy (0.5) #
	FM477 International Finance for MSc Finance and Economics, MSc Finance and MSc Finance & Private Equity (0.5) #
List 2	
	FM404 Forecasting Financial time Series (0.5) # *A (not available 2020/21)
	FM412 Quantitative Security Analysis (0.5) #
	FM476 Entrepreneurial Finance (0.5) #
	FM478 International Finance for MSc Finance and Economics, MSc Finance and MSc Finance & Private Equity - Dissertation (0.5) #
Additional course	The following course is not for credit and can be taken in addition to courses to the value of 1.5 units selected from Paper 4:
	FM457 Applied Computational Finance (0.0) (not available 2020/21)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

Footnotes
A: FM404 requires approval from the Course Leader.
means there may be prerequisites for this course. Please view the course guide for more information. Students are required to write a 6,000 word dissertation (replacing the exam) in one of the half unit courses. Students will be required to attend teaching for the course which they choose to write their dissertation on.

The Bologna Process lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's programmes are nine or ten months in duration. If you wish to proceed from these programmes to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.

MSc in Finance and Private Equity (Work Placement Pathway)

Programme Code: TMFIPEW

Department: Finance

For students starting this programme of study in 2020/21 Academic-year (10 month) programme (TMFIPE). Students must take three compulsory courses (FM410 Private Equity includes a dissertation) and optional courses to the value of 1.5 units. Admitted students are required to attend the Quantitative Methods September course. The dissertation must be submitted by the third week in June.

Students who choose to transfer to the Work Placement Pathway must undertake a work placement and assessment in addition to the courses listed above. Transferring to the Work Placement Pathway extends the duration of the programme to 12 months. Students have the option to transfer to the Work Placement Pathway upon receipt of an offer to undertake an internship placement, which must be approved by the Department. Students on this pathway are required to undertake a full-time internship or work placement during the summer and to submit an essay of 2000 words following the placement (see FM411 for details). The essay will be assessed on a pass/fail basis and students must pass the essay to graduate from the programme.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	FM422 Corporate Finance (1.0) #
Paper 2	FM423 Asset Markets (1.0) #
Paper 3	FM410 Private Equity (0.5)
Paper 4	Courses to the value of 1.5 units from the following. Students must select at least two courses from the list of dedicated options in List 1 and can select the third course from either List 1 or List 2:
List 1	
	FM405 Fixed Income Securities and Credit Markets (0.5) #
	FM406 Topics in Portfolio Management (0.5) #
	FM407 Mergers, Buyouts and Corporate Restructurings (0.5) #
	FM408 Financial Engineering (0.5) #
	FM409E Risk Management in Financial Markets (0.5) #
	FM414 Corporate Investment and Financial Policy (0.5) #
	FM477 International Finance for MSc Finance and Economics, MSc Finance and MSc Finance & Private Equity (0.5) #
List 2	
	FM404 Forecasting Financial time Series (0.5) # *A (not available 2020/21)
	FM412 Quantitative Security Analysis (0.5) #
	FM476 Entrepreneurial Finance (0.5) #

	FM478	International Finance for MSc Finance and Economics, MSc Finance and MSc Finance & Private Equity - Dissertation (0.5) #
Additional course		The following course is not for credit and can be taken in addition to courses to the value of 1.5 units selected from Paper 4:
	FM457	Applied Computational Finance (0.0) (not available 2020/21)
		Work Placement Pathway
Paper	Course number, title (unit value)	
Paper 5	FM411	Finance Work Placement and Assessment (0.0) # B
	Prerequisite Requirements and Mutually Exclusive Options	
	* means available with permission	
Footnotes	A: FM404 requires approval from the Course Leader.	
	B: This element is not for credit, but is a requirement for students on the Work Placement Pathway and must be taken in addition to courses to the value of two full units selected from Papers 3 & 4. Successful completion of FM411 is a requirement for students to be eligible for the award of the degree.	
	# means there may be prerequisites for this course. Please view the course guide for more information. Students are required to write a 6,000 word dissertation (replacing the exam) in one of the half unit courses. Students will be required to attend teaching for the course which they choose to write their dissertation on.	
	The Bologna Process lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's programmes are nine or ten months in duration. If you wish to proceed from these programmes to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.	

MSc in Finance (full-time)

Programme Code: TMFIFT

Department: Finance

For students starting this programme of study in 2020/21 Academic-year (10 month) programme. Students must take two compulsory courses and optional courses to the value of two full units as shown. All students must submit a dissertation in one of the optional half unit courses and take an examination in the other three half unit courses. Admitted students are required to attend a pre-session course at the start of the programme in September. The dissertation must be submitted by the first week of June.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)	
Year 1		
Paper 1	FM422	Corporate Finance (1.0) #
Paper 2	FM423	Asset Markets (1.0) #
Papers 3 & 4	Students should select 4 half unit courses to the value of 2 full units from List 1 and List 2 below. Students must select at least three courses from the dedicated list of options.	

List 1 - Courses assessed by Exam or Coursework

Dedicated list of options:

FM405	Fixed Income Securities and Credit Markets (0.5) #
FM406	Topics in Portfolio Management (0.5) #
FM407	Mergers, Buyouts and Corporate Restructurings (0.5) #
FM408	Financial Engineering (0.5) #
FM409E	Risk Management in Financial Markets (0.5) #
FM414	Corporate Investment and Financial Policy (0.5) #
FM477	International Finance for MSc Finance and Economics, MSc Finance and MSc Finance & Private Equity (0.5) #

Other options:

FM412	Quantitative Security Analysis (0.5) #
FM476	Entrepreneurial Finance (0.5) #

List 2 - Courses assessed by Dissertation

Courses cannot be selected from this list if the course with the equivalent title has already been selected from List 1.

Dedicated list of options:

FM478	International Finance for MSc Finance and Economics, MSc Finance and MSc Finance & Private Equity - Dissertation (0.5) #
FM4T4	Corporate Investment and Financial Policy - Dissertation (0.5)
FM4T6	Topics in Portfolio Management - Dissertation (0.5)
FM4T8	Financial Engineering - Dissertation (0.5)
FM4U5	Fixed Income Securities and Credit Markets - Dissertation (0.5)
FM4U7	Mergers, Buyouts and Corporate Restructurings - Dissertation (0.5)
FM4U9E	Risk Management in Financial Markets - Dissertation (0.5)

In exceptional cases it may be possible to take an unlisted optional course with the approval of the Programme Director.

Other options:

FM4T9	International Finance - Dissertation (0.5) (not available 2020/21)
FM4U4	Quantitative Security Analysis - Dissertation (0.5)

Additional course
The following course is not for credit and can be taken in addition to courses to the value of 2.0 units selected from Papers 3 & 4:

FM457	Applied Computational Finance (0.0) (not available 2020/21)
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means there may be prerequisites for this course. Please view the course guide for more information. The Bologna Process lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's programmes are nine or ten months in duration. If you wish to proceed from these programmes to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.

MSc in Finance (full-time) (Work Placement Pathway)

Programme Code: TMFIFTW

Department: Finance

For students starting this programme of study in 2020/21 Academic-year (10 month) programme. Students must take two compulsory courses and optional courses to the value of two full units as shown. All students must submit a dissertation in one of the optional half unit courses and take an examination in the other three half unit courses. Admitted students are required to attend a pre-session course at the start of the programme in September. The dissertation must be submitted by the first week of June. Students who choose to transfer to the Work Placement Pathway must undertake a work placement and assessment in addition to the courses listed above. Transferring to the Work Placement Pathway extends the duration of the programme to 12 months. Students have the option to transfer to the Work Placement Pathway upon receipt of an offer to undertake an internship placement, which must be approved by the Department. Students on this pathway are required to undertake a full-time internship or work placement during the summer and to submit an essay of 2000 words following the placement (see FM411 for details). The essay will be assessed on a pass/fail basis and students must pass the essay to graduate from the programme.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Programme	Course number, title (unit value)
Year 1		
Paper 1	FM422	Corporate Finance (1.0) #
Paper 2	FM423	Asset Markets (1.0) #
Papers 3 & 4	Students should select 4 half unit courses to the value of 2 full units from List 1 and List 2 below. Students must select at least three courses from the dedicated list of options.	
	List 1 - Courses assessed by Exam or Coursework	
	Dedicated list of options:	
	FM405	Fixed Income Securities and Credit Markets (0.5) #
	FM406	Topics in Portfolio Management (0.5) #
	FM407	Mergers, Buyouts and Corporate Restructurings (0.5) #
	FM408	Financial Engineering (0.5) #
	FM409E	Risk Management in Financial Markets (0.5) #
	FM414	Corporate Investment and Financial Policy (0.5) #
	FM477	International Finance for MSc Finance and Economics, MSc Finance and MSc Finance & Private Equity (0.5) #
	Other options:	
	FM412	Quantitative Security Analysis (0.5) #
	FM476	Entrepreneurial Finance (0.5) #
	List 2 - Courses assessed by Dissertation	
	Courses cannot be selected from this list if the course with the equivalent title has already been selected from List 1.	
	Dedicated list of options:	
	FM478	International Finance for MSc Finance and Economics, MSc Finance and MSc Finance & Private Equity - Dissertation (0.5) #
	FM4T4	Corporate Investment and Financial Policy - Dissertation (0.5)
	FM4T6	Topics in Portfolio Management - Dissertation (0.5)
	FM4T8	Financial Engineering - Dissertation (0.5)
	FM4U5	Fixed Income Securities and Credit

	Markets - Dissertation (0.5)
FM4U7	Mergers, Buyouts and Corporate Restructurings - Dissertation (0.5)
FM4U9E	Risk Management in Financial Markets - Dissertation (0.5)

In exceptional cases it may be possible to take an unlisted optional course with the approval of the Programme Director.

Other options:

FM4T9	International Finance - Dissertation (0.5) (not available 2020/21)
FM4U4	Quantitative Security Analysis - Dissertation (0.5)

Additional course	The following course is not for credit and can be taken in addition to courses to the value of 2.0 units selected from Papers 3 & 4:
FM457	Applied Computational Finance (0.0) (not available 2020/21)

Work Placement Pathway

Paper **Course number, title (unit value)**

Paper 5	FM411	Finance Work Placement and Assessment (0.0) # A
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Footnotes	A: This element is not for credit, but is a requirement for students on the Work Placement Pathway and must be taken in addition to courses to the value of two full units selected from Papers 3 & 4. Successful completion of FM411 is a requirement for students to be eligible for the award of the degree.
	# means there may be prerequisites for this course. Please view the course guide for more information. The Bologna Process lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's programmes are nine or ten months in duration. If you wish to proceed from these programmes to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.

MSc in Financial Mathematics

Programme Code: TMFIMA

Department: Mathematics

For students starting this programme of study in 2020/21 Academic year programme (10 months). Students must take five compulsory half-unit courses and optional courses to the value of one-and-a-half units as shown.

There is also a two-week compulsory introductory course MA400 September Introductory Course relating to MA415 and MA417. Students must also take the non-assessed non-credit course MA432 Programming in C++.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Introductory course	MA400 September Introductory Course (Financial Mathematics and Quantitative Methods for Risk Management) (0.0)
Programming course	MA432 Programming in C++ (0.0) (withdrawn 2020/21)
Paper 1	MA415 The Mathematics of the Black and Scholes Theory (0.5) #
Paper 2	MA416 The Foundations of Interest Rate and

Paper 3	ST409	Credit Risk Theory (0.5) #
Paper 4	FM413	Stochastic Processes (0.5) #
Paper 5	MA417	Fixed Income Markets (0.5) #
		Computational Methods in Finance (0.5) #
Paper 6	One of the following:	
	MA402	Game Theory I (0.5) #
	MA411	Probability and Measure (0.5) #
	MA414	Stochastic Analysis (0.5) # (not available 2020/21)
	MA418	Preferences, Optimal Portfolio Choice, and Equilibrium (0.5) # (not available 2020/21)
	MA420	Quantifying Risk and Modelling Alternative Markets (0.5) #
	ST440	Recent Developments in Finance and Insurance (0.5) # (not available 2020/21)
Papers 7 & 8	Courses to the value of 1.0 unit(s) from the following:	
	FM402	Financial Risk Analysis (0.5) #
	FM404	Forecasting Financial time Series (0.5) # (not available 2020/21)
	FM429	Asset Markets A (0.5) #
	FM430	Corporate Finance and Asset Markets (1.0) #
	FM441	Derivatives (0.5) #
	FM442	Quantitative Methods for Finance and Risk Analysis (0.5) #
	FM445	Portfolio Management (0.5)
	FM472	International Finance (0.5) #
	ST422	Time Series (0.5) #
	ST426	Applied Stochastic Processes (0.5) (not available 2020/21)
	ST429	Statistical Methods for Risk Management (0.5) #
	ST448	Insurance Risk (0.5) # (not available 2020/21)
	Further half unit(s) from the MA4** level courses or any other appropriate MSc course, subject to the approval of the Programme Director and Teacher Responsible for the course.	

Paper 6 options list

Additional course	Students can also take the following non-assessed course taken in addition to the required five compulsory half-unit courses and optional courses to the value of one-and-a-half units detailed above:	
	MA422	Research Topics in Financial Mathematics (0.0) (not available 2020/21)
	Paper 6 options list	
	MA402	Game Theory I (0.5) #
	MA411	Probability and Measure (0.5) #
	MA414	Stochastic Analysis (0.5) # (not available 2020/21)
	MA418	Preferences, Optimal Portfolio Choice, and Equilibrium (0.5) # (not available 2020/21)
	MA420	Quantifying Risk and Modelling Alternative Markets (0.5) #
	ST440	Recent Developments in Finance and Insurance (0.5) # (not available 2020/21)
	# means there may be prerequisites for this course. Please view the course guide for more information. The Bologna Process lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's programmes are nine or ten months in duration.	

If you wish to proceed from these programmes to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.

MSc in Gender, Development and Globalisation

Programme Code: TMGEDVGL

Department: Gender Studies

For students starting this programme of study in 2020/21

Full-year programme. Students must take the following courses to the value of four full units.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)	
Paper 1	GI424	Gender Theories: An Interdisciplinary Approach (0.5)
Paper 2	GI407	Globalisation, Gender and Development (1.0)
Paper 3	Courses to the value of 1.5 unit(s) from the following: A	
	DV454	Gender, labour markets and social change in the Global South: theory, evidence, public action (0.5)
	DV457	Sexual and Reproductive Health Programmes: Design, Implementation and Evaluation (0.5)
	DV458	Key issues in Global Health and Development (0.5)
	DV462	Forced Migration and Refugees (0.5)
	GI402	Gender, Knowledge and Research Practice (0.5)
	GI410	Screening the Present: contemporary cinema and cultural critique (0.5) # (not available 2020/21)
	GI411	Gender, Post/coloniality and Development: Critical Perspectives and New Directions (0.5) #
	GI413	Gender, 'Race' and Militarisation (0.5)
	GI414	Theorising Gender and Social Policy (0.5)
	GI415	Gender and European Welfare States (0.5)
	GI417	Feminist Population Politics (0.5) (not available 2020/21)
	GI418	Feminist Economics and Policy: An Introduction (0.5) # (not available 2020/21)
	GI421	Sexuality, Gender and Culture (0.5) # 1
	GI422	Transnational Sexual Politics (1.0) 2
	GI423	Globalisation and Sexuality (0.5) # 3 (not available 2020/21)
	GI425	Introduction to Gender, Peace and Security (0.5)
	GI426	Gender and Human Rights (0.5) #
	GI428	Bodies, Culture and Politics (0.5)
	GV4D7	Dilemmas of Equality (0.5)
	GV4H3	Feminist Political Theory (0.5)
	GY421	Gender and Development: Geographical Perspectives (0.5) # (withdrawn 2020/21)
	GY431	Cities, People and Poverty in the South (0.5) #
	PB422	Health Communication (0.5)
	Or a course not listed approved by the Programme Director and subject to space and course teacher's consent.	
Paper 4	GI499	Dissertation - Independent Research

Project (1.0)

Prerequisite Requirements and Mutually Exclusive Options

- 1: GI421 can not be taken with GI422, GI423
 2: GI422 can not be taken with GI421, GI423
 3: GI423 can not be taken with GI421, GI422

Footnotes

A: Students can take courses to a maximum of one full unit from outside the Department of Gender Studies.

means there may be prerequisites for this course. Please view the course guide for more information.

MSc in Gender, Media and Culture**Programme Code:** TMGEMECU**Department:** Gender Studies

For students starting this programme of study in 2020/21

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown below.

Please note that places are limited on some optional courses.**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	MC408 Theories and Concepts in Media and Communications (0.5) and one other half-unit course offered by the Department of Gender Studies, Department of Media and Communications, Department of Methodology or by other departments with the permission of the programme director. Or MC418 Communication: Cultures and Approaches (0.5) and one other half-unit course offered by the Department of Gender Studies, Department of Media and Communications, Department of Methodology or by other departments with the permission of the programme director. Or MC438 Mediated Feminisms (0.5) and one other half-unit course offered by the Department of Gender Studies, Department of Media and Communications, Department of Methodology or by other departments with the permission of the programme director.
Paper 2	Courses to the value of 0.5 unit(s) from the following: GI402 Gender, Knowledge and Research Practice (0.5) MC4M1 methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) (0.5) MC4M7 Methods of Research in Media & Communications (including Qualitative Analysis & Applied Regression Analysis) (0.5) A MY427 Qualitative Research with Digital and Visual Data (0.5) # (not available 2020/21) MY428 Qualitative Text and Discourse Analysis (0.5) #
Paper 3	GI424 Gender Theories: An Interdisciplinary Approach (0.5)
Paper 4	GI403 Gender and Media Representation (0.5)
Paper 5	One other half-unit course offered by the Department of Gender Studies.
Paper 6	GI499 Dissertation - Independent Research Project (1.0)
Footnotes	A: MY452 is an advanced Applied Regression

Analysis course offered by the Department of Methodology and must be taken by students who select MC4M7. Students wishing to select this option need to already have a grounding in quantitative methods and must seek approval from the Programme Director. Approval is also subject to timetabling constraints.

means there may be prerequisites for this course. Please view the course guide for more information.

MSc in Gender, Peace and Security**Programme Code:** TMGPS**Department:** Gender Studies

For students starting this programme of study in 2020/21

(Formerly MSc in Women, Peace and Security)

Full-year programme. Students must take four compulsory courses, options to the value of one unit and a dissertation as shown.

Please note that places are limited on some optional courses.**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Year 1	
Paper 1	GI424 Gender Theories: An Interdisciplinary Approach (0.5)
Paper 2	GI425 Introduction to Gender, Peace and Security (0.5) Plus courses to the value of between 0.5 unit(s) (minimum) and 1.0 unit(s) (maximum) from the following: GI413 Gender, 'Race' and Militarisation (0.5) GI426 Gender and Human Rights (0.5) # GI427 Advanced Issues in Gender, Peace and Security (0.5) #
Paper 3	Courses to the value of 1.5 unit(s) from the following: A DV428 Managing Humanitarianism (0.5) DV434 Human Security (0.5) (not available 2020/21) DV457 Sexual and Reproductive Health Programmes: Design, Implementation and Evaluation (0.5) DV462 Forced Migration and Refugees (0.5) EU485 Post-Conflict Justice and Reconciliation in Europe and Beyond (0.5) EU4A2 Globalisation, Conflict and Post-Conflict Reconstruction (0.5) GI402 Gender, Knowledge and Research Practice (0.5) GI409 Gender, Globalisation and Development: An Introduction (0.5) GI411 Gender, Post/coloniality and Development: Critical Perspectives and New Directions (0.5) # GI415 Gender and European Welfare States (0.5) GI420 Globalisation, Gender and Development: Theorising Policy and Practice (0.5) GI422 Transnational Sexual Politics (1.0) GI423 Globalisation and Sexuality (0.5) # (not available 2020/21) GV465 War, Peace and the Politics of National Self-Determination (0.5) GV4B8 Civil Wars: Concepts and Cases (0.5) GV4F9 The Challenges of Governance and Conflict in sub-Saharan Africa (0.5) GV4H9 Armed Groups: Violence, Governance, and Mobilization (0.5) (withdrawn)

	2020/21)
IR422	Conflict and Peacebuilding (1.0) #
IR452	Empire and Conflict in World Politics (0.5)
IR466	Genocide (0.5)
IR471	The Situations of the International Criminal Court (0.5) (not available 2020/21)
LL4A8	International Law and the Use of Force (0.5) #
LL4A9	Law in War (0.5) # (not available 2020/21)
MC422	Critical Studies in Media and Journalism (0.5) (not available 2020/21)
SO424	Approaches to Human Rights (1.0)
SO457	Political Reconciliation (0.5)
	Any course taught by the Department of Gender Studies subject to availability.
Paper 4	GI499 Dissertation - Independent Research Project (1.0)
Footnotes	A: Subject to availability and timetabling constraints. # means there may be prerequisites for this course. Please view the course guide for more information.

MSc in Gender, Policy and Inequalities

Programme Code: TMGEPOLIN

Department: Gender Studies

For students starting this programme of study in 2020/21

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown below.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	One of the following: GI414 Theorising Gender and Social Policy (0.5) GI417 Feminist Population Politics (0.5) (not available 2020/21)
	And one of the following: GI415 Gender and European Welfare States (0.5)
	GI420 Globalisation, Gender and Development: Theorising Policy and Practice (0.5) 1
Paper 2	GI424 Gender Theories: An Interdisciplinary Approach (0.5)
Paper 3	Courses to the value of 1.5 units from the following: A DV457 Sexual and Reproductive Health Programmes: Design, Implementation and Evaluation (0.5) DV458 Key issues in Global Health and Development (0.5) GI402 Gender, Knowledge and Research Practice (0.5) GI403 Gender and Media Representation (0.5) GI407 Globalisation, Gender and Development (1.0) 2 GI409 Gender, Globalisation and Development: An Introduction (0.5) 3 GI411 Gender, Post/coloniality and Development: Critical Perspectives and New Directions (0.5) # GI413 Gender, 'Race' and Militarisation (0.5) GI415 Gender and European Welfare States (0.5) GI417 Feminist Population Politics (0.5) (not available 2020/21) GI418 Feminist Economics and Policy: An

	Introduction (0.5) # (not available 2020/21)
GI420	Globalisation, Gender and Development: Theorising Policy and Practice (0.5) 4
GI421	Sexuality, Gender and Culture (0.5) # 5
GI422	Transnational Sexual Politics (1.0) 6
GI423	Globalisation and Sexuality (0.5) # 7 (not available 2020/21)
GI425	Introduction to Gender, Peace and Security (0.5)
GI426	Gender and Human Rights (0.5) #
GI428	Bodies, Culture and Politics (0.5)
GV4D7	Dilemmas of Equality (0.5)
GV4H3	Feminist Political Theory (0.5)
GY421	Gender and Development: Geographical Perspectives (0.5) # (withdrawn 2020/21)
GY431	Cities, People and Poverty in the South (0.5) #
PB422	Health Communication (0.5)
SO458	Gender and Societies (0.5) (not available 2020/21)
SP414	Ethnicity, Race and Social Policy (0.5)
Paper 4	GI499 Dissertation - Independent Research Project (1.0)

Prerequisite Requirements and Mutually Exclusive Options

- 1: GI420 can not be taken with GI407, GI409
- 2: GI407 can not be taken with GI409, GI420
- 3: GI409 can not be taken with GI407, GI420
- 4: GI420 can not be taken with GI407, GI409
- 5: GI421 can not be taken with GI422, GI423
- 6: GI422 can not be taken with GI421, GI423
- 7: GI423 can not be taken with GI421, GI422

Footnotes
A: Students can take courses to a maximum of one full unit from outside the Department of Gender Studies.

means there may be prerequisites for this course. Please view the course guide for more information.

MSc in Gender

Programme Code: TMGE

Department: Gender Studies

For students starting this programme of study in 2020/21

Full-year programme. Students must take two compulsory courses and options to the value of two full units and a dissertation as shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	GI424 Gender Theories: An Interdisciplinary Approach (0.5)
Paper 2	GI402 Gender, Knowledge and Research Practice (0.5)
Paper 3	Courses to the value of 2.0 unit(s) from the following: A AN405 The Anthropology of Kinship, Sex and Gender (1.0) DV457 Sexual and Reproductive Health Programmes: Design, Implementation and Evaluation (0.5) DV458 Key issues in Global Health and Development (0.5) GI403 Gender and Media Representation (0.5) GI407 Globalisation, Gender and Development (1.0) 1 GI409 Gender, Globalisation and Development: An Introduction (0.5) 2 GI410 Screening the Present: contemporary

		cinema and cultural critique (0.5) # (not available 2020/21)
GI411		Gender, Post/coloniality and Development: Critical Perspectives and New Directions (0.5) #
GI413		Gender, 'Race' and Militarisation (0.5)
GI418		Feminist Economics and Policy: An Introduction (0.5) # (not available 2020/21)
GI420		Globalisation, Gender and Development: Theorising Policy and Practice (0.5) 3
GI421		Sexuality, Gender and Culture (0.5) # 4
GI422		Transnational Sexual Politics (1.0) 5
GI423		Globalisation and Sexuality (0.5) # 6 (not available 2020/21)
GI425		Introduction to Gender, Peace and Security (0.5)
GI426		Gender and Human Rights (0.5) #
GI428		Bodies, Culture and Politics (0.5)
GV4D7		Dilemmas of Equality (0.5)
GV4H3		Feminist Political Theory (0.5)
GY421		Gender and Development: Geographical Perspectives (0.5) # (withdrawn 2020/21)
		A course from another programme by special permission only.
Paper 4	GI499	Dissertation - Independent Research Project (1.0)
		Prerequisite Requirements and Mutually Exclusive Options
		1: GI407 can not be taken with GI409, GI420
		2: GI409 can not be taken with GI420, GI407
		3: GI420 can not be taken with GI409, GI407
		4: GI421 can not be taken with GI422, GI423
		5: GI422 can not be taken with GI421, GI423
		6: GI423 can not be taken with GI421, GI422
Footnotes		A: Students can take courses to a maximum of one full unit from outside the Department of Gender Studies.
		# means there may be prerequisites for this course. Please view the course guide for more information.

MSc in Gender (Research)

Programme Code: TMGERE

Department: Gender Studies

For students starting this programme of study in 2020/21

Full-year programme. Students take two units of compulsory courses, options to the value of one unit and a dissertation as shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	GI424 Gender Theories: An Interdisciplinary Approach (0.5)
Paper 2	GI402 Gender, Knowledge and Research Practice (0.5)
Paper 3	MY451 Introduction to Quantitative Analysis (0.5) or MY452 Applied Regression Analysis (0.5) #
Paper 4	Courses to the value of 1.5 units from the following: A GI403 Gender and Media Representation (0.5) GI407 Globalisation, Gender and Development (1.0) 1 GI409 Gender, Globalisation and Development: An Introduction (0.5) 2 GI410 Screening the Present: contemporary cinema and cultural critique (0.5) # (not available 2020/21)

GI411	Gender, Post/coloniality and Development: Critical Perspectives and New Directions (0.5) #
GI413	Gender, 'Race' and Militarisation (0.5)
GI417	Feminist Population Politics (0.5) (not available 2020/21)
GI418	Feminist Economics and Policy: An Introduction (0.5) # (not available 2020/21)
GI420	Globalisation, Gender and Development: Theorising Policy and Practice (0.5) 3
GI421	Sexuality, Gender and Culture (0.5) # 4
GI422	Transnational Sexual Politics (1.0) 5
GI423	Globalisation and Sexuality (0.5) # 6 (not available 2020/21)
GI426	Gender and Human Rights (0.5) #
GI428	Bodies, Culture and Politics (0.5)
GV4H3	Feminist Political Theory (0.5)
MY400	Fundamentals of Social Science Research Design (0.5)
MY421	Qualitative Research Methods (0.5)
MY426	Doing Ethnography (0.5) # (not available 2020/21)
MY427	Qualitative Research with Digital and Visual Data (0.5) # (not available 2020/21)
MY428	Qualitative Text and Discourse Analysis (0.5) #
MY451	Introduction to Quantitative Analysis (0.5)
MY452	Applied Regression Analysis (0.5) #
GI499	Dissertation - Independent Research Project (1.0)
	Prerequisite Requirements and Mutually Exclusive Options
	1: GI407 can not be taken with GI409, GI420
	2: GI409 can not be taken with GI420, GI407
	3: GI420 can not be taken with GI407, GI409
	4: GI421 can not be taken with GI422, GI423
	5: GI422 can not be taken with GI423, GI421
	6: GI423 can not be taken with GI422, GI421
Footnotes	A: Students can take courses to a maximum of one full unit from outside the Department of Gender Studies.
	# means there may be prerequisites for this course. Please view the course guide for more information.

MSc in Gender (Sexuality)

Programme Code: TMGESX

Department: Gender Studies

For students starting this programme of study in 2020/21

Full-year programme. Students must take two compulsory courses, options to the value of 1.5 units and a dissertation as shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	GI422 Transnational Sexual Politics (1.0)
Paper 2	GI424 Gender Theories: An Interdisciplinary Approach (0.5)
Paper 3	Courses to the value of 1.0 unit from the following, subject to availability: GI402 Gender, Knowledge and Research Practice (0.5) GI410 Screening the Present: contemporary cinema and cultural critique (0.5) # (not available 2020/21) GI413 Gender, 'Race' and Militarisation (0.5)

Paper 4	GI417	Feminist Population Politics (0.5) (not available 2020/21)
	GI425	Introduction to Gender, Peace and Security (0.5)
	Gender Studies Options List	
	Courses to the value of 0.5 units from the following, subject to availability: A further 0.5 unit option from the following (recommended):	
	Gender Studies Options List	
	Or	
	One of the following non-Gender half-unit courses:	
	DV447	Youth and Gendered Violence (0.5) # (not available 2020/21)
	DV457	Sexual and Reproductive Health Programmes: Design, Implementation and Evaluation (0.5)
	GY421	Gender and Development: Geographical Perspectives (0.5) # (withdrawn 2020/21)
Paper 5	MC426	Film Theory and World Cinema (0.5)
	SO458	Gender and Societies (0.5) (not available 2020/21)
	SP417	Sexuality, Everyday Lives and Social Policy in Developing Countries (0.5) # (not available 2020/21)
	Or	
	A course not listed above, approved by the Programme Director and subject to space and course teacher's consent.	
	GI499	Dissertation - Independent Research Project (1.0)
	Gender Studies Options List	
	GI402	Gender, Knowledge and Research Practice (0.5)
	GI403	Gender and Media Representation (0.5)
	GI407	Globalisation, Gender and Development (1.0)
	GI409	Gender, Globalisation and Development: An Introduction (0.5)
	GI410	Screening the Present: contemporary cinema and cultural critique (0.5) # (not available 2020/21)
	GI411	Gender, Post/coloniality and Development: Critical Perspectives and New Directions (0.5) #
	GI413	Gender, 'Race' and Militarisation (0.5)
	GI414	Theorising Gender and Social Policy (0.5)
	GI415	Gender and European Welfare States (0.5)
	GI417	Feminist Population Politics (0.5) (not available 2020/21)
	GI418	Feminist Economics and Policy: An Introduction (0.5) # (not available 2020/21)
	GI420	Globalisation, Gender and Development: Theorising Policy and Practice (0.5)
	GI421	Sexuality, Gender and Culture (0.5) # 1
	GI423	Globalisation and Sexuality (0.5) # 2 (not available 2020/21)
	GI425	Introduction to Gender, Peace and Security (0.5)
	GI426	Gender and Human Rights (0.5) #
	GI428	Bodies, Culture and Politics (0.5)
	Prerequisite Requirements and Mutually Exclusive Options	
	1: GI421 can not be taken with GI422, GI423	
	2: GI423 can not be taken with GI421, GI422	
	# means there may be prerequisites for this course. Please view the course guide for more information.	

MSc in Global Economic History (Erasmus Mundus)

Programme Code: TMGLHY3

Department: Economic History

For students starting this programme of study in 2020/21

Full-year programme. Students must take compulsory courses to the value of 2.5 units, a dissertation and optional courses.

Students taking year one of the programme at LSE will need to complete EH479 (6,000 word dissertation) and take one unit of options; students taking year two at LSE will complete EH480 (10,000 word dissertation) and 0.5 units of options.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)	
Paper 1	EH481	Economic Change in Global History: Approaches and Analysis (0.5)
Papers 2 & 3	Courses to the value of 2.0 unit(s) from the following:	
	EH482	The Origins of the World Economy: Europe and Asia, 1000-1800 (1.0)
	EH483	The Development and Integration of the World Economy in the 19th and 20th Centuries (1.0)
	HY423	Empire, Colonialism and Globalisation (1.0) #
Paper 4	Either EH479 and courses to the value of 1.0 unit from the Options List (if not already taken under Paper 2):	
	EH479	Dissertation in Global Economic History (0.5)
	Options List	
	Or	
	EH480 and courses to the value of 0.5 units from the Options List (if not already taken under Paper 2):	
	EH480	Research Dissertation in Global Economic History (1.0)
	Options list	
	EH402	Quantitative Analysis in Economic History I (0.5) 1
	EH404	India and the World Economy (0.5)
	EH408	International Migration, 1500-2000: from slavery to asylum (0.5) (withdrawn 2020/21)
	EH409	Chinese Economy in Transition: 1850-1950 (0.5) (not available 2020/21)
	EH413	African Economic Development in Historical Perspective (0.5)
	EH421	Economic History of Colonialism (0.5)
	EH422	Topics in Quantitative Economic History (1.0) # 2 (withdrawn 2020/21)
	EH423	Japan and Korea as Developing Economies (0.5) (not available 2020/21)
	EH426	Quantitative Topics in Economic History I: Cross-section and panel data (0.5) # 3 (withdrawn 2020/21)
	EH426L	Quantitative Analysis in Economic History II (0.5) # (not available 2020/21)
	EH426M	Quantitative Analysis in Economic History II (0.5) #
	EH427	Topics in Quantitative Analysis in Economic History (0.5) # 4
	EH428	History of Economics: Making Political Economy into a Social Science (0.5) (not available 2020/21)
	EH429	History of Economics: Ideas, Policy and Performativity (0.5)
	EH446	Economic Development of East and Southeast Asia (1.0) #

EH452	Latin American Development and Economic History (0.5)
EH454	Human Health in History (1.0)
EH457	Living Standards since the Industrial Revolution: The British experience c.1750-2000 (0.5)
EH463	The Long-Run Analysis of Firms and Industries (0.5)
EH464	The Historical Context of Business (0.5) (withdrawn 2020/21)
EH476	The Economic History of War (1.0) # (not available 2020/21)
EH482	The Origins of the World Economy: Europe and Asia, 1000-1800 (1.0)
EH483	The Development and Integration of the World Economy in the 19th and 20th Centuries (1.0)
EH486	Shipping and Sea Power in Asian Waters, c 1600-1860 (0.5) (not available 2020/21)

Prerequisite Requirements and Mutually Exclusive Options

- 1: EH402 can not be taken with EH426
 2: EH422 can not be taken with EH426, EH427
 3: EH426 can not be taken with EH422, EH402
 4: EH427 can not be taken with EH422
 # means there may be prerequisites for this course.
 Please view the course guide for more information.

MSc in Global Health Policy

Programme Code: TMGLHP

Department: Health Policy

For students starting this programme of study in 2020/21

(formerly MSc in Global Health)

Full year programme. Students take four compulsory half unit courses, one semi-compulsory half unit, options to the value of 1.0 unit, and a dissertation.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	HP401 Introduction to Health Policy and Politics (0.5)
Paper 2	HP404 Global Health Policy: Institutions, Actors and Politics (0.5)
Paper 3	HP400 Financing Health Care (0.5)
Paper 4	HP412 Global Health Security (0.5)
Paper 5	One of the following methods based courses: HP407 Evidence Review and Synthesis for Decision Making (0.5) HP422 Health Care Economic Evaluation (0.5) HP428 Randomised evaluations of health programmes: from design to implementation (0.5)
Paper 6	MY421 Qualitative Research Methods (0.5) Courses to the value of 1.0 unit(s) from the following: DV421 Critical Perspectives on Global Health and Development (0.5) DV444 Global Health Challenges: Epidemics, Disease, and Public Health Response (0.5) # DV456 Population, Health and Development: Evidence and Projections (0.5) # DV457 Sexual and Reproductive Health Programmes: Design, Implementation and Evaluation (0.5) DV461 Critical Population Health Issues in High

	and Middle-Income Countries (0.5) # (not available 2020/21)
HP402	measuring Health System Performance (0.5) (not available 2020/21)
HP403	Health Systems and Policies in Developing Countries (0.5) (not available 2020/21)
HP405	Social Determinants of Health (0.5) (not available 2020/21)
HP406	Principles of Modern Epidemiology (0.5) (not available 2020/21)
HP407	Evidence Review and Synthesis for Decision Making (0.5)
HP422	Health Care Economic Evaluation (0.5)
HP424	Pharmaceutical Economics and Policy (0.5)
HP425	Statistical Methods in Health Care Economic Evaluation (0.5) #
HP428	Randomised evaluations of health programmes: from design to implementation (0.5)
HP429	Behavioural Incentive Design in Health and Health Care (0.5)
HP432	mental health policy (0.5) # (not available 2020/21)
HP433	Health care regulation (0.5) (not available 2020/21)
MY405	Research Design for Policy and Programme Evaluation (0.5)
SP418	Global Social Policy and International Organizations (0.5) (not available 2020/21)

Or another LSE course subject to the approval of the course tutor.

Paper 7

HP431 Dissertation in Health Policy (0.5)
 # means there may be prerequisites for this course.
 Please view the course guide for more information.

MSc in Global Politics

Programme Code: TMGLP02

Department: Government

For students starting this programme of study in 2020/21

The MSc includes a core course, GV4K4 The Politics of Globalization (Paper 1) which all students must take. It draws on specialist knowledge from across the LSE's Politics staff to offer a comprehensive introduction to the changing structure of the global order, and the contemporary challenges of global politics. The rest of the MSc allows considerable choice of options whilst seeking to blend a global focus with more detailed thematic or regional knowledge. All students must write a 10,000 word dissertation.

PLEASE NOTE: Due to staff sabbaticals and research leave, the School cannot guarantee that all the courses listed below will be available.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	GV4K4 The Politics of Globalization (0.5)
Paper 2	GV499 Dissertation (1.0) A
Papers 3 & 4	Courses to the value of 2.5 units from the following. Access to the optional courses is not necessarily guaranteed and may require the permission of the course coordinator; please consult the individual course guides for further information on availability: DV413 Environmental Problems and Development Interventions (0.5) # DV415 Global Environmental Governance (0.5)

DV418	African Development (0.5)
DV420	Complex Emergencies (0.5)
DV421	Critical Perspectives on Global Health and Development (0.5)
DV424	International Institutions and Late Development (0.5)
DV428	Managing Humanitarianism (0.5)
DV434	Human Security (0.5) (not available 2020/21)
DV460	Bayesian Reasoning for Qualitative Social Science: A modern approach to case study inference (0.5) #
EH446	Economic Development of East and Southeast Asia (1.0) #
EH483	The Development and Integration of the World Economy in the 19th and 20th Centuries (1.0)
EU443	European Models of Capitalism (0.5)
EU457	Culture and Security in Global Politics (0.5)
EU481	The Future: Political Responses to a Challenge (0.5)
EU4A2	Globalisation, Conflict and Post-Conflict Reconstruction (0.5)
EU4A4	The Politics of Inequality and Redistribution (0.5)
GI409	Gender, Globalisation and Development: An Introduction (0.5)
GI420	Globalisation, Gender and Development: Theorising Policy and Practice (0.5)
GI421	Sexuality, Gender and Culture (0.5) #
GI422	Transnational Sexual Politics (1.0) 1
GI423	Globalisation and Sexuality (0.5) # 2 (not available 2020/21)
GV427	Democracy in East and South Asia (0.5) (withdrawn 2020/21)
GV432	Government and Politics in China (0.5) (not available 2020/21)
GV441	States and Markets (0.5)
GV442	Globalisation and Democracy (0.5) (withdrawn 2020/21)
GV443	The State and Political Institutions in Latin America (0.5) (withdrawn 2020/21)
GV444	Democracy and Development in Latin America (0.5)
GV465	War, Peace and the Politics of National Self-Determination (0.5) (not available 2020/21)
GV4A5	International Migration and Immigration Management (0.5)
GV4C9	Globalization and Democratization in Southeast Asia (0.5)
GV4D3	Local Power in an Era of Globalization, Democratization, and Decentralization (0.5)
GV4E1	Comparative Democratization in a Global Age (0.5)
GV4E2	Capitalism and Democracy (0.5)
GV4E8	Conflict and Institutional Design in Divided Societies (0.5)
GV4F2	Popular Politics in the Middle East (0.5)
GV4F9	The Challenges of Governance and Conflict in sub-Saharan Africa (0.5)
GV4H2	Contemporary India: The World's Largest Democracy in the Early 21st Century (0.5) (not available 2020/21)
GV4J4	Citizen Representation and Democracy in the European Union (0.5) (not available 2020/21)
GV4J8	Middle East Politics in Transnational Perspective (0.5)
GV4K2	Postcolonial and Comparative Political

	Theory (0.5)
GY421	Gender and Development: Geographical Perspectives (0.5) # (withdrawn 2020/21)
HP412	Global Health Security (0.5)
IR412	International Institutions (1.0)
IR416	The EU in the World (1.0) #
IR419	International Relations of the Middle East (1.0) #
IR422	Conflict and Peacebuilding (1.0) #
IR429	Economic Diplomacy (1.0)
IR461	Islam in World Politics (1.0) (not available 2020/21)
IR462	International Political Theory (0.5) (not available 2020/21)
IR464	The Politics of International Law (0.5) (not available 2020/21)
IR466	Genocide (0.5)
IR467	Global Environmental Politics (0.5)
IR471	The Situations of the International Criminal Court (0.5) (not available 2020/21)
IR479	Russia in World Politics (0.5) # (not available 2020/21)
IR480	Globalisation and the State in Developing Countries (0.5)
IR481	Europe, the US and Arab-Israeli Relations (0.5) # (not available 2020/21)
LL4C2	World Poverty and Human Rights (0.5) #
MG476	Corporate Social Responsibility and International Labour Standards (0.5) #

Or a course not listed approved by the MSC Convenor.

Prerequisite Requirements and Mutually Exclusive Options

1: GI422 can not be taken with GI423

2: GI423 can not be taken with GI422

Footnotes

A: Students must pass this course in order to pass the degree.

means there may be prerequisites for this course. Please view the course guide for more information.

MSc in Health and International Development

Programme Code: TMHEINDE

Department: International Development

For students starting this programme of study in 2020/21

Full-year programme. Students must take courses to the value of three full units, non-credit-bearing courses DV445 and MY410 and a dissertation as shown.

Students who choose to concentrate their electives and dissertation in a certain topic area may elect to have a specialism in "African Development," "Population Studies," or "Applied Development Economics" attached to their degree certificate and transcript. To obtain the specialism indication, students must meet the criteria below.

African Development:

Students must take DV418 and DV435, and their dissertation topic must be approved as being appropriate for this specialism.

Population Studies: students must take DV444 and DV456, and their dissertation topic must be approved as being appropriate for this specialism.

Applied Development Economics: enrolment capacity is limited and may be based on performance on a pre-quiz which will enable students to take at least two of DV490, DV491, DV492, and their dissertation topic must be approved as being appropriate for this specialism.

If no such election is made, the degree certificate will state "Health and International Development" without further specification.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	DV442 Key Issues in Development Studies (0.5) and DV458 Key issues in Global Health and Development (0.5)
Paper 2	Courses to the value of 1.0 unit(s) from the following: DV411 Population and Development: an Analytical Approach (0.5) (not available 2020/21) DV421 Critical Perspectives on Global Health and Development (0.5) DV444 Global Health Challenges: Epidemics, Disease, and Public Health Response (0.5) # DV453 International Development Consultancy Project (0.5) DV456 Population, Health and Development: Evidence and Projections (0.5) # DV457 Sexual and Reproductive Health Programmes: Design, Implementation and Evaluation (0.5)
Paper 3	Courses to the value of 1.0 unit(s) from the following: DV407 Poverty (0.5) DV413 Environmental Problems and Development Interventions (0.5) # DV418 African Development (0.5) DV420 Complex Emergencies (0.5) DV424 International Institutions and Late Development (0.5) DV428 Managing Humanitarianism (0.5) DV447 Youth and Gendered Violence (0.5) # (not available 2020/21) DV454 Gender, labour markets and social change in the Global South: theory, evidence, public action (0.5) DV455 Advocacy, Campaigning and Grassroots Activism (0.5) DV460 Bayesian Reasoning for Qualitative Social Science: A modern approach to case study inference (0.5) # DV462 Forced Migration and Refugees (0.5) DV463 Civil society, security and development (0.5) (not available 2020/21) DV464 Democracy and Development (0.5) (not available 2020/21) DV472 Covid-19 pandemic: health, socio-economic and political implications for development (Special Topics in International Development) (0.5) DV483 Information Communication Technologies and Socio-economic Development (0.5) GY431 Cities, People and Poverty in the South (0.5) # HP403 Health Systems and Policies in Developing Countries (0.5) (not available 2020/21) HP404 Global Health Policy: Institutions, Actors and Politics (0.5) HP405 Social Determinants of Health (0.5) (not available 2020/21) HP412 Global Health Security (0.5) HP421 Economic Analysis for Health Policy in Low- and Middle-Income Countries (0.5) (not available 2020/21) MG483 eHealth: Policy, Strategy and Systems (0.5) # MY405 Research Design for Policy and

PB422	Programme Evaluation (0.5)
SP431	Health Communication (0.5)
	Population Analysis: Methods and Models (0.5) #

Any other course approved by tutor by special permission only.

Paper 2 options list

Paper 4	DV410 Research Design and Dissertation in International Development (1.0)
	MY410 Fundamentals of Research Design for International Development (0.0)
	DV445 Cutting Edge Issues in Development Thinking & Practice (0.0)

Paper 2 options list

DV411	Population and Development: an Analytical Approach (0.5) (not available 2020/21)
DV421	Critical Perspectives on Global Health and Development (0.5)
DV444	Global Health Challenges: Epidemics, Disease, and Public Health Response (0.5) #
DV453	International Development Consultancy Project (0.5)
DV456	Population, Health and Development: Evidence and Projections (0.5) #
DV457	Sexual and Reproductive Health Programmes: Design, Implementation and Evaluation (0.5)

means there may be prerequisites for this course. Please view the course guide for more information. It is not always possible to offer students a place on each of their preferred courses. This is particularly the case where courses are offered outside the Department of International Development (ie not prefixed with 'DV').

Note for prospective students:

For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm.

MSc in History of International Relations

Programme Code: TMHYIRS

Department: International History

For students starting this programme of study in 2020/21 Full-year programme. Students take courses to the value of three full units (only one of which can be an outside option i.e. a course not listed below) and a dissertation.

Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Papers 1, 2 & 3	Courses to the value of 3.0 unit(s) from the following: EH452 Latin American Development and Economic History (0.5) EU475 Religious Diversity and Conflict in Europe (0.5) (not available 2020/21) EU476 Politics of Memory: Germany, France, UK and Turkey (0.5) # (not available 2020/21)

HY400	Crisis Decision-Making in War and Peace 1914-2003 (1.0) #
HY411	European Integration in the Twentieth Century (1.0) #
HY422	Presidents, Public Opinion, and Foreign Policy, from Roosevelt to Reagan, 1933-89 (1.0)
HY423	Empire, Colonialism and Globalisation (1.0) #
HY424	The Napoleonic Empire: The Making of Modern Europe (1.0)
HY429	Anglo-American Relations from World War to Cold War, 1939-91 (1.0)
HY432	From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1999 (1.0)
HY435	Political Islam: From Ibn Taymiyya to ISIS (1.0)
HY436	Race, Violence and Colonial Rule in Africa (1.0)
HY440	The Iranian Revolution (1.0)
HY441	Islam, State and Conflict in Southeast Asia (1.0) (not available 2020/21)
HY444	The Cold War in Latin America (1.0)
HY448	Living with the Bomb: An International History of Nuclear Weapons and the Arms Race from the Second World War to the end of the Cold War (1.0) (not available 2020/21)
HY459	The Ottoman Empire and its Legacy, 1299-1950 (1.0) (not available 2020/21)
HY461	East Asia in the Age of Imperialism, 1839-1945 (1.0) #
HY465	The International History of the Balkans since 1939: State Projects, Wars, and Social Conflict (1.0)
HY469	Maps, History and Power: The Spaces and Cultures of the Past (1.0)
HY471	European Empires and Global Conflict, 1935-1948 (1.0)
HY472	China and the External World, 1711-1839 (1.0)
HY474	Slavery and Emancipation in the British World (1.0) (withdrawn 2020/21)
HY477	Race, Gender and Reproduction in the Caribbean, 1860s-1980s (1.0)
HY478	Genesis of the Modern World: Europe, China and India, 1550 - 1840 (1.0) (not available 2020/21)
HY479	Environmental History in a Global Context (1.0) (withdrawn 2020/21)
HY482	National Socialism. Old theories and new research approaches (1.0) (withdrawn 2020/21)
HY483	Land and Conflict in Latin America since 1750 (1.0) (not available 2020/21)
HY485	Germanness in the 20th century: Identity, Politics, and Violence in Germany from the First World War to Re-Unification (1.0)
HY486	Practicing Abolition in the Atlantic World, c. 1807-1870 (1.0)

Or a HY course from another MSc programme run by the Department of International History (subject to approval by the programme director). Or a related course from another department (outside option) (subject to approval by the programme director).

Paper 4

HY499 Dissertation (1.0)

means there may be prerequisites for this course. Please view the course guide for more information.

MSc in Human Geography and Urban Studies (Research)

Programme Code: TMHUGYRE

Department: Geography & Environment

For students starting this programme of study in 2020/21

Full-year programme. Students are required to be examined in elements from the three parts of the programme as specified below to the value of four units. Precise examination arrangements are listed under each course guide.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	Part I - Research Core
	GY403 Contemporary Debates in Human Geography (0.5)
Paper 2	Advanced Research Methods course to the value of 1.0 unit chosen from:
	MY400 Fundamentals of Social Science Research Design (0.5)
	MY405 Research Design for Policy and Programme Evaluation (0.5)
	MY421 Qualitative Research Methods (0.5)
	MY426 Doing Ethnography (0.5) # (not available 2020/21)
	MY427 Qualitative Research with Digital and Visual Data (0.5) # (not available 2020/21)
	MY428 Qualitative Text and Discourse Analysis (0.5) #
	MY452 Applied Regression Analysis (0.5) #
	MY455 Multivariate Analysis and Measurement (0.5) #
	MY456 Survey Methodology (0.5) #
	MY457 Causal Inference for Observational and Experimental Studies (0.5) #
	MY459 Special Topics in Quantitative Analysis: Quantitative Text Analysis (0.5) #
	MY461 Social Network Analysis (0.5)
	MY465 Intermediate Quantitative Analysis (0.5) #
	MY470 Computer Programming (0.5)
	MY472 Data for Data Scientists (0.5)
Paper 3	Part II - Substantive Specialism
	Courses to the value of 1.5 unit(s) from the following:
	GI409 Gender, Globalisation and Development: An Introduction (0.5)
	GI420 Globalisation, Gender and Development: Theorising Policy and Practice (0.5)
	GY409 Globalization and Regional Development (0.5)
	GY431 Cities, People and Poverty in the South (0.5) #
	GY432 Urban Ethnography (0.5) (not available 2020/21)
	GY438 Cities and Social Change in East Asia (0.5) #
	GY439 Cities, Politics and Citizenship (0.5)
	GY446 Planning for Sustainable Cities (0.5)
	GY447 The Economics of Regional and Urban Planning (0.5) #
	GY448 Urban Planning: Society, Market and Sustainability (0.5)
	GY449 Urban Futures (0.5)
	GY459 Urban Theory and Policy in the Global South (0.5) #
	GY467 Global Migration and Development (0.5) (withdrawn 2020/21)
	GY470 Urban Africa (0.5) (not available 2020/21)

- GY479 Urban Transformations (0.5)
 GY480 Remaking China: Geographical aspects of Development and Disparity (0.5) (not available 2020/21)

Or Another coherent combination of GY and non-GY courses to the value of 1.5 units as approved by the Programme Manager.

Paper 4

Part III

- GY487 Dissertation - MSc in Human Geography and Urban Studies (Research) (1.0)

means there may be prerequisites for this course. Please view the course guide for more information.

MSc in Human Resources and Organisations (Human Resource Management/CIPD)

Programme Code: TMHRORG2

Department: Management

For students starting this programme of study in 2020/21

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	MG480 Management of Human Resources: Strategies and Policy (0.5)
Paper 2	MG4C2 Organisational Behaviour (0.5)
Paper 3	MG478 The Management of Human Resources in Global Companies (0.5)
Paper 4	MG4A9 Foundations of Business and Management for Human Resources (0.5)
Paper 5	Courses to the value of 0.5 unit(s) from the following: MG477 Strategic Reward: Key Models and Practices (0.5) or MG4D5 Leadership in Organisations: Theory and Practice (0.5)
Paper 6	Courses to the value of 0.5 unit(s) from the following: LL4H8 Employment Law (0.5) LL4H9 Human Rights in the Workplace (0.5) (not available 2020/21) MG402 Public Management: A Design-Oriented Approach (0.5) MG455 Decisions, Biases and Nudges (0.5) # MG467 Strategy and Change in Public Sector Management (0.5) # (not available 2020/21) MG473 Negotiation Analysis (0.5) MG476 Corporate Social Responsibility and International Labour Standards (0.5) # MG477 Strategic Reward: Key Models and Practices (0.5) MG4B7 Organisational Change (0.5) (not available 2020/21) MG4D3 The Dark Side of the Organisation (0.5) # MG4D4 Cross Cultural Management (0.5) # MG4D5 Leadership in Organisations: Theory and Practice (0.5) Or any other MSc-level elective course which is offered in the School, subject to approval of the Course Leader and the Programme Director.
Paper 7	MG493 Dissertation (1.0)
Paper 8	MG4G8 Human Resource Management Skills and Practitioner Speaker Series (0.0)
# means there may be prerequisites for this course. Please view the course guide for more information.	

MSc in Human Resources and Organisations (International Employment Relations and Human Resource Management)

Programme Code: TMHRORG

Department: Management

For students starting this programme of study in 2020/21

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	MG480 Management of Human Resources: Strategies and Policy (0.5)
Paper 2	MG4D2 International Employment Relations (0.5) #
Paper 3	MG478 The Management of Human Resources in Global Companies (0.5)
Paper 4	Courses to the value of 1.5 unit(s) from the following: EU425 Interest Representation and Economic Policy- Making in Europe (0.5) (not available 2020/21) EU443 European Models of Capitalism (0.5) EU446 The Political Economy of European Monetary Integration (0.5) # EU453 The Political Economy of European Welfare States (0.5) # EU477 Labour Markets and the Political Economy of Employment in Europe (0.5) # (not available 2020/21) GI409 Gender, Globalisation and Development: An Introduction (0.5) GI418 Feminist Economics and Policy: An Introduction (0.5) # (not available 2020/21) GV4A5 International Migration and Immigration Management (0.5) LL4H8 Employment Law (0.5) LL4H9 Human Rights in the Workplace (0.5) (not available 2020/21) MG402 Public Management: A Design-Oriented Approach (0.5) MG455 Decisions, Biases and Nudges (0.5) # MG467 Strategy and Change in Public Sector Management (0.5) # (not available 2020/21) MG473 Negotiation Analysis (0.5) MG475 Organisational Theory (0.5) MG476 Corporate Social Responsibility and International Labour Standards (0.5) # MG477 Strategic Reward: Key Models and Practices (0.5) MG4A9 Foundations of Business and Management for Human Resources (0.5) MG4B7 Organisational Change (0.5) (not available 2020/21) MG4C2 Organisational Behaviour (0.5) MG4D3 The Dark Side of the Organisation (0.5) # MG4D4 Cross Cultural Management (0.5) # MG4D5 Leadership in Organisations: Theory and Practice (0.5) Or any other MSc-level elective course which is offered in the School, subject to approval of the Course Leader and the Programme Director.
Paper 5	MG493 Dissertation (1.0) # means there may be prerequisites for this course. Please view the course guide for more information.

MSc in Human Resources and Organisations (Organisational Behaviour)

Programme Code: TMHRORG3

Department: Management

For students starting this programme of study in 2020/21

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	MG480 Management of Human Resources: Strategies and Policy (0.5)
Paper 2	MG4C2 Organisational Behaviour (0.5)
Paper 3	MG475 Organisational Theory (0.5)
Paper 4	Courses to the value of 1.5 unit(s) from the following: LL4H8 Employment Law (0.5) LL4H9 Human Rights in the Workplace (0.5) (not available 2020/21) MG402 Public Management: A Design-Oriented Approach (0.5) MG455 Decisions, Biases and Nudges (0.5) # MG467 Strategy and Change in Public Sector Management (0.5) # (not available 2020/21) MG473 Negotiation Analysis (0.5) MG476 Corporate Social Responsibility and International Labour Standards (0.5) # MG477 Strategic Reward: Key Models and Practices (0.5) MG478 The Management of Human Resources in Global Companies (0.5) MG4A9 Foundations of Business and Management for Human Resources (0.5) MG4B7 Organisational Change (0.5) (not available 2020/21) MG4D3 The Dark Side of the Organisation (0.5) # MG4D4 Cross Cultural Management (0.5) # MG4D5 Leadership in Organisations: Theory and Practice (0.5) PB418 Corporate Communications (0.5) PB419 Creativity and Innovation (0.5) # (not available 2020/21) PB426 Knowledge Processes in Organisations (0.5) (not available 2020/21) PB427 Organisational and Social Decision Making (0.5) (not available 2020/21) PB433 Theory and Practice of Organisational Development (0.5) PB457 Organisational Culture (0.5) Or any other MSc-level elective course which is offered in the School, subject to approval of the Course Leader and the Programme Director. MG493 Dissertation (1.0) # means there may be prerequisites for this course. Please view the course guide for more information.
Paper 5	

MSc in Human Rights

Programme Code: TMHURI

Department: Sociology

For students starting this programme of study in 2020/21

Full-year course. Students are required to take one compulsory course, optional courses to the value of two units, and write a dissertation as shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
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Paper 1	SO424 Approaches to Human Rights (1.0)
Papers 2 & 3	Optional Courses to the value of 2.0 units from the following: A AN436 The Anthropology of Development (0.5) DV418 African Development (0.5) DV420 Complex Emergencies (0.5) DV428 Managing Humanitarianism (0.5) DV462 Forced Migration and Refugees (0.5) EU457 Culture and Security in Global Politics (0.5) EU458 Public Policy and Cultural Narratives in a Global Europe (0.5) EU4A2 Globalisation, Conflict and Post-Conflict Reconstruction (0.5) GI407 Globalisation, Gender and Development (1.0) 1 GI409 Gender, Globalisation and Development: An Introduction (0.5) 2 GI413 Gender, 'Race' and Militarisation (0.5) GI420 Globalisation, Gender and Development: Theorising Policy and Practice (0.5) 3 GI421 Sexuality, Gender and Culture (0.5) # 4 GI422 Transnational Sexual Politics (1.0) 5 GI423 Globalisation and Sexuality (0.5) # 6 (not available 2020/21) GI425 Introduction to Gender, Peace and Security (0.5) GI426 Gender and Human Rights (0.5) # GV408 Contemporary Disputes about Justice (0.5) # GV442 Globalisation and Democracy (0.5) (withdrawn 2020/21) GV465 War, Peace and the Politics of National Self-Determination (0.5) (not available 2020/21) GV4B7 The Idea of Freedom (0.5) # GV4D7 Dilemmas of Equality (0.5) IR464 The Politics of International Law (0.5) (not available 2020/21) IR466 Genocide (0.5) LL468 European Human Rights Law (0.5) LL475 Terrorism and the Rule of Law (0.5) LL4A6 Climate Change and International Law (0.5) LL4A8 International Law and the Use of Force (0.5) # LL4A9 Law in War (0.5) # (not available 2020/21) LL4AR International Criminal Law: Core Crimes and Concepts (0.5) LL4AS International Criminal Law: Prosecution and Practice (0.5) (not available 2020/21) LL4AW Foundations of International Human Rights Law (0.5) # (not available 2020/21) LL4AX Selected Topics in International Human Rights Law (0.5) # (not available 2020/21) LL4BA International Law and the Movement of Persons within States (0.5) LL4BB International Law and the Movement of Persons Between States (0.5) LL4C2 World Poverty and Human Rights (0.5) # LL4E6 International Dispute Resolution: Courts and Tribunals (0.5) # LL4K4 The International Law of Self-Determination (0.5) # (not available 2020/21) LL4L6 Theory of Constitutional Rights (0.5) # (not available 2020/21) SO457 Political Reconciliation (0.5)

	SO479	Human Rights and Postcolonial Theory (0.5)
	SO482	Topics in Race, Ethnicity and Postcolonial Studies (0.5)
	SO483	Social Change Organizations (0.5) (withdrawn 2020/21)
	SO490	Contemporary Social Thought (0.5)
	SO4B3	The Sociology of Human Rights Practice (0.5)
	SO4B5	The Anticolonial Archive: The Sociology of Empire and its Afterlives (0.5)
	SO4B7	Lawful Violence: Policing, Militaries and Security (0.5)
	SP416	International Planning and Children's Rights (0.5) (not available 2020/21)
	SP418	Global Social Policy and International Organizations (0.5) (not available 2020/21)
	SP439	Social Rights and Human Welfare (0.5) # (not available 2020/21)
Paper 4	SO496	MSc in Human Rights Dissertation (1.0)
	Prerequisite Requirements and Mutually Exclusive Options	
	1: GI407 can not be taken with GI409, GI420	
	2: GI409 can not be taken with GI420, GI407	
	3: GI420 can not be taken with GI409, GI407	
	4: GI421 can not be taken with GI423, GI422	
	5: GI422 can not be taken with GI421, GI423	
	6: GI423 can not be taken with GI422, GI421	
Footnotes	A: Registration for these options depends on availability, regulations and the conditions of the outside department. Some further restrictions apply to Law Department options that are part of the LLM degree) Access is not guaranteed for any option.	
	# means there may be prerequisites for this course. Please view the course guide for more information.	

MSc in Human Rights and Politics

Programme Code: TMHURIP

Department: Sociology

For students starting this programme of study in 2020/21 Full-year course. Students are required to take one compulsory course, optional courses to the value of two units, and write a dissertation as shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	SO4B1 Contemporary Politics of Human Rights (1.0)
Papers 2 & 3	Courses to the value of 2.0 unit(s) from the following:
	AN436 The Anthropology of Development (0.5)
	DV418 African Development (0.5)
	DV420 Complex Emergencies (0.5)
	DV428 Managing Humanitarianism (0.5)
	EU457 Culture and Security in Global Politics (0.5)
	EU458 Public Policy and Cultural Narratives in a Global Europe (0.5)
	EU4A2 Globalisation, Conflict and Post-Conflict Reconstruction (0.5)
	GI407 Globalisation, Gender and Development (1.0) 1
	GI409 Gender, Globalisation and Development: An Introduction (0.5) 2
	GI413 Gender, 'Race' and Militarisation (0.5)

	GI420	Globalisation, Gender and Development: Theorising Policy and Practice (0.5) 3
	GI421	Sexuality, Gender and Culture (0.5) # 4
	GI422	Transnational Sexual Politics (1.0) 5
	GI423	Globalisation and Sexuality (0.5) # 6 (not available 2020/21)
	GI425	Introduction to Gender, Peace and Security (0.5)
	GI426	Gender and Human Rights (0.5) #
	GV408	Contemporary Disputes about Justice (0.5) #
	GV442	Globalisation and Democracy (0.5) (withdrawn 2020/21)
	GV465	War, Peace and the Politics of National Self-Determination (0.5) (not available 2020/21)
	GV4B7	The Idea of Freedom (0.5) #
	GV4D7	Dilemmas of Equality (0.5)
	IR464	The Politics of International Law (0.5) (not available 2020/21)
	IR465	The International Politics of Culture and Religion (1.0) # (not available 2020/21)
	IR466	Genocide (0.5)
	MG476	Corporate Social Responsibility and International Labour Standards (0.5) #
	SO457	Political Reconciliation (0.5)
	SO479	Human Rights and Postcolonial Theory (0.5)
	SO482	Topics in Race, Ethnicity and Postcolonial Studies (0.5)
	SO483	Social Change Organizations (0.5) (withdrawn 2020/21)
	SO490	Contemporary Social Thought (0.5)
	SO4B3	The Sociology of Human Rights Practice (0.5)
	SO4B5	The Anticolonial Archive: The Sociology of Empire and its Afterlives (0.5)
	SO4B7	Lawful Violence: Policing, Militaries and Security (0.5)
	SP416	International Planning and Children's Rights (0.5) (not available 2020/21)
	SP418	Global Social Policy and International Organizations (0.5) (not available 2020/21)
	SP439	Social Rights and Human Welfare (0.5) # (not available 2020/21)
Paper 4	SO4B2	MSc in Human Rights and Politics Dissertation (1.0)
	Prerequisite Requirements and Mutually Exclusive Options	
	1: GI407 can not be taken with GI409, GI420	
	2: GI409 can not be taken with GI407, GI420	
	3: GI420 can not be taken with GI409, GI407	
	4: GI421 can not be taken with GI422, GI423	
	5: GI422 can not be taken with GI421, GI423	
	6: GI423 can not be taken with GI421, GI422	
	# means there may be prerequisites for this course. Please view the course guide for more information.	

Paper 4

MSc in Inequalities and Social Science

Programme Code: TMINSOCSCI

Department: Sociology

For students starting this programme of study in 2020/21 Full-year programme. Students must take courses to the value of three full units and a dissertation as shown below.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	SO478 Social Scientific Analysis of Inequalities (1.0)
Paper 2	For students enrolled on the Atlantic Fellows Social and Economic Equity Programme: SO4A8 Leadership and Social Change (0.5) For all other students, one from: MY421 Qualitative Research Methods (0.5) MY425 Case Studies and Comparative Methods for Qualitative Research (0.5) MY426 Doing Ethnography (0.5) # (not available 2020/21) MY428 Qualitative Text and Discourse Analysis (0.5) # MY451 Introduction to Quantitative Analysis (0.5)
Paper 3	Courses to the value of 1.5 unit(s) from the following: AN456 Anthropology of Economy (1): Production and Exchange (0.5) AN457 Anthropology of Economy (2): Transformation and Globalisation (0.5) DV428 Managing Humanitarianism (0.5) DV455 Advocacy, Campaigning and Grassroots Activism (0.5) DV462 Forced Migration and Refugees (0.5) EU4A4 The Politics of Inequality and Redistribution (0.5) GI414 Theorising Gender and Social Policy (0.5) GI415 Gender and European Welfare States (0.5) GV4D7 Dilemmas of Equality (0.5) GY413 Regional Development and Policy (0.5) # GY459 Urban Theory and Policy in the Global South (0.5) # LL4CO Taxation of Wealth (0.5) # LL4H8 Employment Law (0.5) MC407 International Media and The Global South (0.5) (not available 2020/21) MC433 Technology and Justice (0.5) # MG4D2 International Employment Relations (0.5) # SO480 Urban Inequalities (0.5) SO481 Class, Politics and Culture (0.5) SP410 Migration: Current Research, Critical Approaches (0.5) SP413 Understanding Social (Dis)advantage (0.5)
Paper 4	SO497 MSc in Inequalities and Social Science Dissertation (1.0) # means there may be prerequisites for this course. Please view the course guide for more information.

MSc in International and Asian History

Programme Code: TMIAHY

Department: International History

For students starting this programme of study in 2020/21
Full-year programme. Students take courses to the value of three full units and a dissertation.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Year 1	
Paper 1	HY4A4 Dissertation with an Asian focus (1.0)
Paper 2	International History Courses to the value of 1.0 unit(s) from the following:

HY400	Crisis Decision-Making in War and Peace 1914-2003 (1.0) #
HY411	European Integration in the Twentieth Century (1.0) #
HY422	Presidents, Public Opinion, and Foreign Policy, from Roosevelt to Reagan, 1933-89 (1.0)
HY423	Empire, Colonialism and Globalisation (1.0) #
HY424	The Napoleonic Empire: The Making of Modern Europe (1.0)
HY429	Anglo-American Relations from World War to Cold War, 1939-91 (1.0)
HY432	From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1999 (1.0)
HY434	The Rise and Fall of Communism in Europe 1917-1990 (1.0)
HY436	Race, Violence and Colonial Rule in Africa (1.0)
HY444	The Cold War in Latin America (1.0)
HY448	Living with the Bomb: An International History of Nuclear Weapons and the Arms Race from the Second World War to the end of the Cold War (1.0) (not available 2020/21)
HY459	The Ottoman Empire and its Legacy, 1299-1950 (1.0) (not available 2020/21)
HY463	The Origins of the Cold War, 1917-1962 (1.0)
HY465	The International History of the Balkans since 1939: State Projects, Wars, and Social Conflict (1.0)
HY469	Maps, History and Power: The Spaces and Cultures of the Past (1.0)
HY471	European Empires and Global Conflict, 1935-1948 (1.0)
HY474	Slavery and Emancipation in the British World (1.0) (withdrawn 2020/21)
HY477	Race, Gender and Reproduction in the Caribbean, 1860s-1980s (1.0)
HY479	Environmental History in a Global Context (1.0) (withdrawn 2020/21)
HY480	Cold War Public Diplomacy: United States Cultural Battles Abroad (1.0) #
HY484	Empire, Colonialism and Globalisation (0.5) (not available 2020/21)
HY485	Germanness in the 20th century: Identity, Politics, and Violence in Germany from the First World War to Re-Unification (1.0)
HY486	Practicing Abolition in the Atlantic World, c. 1807-1870 (1.0)

Paper 3

Asian History, Politics and Society

Courses to the value of 1.0 unit(s) from the following:

HY441	Islam, State and Conflict in Southeast Asia (1.0) (not available 2020/21)
HY461	East Asia in the Age of Imperialism, 1839-1945 (1.0) #
HY472	China and the External World, 1711-1839 (1.0)
HY478	Genesis of the Modern World: Europe, China and India, 1550 - 1840 (1.0) (not available 2020/21)
AN420	The Anthropology of Southeast Asia (0.5) (not available 2020/21)
AN444	Investigating the Philippines - New Approaches and Ethnographic Contexts (0.5) # (not available 2020/21)
AN447	China in Comparative Perspective (1.0)
DV432	China in Developmental Perspective (0.5) #

EH404	India and the World Economy (0.5)
EH409	Chinese Economy in Transition: 1850-1950 (0.5) (not available 2020/21)
EH423	Japan and Korea as Developing Economies (0.5) (not available 2020/21)
EH446	Economic Development of East and Southeast Asia (1.0) #
EH482	The Origins of the World Economy: Europe and Asia, 1000-1800 (1.0)
EH486	Shipping and Sea Power in Asian Waters, c 1600-1860 (0.5) (not available 2020/21)
GV432	Government and Politics in China (0.5) (not available 2020/21)
GY438	Cities and Social Change in East Asia (0.5) #
GY480	Remaking China: Geographical aspects of Development and Disparity (0.5) (not available 2020/21)

Paper 4

Courses to the value of 1.0 unit(s) from the following:

A course from another LSE department (subject to approval by the Masters Programmes Tutor and the Teacher Responsible for the Course)

Or another course from papers 2 or 3:

Paper 2 options list**Paper 3 options list****Paper 2 options list**

HY400	Crisis Decision-Making in War and Peace 1914-2003 (1.0) #
HY411	European Integration in the Twentieth Century (1.0) #
HY422	Presidents, Public Opinion, and Foreign Policy, from Roosevelt to Reagan, 1933-89 (1.0)
HY423	Empire, Colonialism and Globalisation (1.0) #
HY424	The Napoleonic Empire: The Making of Modern Europe (1.0)
HY429	Anglo-American Relations from World War to Cold War, 1939-91 (1.0)
HY432	From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1999 (1.0)
HY434	The Rise and Fall of Communism in Europe 1917-1990 (1.0)
HY436	Race, Violence and Colonial Rule in Africa (1.0)
HY444	The Cold War in Latin America (1.0)
HY448	Living with the Bomb: An International History of Nuclear Weapons and the Arms Race from the Second World War to the end of the Cold War (1.0) (not available 2020/21)
HY459	The Ottoman Empire and its Legacy, 1299-1950 (1.0) (not available 2020/21)
HY463	The Origins of the Cold War, 1917-1962 (1.0)
HY465	The International History of the Balkans since 1939: State Projects, Wars, and Social Conflict (1.0)
HY469	Maps, History and Power: The Spaces and Cultures of the Past (1.0)
HY471	European Empires and Global Conflict, 1935-1948 (1.0)
HY474	Slavery and Emancipation in the British World (1.0) (withdrawn 2020/21)
HY477	Race, Gender and Reproduction in the Caribbean, 1860s-1980s (1.0)
HY479	Environmental History in a Global Context (1.0) (withdrawn 2020/21)
HY480	Cold War Public Diplomacy: United States Cultural Battles Abroad (1.0) #

HY484	Empire, Colonialism and Globalisation (0.5) (not available 2020/21)
HY485	Germanness in the 20th century: Identity, Politics, and Violence in Germany from the First World War to Re-Unification (1.0)
HY486	Practicing Abolition in the Atlantic World, c. 1807-1870 (1.0)

Paper 3 options list

AN420	The Anthropology of Southeast Asia (0.5) (not available 2020/21)
AN444	Investigating the Philippines - New Approaches and Ethnographic Contexts (0.5) # (not available 2020/21)
AN447	China in Comparative Perspective (1.0)
DV432	China in Developmental Perspective (0.5) #
EH404	India and the World Economy (0.5)
EH409	Chinese Economy in Transition: 1850-1950 (0.5) (not available 2020/21)
EH423	Japan and Korea as Developing Economies (0.5) (not available 2020/21)
EH446	Economic Development of East and Southeast Asia (1.0) #
EH482	The Origins of the World Economy: Europe and Asia, 1000-1800 (1.0)
EH486	Shipping and Sea Power in Asian Waters, c 1600-1860 (0.5) (not available 2020/21)
GV432	Government and Politics in China (0.5) (not available 2020/21)
GY438	Cities and Social Change in East Asia (0.5) #
GY480	Remaking China: Geographical aspects of Development and Disparity (0.5) (not available 2020/21)
HY441	Islam, State and Conflict in Southeast Asia (1.0) (not available 2020/21)
HY461	East Asia in the Age of Imperialism, 1839-1945 (1.0) #
HY472	China and the External World, 1711-1839 (1.0)
HY478	Genesis of the Modern World: Europe, China and India, 1550 - 1840 (1.0) (not available 2020/21)

means there may be prerequisites for this course. Please view the course guide for more information.

MSc in International Development and Humanitarian Emergencies

Programme Code: TMINDEHE

Department: International Development

For students starting this programme of study in 2020/21

Full-year programme. Students take courses to the value of three full units and a dissertation as shown.

Students who choose to concentrate their electives and dissertation in a certain topic area may elect to have a specialism in "African Development," "Population Studies," or "Applied Development Economics" attached to their degree certificate and transcript. To obtain the specialism indication, students must meet the criteria below.

African Development: students must take DV418 and DV435, and their dissertation topic must be approved as being appropriate for this specialism.

Population Studies: students must take DV444 and DV456, and their dissertation topic must be approved as being appropriate for this specialism.

Applied Development Economics: enrolment capacity is limited and may be based on performance on a pre-quiz which will enable

students to take at least two of DV490, DV491, DV492, and their dissertation topic must be approved as being appropriate for this specialism.

If no such election is made, the degree certificate will state "International Development and Humanitarian Emergencies" without further specification.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	DV442 Key Issues in Development Studies (0.5)
Paper 2	DV428 Managing Humanitarianism (0.5) and DV453 International Development Consultancy Project (0.5)
Paper 3	Courses to the value of 1.5 unit(s) from the following: AN436 The Anthropology of Development (0.5) DV407 Poverty (0.5) DV411 Population and Development: an Analytical Approach (0.5) (not available 2020/21) DV413 Environmental Problems and Development Interventions (0.5) # DV415 Global Environmental Governance (0.5) DV418 African Development (0.5) DV420 Complex Emergencies (0.5) DV421 Critical Perspectives on Global Health and Development (0.5) DV423 Global Political Economy of Development (0.5) # DV424 International Institutions and Late Development (0.5) DV432 China in Developmental Perspective (0.5) # DV433 The Informal Economy and Development (0.5) DV434 Human Security (0.5) (not available 2020/21) DV435 African Political Economy (0.5) DV444 Global Health Challenges: Epidemics, Disease, and Public Health Response (0.5) # DV447 Youth and Gendered Violence (0.5) # (not available 2020/21) DV454 Gender, labour markets and social change in the Global South: theory, evidence, public action (0.5) DV455 Advocacy, Campaigning and Grassroots Activism (0.5) DV456 Population, Health and Development: Evidence and Projections (0.5) # DV457 Sexual and Reproductive Health Programmes: Design, Implementation and Evaluation (0.5) DV458 Key issues in Global Health and Development (0.5) DV460 Bayesian Reasoning for Qualitative Social Science: A modern approach to case study inference (0.5) # DV462 Forced Migration and Refugees (0.5) DV463 Civil society, security and development (0.5) (not available 2020/21) V464 Democracy and Development (0.5) (not available 2020/21) DV472 Covid-19 pandemic: health, socio-economic and political implications for development (Special Topics in International Development) (0.5) DV480 Revolution and Development (0.5) # DV483 Information Communication Technologies and Socio-economic

	Development (0.5)
DV490	Economic Development Policy I: Applied Policy Analysis for Macroeconomic Development (0.5)
DV491	Economic Development Policy II: Microeconomic Analysis (0.5) #
DV492	Economic Development Policy III: Government Policy Analysis (0.5) #
EU4A2	Globalisation, Conflict and Post-Conflict Reconstruction (0.5)
GI413	Gender, 'Race' and Militarisation (0.5)
GI425	Introduction to Gender, Peace and Security (0.5)
HP412	Global Health Security (0.5)
MG460	Emergencies Management: Humanitarian Intervention and Digital Innovation (0.5)
PH432	Effective Philanthropy: Ethics and Evidence (0.5) # (withdrawn 2020/21)
SP433	Rural Livelihoods, Development and Social Transformation (0.5) # *
	Other relevant courses with permission of degree programme and course managers.
Paper 4	DV410 Research Design and Dissertation in International Development (1.0) MY410 Fundamentals of Research Design for International Development (0.0) DV445 Cutting Edge Issues in Development Thinking & Practice (0.0)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course.

Please view the course guide for more information.

MSc in International Health Policy

Programme Code: TMIHEP

Department: Health Policy

For students starting this programme of study in 2020/21

Full-year programme. Students must take courses to the value of four full units, including a half unit dissertation, as shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	HP400 Financing Health Care (0.5)
Paper 2	HP401 Introduction to Health Policy and Politics (0.5)
Paper 3	HP402 measuring Health System Performance (0.5) (not available 2020/21)
Paper 4	HP420 Health Economics (0.5)
Paper 5	HP424 Pharmaceutical Economics and Policy (0.5)
Papers 6 & 7	Courses to the value of 1.5 unit(s) from the following: HP403 Health Systems and Policies in Developing Countries (0.5) (not available 2020/21) HP404 Global Health Policy: Institutions, Actors and Politics (0.5) HP405 Social Determinants of Health (0.5) (not available 2020/21) HP407 Evidence Review and Synthesis for Decision Making (0.5) HP412 Global Health Security (0.5) HP421 Economic Analysis for Health Policy in Low- and Middle-Income Countries (0.5) (not available 2020/21)

Paper 8	HP422	Health Care Economic Evaluation (0.5)
	HP423	Advanced Health Economics (0.5) #
	HP425	Statistical Methods in Health Care Economic Evaluation (0.5) #
	HP426	Applied Health Econometrics (0.5) #
	HP428	Randomised evaluations of health programmes: from design to implementation (0.5)
	HP429	Behavioural Incentive Design in Health and Health Care (0.5)
	HP432	mental health policy (0.5) # (not available 2020/21)
	HP433	Health care regulation (0.5) (not available 2020/21)
	Another LSE course subject to the approval of the course tutor.	
	HP431	Dissertation in Health Policy (0.5)
	# means there may be prerequisites for this course. Please view the course guide for more information. It is not always possible to offer students a place on each of their preferred courses. This is particularly the case where courses are offered outside the Department of Health Policy (i.e. not prefixed with 'HP').	
	Note for prospective students:	
	For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm . Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm .	

MSc in International Health Policy (Health Economics)

Programme Code: TMIHEPHE

Department: Health Policy

For students starting this programme of study in 2020/21 Full-year programme. Students must take courses to the value of four full units, including a half unit dissertation as shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	HP400 Financing Health Care (0.5)
Paper 2	HP425 Statistical Methods in Health Care Economic Evaluation (0.5) #
Paper 3	HP422 Health Care Economic Evaluation (0.5)
Paper 4	HP423 Advanced Health Economics (0.5) #
Paper 5	HP426 Applied Health Econometrics (0.5) #
Paper 6	Courses to the value of 1.0 unit(s) from the following:
	EC426 Public Economics (1.0) #
	HP401 Introduction to Health Policy and Politics (0.5)
	HP402 measuring Health System Performance (0.5) (not available 2020/21)
	HP403 Health Systems and Policies in Developing Countries (0.5) (not available 2020/21)
	HP404 Global Health Policy: Institutions, Actors and Politics (0.5)
	HP405 Social Determinants of Health (0.5) (not available 2020/21)
	HP407 Evidence Review and Synthesis for

Paper 7		Decision Making (0.5)
	HP412	Global Health Security (0.5)
	HP420	Health Economics (0.5) A
	HP421	Economic Analysis for Health Policy in Low- and Middle-Income Countries (0.5) (not available 2020/21)
	HP424	Pharmaceutical Economics and Policy (0.5)
	HP428	Randomised evaluations of health programmes: from design to implementation (0.5)
	HP429	Behavioural Incentive Design in Health and Health Care (0.5)
	HP432	mental health policy (0.5) # (not available 2020/21)
	HP433	Health care regulation (0.5) (not available 2020/21)
	Another LSE course subject to the approval of the course tutor.	
	HP431	Dissertation in Health Policy (0.5)
	A: HP420 is compulsory for students who have no Economics background.	
	# means there may be prerequisites for this course. Please view the course guide for more information. It is not always possible to offer students a place on each of their preferred courses. This is particularly the case where courses are offered outside the Department of Health Policy (i.e. not prefixed with 'HP').	
Footnotes	Note for prospective students:	
	For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm . Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm .	

MSc in International Migration and Public Policy

Programme Code: TMIMPP

Department: European Institute

For students starting this programme of study in 2020/21 Students must take courses to the value of three units and a dissertation as shown below, plus SO476 Researching Migration: Research Questions and Research Methods. Students must also take EU450 Engaging with Europe: Professional Skills as part of their professional development.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Professional development course	EU450 Engaging with Europe: Professional Skills (0.0)
Paper 1	Courses to the value of 1.0 unit(s) from the following:
	EU484 Europe's Role in Global Migration Governance (0.5)
	GV4A5 International Migration and Immigration Management (0.5)
	SO468 International Migration and Migrant Integration (0.5)
Paper 2	Courses to the value of 1.0 unit(s) from the following:
	DV428 Managing Humanitarianism (0.5)

Paper 3	EH408	International Migration, 1500-2000: from slavery to asylum (0.5) (withdrawn 2020/21)
	EU458	Public Policy and Cultural Narratives in a Global Europe (0.5)
	EU464	International Migration: EU Policies and Politics (0.5) #
	EU475	Religious Diversity and Conflict in Europe (0.5) (not available 2020/21)
	EU484	Europe's Role in Global Migration Governance (0.5)
	GV4A5	International Migration and Immigration Management (0.5)
	GY467	Global Migration and Development (0.5) (withdrawn 2020/21)
	SO468	International Migration and Migrant Integration (0.5)
	SO489	Family and Migration (0.5)
	SP410	Migration: Current Research, Critical Approaches (0.5)
	Courses to the value of 1.0 unit(s) from the following:	
	DV434	Human Security (0.5) (not available 2020/21)
	DV462	Forced Migration and Refugees (0.5)
	EU421	Policy-Making in the European Union (0.5) #
	EU468	The Political Economy of Migration and Spatial Inequality in Europe (0.5) #
	EU4A5	Public Opinion in Europe (0.5)
	GI422	Transnational Sexual Politics (1.0)
	GV442	Globalisation and Democracy (0.5) (withdrawn 2020/21)
	GV498	Multiculturalism (0.5)
	GV4F4	Policy Advice in Theory and Practice (0.5)
	GY403	Contemporary Debates in Human Geography (0.5)
	HY436	Race, Violence and Colonial Rule in Africa (1.0)
	IR447	Political Economy of International Labour Migration (0.5) # (not available 2020/21)
	LL4BA	International Law and the Movement of Persons within States (0.5)
	LL4BB	International Law and the Movement of Persons Between States (0.5)
	MY400	Fundamentals of Social Science Research Design (0.5)
	MY451	Introduction to Quantitative Analysis (0.5)
	MY452	Applied Regression Analysis (0.5) #
	SO424	Approaches to Human Rights (1.0)
	SO454	Families and Inequalities (0.5) (not available 2020/21)
Paper 4	SO457	Political Reconciliation (0.5)
	SO477	Urban Social Theory (0.5)
	SO479	Human Rights and Postcolonial Theory (0.5)
	SO482	Topics in Race, Ethnicity and Postcolonial Studies (0.5)
	SP414	Ethnicity, Race and Social Policy (0.5)
	Another course with the approval of the student's Academic Mentor and Programme Convenor.	
	Paper 2 options list	
	EU499	Dissertation (1.0) and SO476 Researching Migration: research questions and research methods (0.0)
	Optional course:	
	EU410	Interdisciplinary Research Methods and Design (0.0)
	Paper 2 options list	

DV428	Managing Humanitarianism (0.5)
EH408	International Migration, 1500-2000: from slavery to asylum (0.5) (withdrawn 2020/21)
EU458	Public Policy and Cultural Narratives in a Global Europe (0.5)
EU464	International Migration: EU Policies and Politics (0.5) #
EU475	Religious Diversity and Conflict in Europe (0.5) (not available 2020/21)
EU484	Europe's Role in Global Migration Governance (0.5)
GV4A5	International Migration and Immigration Management (0.5)
GY467	Global Migration and Development (0.5) (withdrawn 2020/21)
SO468	International Migration and Migrant Integration (0.5)
SO489	Family and Migration (0.5)
SP410	Migration: Current Research, Critical Approaches (0.5)

means there may be prerequisites for this course. Please view the course guide for more information.

MSc in International Political Economy

Programme Code: TMIPE

Department: International Relations

For students starting this programme of study in 2020/21

Full-year programme. Students must take one compulsory course, optional courses to the value of 2.5 full units and a dissertation as shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	IR470 International Political Economy (0.5)
Paper 2	Courses to the value of 1.0 unit(s) from the following:
	DV424 International Institutions and Late Development (0.5)
	IR429 Economic Diplomacy (1.0)
	IR447 Political Economy of International Labour Migration (0.5) # (not available 2020/21)
	IR453 Global Business in International Relations (0.5)
	IR454 Governing International Political Economy: Lessons from the Past for the Future (0.5) (not available 2020/21)
	IR467 Global Environmental Politics (0.5)
	IR468 The Political Economy of Trade (0.5)
	IR469 Politics of Money in the World Economy (0.5) #
	IR480 Globalisation and the State in Developing Countries (0.5)
Paper 3	Additional courses to the value of 1.5 units from Paper 2 or from another programme approved by the Programme Director.
Paper 2 options list	
Paper 4	IR485 Dissertation in International Political Economy (1.0)
Paper 2 options list	
	DV424 International Institutions and Late Development (0.5)
	IR429 Economic Diplomacy (1.0)
	IR447 Political Economy of International Labour Migration (0.5) # (not available 2020/21)
	IR453 Global Business in International

	Relations (0.5)
IR454	Governing International Political Economy: Lessons from the Past for the Future (0.5) (not available 2020/21)
IR467	Global Environmental Politics (0.5)
IR468	The Political Economy of Trade (0.5)
IR469	Politics of Money in the World Economy (0.5) #
IR480	Globalisation and the State in Developing Countries (0.5)

means there may be prerequisites for this course.
Please view the course guide for more information.

MSc in International Political Economy (Research)

Programme Code: TMIPERE

Department: International Relations

For students starting this programme of study in 2020/21
Full-year programme. Students must take two compulsory courses, optional courses to the value of 1.5 units and a dissertation as shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	IR470 International Political Economy (0.5)
Paper 2	MY4M1 Foundations of Social Research 1 (1.0) or MY4M2 Foundations of Social Research 2 (1.0)
Paper 3	Courses to the value of 1.5 unit(s) from the following: IR429 Economic Diplomacy (1.0) IR447 Political Economy of International Labour Migration (0.5) # (not available 2020/21) IR453 Global Business in International Relations (0.5) IR454 Governing International Political Economy: Lessons from the Past for the Future (0.5) (not available 2020/21) IR467 Global Environmental Politics (0.5) IR468 The Political Economy of Trade (0.5) IR469 Politics of Money in the World Economy (0.5) # IR480 Globalisation and the State in Developing Countries (0.5) One 0.5 unit course from another programme approved by the Programme Director.
Paper 4	IR485 Dissertation in International Political Economy (1.0) # means there may be prerequisites for this course. Please view the course guide for more information.

MSc in International Relations

Programme Code: TMIR

Department: International Relations

For students starting this programme of study in 2020/21
Full-year programme. Students must take one compulsory course, optional courses to the value of two full units and a dissertation.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	IR410 International Politics (1.0)
Paper 2	Courses to the value of 1.0 unit(s) from the

following:

HP412	Global Health Security (0.5)
IR411	Foreign Policy Analysis III (1.0) #
IR412	International Institutions (1.0)
IR415	Strategic Aspects of International Relations (1.0) # (not available 2020/21)
IR416	The EU in the World (1.0) #
IR418	International Politics: Asia & the Pacific (1.0)
IR419	International Relations of the Middle East (1.0) #
IR422	Conflict and Peacebuilding (1.0) #
IR429	Economic Diplomacy (1.0)
IR433	The International Politics of EU Enlargement (0.5) (not available 2020/21)
IR434	European Defence and Security (0.5) (not available 2020/21)
IR445	China and the World (1.0) (not available 2020/21)
IR447	Political Economy of International Labour Migration (0.5) # (not available 2020/21)
IR448	American Grand Strategy (0.5)
IR452	Empire and Conflict in World Politics (0.5)
IR453	Global Business in International Relations (0.5)
IR454	Governing International Political Economy: Lessons from the Past for the Future (0.5) (not available 2020/21)
IR461	Islam in World Politics (1.0) (not available 2020/21)
IR462	International Political Theory (0.5) (not available 2020/21)
IR464	The Politics of International Law (0.5) (not available 2020/21)
IR465	The International Politics of Culture and Religion (1.0) # (not available 2020/21)
IR466	Genocide (0.5)
IR467	Global Environmental Politics (0.5)
IR471	The Situations of the International Criminal Court (0.5) (not available 2020/21)
IR472	Nuclear Non-proliferation and World Politics (Advanced Topics in International Relations) (0.5) (not available 2020/21)
IR473	China and the Global South (0.5)
IR474	Revolutions and World Politics (0.5) (not available 2020/21)
IR475	Gender/ed/ing International Politics (0.5)
IR476	Gender and Political Violence (0.5) (not available 2020/21)
IR477	Sub-Saharan Africa: Governance, Peace, and Security (0.5) (not available 2020/21)
IR478	Critical War Studies (0.5) (not available 2020/21)
IR479	Russia in World Politics (0.5) # (not available 2020/21)
IR480	Globalisation and the State in Developing Countries (0.5)
IR481	Europe, the US and Arab-Israeli Relations (0.5) # (not available 2020/21)
IR487	Critical Theories of International Relations (0.5)

Paper 3 A further course or courses from Paper 2 to the value of 1.0 units or a course from another programme approved by the Department.

Paper 2 options list

Paper 4 IR499 Dissertation in International Relations

(1.0)

Paper 2 options list

HP412	Global Health Security (0.5)
IR411	Foreign Policy Analysis III (1.0) #
IR412	International Institutions (1.0)
IR415	Strategic Aspects of International Relations (1.0) # (not available 2020/21)
IR416	The EU in the World (1.0) #
IR418	International Politics: Asia & the Pacific (1.0)
IR419	International Relations of the Middle East (1.0) #
IR422	Conflict and Peacebuilding (1.0) #
IR429	Economic Diplomacy (1.0)
IR433	The International Politics of EU Enlargement (0.5) (not available 2020/21)
IR434	European Defence and Security (0.5) (not available 2020/21)
IR445	China and the World (1.0) (not available 2020/21)
IR447	Political Economy of International Labour Migration (0.5) # (not available 2020/21)
IR448	American Grand Strategy (0.5)
IR452	Empire and Conflict in World Politics (0.5)
IR453	Global Business in International Relations (0.5)
IR454	Governing International Political Economy: Lessons from the Past for the Future (0.5) (not available 2020/21)
IR461	Islam in World Politics (1.0) (not available 2020/21)
IR462	International Political Theory (0.5) (not available 2020/21)
IR464	The Politics of International Law (0.5) (not available 2020/21)
IR465	The International Politics of Culture and Religion (1.0) # (not available 2020/21)
IR466	Genocide (0.5)
IR467	Global Environmental Politics (0.5)
IR471	The Situations of the International Criminal Court (0.5) (not available 2020/21)
IR472	Nuclear Non-proliferation and World Politics (Advanced Topics in International Relations) (0.5) (not available 2020/21)
IR473	China and the Global South (0.5)
IR474	Revolutions and World Politics (0.5) (not available 2020/21)
IR475	Gender/ed/ing International Politics (0.5)
IR476	Gender and Political Violence (0.5) (not available 2020/21)
IR477	Sub-Saharan Africa: Governance, Peace, and Security (0.5) (not available 2020/21)
IR478	Critical War Studies (0.5) (not available 2020/21)
IR479	Russia in World Politics (0.5) # (not available 2020/21)
IR480	Globalisation and the State in Developing Countries (0.5)
IR481	Europe, the US and Arab-Israeli Relations (0.5) # (not available 2020/21)
IR487	Critical Theories of International Relations (0.5)

means there may be prerequisites for this course. Please view the course guide for more information.

MSc in International Relations (Research)**Programme Code:** TMIRRE**Department:** International Relations

For students starting this programme of study in 2020/21
Full-year programme. Students must take two compulsory courses, optional courses to the value of one full unit and a dissertation.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	IR436 Theories of International Relations (1.0)
Paper 2	MY4M1 Foundations of Social Research 1 (1.0)
	or
	MY4M2 Foundations of Social Research 2 (1.0)
Paper 3	Courses to the value of 1.0 unit(s) from the following:
	DV413 Environmental Problems and Development Interventions (0.5) #
	DV415 Global Environmental Governance (0.5)
	DV460 Bayesian Reasoning for Qualitative Social Science: A modern approach to case study inference (0.5) #
	EU437 Europe Beyond Modernity (0.5)
	GI413 Gender, 'Race' and Militarisation (0.5)
	GI426 Gender and Human Rights (0.5) #
	IR411 Foreign Policy Analysis III (1.0) #
	IR412 International Institutions (1.0)
	IR415 Strategic Aspects of International Relations (1.0) # (not available 2020/21)
	IR416 The EU in the World (1.0) #
	IR418 International Politics: Asia & the Pacific (1.0)
	IR419 International Relations of the Middle East (1.0) #
	IR422 Conflict and Peacebuilding (1.0) #
	IR433 The International Politics of EU Enlargement (0.5) (not available 2020/21)
	IR434 European Defence and Security (0.5) (not available 2020/21)
	IR445 China and the World (1.0) (not available 2020/21)
	IR447 Political Economy of International Labour Migration (0.5) # (not available 2020/21)
	IR448 American Grand Strategy (0.5)
	IR452 Empire and Conflict in World Politics (0.5)
	IR453 Global Business in International Relations (0.5)
	IR454 Governing International Political Economy: Lessons from the Past for the Future (0.5) (not available 2020/21)
	IR461 Islam in World Politics (1.0) (not available 2020/21)
	IR462 International Political Theory (0.5) (not available 2020/21)
	IR464 The Politics of International Law (0.5) (not available 2020/21)
	IR465 The International Politics of Culture and Religion (1.0) # (not available 2020/21)
	IR466 Genocide (0.5)
	IR467 Global Environmental Politics (0.5)
	IR471 The Situations of the International Criminal Court (0.5) (not available 2020/21)
	IR472 Nuclear Non-proliferation and World Politics (Advanced Topics in International Relations) (0.5) (not available 2020/21)

	IR473	China and the Global South (0.5)
	IR474	Revolutions and World Politics (0.5) (not available 2020/21)
	IR475	Gender/ed/ing International Politics (0.5)
	IR476	Gender and Political Violence (0.5) (not available 2020/21)
	IR477	Sub-Saharan Africa: Governance, Peace, and Security (0.5) (not available 2020/21)
	IR478	Critical War Studies (0.5) (not available 2020/21)
	IR479	Russia in World Politics (0.5) # (not available 2020/21)
	IR480	Globalisation and the State in Developing Countries (0.5)
	IR481	Europe, the US and Arab-Israeli Relations (0.5) # (not available 2020/21)
Paper 4	IR486	Dissertation in International Relations Theory and International Relations (Research) (1.0)
	# means there may be prerequisites for this course. Please view the course guide for more information.	

MSc in International Relations Theory

Programme Code: TMINRETH

Department: International Relations

For students starting this programme of study in 2020/21

Full year programme. Students will take three papers to the value of three full-unit and write a 10,000 word dissertation.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	IR436 Theories of International Relations (1.0)
Paper 2	Courses to the value of 1.0 unit(s) from the following:
	IR411 Foreign Policy Analysis III (1.0) #
	IR415 Strategic Aspects of International Relations (1.0) # (not available 2020/21)
	IR422 Conflict and Peacebuilding (1.0) #
	IR448 American Grand Strategy (0.5)
	IR452 Empire and Conflict in World Politics (0.5)
	IR462 International Political Theory (0.5) (not available 2020/21)
	IR464 The Politics of International Law (0.5) (not available 2020/21)
	IR465 The International Politics of Culture and Religion (1.0) # (not available 2020/21)
	IR471 The Situations of the International Criminal Court (0.5) (not available 2020/21)
	IR472 Nuclear Non-proliferation and World Politics (Advanced Topics in International Relations) (0.5) (not available 2020/21)
	IR474 Revolutions and World Politics (0.5) (not available 2020/21)
	IR475 Gender/ed/ing International Politics (0.5)
	IR476 Gender and Political Violence (0.5) (not available 2020/21)
	IR478 Critical War Studies (0.5) (not available 2020/21)
Paper 3	Courses to the value of 1.0 unit(s) from the following:
	GI413 Gender, 'Race' and Militarisation (0.5)
	GI426 Gender and Human Rights (0.5) #
	IR412 International Institutions (1.0)

	IR416	The EU in the World (1.0) #
	IR418	International Politics: Asia & the Pacific (1.0)
	IR419	International Relations of the Middle East (1.0) #
	IR433	The International Politics of EU Enlargement (0.5) (not available 2020/21)
	IR434	European Defence and Security (0.5) (not available 2020/21)
	IR447	Political Economy of International Labour Migration (0.5) # (not available 2020/21)
	IR461	Islam in World Politics (1.0) (not available 2020/21)
	IR466	Genocide (0.5)
	IR473	China and the Global South (0.5)
	IR477	Sub-Saharan Africa: Governance, Peace, and Security (0.5) (not available 2020/21)
	IR481	Europe, the US and Arab-Israeli Relations (0.5) # (not available 2020/21)

A course from another programme by special permission only.

Paper 2 options list

Paper 4	IR486	Dissertation in International Relations Theory and International Relations (Research) (1.0)
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Paper 2 options list

	IR411	Foreign Policy Analysis III (1.0) #
	IR415	Strategic Aspects of International Relations (1.0) # (not available 2020/21)
	IR422	Conflict and Peacebuilding (1.0) #
	IR448	American Grand Strategy (0.5)
	IR452	Empire and Conflict in World Politics (0.5)
	IR462	International Political Theory (0.5) (not available 2020/21)
	IR464	The Politics of International Law (0.5) (not available 2020/21)
	IR465	The International Politics of Culture and Religion (1.0) # (not available 2020/21)
	IR471	The Situations of the International Criminal Court (0.5) (not available 2020/21)
	IR472	Nuclear Non-proliferation and World Politics (Advanced Topics in International Relations) (0.5) (not available 2020/21)
	IR474	Revolutions and World Politics (0.5) (not available 2020/21)
	IR475	Gender/ed/ing International Politics (0.5)
	IR476	Gender and Political Violence (0.5) (not available 2020/21)
	IR478	Critical War Studies (0.5) (not available 2020/21)

means there may be prerequisites for this course. Please view the course guide for more information.

MSc in International Social and Public Policy

Programme Code: TMISPP

Department: Social Policy

For students starting this programme of study in 2020/21

Full-year programme. Students must take two compulsory courses, options to the value of 2.0 units and a dissertation as shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting

specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	SP400 International Social and Public Policy (0.5) # and SP401 Understanding Policy Research (0.5) #
Papers 2 & 3	Courses to the value of 2.0 unit(s) from the following: PP4X6 Welfare Analysis and Measurement (1.0) SP403 Academic & Professional Skills Development (0.0) SP410 Migration: Current Research, Critical Approaches (0.5) SP411 Social Policy and Development (0.5) # SP412 Non-Governmental Organisations, Social Policy and Development (0.5) # SP413 Understanding Social (Dis)advantage (0.5) SP414 Ethnicity, Race and Social Policy (0.5) SP415 Urbanisation and Social Policy in the Global South (0.5) # SP417 Sexuality, Everyday Lives and Social Policy in Developing Countries (0.5) # (not available 2020/21) SP418 Global Social Policy and International Organizations (0.5) (not available 2020/21) SP419 Social Movements, Activism, and Social Policy (0.5) SP420 Understanding Policy Research (Advanced) (0.5) # SP430 Social Security Policies (0.5) SP431 Population Analysis: Methods and Models (0.5) # SP432 Education Policy, Reform and Financing (0.5) SP433 Rural Livelihoods, Development and Social Transformation (0.5) # SP434 Behavioural Public Policy (0.5) SP435 Housing, Neighbourhoods and Communities (0.5) # (not available 2020/21) SP440 Wellbeing and Public Policy (0.5) (not available 2020/21) SP441 Politics of Social Policy: Welfare and Work in Comparative Perspective (0.5) SP471 Issues in Contemporary Policing (0.5) # (not available 2020/21) SP472 Illegal Drugs and Their Control: Theory, Policy and Practice (0.5) # (not available 2020/21) SP473 Policing, Security and Globalisation (0.5) # SP475 Riots, Disorder and Urban Violence (0.5) # SP476 Punishment and Penal Policy (0.5) # Relevant outside options subject to agreement by the Programme Director.
Paper 4	SP499 Dissertation - International Social & Public Policy (1.0) # means there may be prerequisites for this course. Please view the course guide for more information.

MSc in International Social and Public Policy (Development)

Programme Code: TMISPPD

Department: Social Policy

For students starting this programme of study in 2020/21
 Full-year programme. Students must take three compulsory courses, options to the value of 1.5 units and a dissertation as

shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	SP400 International Social and Public Policy (0.5) # and SP401 Understanding Policy Research (0.5) #
Papers 2 & 3	SP411 Social Policy and Development (0.5) # And courses to the value of 1.5 unit(s) from the following: PP4X6 Welfare Analysis and Measurement (1.0) SP403 Academic & Professional Skills Development (0.0) SP410 Migration: Current Research, Critical Approaches (0.5) SP412 Non-Governmental Organisations, Social Policy and Development (0.5) # SP413 Understanding Social (Dis)advantage (0.5) SP414 Ethnicity, Race and Social Policy (0.5) SP415 Urbanisation and Social Policy in the Global South (0.5) # SP417 Sexuality, Everyday Lives and Social Policy in Developing Countries (0.5) # (not available 2020/21) SP418 Global Social Policy and International Organizations (0.5) (not available 2020/21) SP419 Social Movements, Activism, and Social Policy (0.5) SP420 Understanding Policy Research (Advanced) (0.5) # SP430 Social Security Policies (0.5) SP431 Population Analysis: Methods and Models (0.5) # SP432 Education Policy, Reform and Financing (0.5) SP433 Rural Livelihoods, Development and Social Transformation (0.5) # SP434 Behavioural Public Policy (0.5) SP435 Housing, Neighbourhoods and Communities (0.5) # (not available 2020/21) SP440 Wellbeing and Public Policy (0.5) (not available 2020/21) SP441 Politics of Social Policy: Welfare and Work in Comparative Perspective (0.5) SP471 Issues in Contemporary Policing (0.5) # (not available 2020/21) SP472 Illegal Drugs and Their Control: Theory, Policy and Practice (0.5) # (not available 2020/21) SP473 Policing, Security and Globalisation (0.5) # SP475 Riots, Disorder and Urban Violence (0.5) # SP476 Punishment and Penal Policy (0.5) # Relevant outside options subject to agreement by the programme director.
Paper 4	SP499 Dissertation - International Social & Public Policy (1.0) # means there may be prerequisites for this course. Please view the course guide for more information.

MSc in International Social and Public Policy (Migration)

Programme Code: TMISPPM

Department: Social Policy

For students starting this programme of study in 2020/21 Full-year programme. Students must take three compulsory courses, options to the value of 1.5 units and a dissertation as shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	SP400 International Social and Public Policy (0.5) # and SP401 Understanding Policy Research (0.5) #
Papers 2 & 3	SP410 Migration: Current Research, Critical Approaches (0.5)
	And courses to the value of 1.5 unit(s) from the following:
	PP4X6 Welfare Analysis and Measurement (1.0)
	SP403 Academic & Professional Skills Development (0.0)
	SP411 Social Policy and Development (0.5) #
	SP412 Non-Governmental Organisations, Social Policy and Development (0.5) #
	SP413 Understanding Social (Dis)advantage (0.5)
	SP414 Ethnicity, Race and Social Policy (0.5)
	SP415 Urbanisation and Social Policy in the Global South (0.5) #
	SP417 Sexuality, Everyday Lives and Social Policy in Developing Countries (0.5) # (not available 2020/21)
	SP418 Global Social Policy and International Organizations (0.5) (not available 2020/21)
	SP419 Social Movements, Activism, and Social Policy (0.5)
	SP420 Understanding Policy Research (Advanced) (0.5) #
	SP430 Social Security Policies (0.5)
	SP431 Population Analysis: Methods and Models (0.5) #
	SP432 Education Policy, Reform and Financing (0.5)
	SP433 Rural Livelihoods, Development and Social Transformation (0.5) #
	SP434 Behavioural Public Policy (0.5)
	SP435 Housing, Neighbourhoods and Communities (0.5) # (not available 2020/21)
	SP440 Wellbeing and Public Policy (0.5) (not available 2020/21)
	SP441 Politics of Social Policy: Welfare and Work in Comparative Perspective (0.5)
	SP471 Issues in Contemporary Policing (0.5) # (not available 2020/21)
	SP472 Illegal Drugs and Their Control: Theory, Policy and Practice (0.5) # (not available 2020/21)
	SP473 Policing, Security and Globalisation (0.5) #
	SP475 Riots, Disorder and Urban Violence (0.5) #
	SP476 Punishment and Penal Policy (0.5) #
	Relevant outside options subject to agreement by the programme director.
Paper 4	SP499 Dissertation - International Social & Public Policy (1.0)

means there may be prerequisites for this course.

Please view the course guide for more information.

MSc in International Social and Public Policy (Non-Governmental Organisations)

Programme Code: TMISPPN

Department: Social Policy

For students starting this programme of study in 2020/21 Full-year programme. Students must take three compulsory courses, options to the value of 1.5 units and a dissertation as shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	SP400 International Social and Public Policy (0.5) # and SP401 Understanding Policy Research (0.5) #
Papers 2 & 3	SP412 Non-Governmental Organisations, Social Policy and Development (0.5) #
	And courses to the value of 1.5 unit(s) from the following:
	PP4X6 Welfare Analysis and Measurement (1.0)
	SP403 Academic & Professional Skills Development (0.0)
	SP410 Migration: Current Research, Critical Approaches (0.5)
	SP411 Social Policy and Development (0.5) #
	SP413 Understanding Social (Dis)advantage (0.5)
	SP414 Ethnicity, Race and Social Policy (0.5)
	SP415 Urbanisation and Social Policy in the Global South (0.5) #
	SP416 International Planning and Children's Rights (0.5) (not available 2020/21)
	SP417 Sexuality, Everyday Lives and Social Policy in Developing Countries (0.5) # (not available 2020/21)
	SP418 Global Social Policy and International Organizations (0.5) (not available 2020/21)
	SP419 Social Movements, Activism, and Social Policy (0.5)
	SP420 Understanding Policy Research (Advanced) (0.5) #
	SP430 Social Security Policies (0.5)
	SP431 Population Analysis: Methods and Models (0.5) #
	SP432 Education Policy, Reform and Financing (0.5)
	SP433 Rural Livelihoods, Development and Social Transformation (0.5) #
	SP434 Behavioural Public Policy (0.5)
	SP435 Housing, Neighbourhoods and Communities (0.5) # (not available 2020/21)
	SP440 Wellbeing and Public Policy (0.5) (not available 2020/21)
	SP441 Politics of Social Policy: Welfare and Work in Comparative Perspective (0.5)
	SP471 Issues in Contemporary Policing (0.5) # (not available 2020/21)
	SP472 Illegal Drugs and Their Control: Theory, Policy and Practice (0.5) # (not available 2020/21)
	SP473 Policing, Security and Globalisation (0.5) #
	SP475 Riots, Disorder and Urban Violence (0.5) #

Paper 4	SP476 Punishment and Penal Policy (0.5) # Relevant outside options subject to agreement by the programme director.
	SP499 Dissertation - International Social & Public Policy (1.0)
# means there may be prerequisites for this course. Please view the course guide for more information.	

MSc in International Social and Public Policy (Research)

Programme Code: TMISPPRE

Department: Social Policy

For students starting this programme of study in 2020/21

Full-year programme. Students must take two compulsory units, options to the value of 1.0 unit and a dissertation as shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	SP401 Understanding Policy Research (0.5) # and SP420 Understanding Policy Research (Advanced) (0.5) #
Paper 2	One 0.5 unit course from: MY451 Introduction to Quantitative Analysis (0.5) MY452 Applied Regression Analysis (0.5) # MY455 Multivariate Analysis and Measurement (0.5) # MY457 Causal Inference for Observational and Experimental Studies (0.5) # and one 0.5 unit course from: MY421 Qualitative Research Methods (0.5) MY426 Doing Ethnography (0.5) # (not available 2020/21) MY427 Qualitative Research with Digital and Visual Data (0.5) # (not available 2020/21) MY428 Qualitative Text and Discourse Analysis (0.5) #
Paper 3	Courses to the value of 1.0 unit(s) from the following: PP4X6 Welfare Analysis and Measurement (1.0) SP400 International Social and Public Policy (0.5) # SP403 Academic & Professional Skills Development (0.0) SP410 Migration: Current Research, Critical Approaches (0.5) SP411 Social Policy and Development (0.5) # SP412 Non-Governmental Organisations, Social Policy and Development (0.5) # SP413 Understanding Social (Dis)advantage (0.5) SP414 Ethnicity, Race and Social Policy (0.5) SP415 Urbanisation and Social Policy in the Global South (0.5) # SP417 Sexuality, Everyday Lives and Social Policy in Developing Countries (0.5) # (not available 2020/21) SP418 Global Social Policy and International Organizations (0.5) (not available 2020/21) SP419 Social Movements, Activism, and Social Policy (0.5) SP430 Social Security Policies (0.5) SP431 Population Analysis: Methods and Models (0.5) # SP432 Education Policy, Reform and Financing

Paper 4	(0.5) SP433 Rural Livelihoods, Development and Social Transformation (0.5) # SP434 Behavioural Public Policy (0.5) SP435 Housing, Neighbourhoods and Communities (0.5) # (not available 2020/21) SP440 Wellbeing and Public Policy (0.5) (not available 2020/21) SP441 Politics of Social Policy: Welfare and Work in Comparative Perspective (0.5) SP471 Issues in Contemporary Policing (0.5) # (not available 2020/21) SP472 Illegal Drugs and Their Control: Theory, Policy and Practice (0.5) # (not available 2020/21) SP473 Policing, Security and Globalisation (0.5) # SP475 Riots, Disorder and Urban Violence (0.5) # SP476 Punishment and Penal Policy (0.5) # Relevant outside options subject to agreement by the programme director.
	SP499 Dissertation - International Social & Public Policy (1.0)
# means there may be prerequisites for this course. Please view the course guide for more information.	

MSc in Law, Anthropology and Society

Programme Code: TMLLANO

Department: Law

For students starting this programme of study in 2020/21

(This programme is not available in 2020/21)

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Year 1	
Paper 1	LL4E8 Law in Society: A Joint Course in Law and Anthropology (1.0) (withdrawn 2020/21)
Papers 2 & 3	Courses to the value of 2.0 unit(s) from the following: AN402 The Anthropology of Religion (1.0) AN404 Anthropology: Theory and Ethnography (1.0) AN405 The Anthropology of Kinship, Sex and Gender (1.0) AN451 Anthropology of Politics (0.5) AN456 Anthropology of Economy (1): Production and Exchange (0.5) AN457 Anthropology of Economy (2): Transformation and Globalisation (0.5) AN458 Children and Youth in Contemporary Ethnography (0.5) (not available 2020/21) LL4BP Current Issues in Intellectual and Cultural Property Law (0.5) LL4BQ Trade Mark Law (0.5) # LL4BR Trade Marks, Brands and Branding: Contemporary Issues (0.5) # (withdrawn 2020/21) LL4BT Cultural Property and Heritage Law (0.5) LL4BU Art Law (0.5) (not available 2020/21) LL4CA Law and Social Theory (0.5) (withdrawn 2020/21) LL4CB Modern Legal History: Private Law and the Economy 1750-1950 (0.5) (not

	available 2020/21)
LL4CM	Law in the Economy (0.5) (withdrawn 2020/21)
LL4CN	New Technologies in Law and the Body (0.5) (withdrawn 2019/20)
LL4L1	The Theory and Practice of Alternative Commercial Dispute Resolution (0.5) # (not available 2020/21)
LL4L7	Advanced Mediation and Negotiation (0.5) # (not available 2020/21)
	Other course from Law, Anthropology or a related discipline may be taken subject to the approval of the course teachers.
Paper 4	LL4E9 Dissertation: MSc Law, Anthropology and Society (1.0) (withdrawn 2020/21)
	# means there may be prerequisites for this course. Please view the course guide for more information. Candidates with a first degree in law must take at least one of Papers 2 & 3 in anthropology; candidates with a first degree in social science must take at least one of Papers 2 & 3 in law. Students in this programme will be closely advised by their supervisor in choosing the courses for Papers 2 & 3 so as to form a well-designed programme in view of their previous studies and their dissertation topic.
	Note for prospective students: For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm . Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm .

LLM (full-time)

Programme Code: TMLL2

Department: Law

For students starting this programme of study in 2020/21

The general regulations for MA and MSc Degrees and the Code of Practice for Taught Master's Programmes on the online Calendar apply to the LLM programme except in the event of inconsistency when these regulations for the LLM take priority.

In order to obtain the degree, students must complete courses (see Courses list below) to the value of four full units, which will normally comprise eight half unit courses. One of these eight half units will be the compulsory half unit Legal Research Skills course, which will be assessed by a 10,000 word dissertation. This stand-alone dissertation will provide the element of extended writing for all LLM students. Students will be required to sign a statement on plagiarism when submitting this dissertation.

Students can complete the LLM course requirements in either one full-year programme, or as a part-time student in two years, or by extended part-time study within a maximum of six years. Courses should be chosen from the list below. Subject to availability and with the permission of the Programme Director of the LLM, one complementary course from other Master's courses at the School may be selected to replace one from the list below to the total equivalent of one half unit. Exceptionally, and subject to the same conditions courses to the total value of one full unit may be selected to replace two courses from the list below.

Part-time students must satisfy the same requirements as those applicable to full-time students. Part-time students must take courses to the value of two units in their first year and courses to the value of two units in their second year.

Extended part-time students must satisfy the same requirements

as those applicable to full-time students. Students must take courses to the value of one unit in the first year and successfully complete this. Students who successfully complete four units within a period of six years will satisfy the requirements for the degree.

Students registered before 2013/14

The LLM programme regulations for students entering in or after 2013/14 differ from those in force in previous years. This reflects a move to half unit courses in 2013/14. Students registered before 2013/14 are covered by the regulations which were in operation at the time of their initial registration on the programme. For earlier editions of the regulations please refer to the page for previous academic sessions lse.ac.uk/resources/calendar/PreviousAcademicSessions.htm. This page contains links to reference copies of programme regulations for years 2009/10, 2010/11, 2011/12, 2012/13 and 2013/14. If continuing students have any queries on these matters they should consult their Academic Mentor.

Examination

Students will be examined in courses to the total value of four full units.

An oral examination may be held if the examiners so determine. For courses assessed by written examination (which will be the norm on the LLM apart from the Legal Research Skills course), the examination will normally be held in January, May or June. Questions may be set on recent legislation and current proposals for law reform within the scope of the syllabus. No materials may be brought into the examination room except in accordance with the regulations for the particular course.

Degree certificate

Students who successfully complete the LLM programme may elect to have one of the following titles attached to their degree certificate if, in the opinion of the Programme Director of the LLM, the title reflects the course of study followed by the student. This would mean you will need to be registered for either:

1. LLM courses to the value of at least 2 units (4 half unit courses) within the nominated specialism; or
2. LLM courses to the value of at least 1.5 units (3 half unit courses) within the nominated specialism plus an LL4F9 dissertation topic within the area of the specialism (as agreed by your dissertation supervisor).

The possible titles are listed below with the courses attached to those areas listed with them. If no such election is made, the LLM degree certificate will state 'LLM' without further specification.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	Compulsory course for all LLM students
	LL4F9 Legal Research and Writing Skills (0.5)
Papers 2, 3 & 4	Banking Law and Financial Regulation
	LL4AT Regulation: Strategies and Enforcement (0.5)
	LL4AU Regulation: Legal and Political Aspects (0.5) # (not available 2020/21)
	LL4BF International Financial Regulation (0.5) (not available 2020/21)
	LL4BK Corporate Crime (0.5)
	LL4BL Financial Crime (0.5)
	LL4CM Law in the Economy (0.5) (withdrawn 2020/21)
	LL4F1 Secured Financing in Commercial Transactions (0.5) (withdrawn 2020/21)
	LL4F2 The Law and Practice of International Finance (0.5)
	LL4G8 Law of Corporate Finance (0.5)
	LL4H4 International Financial Law (0.5)
	LL4K8 Law of Corporate Finance: Securities Regulation (0.5) (not available 2020/21)
	LL4K9 European Capital Markets Law (0.5)
	LL4Z9 Banking Law (0.5)

Competition, Innovation & Trade

LL4AF	Principles of Global Competition Law (0.5)
LL4AG	Competition Law, Technology and Intellectual Property (0.5) #
LL4AV	International Economic Law and Development (0.5) #
LL4B1	International Trade Law (0.5) #
LL4BM	The Legal Protection of Inventions (0.5) #
LL4BN	Innovation, Technology and Patent Law (0.5) # (not available 2020/21)
LL4BP	Current Issues in Intellectual and Cultural Property Law (0.5)
LL4BQ	Trade Mark Law (0.5) #
LL4BR	Trade Marks, Brands and Branding: Contemporary Issues (0.5) # (withdrawn 2020/21)
LL4CS	Law and Economics of Network Industries (0.5)
LL4N6	Principles of Copyright Law (0.5) #
LL4S1	Cyberlaw (0.5) #
LL4S2	E-Commerce Law (0.5)
LL4S4	Digital Rights, Privacy and Security (0.5) #
LL4Z5	EU State Aid Law (0.5) (not available 2020/21)

Corporate and/or Commercial Law

LL4AF	Principles of Global Competition Law (0.5)
LL4AG	Competition Law, Technology and Intellectual Property (0.5) #
LL4AH	Corporate Governance (0.5) #
LL4AJ	Corporate Rescue and Reorganisation (0.5)
LL4AK	Principles of Corporate Insolvency Law (0.5) #
LL4AT	Regulation: Strategies and Enforcement (0.5)
LL4AU	Regulation: Legal and Political Aspects (0.5) # (not available 2020/21)
LL4BK	Corporate Crime (0.5)
LL4BL	Financial Crime (0.5)
LL4BM	The Legal Protection of Inventions (0.5) #
LL4BN	Innovation, Technology and Patent Law (0.5) # (not available 2020/21)
LL4BX	Corporate Governance - Advanced Topics (0.5) (withdrawn 2020/21)
LL4C5	Fundamentals of International Commercial Arbitration (0.5)
LL4C6	Advanced Issues of International Commercial Arbitration (0.5) # (not available 2020/21)
LL4CC	Commercial Remedies (0.5) # (not available 2020/21)
LL4CD	European Company Law (0.5) # (not available 2020/21)
LL4CF	UK Corporate Law (0.5)
LL4CJ	Comparative Corporate Taxation (0.5) # (withdrawn 2020/21)
LL4CK	Taxation of Corporate Transactions (0.5) # (withdrawn 2020/21)
LL4CM	Law in the Economy (0.5) (withdrawn 2020/21)
LL4CP	Tax Avoidance (0.5)
LL4CQ	Legal Aspects of Private Equity and Venture Capital (0.5)
LL4E7	Investment Treaty Law (0.5)
LL4F1	Secured Financing in Commercial Transactions (0.5) (withdrawn 2020/21)
LL4F2	The Law and Practice of International

	Finance (0.5)
LL4F3	mergers, Acquisitions and Restructurings in Europe (0.5)
LL4F4	Takeover Regulation in the UK and the US (0.5) (not available 2020/21)
LL4G6	International Commodity Sales (0.5) (withdrawn 2020/21)
LL4G8	Law of Corporate Finance (0.5)
LL4H4	International Financial Law (0.5)
LL4K5	International Commercial Contracts - General Principles (0.5) #
LL4K8	Law of Corporate Finance: Securities Regulation (0.5) (not available 2020/21)
LL4K9	European Capital Markets Law (0.5)
LL4N6	Principles of Copyright Law (0.5) #
LL4S2	E-Commerce Law (0.5)
LL4Z1	Business Taxation (0.5) #
LL4Z5	EU State Aid Law (0.5) (not available 2020/21)

Corporate and Securities Law

LL4AH	Corporate Governance (0.5) #
LL4BF	International Financial Regulation (0.5) (not available 2020/21)
LL4BK	Corporate Crime (0.5)
LL4BL	Financial Crime (0.5)
LL4CD	European Company Law (0.5) # (not available 2020/21)
LL4CF	UK Corporate Law (0.5)
LL4CM	Law in the Economy (0.5) (withdrawn 2020/21)
LL4CQ	Legal Aspects of Private Equity and Venture Capital (0.5)
LL4F2	The Law and Practice of International Finance (0.5)
LL4F3	mergers, Acquisitions and Restructurings in Europe (0.5)
LL4F4	Takeover Regulation in the UK and the US (0.5) (not available 2020/21)
LL4G8	Law of Corporate Finance (0.5)
LL4H4	International Financial Law (0.5)
LL4K8	Law of Corporate Finance: Securities Regulation (0.5) (not available 2020/21)
LL4K9	European Capital Markets Law (0.5)

Criminology and Criminal Justice

LL4AR	International Criminal Law: Core Crimes and Concepts (0.5)
LL4AS	International Criminal Law: Prosecution and Practice (0.5) (not available 2020/21)
LL4AT	Regulation: Strategies and Enforcement (0.5)
LL4AU	Regulation: Legal and Political Aspects (0.5) # (not available 2020/21)
LL4BK	Corporate Crime (0.5)
LL4BL	Financial Crime (0.5)
LL4CE	Security and Criminal Law (0.5) # (not available 2020/21)
LL4CL	Explaining Punishment: Philosophy, Political Economy, Sociology (0.5)
LL4K7	Mental Health Law: The Criminal Context (0.5) (not available 2020/21)
SP472	Illegal Drugs and Their Control: Theory, Policy and Practice (0.5) # (not available 2020/21)
SP475	Riots, Disorder and Urban Violence (0.5) #
Courses outside of Law cannot be counted towards an LLM specialism. However, the following courses would complement this specialism:	
SP471	Issues in Contemporary Policing (0.5) # (not available 2020/21)
SP473	Policing, Security and Globalisation (0.5) #

European Law

LL4AF	Principles of Global Competition Law (0.5)
LL4AG	Competition Law, Technology and Intellectual Property (0.5) #
LL4BG	Rethinking EU Law (0.5)
LL4BH	Law and Government of the European Union (0.5) # (not available 2020/21)
LL4BV	Transnational Environmental Law (0.5)
LL4CD	European Company Law (0.5) # (not available 2020/21)
LL4CS	Law and Economics of Network Industries (0.5)
LL4F3	mergers, Acquisitions and Restructurings in Europe (0.5)
LL4H8	Employment Law (0.5)
LL4H9	Human Rights in the Workplace (0.5) (not available 2020/21)
LL4K9	European Capital Markets Law (0.5)
LL4Y9	Comparative and Transnational Law (0.5)
LL4Z5	EU State Aid Law (0.5) (not available 2020/21)

Human Rights Law

GI421	Sexuality, Gender and Culture (0.5) #
GI422	Transnational Sexual Politics (1.0)
GI426	Gender and Human Rights (0.5) #
LL468	European Human Rights Law (0.5)
LL469	UK Human Rights Law (0.5) (not available 2020/21)
LL475	Terrorism and the Rule of Law (0.5)
LL4A6	Climate Change and International Law (0.5)
LL4A8	International Law and the Use of Force (0.5) #
LL4A9	Law in War (0.5) # (not available 2020/21)
LL4AQ	Constitutional Theory (0.5) (not available 2020/21)
LL4AR	International Criminal Law: Core Crimes and Concepts (0.5)
LL4AS	International Criminal Law: Prosecution and Practice (0.5) (not available 2020/21)
LL4AW	Foundations of International Human Rights Law (0.5) # (not available 2020/21)
LL4AX	Selected Topics in International Human Rights Law (0.5) # (not available 2020/21)
LL4BA	International Law and the Movement of Persons within States (0.5)
LL4BB	International Law and the Movement of Persons Between States (0.5)
LL4BG	Rethinking EU Law (0.5)
LL4BH	Law and Government of the European Union (0.5) # (not available 2020/21)
LL4BW	Law and Political Thought (0.5) # (not available 2020/21)
LL4C2	World Poverty and Human Rights (0.5) #
LL4H9	Human Rights in the Workplace (0.5) (not available 2020/21)
LL4K4	The International Law of Self-Determination (0.5) # (not available 2020/21)
LL4L6	Theory of Constitutional Rights (0.5) # (not available 2020/21)
LL4S4	Digital Rights, Privacy and Security (0.5) #
LL4Z6	Comparative Constitutional Law (0.5)
LL4Z7	Comparative Constitutional Rights (0.5) (not available 2020/21)

SO424 Approaches to Human Rights (1.0)

Information Technology, Media and Communications Law

LL4AT	Regulation: Strategies and Enforcement (0.5)
LL4AU	Regulation: Legal and Political Aspects (0.5) # (not available 2020/21)
LL4BM	The Legal Protection of Inventions (0.5) #
LL4BN	Innovation, Technology and Patent Law (0.5) # (not available 2020/21)
LL4BP	Current Issues in Intellectual and Cultural Property Law (0.5)
LL4BQ	Trade Mark Law (0.5) #
LL4BR	Trade Marks, Brands and Branding: Contemporary Issues (0.5) # (withdrawn 2020/21)
LL4CS	Law and Economics of Network Industries (0.5)
LL4H2	Freedom of Speech, Media and the Law (0.5) (not available 2020/21)
LL4H3	media Law: Regulating Newsgathering (0.5) (not available 2020/21)
LL4N6	Principles of Copyright Law (0.5) #
LL4S1	Cyberlaw (0.5) #
LL4S2	E-Commerce Law (0.5)
LL4S4	Digital Rights, Privacy and Security (0.5) #
LL4S5	Copyright Law (0.5) (not available 2020/21)

Intellectual Property Law

LL4AT	Regulation: Strategies and Enforcement (0.5)
LL4AU	Regulation: Legal and Political Aspects (0.5) # (not available 2020/21)
LL4BM	The Legal Protection of Inventions (0.5) #
LL4BN	Innovation, Technology and Patent Law (0.5) # (not available 2020/21)
LL4BP	Current Issues in Intellectual and Cultural Property Law (0.5)
LL4BQ	Trade Mark Law (0.5) #
LL4BR	Trade Marks, Brands and Branding: Contemporary Issues (0.5) # (withdrawn 2020/21)
LL4BT	Cultural Property and Heritage Law (0.5)
LL4BU	Art Law (0.5) (not available 2020/21)
LL4H2	Freedom of Speech, Media and the Law (0.5) (not available 2020/21)
LL4H3	media Law: Regulating Newsgathering (0.5) (not available 2020/21)
LL4N6	Principles of Copyright Law (0.5) #
LL4S1	Cyberlaw (0.5) #
LL4S5	Copyright Law (0.5) (not available 2020/21)

International Business Law

LL4AF	Principles of Global Competition Law (0.5)
LL4AG	Competition Law, Technology and Intellectual Property (0.5) #
LL4AH	Corporate Governance (0.5) #
LL4AL I	International Business Transactions: Commercial Litigation (0.5) #
LL4AM	International Business Transactions: Advanced Procedure and Tactics (0.5) # (not available 2020/21)
LL4AN	International Business Transactions: Conflict of Laws, Extraterritoriality, and Global Governance (0.5) # (not available 2020/21)
LL4AP	International Business Transactions: Contracts and Property (0.5) #

LL4AV	International Economic Law and Development (0.5) #
LL4AY	International Tax Systems (0.5) #
LL4AZ	Taxation of Multinational Enterprises: Transfer Pricing (0.5) # (not available 2020/21)
LL4B1	International Trade Law (0.5) #
LL4BF	International Financial Regulation (0.5) (not available 2020/21)
LL4BK	Corporate Crime (0.5)
LL4BL	Financial Crime (0.5)
LL4BM	The Legal Protection of Inventions (0.5) #
LL4BN	Innovation, Technology and Patent Law (0.5) # (not available 2020/21)
LL4C5	Fundamentals of International Commercial Arbitration (0.5)
LL4C6	Advanced Issues of International Commercial Arbitration (0.5) # (not available 2020/21)
LL4CC	Commercial Remedies (0.5) # (not available 2020/21)
LL4CJ	Comparative Corporate Taxation (0.5) # (withdrawn 2020/21)
LL4CM	Law in the Economy (0.5) (withdrawn 2020/21)
LL4CP	Tax Avoidance (0.5)
LL4CS	Law and Economics of Network Industries (0.5)
LL4E7	Investment Treaty Law (0.5)
LL4F2	The Law and Practice of International Finance (0.5)
LL4F3	mergers, Acquisitions and Restructurings in Europe (0.5)
LL4F4	Takeover Regulation in the UK and the US (0.5) (not available 2020/21)
LL4G6	International Commodity Sales (0.5) (withdrawn 2020/21)
LL4H4	International Financial Law (0.5)
LL4K5	International Commercial Contracts - General Principles (0.5) #
LL4K9	European Capital Markets Law (0.5)
LL4S2	E-Commerce Law (0.5)
LL4Y9	Comparative and Transnational Law (0.5)
LL4Z2	Principles of Taxation and Tax Disputes (0.5) # (not available 2020/21)
LL4Z3	Taxation of Consumption and Income (0.5) (withdrawn 2020/21)
LL4Z5	EU State Aid Law (0.5) (not available 2020/21)
Legal Theory	
LL468	European Human Rights Law (0.5)
LL475	Terrorism and the Rule of Law (0.5)
LL4A6	Climate Change and International Law (0.5)
LL4AQ	Constitutional Theory (0.5) (not available 2020/21)
LL4AT	Regulation: Strategies and Enforcement (0.5)
LL4AU	Regulation: Legal and Political Aspects (0.5) # (not available 2020/21)
LL4BG	Rethinking EU Law (0.5)
LL4BP	Current Issues in Intellectual and Cultural Property Law (0.5)
LL4BW	Law and Political Thought (0.5) # (not available 2020/21)
LL4CA	Law and Social Theory (0.5) (withdrawn 2020/21)
LL4CB	Modern Legal History: Private Law and the Economy 1750-1950 (0.5) (not available 2020/21)

LL4CE	Security and Criminal Law (0.5) # (not available 2020/21)
LL4CM	Law in the Economy (0.5) (withdrawn 2020/21)
LL4CO	Taxation of Wealth (0.5) #
LL4CP	Tax Avoidance (0.5)
LL4E8	Law in Society: A Joint Course in Law and Anthropology (1.0) (withdrawn 2020/21)
LL4H7	Foundations of Legal Theory (0.5) # (withdrawn 2020/21)
LL4J1	Critical Perspectives on Legal Theory (0.5) # (withdrawn 2020/21)
LL4L1	The Theory and Practice of Alternative Commercial Dispute Resolution (0.5) # (not available 2020/21)
LL4L5	Socio-legal Theory and Practice (0.5) (not available 2020/21)
LL4L6	Theory of Constitutional Rights (0.5) # (not available 2020/21)
LL4L7	Advanced Mediation and Negotiation (0.5) # (not available 2020/21)
LL4S1	Cyberlaw (0.5) #
LL4Y9	Comparative and Transnational Law (0.5)
LL4Z6	Comparative Constitutional Law (0.5)
LL4Z7	Comparative Constitutional Rights (0.5) (not available 2020/21)
Courses outside of Law cannot be counted towards a LLM specialism. However, the following courses would complement this specialism:	
SP471	Issues in Contemporary Policing (0.5) # (not available 2020/21)
SP473	Policing, Security and Globalisation (0.5) #
Public International Law	
LL475	Terrorism and the Rule of Law (0.5)
LL4A6	Climate Change and International Law (0.5)
LL4A8	International Law and the Use of Force (0.5) #
LL4A9	Law in War (0.5) # (not available 2020/21)
LL4AD	Rethinking International Law: International Law and Contemporary Problems (0.5) # (not available 2020/21)
LL4AE	Rethinking International Law: International Legal Thought (0.5) (not available 2020/21)
LL4AR	International Criminal Law: Core Crimes and Concepts (0.5)
LL4AS	International Criminal Law: Prosecution and Practice (0.5) (not available 2020/21)
LL4AV	International Economic Law and Development (0.5) #
LL4AW	Foundations of International Human Rights Law (0.5) # (not available 2020/21)
LL4AX	Selected Topics in International Human Rights Law (0.5) # (not available 2020/21)
LL4B1	International Trade Law (0.5) #
LL4BA	International Law and the Movement of Persons within States (0.5)
LL4BB	International Law and the Movement of Persons Between States (0.5)
LL4BV	Transnational Environmental Law (0.5)
LL4C2	World Poverty and Human Rights (0.5) #
LL4CM	Law in the Economy (0.5) (withdrawn 2020/21)
LL4E6	International Dispute Resolution: Courts

- and Tribunals (0.5) #
 LL4E7 Investment Treaty Law (0.5)
 LL4K4 The International Law of Self-Determination (0.5) # (not available 2020/21)

Public Law

- LL468 European Human Rights Law (0.5)
 LL469 UK Human Rights Law (0.5) (not available 2020/21)
 LL475 Terrorism and the Rule of Law (0.5)
 LL4AQ Constitutional Theory (0.5) (not available 2020/21)
 LL4AT Regulation: Strategies and Enforcement (0.5)
 LL4AU Regulation: Legal and Political Aspects (0.5) # (not available 2020/21)
 LL4BG Rethinking EU Law (0.5)
 LL4BH Law and Government of the European Union (0.5) # (not available 2020/21)
 LL4BV Transnational Environmental Law (0.5)
 LL4BW Law and Political Thought (0.5) # (not available 2020/21)
 LL4CP Tax Avoidance (0.5)
 LL4CS Law and Economics of Network Industries (0.5)
 LL4H2 Freedom of Speech, Media and the Law (0.5) (not available 2020/21)
 LL4H3 media Law: Regulating Newsgathering (0.5) (not available 2020/21)
 LL4K7 Mental Health Law: The Criminal Context (0.5) (not available 2020/21)
 LL4Y9 Comparative and Transnational Law (0.5)
 LL4Z2 Principles of Taxation and Tax Disputes (0.5) # (not available 2020/21)
 LL4Z6 Comparative Constitutional Law (0.5)
 LL4Z7 Comparative Constitutional Rights (0.5) (not available 2020/21)

Courses outside of Law cannot be counted towards a LLM specialism. However, the following courses would complement this specialism:

- SP471 Issues in Contemporary Policing (0.5) # (not available 2020/21)
 SP473 Policing, Security and Globalisation (0.5) #

Taxation

- EC426 Public Economics (1.0) #
 LL4AY International Tax Systems (0.5) #
 LL4AZ Taxation of Multinational Enterprises: Transfer Pricing (0.5) # (not available 2020/21)
 LL4CG Tax Law and Policy (0.5) #
 LL4CH Tax in the Digital Economy (0.5) #
 LL4CJ Comparative Corporate Taxation (0.5) # (withdrawn 2020/21)
 LL4CK Taxation of Corporate Transactions (0.5) # (withdrawn 2020/21)
 LL4CM Law in the Economy (0.5) (withdrawn 2020/21)
 LL4CO Taxation of Wealth (0.5) #
 LL4CP Tax Avoidance (0.5)
 LL4Z1 Business Taxation (0.5) #
 LL4Z2 Principles of Taxation and Tax Disputes (0.5) # (not available 2020/21)
 LL4Z3 Taxation of Consumption and Income (0.5) (withdrawn 2020/21)

means there may be prerequisites for this course. Please view the course guide for more information. This programme, its constituent courses and lectures qualify as Continuing Professional Development (CPD) and are accredited by the Law Society and Bar Council. Further information is

available from the Department of Law.

Note for prospective students:

For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm.

LLM (extended part-time)

Programme Code: TMLL2EPT

Department: Law

For students starting this programme of study in 2020/21

The general regulations for MA and MSc Degrees and the Code of Practice for Taught Master's Programmes on the online Calendar apply to the LLM programme except in the event of inconsistency when these regulations for the LLM take priority.

In order to obtain the degree, students must complete courses (see Courses list below) to the value of four full units, which will normally comprise eight half unit courses. One of these eight half units will be the compulsory half unit Legal Research Skills course, which will be assessed by a 10,000 word dissertation. This stand-alone dissertation will provide the element of extended writing for all LLM students. Students will be required to sign a statement on plagiarism when submitting this dissertation.

Students can complete the LLM course requirements in either one full-year programme, or as a part-time student in two years, or by extended part-time study within a maximum of six years. Courses should be chosen from the list below. Subject to availability and with the permission of the Programme Director of the LLM, one complementary course from other Master's courses at the School may be selected to replace one from the list below to the total equivalent of one half unit. Exceptionally, and subject to the same conditions courses to the total value of one full unit may be selected to replace two courses from the list below.

Part-time students must satisfy the same requirements as those applicable to full-time students. Part-time students must take courses to the value of two units in their first year and courses to the value of two units in their second year.

Extended part-time students must satisfy the same requirements as those applicable to full-time students. Students must take courses to the value of one unit in the first year and successfully complete this. Students who successfully complete four units within a period of six years will satisfy the requirements for the degree.

Students registered before 2013/14

The LLM programme regulations for students entering in or after 2013/14 differ from those in force in previous years. This reflects a move to half unit courses in 2013/14. Students registered before 2013/14 are covered by the regulations which were in operation at the time of their initial registration on the programme. For earlier editions of the regulations please refer to the page for previous academic sessions lse.ac.uk/resources/calendar/PreviousAcademicSessions.htm. This page contains links to reference copies of programme regulations for years 2009/10, 2010/11, 2011/12, 2012/13 and 2013/14. If continuing students have any queries on these matters they should consult their Academic Mentor.

Examination

Students will be examined in courses to the total value of four full units.

An oral examination may be held if the examiners so determine. For courses assessed by written examination (which will be the norm on the LLM apart from the Legal Research Skills course), the examination will normally be held in January, May or June.

Questions may be set on recent legislation and current proposals for law reform within the scope of the syllabus. No materials may be brought into the examination room except in accordance with the regulations for the particular course.

Degree certificate

Students who successfully complete the LLM programme may elect to have one of the following titles attached to their degree certificate if, in the opinion of the Programme Director of the LLM, the title reflects the course of study followed by the student. This would mean you will need to be registered for either:

1. LLM courses to the value of at least 2 units (4 half unit courses) within the nominated specialism; or
2. LLM courses to the value of at least 1.5 units (3 half unit courses) within the nominated specialism plus an LL4F9 dissertation topic within the area of the specialism (as agreed by your dissertation supervisor).

The possible titles are listed below with the courses attached to those areas listed with them. If no such election is made, the LLM degree certificate will state 'LLM' without further specification.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	Compulsory course for all LLM students
	LL4F9 Legal Research and Writing Skills (0.5)
Papers 2, 3 & 4	Banking Law and Financial Regulation
	LL4AT Regulation: Strategies and Enforcement (0.5)
	LL4AU Regulation: Legal and Political Aspects (0.5) # (not available 2020/21)
	LL4BF International Financial Regulation (0.5) (not available 2020/21)
	LL4BK Corporate Crime (0.5)
	LL4BL Financial Crime (0.5)
	LL4CL Explaining Punishment: Philosophy, Political Economy, Sociology (0.5)
	LL4CM Law in the Economy (0.5) (withdrawn 2020/21)
	LL4F1 Secured Financing in Commercial Transactions (0.5) (withdrawn 2020/21)
	LL4F2 The Law and Practice of International Finance (0.5)
	LL4G8 Law of Corporate Finance (0.5)
	LL4H4 International Financial Law (0.5)
	LL4K8 Law of Corporate Finance: Securities Regulation (0.5) (not available 2020/21)
	LL4K9 European Capital Markets Law (0.5)
	LL4Z9 Banking Law (0.5)
	Competition, Innovation & Trade
	LL4AF Principles of Global Competition Law (0.5)
	LL4AG Competition Law, Technology and Intellectual Property (0.5) #
	LL4AV International Economic Law and Development (0.5) #
	LL4B1 International Trade Law (0.5) #
	LL4BM The Legal Protection of Inventions (0.5) #
	LL4BN Innovation, Technology and Patent Law (0.5) # (not available 2020/21)
	LL4BP Current Issues in Intellectual and Cultural Property Law (0.5)
	LL4BQ Trade Mark Law (0.5) #
	LL4BR Trade Marks, Brands and Branding: Contemporary Issues (0.5) # (withdrawn 2020/21)
	LL4CS Law and Economics of Network Industries (0.5)
	LL4N6 Principles of Copyright Law (0.5) #
	LL4S1 Cyberlaw (0.5) #
	LL4S2 E-Commerce Law (0.5)

- LL4S4 Digital Rights, Privacy and Security (0.5) #
- LL4Z5 EU State Aid Law (0.5) (not available 2020/21)

Corporate and/or Commercial Law

LL4AF	Principles of Global Competition Law (0.5)
LL4AG	Competition Law, Technology and Intellectual Property (0.5) #
LL4AH	Corporate Governance (0.5) #
LL4AJ	Corporate Rescue and Reorganisation (0.5)
LL4AK	Principles of Corporate Insolvency Law (0.5) #
LL4AT	Regulation: Strategies and Enforcement (0.5)
LL4AU	Regulation: Legal and Political Aspects (0.5) # (not available 2020/21)
LL4BK	Corporate Crime (0.5)
LL4BL	Financial Crime (0.5)
LL4BM	The Legal Protection of Inventions (0.5) #
LL4BN	Innovation, Technology and Patent Law (0.5) # (not available 2020/21)
LL4BX	Corporate Governance - Advanced Topics (0.5) (withdrawn 2020/21)
LL4C5	Fundamentals of International Commercial Arbitration (0.5)
LL4C6	Advanced Issues of International Commercial Arbitration (0.5) # (not available 2020/21)
LL4CC	Commercial Remedies (0.5) # (not available 2020/21)
LL4CD	European Company Law (0.5) # (not available 2020/21)
LL4CF	UK Corporate Law (0.5)
LL4CJ	Comparative Corporate Taxation (0.5) # (withdrawn 2020/21)
LL4CK	Taxation of Corporate Transactions (0.5) # (withdrawn 2020/21)
LL4CM	Law in the Economy (0.5) (withdrawn 2020/21)
LL4CP	Tax Avoidance (0.5)
LL4CQ	Legal Aspects of Private Equity and Venture Capital (0.5)
LL4E7	Investment Treaty Law (0.5)
LL4F1	Secured Financing in Commercial Transactions (0.5) (withdrawn 2020/21)
LL4F2	The Law and Practice of International Finance (0.5)
LL4F3	mergers, Acquisitions and Restructurings in Europe (0.5)
LL4F4	Takeover Regulation in the UK and the US (0.5) (not available 2020/21)
LL4G6	International Commodity Sales (0.5) (withdrawn 2020/21)
LL4G8	Law of Corporate Finance (0.5)
LL4H4	International Financial Law (0.5)
LL4K5	International Commercial Contracts - General Principles (0.5) #
LL4K8	Law of Corporate Finance: Securities Regulation (0.5) (not available 2020/21)
LL4K9	European Capital Markets Law (0.5)
LL4N6	Principles of Copyright Law (0.5) #
LL4S2	E-Commerce Law (0.5)
LL4Z1	Business Taxation (0.5) #
LL4Z5	EU State Aid Law (0.5) (not available 2020/21)
	Corporate and Securities Law
LL4AH	Corporate Governance (0.5) #
LL4BF	International Financial Regulation (0.5) (not available 2020/21)

LL4BK	Corporate Crime (0.5)
LL4BL	Financial Crime (0.5)
LL4CD	European Company Law (0.5) # (not available 2020/21)
LL4CF	UK Corporate Law (0.5)
LL4CM	Law in the Economy (0.5) (withdrawn 2020/21)
LL4CQ	Legal Aspects of Private Equity and Venture Capital (0.5)
LL4F2	The Law and Practice of International Finance (0.5)
LL4F3	mergers, Acquisitions and Restructurings in Europe (0.5)
LL4F4	Takeover Regulation in the UK and the US (0.5) (not available 2020/21)
LL4G8	Law of Corporate Finance (0.5)
LL4H4	International Financial Law (0.5)
LL4K8	Law of Corporate Finance: Securities Regulation (0.5) (not available 2020/21)
LL4K9	European Capital Markets Law (0.5)
Criminology and Criminal Justice	
LL4AR	International Criminal Law: Core Crimes and Concepts (0.5)
LL4AS	International Criminal Law: Prosecution and Practice (0.5) (not available 2020/21)
LL4AT	Regulation: Strategies and Enforcement (0.5)
LL4AU	Regulation: Legal and Political Aspects (0.5) # (not available 2020/21)
LL4BK	Corporate Crime (0.5)
LL4BL	Financial Crime (0.5)
LL4CE	Security and Criminal Law (0.5) # (not available 2020/21)
LL4K7	Mental Health Law: The Criminal Context (0.5) (not available 2020/21)
SP472	Illegal Drugs and Their Control: Theory, Policy and Practice (0.5) # (not available 2020/21)
SP475	Riots, Disorder and Urban Violence (0.5) #
Courses outside of Law cannot be counted towards an LLM specialism. However, the following courses would complement this specialism:	
SP471	Issues in Contemporary Policing (0.5) # (not available 2020/21)
SP473	Policing, Security and Globalisation (0.5) #
European Law	
LL4AF	Principles of Global Competition Law (0.5)
LL4AG	Competition Law, Technology and Intellectual Property (0.5) #
LL4BG	Rethinking EU Law (0.5)
LL4BH	Law and Government of the European Union (0.5) # (not available 2020/21)
LL4BV	Transnational Environmental Law (0.5)
LL4CD	European Company Law (0.5) # (not available 2020/21)
LL4CS	Law and Economics of Network Industries (0.5)
LL4F3	mergers, Acquisitions and Restructurings in Europe (0.5)
LL4H8	Employment Law (0.5)
LL4H9	Human Rights in the Workplace (0.5) (not available 2020/21)
LL4K9	European Capital Markets Law (0.5)
LL4Y9	Comparative and Transnational Law (0.5)
LL4Z5	EU State Aid Law (0.5) (not available 2020/21)
Human Rights Law	

GI421	Sexuality, Gender and Culture (0.5) #
GI422	Transnational Sexual Politics (1.0)
GI426	Gender and Human Rights (0.5) #
LL468	European Human Rights Law (0.5)
LL469	UK Human Rights Law (0.5) (not available 2020/21)
LL475	Terrorism and the Rule of Law (0.5)
LL4A6	Climate Change and International Law (0.5)
LL4A8	International Law and the Use of Force (0.5) #
LL4A9	Law in War (0.5) # (not available 2020/21)
LL4AQ	Constitutional Theory (0.5) (not available 2020/21)
LL4AR	International Criminal Law: Core Crimes and Concepts (0.5)
LL4AS	International Criminal Law: Prosecution and Practice (0.5) (not available 2020/21)
LL4AW	Foundations of International Human Rights Law (0.5) # (not available 2020/21)
LL4AX	Selected Topics in International Human Rights Law (0.5) # (not available 2020/21)
LL4BA	International Law and the Movement of Persons within States (0.5)
LL4BB	International Law and the Movement of Persons Between States (0.5)
LL4BG	Rethinking EU Law (0.5)
LL4BH	Law and Government of the European Union (0.5) # (not available 2020/21)
LL4BW	Law and Political Thought (0.5) # (not available 2020/21)
LL4C2	World Poverty and Human Rights (0.5) #
LL4H9	Human Rights in the Workplace (0.5) (not available 2020/21)
LL4K4	The International Law of Self-Determination (0.5) # (not available 2020/21)
LL4L6	Theory of Constitutional Rights (0.5) # (not available 2020/21)
LL4S4	Digital Rights, Privacy and Security (0.5) #
LL4Z6	Comparative Constitutional Law (0.5)
LL4Z7	Comparative Constitutional Rights (0.5) (not available 2020/21)
SO424	Approaches to Human Rights (1.0)
Information Technology, Media and Communications Law	
LL4AT	Regulation: Strategies and Enforcement (0.5)
LL4AU	Regulation: Legal and Political Aspects (0.5) # (not available 2020/21)
LL4BM	The Legal Protection of Inventions (0.5) #
LL4BN	Innovation, Technology and Patent Law (0.5) # (not available 2020/21)
LL4BP	Current Issues in Intellectual and Cultural Property Law (0.5)
LL4BQ	Trade Mark Law (0.5) #
LL4BR	Trade Marks, Brands and Branding: Contemporary Issues (0.5) # (withdrawn 2020/21)
LL4CS	Law and Economics of Network Industries (0.5)
LL4H2	Freedom of Speech, Media and the Law (0.5) (not available 2020/21)
LL4H3	media Law: Regulating Newsgathering (0.5) (not available 2020/21)
LL4N6	Principles of Copyright Law (0.5) #

- LL4S1 Cyberlaw (0.5) #
- LL4S2 E-Commerce Law (0.5)
- LL4S4 Digital Rights, Privacy and Security (0.5) #
- LL4S5 Copyright Law (0.5) (not available 2020/21)

Intellectual Property Law

- LL4AT Regulation: Strategies and Enforcement (0.5)
- LL4AU Regulation: Legal and Political Aspects (0.5) # (not available 2020/21)
- LL4BM The Legal Protection of Inventions (0.5) #
- LL4BN Innovation, Technology and Patent Law (0.5) # (not available 2020/21)
- LL4BP Current Issues in Intellectual and Cultural Property Law (0.5)
- LL4BQ Trade Mark Law (0.5) #
- LL4BR Trade Marks, Brands and Branding: Contemporary Issues (0.5) # (withdrawn 2020/21)
- LL4BT Cultural Property and Heritage Law (0.5)
- LL4BU Art Law (0.5) (not available 2020/21)
- LL4H2 Freedom of Speech, Media and the Law (0.5) (not available 2020/21)
- LL4H3 media Law: Regulating Newsgathering (0.5) (not available 2020/21)
- LL4N6 Principles of Copyright Law (0.5) #
- LL4S1 Cyberlaw (0.5) #
- LL4S5 Copyright Law (0.5) (not available 2020/21)

International Business Law

- LL4AF Principles of Global Competition Law (0.5)
- LL4AG Competition Law, Technology and Intellectual Property (0.5) #
- LL4AH Corporate Governance (0.5) #
- LL4AL International Business Transactions: Commercial Litigation (0.5) #
- LL4AM International Business Transactions: Advanced Procedure and Tactics (0.5) # (not available 2020/21)
- LL4AN International Business Transactions: Conflict of Laws, Extraterritoriality, and Global Governance (0.5) # (not available 2020/21)
- LL4AP International Business Transactions: Contracts and Property (0.5) #
- LL4AV International Economic Law and Development (0.5) #
- LL4AY International Tax Systems (0.5) #
- LL4AZ Taxation of Multinational Enterprises: Transfer Pricing (0.5) # (not available 2020/21)
- LL4B1 International Trade Law (0.5) #
- LL4BF International Financial Regulation (0.5) (not available 2020/21)
- LL4BK Corporate Crime (0.5)
- LL4BL Financial Crime (0.5)
- LL4BM The Legal Protection of Inventions (0.5) #
- LL4BN Innovation, Technology and Patent Law (0.5) # (not available 2020/21)
- LL4C5 Fundamentals of International Commercial Arbitration (0.5)
- LL4C6 Advanced Issues of International Commercial Arbitration (0.5) # (not available 2020/21)
- LL4CC Commercial Remedies (0.5) # (not available 2020/21)
- LL4CJ Comparative Corporate Taxation (0.5) # (withdrawn 2020/21)

- LL4CM Law in the Economy (0.5) (withdrawn 2020/21)
- LL4CP Tax Avoidance (0.5)
- LL4CS Law and Economics of Network Industries (0.5)
- LL4E7 Investment Treaty Law (0.5)
- LL4F2 The Law and Practice of International Finance (0.5)
- LL4F3 mergers, Acquisitions and Restructurings in Europe (0.5)
- LL4F4 Takeover Regulation in the UK and the US (0.5) (not available 2020/21)
- LL4G6 International Commodity Sales (0.5) (withdrawn 2020/21)
- LL4H4 International Financial Law (0.5)
- LL4K5 International Commercial Contracts - General Principles (0.5) #
- LL4K9 European Capital Markets Law (0.5)
- LL4S2 E-Commerce Law (0.5)
- LL4Y9 Comparative and Transnational Law (0.5)
- LL4Z2 Principles of Taxation and Tax Disputes (0.5) # (not available 2020/21)
- LL4Z3 Taxation of Consumption and Income (0.5) (withdrawn 2020/21)
- LL4Z5 EU State Aid Law (0.5) (not available 2020/21)

Legal Theory

- LL468 European Human Rights Law (0.5)
- LL475 Terrorism and the Rule of Law (0.5)
- LL4A6 Climate Change and International Law (0.5)
- LL4AQ Constitutional Theory (0.5) (not available 2020/21)
- LL4AT Regulation: Strategies and Enforcement (0.5)
- LL4AU Regulation: Legal and Political Aspects (0.5) # (not available 2020/21)
- LL4BG Rethinking EU Law (0.5)
- LL4BP Current Issues in Intellectual and Cultural Property Law (0.5)
- LL4BW Law and Political Thought (0.5) # (not available 2020/21)
- LL4CA Law and Social Theory (0.5) (withdrawn 2020/21)
- LL4CB Modern Legal History: Private Law and the Economy 1750-1950 (0.5) (not available 2020/21)
- LL4CE Security and Criminal Law (0.5) # (not available 2020/21)
- LL4CM Law in the Economy (0.5) (withdrawn 2020/21)
- LL4CO Taxation of Wealth (0.5) #
- LL4CP Tax Avoidance (0.5)
- LL4E8 Law in Society: A Joint Course in Law and Anthropology (1.0) (withdrawn 2020/21)
- LL4H7 Foundations of Legal Theory (0.5) # (withdrawn 2020/21)
- LL4J1 Critical Perspectives on Legal Theory (0.5) # (withdrawn 2020/21)
- LL4L1 The Theory and Practice of Alternative Commercial Dispute Resolution (0.5) # (not available 2020/21)
- LL4L5 Socio-legal Theory and Practice (0.5) (not available 2020/21)
- LL4L6 Theory of Constitutional Rights (0.5) # (not available 2020/21)
- LL4L7 Advanced Mediation and Negotiation (0.5) # (not available 2020/21)
- LL4S1 Cyberlaw (0.5) #
- LL4Y9 Comparative and Transnational Law

- (0.5)
 LL4Z6 Comparative Constitutional Law (0.5)
 LL4Z7 Comparative Constitutional Rights (0.5)
 (not available 2020/21)

Courses outside of Law cannot be counted towards a LLM specialism. However, the following courses would complement this specialism:

- SP471 Issues in Contemporary Policing (0.5) #
 (not available 2020/21)
 SP473 Policing, Security and Globalisation (0.5)
 #

Public International Law

- LL475 Terrorism and the Rule of Law (0.5)
 LL4A6 Climate Change and International Law (0.5)
 LL4A8 International Law and the Use of Force (0.5) #
 LL4A9 Law in War (0.5) # (not available 2020/21)
 LL4AD Rethinking International Law: International Law and Contemporary Problems (0.5) # (not available 2020/21)
 LL4AE Rethinking International Law: International Legal Thought (0.5) (not available 2020/21)
 LL4AR International Criminal Law: Core Crimes and Concepts (0.5)
 LL4AS International Criminal Law: Prosecution and Practice (0.5) (not available 2020/21)
 LL4AV International Economic Law and Development (0.5) #
 LL4AW Foundations of International Human Rights Law (0.5) # (not available 2020/21)
 LL4AX Selected Topics in International Human Rights Law (0.5) # (not available 2020/21)
 LL4B1 International Trade Law (0.5) #
 LL4BA International Law and the Movement of Persons within States (0.5)
 LL4BB International Law and the Movement of Persons Between States (0.5)
 LL4BV Transnational Environmental Law (0.5)
 LL4C2 World Poverty and Human Rights (0.5) #
 LL4CM Law in the Economy (0.5) (withdrawn 2020/21)
 LL4E6 International Dispute Resolution: Courts and Tribunals (0.5) #
 LL4E7 Investment Treaty Law (0.5)
 LL4K4 The International Law of Self-Determination (0.5) # (not available 2020/21)

Public Law

- LL468 European Human Rights Law (0.5)
 LL469 UK Human Rights Law (0.5) (not available 2020/21)
 LL475 Terrorism and the Rule of Law (0.5)
 LL4AQ Constitutional Theory (0.5) (not available 2020/21)
 LL4AT Regulation: Strategies and Enforcement (0.5)
 LL4AU Regulation: Legal and Political Aspects (0.5) # (not available 2020/21)
 LL4BG Rethinking EU Law (0.5)
 LL4BH Law and Government of the European Union (0.5) # (not available 2020/21)
 LL4BV Transnational Environmental Law (0.5)
 LL4BW Law and Political Thought (0.5) # (not available 2020/21)
 LL4CP Tax Avoidance (0.5)
 LL4CS Law and Economics of Network

Industries (0.5)

- LL4H2 Freedom of Speech, Media and the Law (0.5) (not available 2020/21)
 LL4H3 media Law: Regulating Newsgathering (0.5) (not available 2020/21)
 LL4K7 Mental Health Law: The Criminal Context (0.5) (not available 2020/21)
 LL4Y9 Comparative and Transnational Law (0.5)
 LL4Z2 Principles of Taxation and Tax Disputes (0.5) # (not available 2020/21)
 LL4Z6 Comparative Constitutional Law (0.5)
 LL4Z7 Comparative Constitutional Rights (0.5) (not available 2020/21)

Courses outside of Law cannot be counted towards a LLM specialism. However, the following courses would complement this specialism:

- SP471 Issues in Contemporary Policing (0.5) #
 (not available 2020/21)
 SP473 Policing, Security and Globalisation (0.5)
 #

Taxation

- EC426 Public Economics (1.0) #
 LL4AY International Tax Systems (0.5) #
 LL4AZ Taxation of Multinational Enterprises: Transfer Pricing (0.5) # (not available 2020/21)
 LL4CG Tax Law and Policy (0.5) #
 LL4CH Tax in the Digital Economy (0.5) #
 LL4CJ Comparative Corporate Taxation (0.5) # (withdrawn 2020/21)
 LL4CK Taxation of Corporate Transactions (0.5) # (withdrawn 2020/21)
 LL4CM Law in the Economy (0.5) (withdrawn 2020/21)
 LL4CO Taxation of Wealth (0.5) #
 LL4CP Tax Avoidance (0.5)
 LL4Z1 Business Taxation (0.5) #
 LL4Z2 Principles of Taxation and Tax Disputes (0.5) # (not available 2020/21)
 LL4Z3 Taxation of Consumption and Income (0.5) (withdrawn 2020/21)

means there may be prerequisites for this course. Please view the course guide for more information. This programme, its constituent courses and lectures qualify as Continuing Professional Development (CPD) and are accredited by the Law Society and Bar Council. Further information is available from the Department of Law.

Note for prospective students:

For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm.

MSc in Local Economic Development

Programme Code: TMLED

Department: Geography & Environment

For students starting this programme of study in 2020/21

Full-year programme. Students must take courses to the value of three full units as shown and a dissertation (1 unit). A total of 4 units.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Papers 1 & 2	Courses to the value of 2.0 unit(s) from the following: <ul style="list-style-type: none"> GY400 The Economics of Urbanisation (0.5) # (not available 2020/21) GY404 Inclusive Growth (0.5) # GY409 Globalization and Regional Development (0.5) GY410 Economics of Local and Regional Development (0.5) (not available 2020/21) GY413 Regional Development and Policy (0.5) # GY415 Local Capacity and Economic Development Policy (0.5)
Paper 3	Courses to the value of 1.0 unit(s) from the following: <p>Any course not already taken under Papers 1 & 2, from the Papers 1 & 2 options list below</p> <p>Courses to the value of 1.0 unit(s) from the following:</p> <ul style="list-style-type: none"> GY420 Environmental Regulation: Implementing Policy (1.0) GY428 Applied Quantitative Methods (0.5) # GY431 Cities, People and Poverty in the South (0.5) # GY438 Cities and Social Change in East Asia (0.5) # GY447 The Economics of Regional and Urban Planning (0.5) # GY455 Economic Appraisal and Valuation (0.5) GY460 Techniques of Spatial Economic Analysis (0.5) # GY465 Concepts in Environmental Regulation (0.5) GY470 Urban Africa (0.5) (not available 2020/21) GY475 Issues in Environmental Governance (0.5) GY480 Remaking China: Geographical aspects of Development and Disparity (0.5) (not available 2020/21) MY452 Applied Regression Analysis (0.5) # <p>A relevant course from another programme as approved by the Programme Director.</p> <p>Papers 1 & 2 options list</p> <ul style="list-style-type: none"> GY486 Dissertation - MSc Local Economic Development (1.0) <p>Papers 1 & 2 options list</p> <ul style="list-style-type: none"> GY400 The Economics of Urbanisation (0.5) # (not available 2020/21) GY404 Inclusive Growth (0.5) # GY409 Globalization and Regional Development (0.5) GY410 Economics of Local and Regional Development (0.5) (not available 2020/21) GY413 Regional Development and Policy (0.5) # GY415 Local Capacity and Economic Development Policy (0.5) <p># means there may be prerequisites for this course. Please view the course guide for more information.</p>
Paper 4	

Global MSc in Management

Programme Code: TMGLMG2

Department: Management

For students starting this programme of study in 2020/21

A two-year programme. Students take courses to the value of eight

units but those units are not necessarily spread over the two years. The second year includes a dissertation. Students complete the course MG488 GMiM Capstone Course - Management in Action (H) over both years, Part A (unassessed) in Year 1 and Part B (assessed) in Year 2.

All students are required to attend MG4A1 Introduction to Studying for GMiM.

Students may choose to concentrate their electives in a certain topic area and may elect to have one of the elective titles attached to their degree certificate and transcript if the title reflects the course of study followed by the student. The possible titles are listed as headings within the Elective Courses below with the courses attached to those areas listed beneath them. If no such election is made, the degree certificate will state 'Management' without further specification.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Year 1	
Introductory course	MG4A1 Introduction to Studying for GMiM (0.0)
Paper 1	MG458 Foundations of Management I: Organisations and Management Theory (0.5) and MG459 Foundations of Management 2 (0.5)
Paper 2	MG431 managerial Economics (0.5)
	And either:
	MY451 Introduction to Quantitative Analysis (0.5) or
	MY451452 Applied Regression Analysis (0.5) #
	Or
	Upon satisfactorily demonstrating that they have a degree in economics and have passed, as part of that degree, a course in managerial economics, microeconomics or industrial organisation, students may be exempted from MG431 and will be free to take an elective course, subject to the approval of the Programme Director. Students must select either MY451 or MY452 and a further 0.5 unit from the Elective Courses listed below:
	MY451451 Introduction to Quantitative Analysis (0.5) or
	MY451452 Applied Regression Analysis (0.5) # and 0.5 units from the Elective Courses listed below:
	Elective Courses (click here to expand)
Paper 3	MG434 Organisational Behaviour (0.5) and MG4E2 marketing Management (0.5)
	Or
	Upon satisfactorily demonstrating that they have a degree in marketing, or in management of business administration with a significant concentration in marketing, students may be exempted from MG4E2 and will be free to take an elective course, subject to the approval of the Programme Director. Students must select MG434 and a further 0.5 units from the Elective Courses listed below:
	Courses to the value of 1.0 unit(s) from the following:
	MG434 Organisational Behaviour (0.5) and 0.5 units from the Elective Courses listed below:
	Elective Courses (click here to expand)
Paper 4	Courses to the value of 0.5 or 1.0 full unit from the Elective Courses listed below:
	Elective Courses (click here to expand)
Compulsory course	As part of Paper 4, students also take the compulsory unassessed part of MG488:
	MG488A GMiM Capstone Course - Management

	in Action (0.0)		Humanitarian Intervention and Digital Innovation (0.5)
Year 2			
Paper 5	Courses to the value of 1.0 unit(s) from the following: MG468 Foundations of Management III: Business Ethics, Corporate Governance and Leadership (0.5) # and MG488B GMiM Capstone Course - Management in Action (0.5) #	MG466 Supply Chain Management (0.5) # MG467 Strategy and Change in Public Sector Management (0.5) # (not available 2020/21)	
Paper 6	Courses to the value of 1.0 full units from the Elective Courses listed below. At least 0.5 units must be an approved methodology course. Elective Courses (click here to expand)	MG472 Global Strategy, Management and Information Systems (0.5) # MG473 Negotiation Analysis (0.5) MG477 Strategic Reward: Key Models and Practices (0.5) MG478 The Management of Human Resources in Global Companies (0.5) MG479 Information Systems for the Public Sector: Digital Government and Service Innovation (0.5)	
Paper 7	Courses to the value of 1.0 or 1.5 full units from the Elective Courses listed below depending on the courses taken under Paper 4. Elective Courses (click here to expand)	MG481 Innovating Organisational Information Technology (0.5) # MG482 Innovation and Technology Management (0.5) MG483 eHealth: Policy, Strategy and Systems (0.5) # MG484 Global Sourcing and Management of Business and IT Services (0.5) # (withdrawn 2020/21)	
Paper 8	MG470 Management Dissertation (1.0) # Elective Courses (click here to expand) Elective courses open to ALL GMiM students The following elective courses are available to all GMiM students subject to pre-requisites and course availability: AC411 Accounting, Strategy and Control (0.5) AC412 Accountability, Organisations and Risk Management (0.5) AC415 Management Accounting for Decision Making (0.5) AC416 Topics in Financial Reporting (0.5) # AC417 Corporate Financial Disclosure and Investor Relations (0.5) AC444 Valuation and Security Analysis (0.5) # AC470 Accounting in the Global Economy (0.5) # AC490 Management Accounting, Decisions and Control (0.5) AC491 Financial Accounting, Reporting and Disclosure (0.5) DV423 Global Political Economy of Development (0.5) # DV424 International Institutions and Late Development (0.5) FM472 International Finance (0.5) # FM473L Financial Markets (0.5) # ~1 FM473M Financial Markets (0.5) # ~2 M474L Managerial Finance (0.5) ~3 FM474M Managerial Finance (0.5) ~4 FM476 Entrepreneurial Finance (0.5) # GI407 Globalisation, Gender and Development (1.0) ~5 GI409 Gender, Globalisation and Development: An Introduction (0.5) GI420 Globalisation, Gender and Development: Theorising Policy and Practice (0.5) MA423 Fundamentals of Operations Research (0.5) # MA424 modelling in Operations Research (0.5) # MA427 Mathematical Optimisation (0.5) # MC408 Theories and Concepts in Media and Communications (0.5) MG401 Operations Management for Management Consultancy (0.5) # MG404 Consumer Insights: Behavioural Fundamentals (0.5) MG409 Auctions and Game Theory (0.5) # MG418 Open Innovation (0.5) MG421 International Business Strategy and Emerging Markets (0.5) # MG422 Thinking Strategically (0.5) # MG452 Behavioural Economics for Management (0.5) # (not available 2020/21) MG456 Strategic Decision Making (0.5) # MG460 Emergencies Management:	MG485 Management and Economics of E-Business (0.5) # (not available 2020/21) MG486 Social Computing, Data Analytics, and Information Services (0.5) MG487 Innovation and Information Systems: Concepts and Perspectives (0.5) MG492 Data Governance: Privacy, Openness and Transparency (0.5) MG4A3 Incentives and Governance in Organisations (0.5) # MG4A4 Empirical Research Strategy for Managerial Economics (0.5) (withdrawn 2020/21) MG4A8 Strategy for the Information Economy (0.5) # MG4B1 Corporate Strategy (0.5) # MG4B6 Design and Management of Organisations (0.5) MG4B7 Organisational Change (0.5) (not available 2020/21) MG4B9 The World Trading System (0.5) # MG4C3 Information Technology and Service Innovation (0.5) MG4D2 International Employment Relations (0.5) # MG4D3 The Dark Side of the Organisation (0.5) # MG4D5 Leadership in Organisations: Theory and Practice (0.5) MG4F2 marketing Analytics II: Analytics for Managing Innovations, Products and Brands (0.5) MG4F3 Digital Marketing (0.5) # (not available 2020/21) MG4G4 Topics in Management Research (0.5) MG4J3 Principles of Pricing (0.5) (not available 2020/21) MG4J6 Brand Strategy (0.5) MY451452 Applied Regression Analysis (0.5) # MY451455 Multivariate Analysis and Measurement (0.5) # PB418 Corporate Communications (0.5) PB419 Creativity and Innovation (0.5) # (not available 2020/21) PB426 Knowledge Processes in Organisations (0.5) (not available 2020/21) PP4E4 Analytic frameworks for policy evaluation	

- (0.5) # (not available 2020/21)
- PP4E5 Innovations in the governance of public services delivery (0.5)
- PP4G3 Designing and Managing Change in the Public Sector (0.5)
- ST429 Statistical Methods for Risk Management (0.5) #
- Or another MSc-level elective course which is offered in the School, subject to approval of the course leader and the Programme Director.

Elective courses open to GMiM students wishing to have an elective title attached to their degree in Year 2

Students who wish to have one of the elective titles attached to their degree certificate and transcript should choose from within the appropriate sub-list those number of courses that will satisfy the unit requirement for that title.

Accounting and Finance

To qualify for this elective title to be attached to their degree certificate, students must take and pass courses from this sub-list to the value of 3.0 full units. At least 1.0 unit of courses must be from the Department of Accounting and at least 1.0 unit of courses must be from the Department of Finance.

- AC411 Accounting, Strategy and Control (0.5)
- AC412 Accountability, Organisations and Risk Management (0.5)
- AC415 Management Accounting for Decision Making (0.5)
- AC416 Topics in Financial Reporting (0.5) #
- AC417 Corporate Financial Disclosure and Investor Relations (0.5)
- AC444 Valuation and Security Analysis (0.5) #
- AC470 Accounting in the Global Economy (0.5) #
- FM402 Financial Risk Analysis (0.5) #
- FM412 Quantitative Security Analysis (0.5) #
- FM413 Fixed Income Markets (0.5) #
- FM421 Applied Corporate Finance (0.5) # ~A
- FM429 Asset Markets A (0.5) # ~6
- FM431L Corporate Finance A (0.5) # ~7
- FM431M Corporate Finance A (0.5) # ~8
- FM441 Derivatives (0.5) #
- FM442 Quantitative Methods for Finance and Risk Analysis (0.5) #
- FM445 Portfolio Management (0.5)
- FM472 International Finance (0.5) #
- FM473L Financial Markets (0.5) # ~9
- FM473M Financial Markets (0.5) # ~10
- FM474L Managerial Finance (0.5) ~11
- FM474M Managerial Finance (0.5) ~12
- FM476 Entrepreneurial Finance (0.5) #

Accounting

To qualify for this elective title to be attached to their degree certificate, students must take courses from this sub-list to the value of at least 2.0 full units.

- AC411 Accounting, Strategy and Control (0.5)
- AC412 Accountability, Organisations and Risk Management (0.5)
- AC415 Management Accounting for Decision Making (0.5)
- AC416 Topics in Financial Reporting (0.5) # ~13
- AC417 Corporate Financial Disclosure and Investor Relations (0.5)
- AC444 Valuation and Security Analysis (0.5) #
- AC470 Accounting in the Global Economy (0.5)

#

Finance

To qualify for this elective title to be attached to their degree certificate, students must take courses from this sub-list to the value of at least 2.0 full units.

- FM402 Financial Risk Analysis (0.5) #
- FM413 Fixed Income Markets (0.5) #
- FM421 Applied Corporate Finance (0.5) #
- FM429 Asset Markets A (0.5) # ~14
- FM431L Corporate Finance A (0.5) #
- FM431M Corporate Finance A (0.5) #
- FM441 Derivatives (0.5) #
- FM442 Quantitative Methods for Finance and Risk Analysis (0.5) #
- FM445 Portfolio Management (0.5)
- FM472 International Finance (0.5) #
- FM473L Financial Markets (0.5) # ~15
- FM473M Financial Markets (0.5) # ~16
- FM474L Managerial Finance (0.5) ~17
- FM474M Managerial Finance (0.5) ~18
- FM476 Entrepreneurial Finance (0.5) #

Human Resource Management

To qualify for this elective title to be attached to their degree certificate, students must take courses from this sub-list to the value of at least 2.0 full units.

- MG473 Negotiation Analysis (0.5)
- MG477 Strategic Reward: Key Models and Practices (0.5)
- MG478 The Management of Human Resources in Global Companies (0.5)
- MG4A3 Incentives and Governance in Organisations (0.5) #
- MG4B6 Design and Management of Organisations (0.5)
- MG4B7 Organisational Change (0.5) (not available 2020/21)
- MG4D2 International Employment Relations (0.5) #
- MG4D3 The Dark Side of the Organisation (0.5) #
- MG4D5 Leadership in Organisations: Theory and Practice (0.5)
- PB418 Corporate Communications (0.5)
- PB426 Knowledge Processes in Organisations (0.5) (not available 2020/21)

Information Systems and Digital Business

To qualify for this elective title to be attached to their degree certificate, students must take courses from this sub-list to the value of at least 2.0 full units.

- MG472 Global Strategy, Management and Information Systems (0.5) #
- MG479 Information Systems for the Public Sector: Digital Government and Service Innovation (0.5)
- MG481 Innovating Organisational Information Technology (0.5) #
- MG482 Innovation and Technology Management (0.5)
- MG483 eHealth: Policy, Strategy and Systems (0.5) #
- MG484 Global Sourcing and Management of Business and IT Services (0.5) # (withdrawn 2020/21)
- MG485 Management and Economics of E-Business (0.5) # (not available 2020/21)
- MG486 Social Computing, Data Analytics, and Information Services (0.5)
- MG487 Innovation and Information Systems: Concepts and Perspectives (0.5)

- MG492 Data Governance: Privacy, Openness and Transparency (0.5)
 MG4A8 Strategy for the Information Economy (0.5) #
 MG4C3 Information Technology and Service Innovation (0.5)

Marketing and Consumer Behaviour

To qualify for this elective title to be attached to their degree certificate, students must take courses from this sub-list to the value of at least 2.0 full units.

- MC408 Theories and Concepts in Media and Communications (0.5)
 MG404 Consumer Insights: Behavioural Fundamentals (0.5)
 MG452 Behavioural Economics for Management (0.5) # (not available 2020/21)
 MG455 Decisions, Biases and Nudges (0.5) #
 MG456 Strategic Decision Making (0.5) #
 MG473 Negotiation Analysis (0.5)
 MG4F2 marketing Analytics II: Analytics for Managing Innovations, Products and Brands (0.5)
 MG4F3 Digital Marketing (0.5) # (not available 2020/21)
 MG4J3 Principles of Pricing (0.5) (not available 2020/21)

Strategy and International Business

To qualify for this elective title to be attached to their degree certificate, students must take courses from this sub-list to the value of at least 2.0 full units.

- MG401 Operations Management for Management Consultancy (0.5) #
 MG421 International Business Strategy and Emerging Markets (0.5) #
 MG422 Thinking Strategically (0.5) #
 MG430 Firms & Markets in Emerging Economies (0.5)
 MG452 Behavioural Economics for Management (0.5) # (not available 2020/21)
 MG455 Decisions, Biases and Nudges (0.5) #
 MG456 Strategic Decision Making (0.5) #
 MG472 Global Strategy, Management and Information Systems (0.5) #
 MG473 Negotiation Analysis (0.5)
 MG477 Strategic Reward: Key Models and Practices (0.5)
 MG478 The Management of Human Resources in Global Companies (0.5)
 MG4A3 Incentives and Governance in Organisations (0.5) #
 MG4A4 Empirical Research Strategy for Managerial Economics (0.5) (withdrawn 2020/21)
 MG4A8 Strategy for the Information Economy (0.5) #
 MG4B1 Corporate Strategy (0.5) #
 MG4B6 Design and Management of Organisations (0.5)
 MG4B9 The World Trading System (0.5) #
 MG4G4 Topics in Management Research (0.5)

Footnotes for Elective Courses (click here to expand) ~A: Prerequisite FM431L / FM431M or FM473L / FM473M or FM474L / FM474M must also have been taken previously.

Prerequisite Requirements and Mutually Exclusive Options for Elective Courses (click here to expand) ~1: FM473L can not be taken with FM429~2: FM473M can not be taken with FM429~3: FM474L can not be taken with FM431L, FM431M~4: FM474M can not be

taken with FM431L, FM431M~5: GI407 can not be taken with GI409, GI420~6: FM429 can not be taken with FM473L, FM473M, FM474L, FM474M~7: FM431L can not be taken with FM474L, FM474M~8: FM431M can not be taken with FM474L, FM474M~9: FM473L can not be taken with FM429~10: FM473M can not be taken with FM429~11: FM474L can not be taken with FM431L, FM431M~12: FM474M can not be taken with FM431L, FM431M~13: Before taking AC416 you must take AC480~14: FM429 can not be taken with FM473L, FM473M, FM474L, FM474M~15: FM473L can not be taken with FM429~16: FM473M can not be taken with FM429~17: FM474L can not be taken with FM431L, FM431M~18: FM474M can not be taken with FM431L, FM431M

means there may be prerequisites for this course. Please view the course guide for more information.

SUPPLEMENTARY CRITERIA FOR PROGRESSION FROM THE FIRST TO THE SECOND YEAR OF MSc MANAGEMENT

The following rules set out what marks are required in order to be eligible to proceed into the second year. Students with the following mark profiles progress as follows:

Pass marks in all first year courses allows progression to year two.

A half unit Fail mark or a half unit Bad Fail mark with at least Pass marks in all other courses will allow progression to year two.

One full unit (or two half units) of Fail marks (which could include no more than one half unit Bad Fail mark) with at least Pass marks in all other courses, including one half unit of Merit marks will allow progression to year two.

Two Bad Fail marks (full or half units) will not allow progression to year two.

Three or more (full or half units) Fails or Bad Fail marks will not allow progression to year two. Students must resubmit all failed components of assessments in courses in which they receive a Bad Fail mark in order to be eligible for the award of a degree. The Repeat Teaching Panel may consider an application for repeat tuition in any failed courses from a student. Results obtained following a repeated attempt at assessment shall bear their normal value.

Note for prospective students:

For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm.

Global MSc in Management

Programme Code: TMGLMG2

Department: Management

For students starting this programme of study in 2019/20

A two-year programme. Students take courses to the value of eight units but those units are not necessarily spread over the two years. The second year includes a dissertation. Students complete the course MG488 GMiM Capstone Course - Management in Action (H) over both years, Part A (unassessed) in Year 1 and Part B

(assessed) in Year 2.

All students are required to attend MG4A1 Introduction to Studying for GMiM.

Students may choose to concentrate their electives in a certain topic area and may elect to have one of the elective titles attached to their degree certificate and transcript if the title reflects the course of study followed by the student. The possible titles are listed as headings within the Elective Courses below with the courses attached to those areas listed beneath them. If no such election is made, the degree certificate will state 'Management' without further specification.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper Course number, title (unit value)

Year 1

Introductory course	MG4A1	Introduction to Studying for GMiM (0.0)
Paper 1	MG458	Foundations of Management I: Organisations and Management Theory (0.5) and MG459 Foundations of Management 2 (0.5)
Paper 2	MG449	Research Methods for Studies in Global Management (0.5) # (not available 2020/21) and MG431 managerial Economics (0.5)

Or

Courses to the value of between 0.5 unit(s) (minimum) and 1.0 unit(s) (maximum) from the following:

Upon satisfactorily demonstrating that they have a degree in economics and have passed, as part of that degree, a course in managerial economics, microeconomics or industrial organisation, students may be exempted from MG431 and will be free to take an elective course, subject to the approval of the Programme Director. Students must select MG449 and a further 0.5 unit from the Elective Courses listed below:

MG449 Research Methods for Studies in Global Management (0.5) # (not available 2020/21) and 0.5 units from the Elective Courses listed below:

Elective Courses (click here to expand)

Paper 3	MG434	Organisational Behaviour (0.5) and MG4E2 marketing Management (0.5)
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Or

Upon satisfactorily demonstrating that they have a degree in marketing, or in management of business administration with a significant concentration in marketing, students may be exempted from MG4E2 and will be free to take an elective course, subject to the approval of the Programme Director. Students must select MG434 and a further 0.5 units from the Elective Courses listed below: Courses to the value of 1.0 unit(s) from the following:

MG434 Organisational Behaviour (0.5) and 0.5 units from the Elective Courses listed below:

Elective Courses (click here to expand)

Paper 4	Courses to the value of 0.5 or 1.0 full unit from the Elective Courses listed below:	
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Elective Courses (click here to expand)

Compulsory course	As part of Paper 4, students also take the compulsory unassessed part of MG488:	
	MG488A	GMiM Capstone Course - Management in Action (0.0)

Year 2

Paper 5	Courses to the value of 1.0 unit(s) from the	
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following:

MG488B GMiM Capstone Course - Management in Action (0.5) # **and** G468 Foundations of Management III: Business Ethics, Corporate Governance and Leadership (0.5) #

Paper 6 Courses to the value of 1.0 full units from the Elective Courses listed below. At least 0.5 units must be an approved methodology course.

Elective Courses (click here to expand)

Paper 7 Courses to the value of 1.0 or 1.5 full units from the Elective Courses listed below depending on the courses taken under Paper 4.

Elective Courses (click here to expand)

Paper 8 MG470 Management Dissertation (1.0) #

Elective Courses (click here to expand)

Elective courses open to ALL GMiM students

The following elective courses are available to all GMiM students subject to pre-requisites and course availability:

AC411	Accounting, Strategy and Control (0.5)
AC412	Accountability, Organisations and Risk Management (0.5)
AC415	Management Accounting for Decision Making (0.5)
AC416	Topics in Financial Reporting (0.5) #
AC417	Corporate Financial Disclosure and Investor Relations (0.5)
AC444	Valuation and Security Analysis (0.5) #
AC470	Accounting in the Global Economy (0.5) #
AC490	Management Accounting, Decisions and Control (0.5)
AC491	Financial Accounting, Reporting and Disclosure (0.5)
DV423	Global Political Economy of Development (0.5) # (not available 2020/21)
DV424	International Institutions and Late Development (0.5)
FM472	International Finance (0.5) #
FM473L	Financial Markets (0.5) # ~1
FM473M	Financial Markets (0.5) # ~2
FM474L	Managerial Finance (0.5) ~3
FM474M	Managerial Finance (0.5) ~4
FM476	Entrepreneurial Finance (0.5) #
GI407	Globalisation, Gender and Development (1.0) ~5
GI409	Gender, Globalisation and Development: An Introduction (0.5)
GI420	Globalisation, Gender and Development: Theorising Policy and Practice (0.5)
MA423	Fundamentals of Operations Research (0.5) #
MA424	modelling in Operations Research (0.5) #
MA427	Mathematical Optimisation (0.5) #
MC408	Theories and Concepts in Media and Communications (0.5)
MG401	Operations Management for Management Consultancy (0.5) #
MG404	Consumer Insights: Behavioural Fundamentals (0.5)
MG409	Auctions and Game Theory (0.5) #
MG418	Open Innovation (0.5)
MG421	International Business Strategy and Emerging Markets (0.5) #
MG422	Thinking Strategically (0.5) #
MG452	Behavioural Economics for Management (0.5) # (not available 2020/21)
MG456	Strategic Decision Making (0.5) #
MG460	Emergencies Management: Humanitarian Intervention and Digital

	Innovation (0.5)
MG466	Supply Chain Management (0.5) #
MG467	Strategy and Change in Public Sector Management (0.5) # (not available 2020/21)
MG472	Global Strategy, Management and Information Systems (0.5) #
MG473	Negotiation Analysis (0.5)
MG477	Strategic Reward: Key Models and Practices (0.5)
MG478	The Management of Human Resources in Global Companies (0.5)
MG479	Information Systems for the Public Sector: Digital Government and Service Innovation (0.5)
MG481	Innovating Organisational Information Technology (0.5) #
MG482	Innovation and Technology Management (0.5)
MG483	eHealth: Policy, Strategy and Systems (0.5) #
MG484	Global Sourcing and Management of Business and IT Services (0.5) # (withdrawn 2020/21)
MG485	Management and Economics of E-Business (0.5) # (not available 2020/21)
MG486	Social Computing, Data Analytics, and Information Services (0.5)
MG487	Innovation and Information Systems: Concepts and Perspectives (0.5)
MG492	Data Governance: Privacy, Openness and Transparency (0.5)
MG4A3	Incentives and Governance in Organisations (0.5) #
MG4A4	Empirical Research Strategy for Managerial Economics (0.5) (withdrawn 2020/21)
MG4A8	Strategy for the Information Economy (0.5) #
MG4B1	Corporate Strategy (0.5) #
MG4B6	Design and Management of Organisations (0.5)
MG4B7	Organisational Change (0.5) (not available 2020/21)
MG4B9	The World Trading System (0.5) #
MG4C3	Information Technology and Service Innovation (0.5)
MG4D2	International Employment Relations (0.5) #
MG4D3	The Dark Side of the Organisation (0.5) #
MG4D5	Leadership in Organisations: Theory and Practice (0.5)
MG4F2	marketing Analytics II: Analytics for Managing Innovations, Products and Brands (0.5)
MG4F3	Digital Marketing (0.5) # (not available 2020/21)
MG4G4	Topics in Management Research (0.5)
MG4J3	Principles of Pricing (0.5) (not available 2020/21)
MG4J6	Brand Strategy (0.5)
MY451452	Applied Regression Analysis (0.5) #
MY451455	Multivariate Analysis and Measurement (0.5) #
PB418	Corporate Communications (0.5)
PB419	Creativity and Innovation (0.5) # (not available 2020/21)
PB426	Knowledge Processes in Organisations (0.5) (not available 2020/21)
PP4E4	Analytic frameworks for policy evaluation (0.5) # (not available 2020/21)

PP4E5	Innovations in the governance of public services delivery (0.5)
PP4G3	Designing and Managing Change in the Public Sector (0.5)
ST429	Statistical Methods for Risk Management (0.5) #

Or another MSc-level elective course which is offered in the School, subject to approval of the course leader and the Programme Director.

Elective courses open to GMiM students wishing to have an elective title attached to their degree in Year 2

Students who wish to have one of the elective titles attached to their degree certificate and transcript should choose from within the appropriate sub-list those number of courses that will satisfy the unit requirement for that title.

Accounting and Finance

To qualify for this elective title to be attached to their degree certificate, students must take and pass courses from this sub-list to the value of 3.0 full units. At least 1.0 unit of courses must be from the Department of Accounting and at least 1.0 unit of courses must be from the Department of Finance.

AC411	Accounting, Strategy and Control (0.5)
AC412	Accountability, Organisations and Risk Management (0.5)
AC415	Management Accounting for Decision Making (0.5)
AC416	Topics in Financial Reporting (0.5) #
AC417	Corporate Financial Disclosure and Investor Relations (0.5)
AC444	Valuation and Security Analysis (0.5) #
AC470	Accounting in the Global Economy (0.5) #
FM402	Financial Risk Analysis (0.5) #
FM412	Quantitative Security Analysis (0.5) #
FM413	Fixed Income Markets (0.5) #
FM421	Applied Corporate Finance (0.5) # ~A
FM429	Asset Markets A (0.5) # ~6
FM431L	Corporate Finance A (0.5) # ~7
FM431M	Corporate Finance A (0.5) # ~8
FM441	Derivatives (0.5) #
FM442	Quantitative Methods for Finance and Risk Analysis (0.5) #
FM445	Portfolio Management (0.5)
FM472	International Finance (0.5) #
FM473L	Financial Markets (0.5) # ~9
FM473M	Financial Markets (0.5) # ~10
FM474L	Managerial Finance (0.5) ~11
FM474M	Managerial Finance (0.5) ~12
FM476	Entrepreneurial Finance (0.5) #

Accounting

To qualify for this elective title to be attached to their degree certificate, students must take courses from this sub-list to the value of at least 2.0 full units.

AC411	Accounting, Strategy and Control (0.5)
AC412	Accountability, Organisations and Risk Management (0.5)
AC415	Management Accounting for Decision Making (0.5)
AC416	Topics in Financial Reporting (0.5) # ~13
AC417	Corporate Financial Disclosure and Investor Relations (0.5)
AC444	Valuation and Security Analysis (0.5) #
AC470	Accounting in the Global Economy (0.5) #

Finance

To qualify for this elective title to be attached to their degree certificate, students must take courses from this sub-list to the value of at least 2.0 full units.

- FM402 Financial Risk Analysis (0.5) #
- FM413 Fixed Income Markets (0.5) #
- FM421 Applied Corporate Finance (0.5) #
- FM429 Asset Markets A (0.5) # ~14
- FM431L Corporate Finance A (0.5) #
- FM431M Corporate Finance A (0.5) #
- FM441 Derivatives (0.5) #
- FM442 Quantitative Methods for Finance and Risk Analysis (0.5) #
- FM445 Portfolio Management (0.5)
- FM472 International Finance (0.5) #
- FM473L Financial Markets (0.5) # ~15
- FM473M Financial Markets (0.5) # ~16
- FM474L Managerial Finance (0.5) ~17
- FM474M Managerial Finance (0.5) ~18
- FM476 Entrepreneurial Finance (0.5) #

Human Resource Management

To qualify for this elective title to be attached to their degree certificate, students must take courses from this sub-list to the value of at least 2.0 full units.

- MG473 Negotiation Analysis (0.5)
- MG477 Strategic Reward: Key Models and Practices (0.5)
- MG478 The Management of Human Resources in Global Companies (0.5)
- MG4A3 Incentives and Governance in Organisations (0.5) #
- MG4B6 Design and Management of Organisations (0.5)
- MG4B7 Organisational Change (0.5) (not available 2020/21)
- MG4D2 International Employment Relations (0.5) #
- MG4D3 The Dark Side of the Organisation (0.5) #
- MG4D5 Leadership in Organisations: Theory and Practice (0.5)
- PB418 Corporate Communications (0.5)
- PB426 Knowledge Processes in Organisations (0.5) (not available 2020/21)

Information Systems and Digital Business

To qualify for this elective title to be attached to their degree certificate, students must take courses from this sub-list to the value of at least 2.0 full units.

- MG472 Global Strategy, Management and Information Systems (0.5) #
- MG479 Information Systems for the Public Sector: Digital Government and Service Innovation (0.5)
- MG481 Innovating Organisational Information Technology (0.5) #
- MG482 Innovation and Technology Management (0.5)
- MG483 eHealth: Policy, Strategy and Systems (0.5) #
- MG484 Global Sourcing and Management of Business and IT Services (0.5) # (withdrawn 2020/21)
- MG485 Management and Economics of E-Business (0.5) # (not available 2020/21)
- MG486 Social Computing, Data Analytics, and Information Services (0.5)
- MG487 Innovation and Information Systems: Concepts and Perspectives (0.5)
- MG492 Data Governance: Privacy, Openness and

Transparency (0.5)

MG4A8 Strategy for the Information Economy (0.5) #

MG4C3 Information Technology and Service Innovation (0.5)

Marketing and Consumer Behaviour

To qualify for this elective title to be attached to their degree certificate, students must take courses from this sub-list to the value of at least 2.0 full units.

- MC408 Theories and Concepts in Media and Communications (0.5)
- MG404 Consumer Insights: Behavioural Fundamentals (0.5)
- MG452 Behavioural Economics for Management (0.5) # (not available 2020/21)
- MG455 Decisions, Biases and Nudges (0.5) #
- MG456 Strategic Decision Making (0.5) #
- MG473 Negotiation Analysis (0.5)
- MG4F2 marketing Analytics II: Analytics for Managing Innovations, Products and Brands (0.5)
- MG4F3 Digital Marketing (0.5) # (not available 2020/21)
- MG4J3 Principles of Pricing (0.5) (not available 2020/21)

Strategy and International Business

To qualify for this elective title to be attached to their degree certificate, students must take courses from this sub-list to the value of at least 2.0 full units.

- MG401 Operations Management for Management Consultancy (0.5) #
- MG421 International Business Strategy and Emerging Markets (0.5) #
- MG422 Thinking Strategically (0.5) #
- MG430 Firms & Markets in Emerging Economies (0.5)
- MG452 Behavioural Economics for Management (0.5) # (not available 2020/21)
- MG455 Decisions, Biases and Nudges (0.5) #
- MG456 Strategic Decision Making (0.5) #
- MG472 Global Strategy, Management and Information Systems (0.5) #
- MG473 Negotiation Analysis (0.5)
- MG477 Strategic Reward: Key Models and Practices (0.5)
- MG478 The Management of Human Resources in Global Companies (0.5)
- MG4A3 Incentives and Governance in Organisations (0.5) #
- MG4A4 Empirical Research Strategy for Managerial Economics (0.5) (withdrawn 2020/21)
- MG4A8 Strategy for the Information Economy (0.5) #
- MG4B1 Corporate Strategy (0.5) #
- MG4B6 Design and Management of Organisations (0.5)
- MG4B9 The World Trading System (0.5) #
- MG4G4 Topics in Management Research (0.5)

Footnotes for Elective Courses (click here to expand) ~A: Prerequisite FM431L / FM431M or FM473L / FM473M or FM474L / FM474M must also have been taken previously.

Prerequisite Requirements and Mutually Exclusive Options for Elective Courses (click here to expand) ~1: FM473L can not be taken with FM429~2: FM473M can not be taken with FM429~3: FM474L can not be taken with FM431L, FM431M~4: FM474M can not be taken with FM431L, FM431M~5: GI407 can

not be taken with GI409, GI420~6: FM429 can not be taken with FM473L, FM473M, FM474L, FM474M~7: FM431L can not be taken with FM474L, FM474M~8: FM431M can not be taken with FM474L, FM474M~9: FM473L can not be taken with FM429~10: FM473M can not be taken with FM429~11: FM474L can not be taken with FM431L, FM431M~12: FM474M can not be taken with FM431L, FM431M~13: Before taking AC416 you must take AC480~14: FM429 can not be taken with FM473L, FM473M, FM474L, FM474M~15: FM473L can not be taken with FM429~16: FM473M can not be taken with FM429~17: FM474L can not be taken with FM431L, FM431M~18: FM474M can not be taken with FM431L, FM431M

means there may be prerequisites for this course. Please view the course guide for more information.

SUPPLEMENTARY CRITERIA FOR PROGRESSION FROM THE FIRST TO THE SECOND YEAR OF MSC MANAGEMENT

The following rules set out what marks are required in order to be eligible to proceed into the second year. Students with the following mark profiles progress as follows:

Pass marks in all first year courses allows progression to year two.

A half unit Fail mark or a half unit Bad Fail mark with at least Pass marks in all other courses will allow progression to year two.

One full unit (or two half units) of Fail marks (which could include no more than one half unit Bad Fail mark) with at least Pass marks in all other courses, including one half unit of Merit marks will allow progression to year two.

Two Bad Fail marks (full or half units) will not allow progression to year two.

Three or more (full or half units) Fails or Bad Fail marks will not allow progression to year two.

Students must resubmit all failed components of assessments in courses in which they receive a Bad Fail mark in order to be eligible for the award of a degree. The Repeat Teaching Panel may consider an application for repeat tuition in any failed courses from a student. Results obtained following a repeated attempt at assessment shall bear their normal value.

Note for prospective students:

For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Introductory course	MG4J1 Introduction to Mathematics and Data Analysis for Managers (0.0)
Paper 1	MG465 Managerial Economics for Master in Management Students (0.5) and MG4F7 Business Analysis (0.5)
Paper 2	MG439 Organisational Behaviour for Master's in Management (0.5) and MG4E2 marketing Management (0.5)
Paper 3	AC493 Financial and Management Accounting for Managerial Decision Making (0.5) and FM474M Managerial Finance (0.5)
Paper 4	Courses to the value of 1.0 unit(s) from the following:
	FM472 International Finance (0.5) #
	FM476 Entrepreneurial Finance (0.5) #
	MG401 Operations Management for Management Consultancy (0.5) #
	MG402 Public Management: A Design-Oriented Approach (0.5)
	MG409 Auctions and Game Theory (0.5) #
	MG421 International Business Strategy and Emerging Markets (0.5) #
	MG422 Thinking Strategically (0.5) #
	MG430 Firms & Markets in Emerging Economies (0.5)
	MG456 Strategic Decision Making (0.5) #
	MG460 Emergencies Management: Humanitarian Intervention and Digital Innovation (0.5)
	MG466 Supply Chain Management (0.5) #
	MG467 Strategy and Change in Public Sector Management (0.5) # (not available 2020/21)
	MG473 Negotiation Analysis (0.5)
	MG478 The Management of Human Resources in Global Companies (0.5)
	MG479 Information Systems for the Public Sector: Digital Government and Service Innovation (0.5)
	MG484 Global Sourcing and Management of Business and IT Services (0.5) # (withdrawn 2020/21)
	MG486 Social Computing, Data Analytics, and Information Services (0.5)
	MG492 Data Governance: Privacy, Openness and Transparency (0.5)
	MG4B1 Corporate Strategy (0.5) #
	MG4B6 Design and Management of Organisations (0.5)
	MG4B7 Organisational Change (0.5) (not available 2020/21)
	MG4C3 Information Technology and Service Innovation (0.5)
	MG4D4 Cross Cultural Management (0.5) #
	MG4D5 Leadership in Organisations: Theory and Practice (0.5)
	MG4F2 marketing Analytics II: Analytics for Managing Innovations, Products and Brands (0.5)
	MG4F3 Digital Marketing (0.5) # (not available 2020/21)
	MG4G7 Contemporary Topics in Advanced Technology Management (0.5) # (not available 2020/21)
	MG4J3 Principles of Pricing (0.5) (not available 2020/21)
	MG4J6 Brand Strategy (0.5)

MSc in Management (1 Year Programme)

Programme Code: TMMG

Department: Management

For students starting this programme of study in 2020/21

Full-year programme. Students take courses to the value of five units: eight compulsory courses, electives to the value of one unit and as shown below. All students are required to attend the introductory course MG4J1 Introduction to Mathematics and Data Analysis for Managers.

Please note that places are limited on some optional courses.

Paper 5	MG4F4	Strategy and Innovation in a Global Context (0.5) and MG4F5 Business in the Global Environment (0.5)
		# means there may be prerequisites for this course. Please view the course guide for more information.

MSc in Management and Strategy

Programme Code: TMMNST

Department: Management

For students starting this programme of study in 2020/21 Full-year programme. Students must take the four compulsory half-unit courses, optional courses to the value of three half units, and a half-unit dissertation.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	Four 0.5 unit compulsory courses: MG4A3 Incentives and Governance in Organisations (0.5) # MG4A5 The Analysis of Strategy A (0.5) MG4A6 The Analysis of Strategy B (0.5) # MG4B6 Design and Management of Organisations (0.5)
Paper 2	Courses to the value of 1.0 unit(s) from the following: AC444 Valuation and Security Analysis (0.5) # AC470 Accounting in the Global Economy (0.5) # AC490 Management Accounting, Decisions and Control (0.5) AC491 Financial Accounting, Reporting and Disclosure (0.5) FM473L Financial Markets (0.5) # FM473M Financial Markets (0.5) # FM474L Managerial Finance (0.5) FM474M Managerial Finance (0.5) MG402 Public Management: A Design-Oriented Approach (0.5) MG409 Auctions and Game Theory (0.5) # MG430 Firms & Markets in Emerging Economies (0.5) MG452 Behavioural Economics for Management (0.5) # (not available 2020/21) MG467 Strategy and Change in Public Sector Management (0.5) # (not available 2020/21) MG473 Negotiation Analysis (0.5) MG4A4 Empirical Research Strategy for Managerial Economics (0.5) (withdrawn 2020/21) MG4A8 Strategy for the Information Economy (0.5) # MG4B1 Corporate Strategy (0.5) # MG4B3 International Marketing: A Strategic Approach (0.5) MG4B8 Evolutionary Psychology and Management (0.5) (not available 2020/21) MG4B9 The World Trading System (0.5) # MG4G4 Topics in Management Research (0.5) MG4J3 Principles of Pricing (0.5) (not available 2020/21) MG4J6 Brand Strategy (0.5)
Paper 3	Courses to the value of 0.5 unit(s) from the following: Paper 2 options list Or

With the approval of the programme director, a half-unit course not on this list.

Paper 4	MG497	Dissertation: MSc Management and Strategy (0.5)
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Paper 2 options list

AC444	Valuation and Security Analysis (0.5) #
AC470	Accounting in the Global Economy (0.5) #
AC490	Management Accounting, Decisions and Control (0.5)
AC491	Financial Accounting, Reporting and Disclosure (0.5)
FM473L	Financial Markets (0.5) #
FM473M	Financial Markets (0.5) #
FM474L	Managerial Finance (0.5)
FM474M	Managerial Finance (0.5)
MG402	Public Management: A Design-Oriented Approach (0.5)
MG409	Auctions and Game Theory (0.5) #
MG430	Firms & Markets in Emerging Economies (0.5)
MG452	Behavioural Economics for Management (0.5) # (not available 2020/21)
MG467	Strategy and Change in Public Sector Management (0.5) # (not available 2020/21)
MG473	Negotiation Analysis (0.5)
MG4A4	Empirical Research Strategy for Managerial Economics (0.5) (withdrawn 2020/21)
MG4A8	Strategy for the Information Economy (0.5) #
MG4B1	Corporate Strategy (0.5) #
MG4B3	International Marketing: A Strategic Approach (0.5)
MG4B8	Evolutionary Psychology and Management (0.5) (not available 2020/21)
MG4B9	The World Trading System (0.5) #
MG4G4	Topics in Management Research (0.5)
MG4J3	Principles of Pricing (0.5) (not available 2020/21)
MG4J6	Brand Strategy (0.5)
	# means there may be prerequisites for this course. Please view the course guide for more information.

MSc in Management of Information Systems and Digital Innovation

Programme Code: TMMISDI

Department: Management

For students starting this programme of study in 2020/21 Full-year programme which is available on a part-time basis. Students must take four half unit compulsory courses, three half unit optional courses and a dissertation. Students are also required to attend an unassessed skills course: MG496 Study Skills and Research Methods.

Part-time students are required to take taught courses in the Michaelmas and Lent Terms of their two years and the work load will be split across both years (two units per year). The dissertation will be completed in the Summer Term of the second year.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Skills Course	MG496 Study Skills and Contemporary Topics in Information Systems and Digital Innovations (0.0)
Paper 1	MG487 Innovation and Information Systems:

Paper 2	MG481	Concepts and Perspectives (0.5) Innovating Organisational Information Technology (0.5) #	MG483	Sector: Digital Government and Service Innovation (0.5) eHealth: Policy, Strategy and Systems (0.5) #
Paper 3	MG472	Global Strategy, Management and Information Systems (0.5) #	MG484	Global Sourcing and Management of Business and IT Services (0.5) # (withdrawn 2020/21)
Papers 4 & 5	Courses to the value of 1.0 unit(s) from the following:		MG485	Management and Economics of E-Business (0.5) # (not available 2020/21)
	DV483	Information Communication Technologies and Socio-economic Development (0.5)	MG486	Social Computing, Data Analytics, and Information Services (0.5)
	MG460	Emergencies Management: Humanitarian Intervention and Digital Innovation (0.5)	MG492	Data Governance: Privacy, Openness and Transparency (0.5)
	MG479	Information Systems for the Public Sector: Digital Government and Service Innovation (0.5)	MG4C3	Information Technology and Service Innovation (0.5)
	MG483	eHealth: Policy, Strategy and Systems (0.5) #	MG4G7	Contemporary Topics in Advanced Technology Management (0.5) # (not available 2020/21)
	MG484	Global Sourcing and Management of Business and IT Services (0.5) # (withdrawn 2020/21)	# means there may be prerequisites for this course. Please view the course guide for more information.	
	MG485	Management and Economics of E-Business (0.5) # (not available 2020/21)		
	MG486	Social Computing, Data Analytics, and Information Services (0.5)		
	MG492	Data Governance: Privacy, Openness and Transparency (0.5)		
	MG4C3	Information Technology and Service Innovation (0.5)		
	MG4G7	Contemporary Topics in Advanced Technology Management (0.5) # (not available 2020/21)		
Paper 6	Either another 0.5 unit course from Papers 4 & 5 above or from the following:			
	AC490	Management Accounting, Decisions and Control (0.5)		
	FM473L	Financial Markets (0.5) #		
	FM473M	Financial Markets (0.5) #		
	FM474L	Managerial Finance (0.5)		
	FM474M	Managerial Finance (0.5)		
	MA423	Fundamentals of Operations Research (0.5) #		
	MG401	Operations Management for Management Consultancy (0.5) #		
	MG402	Public Management: A Design-Oriented Approach (0.5)		
	MG418	Open Innovation (0.5)		
	MG466	Supply Chain Management (0.5) #		
	MG467	Strategy and Change in Public Sector Management (0.5) # (not available 2020/21)		
	MG4B7	Organisational Change (0.5) (not available 2020/21)		
	MG4J3	Principles of Pricing (0.5) (not available 2020/21)		
	PH425	Business and Organisational Ethics (0.5)		
	A course from another programme with permission of the Programme Director by special permission only.			
	Papers 4 & 5 options list			
Paper 7	MG4D7	Dissertation: MSc MISDI (0.5) and MY401 Research Design for Studies in Digital Innovation (0.5)		
	Papers 4 & 5 options list			
	DV483	Information Communication Technologies and Socio-economic Development (0.5)		
	MG460	Emergencies Management: Humanitarian Intervention and Digital Innovation (0.5)		
	MG479	Information Systems for the Public		

MSc in Marketing

Programme Code: TMMK

Department: Management

For students starting this programme of study in 2020/21 Full-year programme. Students must take four compulsory courses and options to the value of two units as shown below. Students must also complete the introductory course MG4E7 Business Fundamentals.

Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Introductory Course	MG4E7 Business Fundamentals (0.0)
Paper 1	MG4E8 Principles of Marketing (0.5) and MG4E9 Marketing Analytics I: Consumer Analysis Fundamentals (0.5)
Paper 2	MG404 Consumer Insights: Behavioural Fundamentals (0.5) and MG4F1 marketing Action Learning Project (0.5) #
Paper 3	Courses to the value of 1.0 unit(s) from the following: MG403 Pricing Strategy (0.5) MG455 Decisions, Biases and Nudges (0.5) # MG456 Strategic Decision Making (0.5) # MG4F2 marketing Analytics II: Analytics for Managing Innovations, Products and Brands (0.5) MG4F3 Digital Marketing (0.5) # (not available 2020/21)
Paper 4	MG4J6 Brand Strategy (0.5) Courses to the value of 1.0 unit(s) from the following, subject to timetable constraints: MA429 Algorithmic Techniques for Data Mining (0.5) # MC402 The Audience in Media and Communications (0.5) MC403 Contemporary Issues in Media and Communications Policy (0.5) # MG403 Pricing Strategy (0.5) MG425 Global Business Management (0.5) (withdrawn 2020/21) MG430 Firms & Markets in Emerging Economies (0.5) MG455 Decisions, Biases and Nudges (0.5) #

MG456	Strategic Decision Making (0.5) #
MG4A3	Incentives and Governance in Organisations (0.5) #
MG4C2	Organisational Behaviour (0.5)
MG4D5	Leadership in Organisations: Theory and Practice (0.5)
MG4F2	marketing Analytics II: Analytics for Managing Innovations, Products and Brands (0.5)
MG4F3	Digital Marketing (0.5) # (not available 2020/21)
MG4J6	Brand Strategy (0.5)
MY451405	Research Design for Policy and Programme Evaluation (0.5)
MY451421	Qualitative Research Methods (0.5)
MY451426	Doing Ethnography (0.5) # (not available 2020/21)
MY451427	Qualitative Research with Digital and Visual Data (0.5) # (not available 2020/21)
MY451455	Multivariate Analysis and Measurement (0.5) #
MY451456	Survey Methodology (0.5) #
PB419	Creativity and Innovation (0.5) # (not available 2020/21)
ST405	Multivariate Methods (0.5) #
ST411	Generalised Linear Modelling and Survival Analysis (0.5) #
ST422	Time Series (0.5) #
Or any other MSc-level elective course which is offered in the School, subject to approval of the Course Leader and the Programme Director.	
# means there may be prerequisites for this course. Please view the course guide for more information.	

MSc in Media, Communication and Development

Programme Code: TMMECODE

Department: Media & Communications

For students starting this programme of study in 2020/21

Full year programme. Students must take courses to the value of three full units and a dissertation as shown below.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	MC408 Theories and Concepts in Media and Communications (0.5)
	And one of the following 0.5 unit courses:
	MC4M1 methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) (0.5) or
	MC4M7 Methods of Research in Media & Communications (including Qualitative Analysis & Applied Regression Analysis) (0.5) A
Paper 2	MC421 Critical Approaches to Media, Communication and Development (0.5)
Paper 3	Courses to the value of 1.5 unit(s) from the following:
	DV424 International Institutions and Late Development (0.5)
	DV483 Information Communication Technologies and Socio-economic Development (0.5)
	GI425 Introduction to Gender, Peace and Security (0.5)
	MC407 International Media and The Global

	South (0.5) (not available 2020/21)
MC409	Media, Technology and Everyday Life (0.5)
MC420	Identity, Transnationalism and the Media (0.5)
MC423	Global Media Industries (0.5) (not available 2020/21)
MC426	Film Theory and World Cinema (0.5)
MC428	Media Culture and Neoliberalism in the Global South (0.5)
MC429	Humanitarian Communication: vulnerability, discourse and power (0.5) (not available 2020/21)
MC433	Technology and Justice (0.5) #
MC436	Mediating the Past (0.5)
MC438	Mediated Feminisms (0.5)
PB422	Health Communication (0.5)
Any other MSc level course which is offered in the School, subject to the consent of the candidate's programme director.	
Paper 4	MC499 Dissertation: Media and Communications (1.0) B

Footnotes

A: MY452 is an advanced Applied Regression Analysis course offered by the Department of Methodology and must be taken by students who select MC4M7. Students wishing to select this option need to already have a grounding in quantitative methods and must seek approval from the Programme Director. Approval is also subject to timetabling constraints.

B: Passing this course is a requirement for passing the programme.

means there may be prerequisites for this course. Please view the course guide for more information.

Subject to agreement with the Programme Director, students can take up to one full unit of courses outside the Department of Media and Communications Department (non MC-prefixed courses).

Note for prospective students:

For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm.

MSc in Media and Communications

Programme Code: TMMEC

Department: Media & Communications

For students starting this programme of study in 2020/21

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown below.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	MC408 Theories and Concepts in Media and Communications (0.5) and MC418 Communication: Cultures and Approaches (0.5)
Paper 2	One of the following 0.5 unit courses:
	MC4M1 methods of Research in Media & Communications (including Qualitative &

	Quantitative Analysis) (0.5) or
MC4M7	Methods of Research in Media & Communications (including Qualitative Analysis & Applied Regression Analysis) (0.5) A
Paper 3	Courses to the value of 1.5 unit(s) from the following:
MC401	mediated Resistance and Activism (0.5)
MC402	The Audience in Media and Communications (0.5)
MC403	Contemporary Issues in Media and Communications Policy (0.5) #
MC407	International Media and The Global South (0.5) (not available 2020/21)
MC409	Media, Technology and Everyday Life (0.5)
MC416	Representation in the Age of Globalisation (0.5)
MC420	Identity, Transnationalism and the Media (0.5)
MC423	Global Media Industries (0.5) (not available 2020/21)
MC425	Interpersonal Mediated Communication (0.5)
MC426	Film Theory and World Cinema (0.5)
MC427	Digital Media Futures (0.5) (not available 2020/21)
MC432	Strategic Communication in Practice: Professional Perspectives (0.5)
MC434	Digital Platforms and Media Infrastructures (0.5) # (not available 2020/21)
MC435	Disruptive Digital Worlds: Competing Economic and Political Economy Explanations (0.5)
MC436	Mediating the Past (0.5)
MC437	Media, Data and Social Order (0.5) #
MC438	Mediated Feminisms (0.5)
	Any other MSc level course which is offered in the School, subject to the consent of the candidate's programme director.
Paper 4	MC499 Dissertation: Media and Communications (1.0) B
Footnotes	<p>A: MY452 is an advanced Applied Regression Analysis course offered by the Department of Methodology and must be taken by students who select MC4M7. Students wishing to select this option need to already have a grounding in quantitative methods and must seek approval from the Programme Director. Approval is also subject to timetabling constraints.</p> <p>B: Passing this course is a requirement for passing the programme.</p> <p># means there may be prerequisites for this course. Please view the course guide for more information. Students can take up to one full unit of courses outside the Department of Media and Communications Department (non MC-prefixed courses).</p> <p>Note for prospective students:</p> <p>For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm.</p>

MSc in Media and Communications (Data and Society)

Programme Code: TMMECD5

Department: Media & Communications

For students starting this programme of study in 2020/21 Full-year programme. Students must take courses to the value of three full units and a dissertation as shown below.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	MC408 Theories and Concepts in Media and Communications (0.5) And one of the following 0.5 unit courses: MC4M1 methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) (0.5) or MC4M7 Methods of Research in Media & Communications (including Qualitative Analysis & Applied Regression Analysis) (0.5) A
Paper 2	MC430 Data in Communication and Society (0.5)
Paper 3	Courses to the value of 1.5 unit(s) from the following: LL4S1 Cyberlaw (0.5) # MC409 Media, Technology and Everyday Life (0.5) MC422 Critical Studies in Media and Journalism (0.5) (not available 2020/21) MC425 Interpersonal Mediated Communication (0.5) MC427 Digital Media Futures (0.5) (not available 2020/21) MC433 Technology and Justice (0.5) # MC434 Digital Platforms and Media Infrastructures (0.5) # (not available 2020/21) MC435 Disruptive Digital Worlds: Competing Economic and Political Economy Explanations (0.5) MC436 Mediating the Past (0.5) MC437 Media, Data and Social Order (0.5) # MG486 Social Computing, Data Analytics, and Information Services (0.5) MG492 Data Governance: Privacy, Openness and Transparency (0.5) MG4G7 Contemporary Topics in Advanced Technology Management (0.5) # (not available 2020/21) MY451461 Social Network Analysis (0.5) MY451472 Data for Data Scientists (0.5) SO471 Technology, Power and Culture (0.5) Any other course which is offered in the School at master's level, subject to the consent of the candidate's programme director.
Paper 4	MC499 Dissertation: Media and Communications (1.0) B
Footnotes	<p>A: MY452 is an advanced Applied Regression Analysis course offered by the Department of Methodology and must be taken by students who select MC4M7. Students wishing to select this option need to already have a grounding in quantitative methods and must seek approval from the Programme Director. Approval is also subject to timetabling constraints.</p> <p>B: Passing this course is a requirement for passing the programme.</p> <p># means there may be prerequisites for this course. Please view the course guide for more information. Students can take no more than one full unit of courses from outside the Department of Media and</p>

Communications (non MC-prefixed courses).

Note for prospective students:

For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm.

MSc in Media and Communications (Media and Communications Governance)

Programme Code: TMMECMCG

Department: Media & Communications

For students starting this programme of study in 2020/21

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown below.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	MC408 Theories and Concepts in Media and Communications (0.5)
	And one of the following 0.5 unit courses:
	MC4M1 methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) (0.5) or
	MC4M7 Methods of Research in Media & Communications (including Qualitative Analysis & Applied Regression Analysis) (0.5) A
Paper 2	MC424 media and Communication Governance (0.5)
Paper 3	Courses to the value of 1.5 unit(s) from the following:
	EU421 Policy-Making in the European Union (0.5) #
	LL4H2 Freedom of Speech, Media and the Law (0.5) (not available 2020/21)
	LL4H3 media Law: Regulating Newsgathering (0.5) (not available 2020/21)
	LL4S1 Cyberlaw (0.5) #
	MC403 Contemporary Issues in Media and Communications Policy (0.5) #
	MC405 Policy and Practice in ICTs and Development (0.5) (withdrawn 2020/21)
	MC413 Information, Communication and Knowledge Systems (0.5) (not available 2020/21)
	MC418 Communication: Cultures and Approaches (0.5)
	MC423 Global Media Industries (0.5) (not available 2020/21)
	MC433 Technology and Justice (0.5) #
	MC434 Digital Platforms and Media Infrastructures (0.5) # (not available 2020/21)
	MC435 Disruptive Digital Worlds: Competing Economic and Political Economy Explanations (0.5)
	MC436 Mediating the Past (0.5)
	MC437 Media, Data and Social Order (0.5) #
	MG487 Innovation and Information Systems: Concepts and Perspectives (0.5)
	Any other half unit paper which is offered in the School at master's level, subject to the consent of

the student's teachers.

Paper 4

MC499 Dissertation: Media and Communications (1.0) B

Footnotes

A: MY452 is an advanced Applied Regression Analysis course offered by the Department of Methodology and must be taken by students who select MC4M7. Students wishing to select this option need to already have a grounding in quantitative methods and must seek approval from the Programme Director. Approval is also subject to timetabling constraints.

B: Passing this course is a requirement for passing the programme.

means there may be prerequisites for this course.

Please view the course guide for more information.

Students can take no more than one full unit of courses from outside the Department of Media and Communications (non MC-prefixed courses).

Note for prospective students:

For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm.

MSc in Media and Communications (Research)

Programme Code: TMMECRE

Department: Media & Communications

For students starting this programme of study in 2020/21

Full year programme. Students must take courses to the value of three full units and a dissertation as shown below.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	MC408 Theories and Concepts in Media and Communications (0.5)
Paper 2	One of the following full-unit courses:
	MC4M2 Advanced Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) (1.0) A or
	MC4M8 Advanced Methods of Research in Media & Communications (including Qualitative & Advanced Quantitative Analysis) (1.0) B
Paper 3	Courses to the value of 1.5 unit(s) from the following:
	MC402 The Audience in Media and Communications (0.5)
	MC407 International Media and The Global South (0.5) (not available 2020/21)
	MC409 Media, Technology and Everyday Life (0.5)
	MC416 Representation in the Age of Globalisation (0.5)
	MC418 Communication: Cultures and Approaches (0.5)
	MC422 Critical Studies in Media and Journalism (0.5) (not available 2020/21)
	MC423 Global Media Industries (0.5) (not available 2020/21)
	MC425 Interpersonal Mediated Communication (0.5)

	MC426	Film Theory and World Cinema (0.5)
	MC427	Digital Media Futures (0.5) (not available 2020/21)
	MC432	Strategic Communication in Practice: Professional Perspectives (0.5)
	MC434	Digital Platforms and Media Infrastructures (0.5) # (not available 2020/21)
Paper 4	MC436	Mediating the Past (0.5)
	MC437	Media, Data and Social Order (0.5) #
	Any other MSc level course which is offered in the School, subject to the consent of the candidate's programme director.	
	MC499	Dissertation: Media and Communications (1.0) C
Footnotes	<p>A: Passing either MC4M2 or MC4M8 is a requirement for passing the programme.</p> <p>B: MY455 is an advanced Multivariate Analysis course offered by the Department of Methodology and must be taken by students who select MC4M8. Students wishing to select this option need to already have a grounding in quantitative methods and must seek approval from the Programme Director. Approval is also subject to timetabling constraints.</p> <p>C: Passing this course is a requirement for passing the programme.</p> <p># means there may be prerequisites for this course. Please view the course guide for more information. Students can take no more than one full unit of courses from outside the Department of Media and Communications (non MC-prefixed courses).</p> <p>Note for prospective students:</p> <p>For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm.</p>	

MSc in Operations Research & Analytics

Programme Code: TMORA

Department: Mathematics

For students starting this programme of study in 2020/21 Full-year programme. As below, students must take three compulsory courses (Papers 1-3, 1.5 units in all), options to the value of 1.5 units (Papers 4-6), and a project or dissertation (Paper 7, 1 unit).

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements and course size capping.

Paper	Course number, title (unit value)	
Paper 1	MA423	Fundamentals of Operations Research (0.5) #
Paper 2	MA424	modelling in Operations Research (0.5) #
Paper 3	ST447	Data Analysis and Statistical Methods (0.5) #
Papers 4 & 5	Courses to the value of 1.0 unit(s) from the following:	
	MA402	Game Theory I (0.5) #
	MA407	Algorithms and Computation (0.5) #
	MA421	Advanced Algorithms (0.5) #
	MA427	Mathematical Optimisation (0.5) #
	MA428	Combinatorial Optimisation (0.5) #

	MA429	Algorithmic Techniques for Data Mining (0.5) #
	MA430	Efficient Algorithms For Hard Optimisation Problems (0.5) # (withdrawn 2020/21)
	MA434	Algorithmic Game Theory (0.5) #
	Students may take at most one of MA407 and MA421 under Papers 4 & 5, but may take the other under Paper 6.	
Paper 6	Courses to the value of 0.5 unit(s) from the following: Another course from those listed under Papers 4 & 5.	
	MA431	Advanced Topics in Operations Research and Applicable Mathematics (0.5) # (not available 2020/21)
	MA433	mathematics of Networks (0.5) #
	MG409	Auctions and Game Theory (0.5) #
	MG422	Thinking Strategically (0.5) #
	MG455	Decisions, Biases and Nudges (0.5) #
	ST422	Time Series (0.5) #
	ST449	Artificial Intelligence and Deep Learning (0.5)

Papers 4 & 5 options list

Or

Courses to the value of 0.5 unit(s) from the following:

Any other MSc-level course, with approval of the Programme Director and the teacher responsible for the course.

Paper 7

MA425	Project in Operations Research & Analytics (1.0) or
MA426	Dissertation in Operations Research & Analytics (1.0)

Papers 4 & 5 options list

MA402	Game Theory I (0.5) #
MA407	Algorithms and Computation (0.5) #
MA421	Advanced Algorithms (0.5) #
MA427	Mathematical Optimisation (0.5) #
MA428	Combinatorial Optimisation (0.5) #
MA429	Algorithmic Techniques for Data Mining (0.5) #
MA430	Efficient Algorithms For Hard Optimisation Problems (0.5) # (withdrawn 2020/21)
MA434	Algorithmic Game Theory (0.5) #
# means there may be prerequisites for this course. Please view the course guide for more information. Students may choose at most one of: MA402, MA434, MG409, MG422.	

Upon supplying satisfactory evidence to the course convenor of relevant previous courses taken, a student may be exempted from a course specified in Paper 1, 2, or 3, at the discretion of the Programme Director. A student shall replace such a course with another module, subject to approval of the Programme Director. Exemption from more than one course is rare.

Please note that not all optional courses are available every year.

Note for prospective students:

For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm.

MSc in Organisational and Social Psychology

Programme Code: TMOSOPS

Department: Psychological and Behavioural Science

For students starting this programme of study in 2020/21

Full-year programme. Students must take two compulsory courses, one unassessed course (PB400), optional courses to the value of one unit and a dissertation as shown.

The Department of Psychological and Behavioural Science has recoded their course codes from PS- to PB- for 2018/19. The majority of courses listed below with a PB- code are not new courses but some may have changed code.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	PB402 Organisational Social Psychology (1.0)
Paper 2	Students may opt to take PB414 instead of PB411 where they can demonstrate prior experience of quantitative techniques up to and including the topics covered in MY465:
	PB411 methods for Social Psychology Research: Qualitative and Quantitative Methods (1.0) or
	PB414 Advanced Methods for Social Psychology Research: Qualitative and Quantitative Methods (1.0)
Paper 3	Courses to the value of 1.0 unit(s) from the following:
	GI403 Gender and Media Representation (0.5)
	PB415 Behavioural Science (0.5) (not available 2020/21)
	PB416 Cognition and Culture (0.5) (not available 2020/21)
	PB417 Consumer Psychology (0.5)
	PB418 Corporate Communications (0.5)
	PB419 Creativity and Innovation (0.5) # (not available 2020/21)
	PB420 Current Communication Research (0.5) # (not available 2020/21)
	PB421 Happiness (0.5)
	PB422 Health Communication (0.5)
	PB424 Organisational Life (0.5) (not available 2020/21)
	PB425 Organisations, Groups and Identity (0.5) #
	PB426 Knowledge Processes in Organisations (0.5) (not available 2020/21)
	PB427 Organisational and Social Decision Making (0.5) (not available 2020/21)
	PB428 Political Psychology: Inequality & Intergroup Relations (0.5)
	PB429 Science Communication and Controversies (0.5) (not available 2020/21)
	PB430 Social Influence (0.5) # (not available 2020/21)
	PB431 Social Psychology of Economic Life: Advanced Topics (0.5)
	PB432 Social Representations: Social Knowledge and Contemporary Issues (0.5)
	PB433 Theory and Practice of Organisational Development (0.5)
	PB434 Behavioural Science in an Age of New Technology (0.5)
	PB452 Behavioural Science for Health in the Time of a Pandemic (0.5) #
	PB457 Organisational Culture (0.5)
	PB458 Dialogue: Conflict & Negotiation (0.5)
	Courses to the value of 0.5 unit(s) from another programme can be taken (subject to the approval

of the candidate's Programme Director).

Paper 4

Footnotes

PB410 Dissertation (1.0) A

A: Failures in this course cannot be condoned. A bad fail is defined as a mark less than 29%.

means there may be prerequisites for this course.

Please view the course guide for more information.

MSc in Philosophy and Public Policy

Programme Code: TMPHPP

Department: Philosophy, Logic and Scientific Method

For students starting this programme of study in 2020/21

Full-year programme. Students must take two compulsory courses, one unit of optional courses, one compulsory seminar (non-assessed) and a dissertation as shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	PH415 Philosophy and Public Policy (1.0)
Paper 2	PH416 Philosophy, Morals and Politics (1.0)
	Or
	PH458 Evidence and Policy and another half-unit from the courses listed under Paper 3:
	PH458 Evidence and Policy (0.5)
Paper 3	Paper 3 options list
	Courses to the value of 1.0 unit(s) from the following:
	PH400 Philosophy of Science (1.0) #
	PH405 Philosophy of the Social Sciences (1.0)
	PH413 Philosophy of Economics (1.0) #
	PH416 Philosophy, Morals and Politics (1.0)
	PH425 Business and Organisational Ethics (0.5)
	PH427 Genes, Brains and Society (0.5) #
	PH430 Einstein for Everyone: From time travel to the edge of the universe (0.5) #
	PH431 Physics and the City: From Quantum Jumps to Stock Market Crashes (0.5) #
	PH432 Effective Philanthropy: Ethics and Evidence (0.5) # (withdrawn 2020/21)
	PH433 Philosophy of Gender and Race (0.5)
	PH456 Rationality and Choice (1.0)
	PH458 Evidence and Policy (0.5)
	Alternatively, students can choose courses to the value of 1.0 unit from the wide array of policy courses at LSE on a space-available basis.
Paper 4	PH499 Dissertation (1.0)
	Students must also take the following non-assessed seminar:
	PH421 Dissertation Seminar - Philosophy and Public Policy (0.0)
	Paper 3 options list
	PH400 Philosophy of Science (1.0) #
	PH405 Philosophy of the Social Sciences (1.0)
	PH413 Philosophy of Economics (1.0) #
	PH416 Philosophy, Morals and Politics (1.0)
	PH425 Business and Organisational Ethics (0.5)
	PH427 Genes, Brains and Society (0.5) #
	PH430 Einstein for Everyone: From time travel to the edge of the universe (0.5) #
	PH431 Physics and the City: From Quantum Jumps to Stock Market Crashes (0.5) #
	PH432 Effective Philanthropy: Ethics and Evidence (0.5) # (withdrawn 2020/21)
	PH433 Philosophy of Gender and Race (0.5)
	PH456 Rationality and Choice (1.0)
	PH458 Evidence and Policy (0.5)
	# means there may be prerequisites for this course.

Please view the course guide for more information.

MSc in Philosophy of Science

Programme Code: TMPHYS

Department: Philosophy, Logic and Scientific Method

For students starting this programme of study in 2020/21

Full-year programme. Students must take courses to the value of 3.0 units and a dissertation as shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	Courses to the value of 1.0 unit(s) from the following: PH400 Philosophy of Science (1.0) # Or PH458 Evidence and Policy and another half-unit from the courses listed under Papers 2 & 3: PH458 Evidence and Policy (0.5)
Papers 2 & 3	Papers 2 & 3 options list Courses to the value of 2.0 unit(s) from the following: PH400 Philosophy of Science (1.0) # PH405 Philosophy of the Social Sciences (1.0) 3 PH413 Philosophy of Economics (1.0) # 4 PH419 Set Theory and Further Logic (1.0) # PH425 Business and Organisational Ethics (0.5) PH427 Genes, Brains and Society (0.5) # PH430 Einstein for Everyone: From time travel to the edge of the universe (0.5) # PH431 Physics and the City: From Quantum Jumps to Stock Market Crashes (0.5) # PH432 Effective Philanthropy: Ethics and Evidence (0.5) # (withdrawn 2020/21) PH433 Philosophy of Gender and Race (0.5) PH456 Rationality and Choice (1.0) PH458 Evidence and Policy (0.5) Students may take up to 1.0 unit of non-PH courses not listed above, subject to approval. PH499 Dissertation (1.0) Students must also take the following non-assessed seminar: PH445 Dissertation Seminar - Philosophy of Science (0.0)
Paper 4	Papers 2 & 3 options list PH400 Philosophy of Science (1.0) # PH405 Philosophy of the Social Sciences (1.0) 1 PH413 Philosophy of Economics (1.0) # 2 PH419 Set Theory and Further Logic (1.0) # PH425 Business and Organisational Ethics (0.5) PH427 Genes, Brains and Society (0.5) # PH430 Einstein for Everyone: From time travel to the edge of the universe (0.5) # PH431 Physics and the City: From Quantum Jumps to Stock Market Crashes (0.5) # PH432 Effective Philanthropy: Ethics and Evidence (0.5) # (withdrawn 2020/21) PH433 Philosophy of Gender and Race (0.5) PH456 Rationality and Choice (1.0) PH458 Evidence and Policy (0.5) Prerequisite Requirements and Mutually Exclusive Options 1: PH405 can not be taken with PH413 2: PH413 can not be taken with PH405 3: PH405 can not be taken with PH413 4: PH413 can not be taken with PH405 # means there may be prerequisites for this course.

Please view the course guide for more information.

MSc in Philosophy of the Social Sciences

Programme Code: TMPHSS

Department: Philosophy, Logic and Scientific Method

For students starting this programme of study in 2020/21

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Papers 1, 2 & 3	Courses to the value of 3.0 units from the following. Students must take at least one of PH405 and PH413: EH428 History of Economics: Making Political Economy into a Social Science (0.5) (not available 2020/21) EH429 History of Economics: Ideas, Policy and Performativity (0.5) PH400 Philosophy of Science (1.0) # PH405 Philosophy of the Social Sciences (1.0) PH413 Philosophy of Economics (1.0) # PH416 Philosophy, Morals and Politics (1.0) PH419 Set Theory and Further Logic (1.0) # PH425 Business and Organisational Ethics (0.5) PH427 Genes, Brains and Society (0.5) # PH430 Einstein for Everyone: From time travel to the edge of the universe (0.5) # PH431 Physics and the City: From Quantum Jumps to Stock Market Crashes (0.5) # PH432 Effective Philanthropy: Ethics and Evidence (0.5) # (withdrawn 2020/21) PH433 Philosophy of Gender and Race (0.5) PH456 Rationality and Choice (1.0) PH458 Evidence and Policy (0.5) Subject to approval, students may take up to one unit of non-PH courses not listed above. This would be instead of either EH428 and/or EH429 and not in addition to these courses.
Paper 4	PH499 Dissertation (1.0) Students must also take the following non-assessed seminar: PH422 Dissertation Seminar - Philosophy of Social Science (0.0) # means there may be prerequisites for this course. Please view the course guide for more information.

MSc in Political Economy of Europe

Programme Code: TMPOECEU

Department: European Institute

For students starting this programme of study in 2020/21

Full-year programme. Students must take two out of three semi-compulsory courses, optional courses to the value of two units (at least one unit of courses listed under Paper 2) and a dissertation as shown. Additionally, all students must take EU410 Interdisciplinary Research Methods and Design in preparation for the dissertation. Students must also take EU450 Engaging with Europe: Professional Skills as part of their professional development.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Professional development course	EU450 Engaging with Europe: Professional Skills (0.0)
Paper 1	Courses to the value of 1.0 unit(s) from the

	following:
	EU455 Concepts in Political Economy (0.5)
	EU491 Political Economy in Theory and History (0.5)
	EU492 Political Economy of Integration and Fragmentation in Europe (0.5)
	Students without some background in European politics and policy-making or economics are strongly encouraged to take one or both of the following to support their studies:
	EU409 Basic Economic Concepts for European Political Economy (0.0)
	EU4V9 Concepts in Political Science and Public Policy (0.0)
Paper 2	Courses to the value of 1.0 unit from the following: Political Economy in Action:
	EU425 Interest Representation and Economic Policy- Making in Europe (0.5) (not available 2020/21)
	EU443 European Models of Capitalism (0.5)
	EU446 The Political Economy of European Monetary Integration (0.5) #
	EU449 Emerging Markets, Political Transition and Economic Development in Central and Eastern Europe (0.5) # (not available 2020/21)
	EU453 The Political Economy of European Welfare States (0.5) #
	EU455 Concepts in Political Economy (0.5)
	EU467 The Political Economy of the Neoliberal State (0.5)
	EU468 The Political Economy of Migration and Spatial Inequality in Europe (0.5) #
	EU469 The Political Economy of Finance in Europe (0.5) #
	EU477 Labour Markets and the Political Economy of Employment in Europe (0.5) # (not available 2020/21)
	EU482 Europe in World Trade (0.5)
	EU491 Political Economy in Theory and History (0.5)
	EU492 Political Economy of Integration and Fragmentation in Europe (0.5)
	EU4A4 The Politics of Inequality and Redistribution (0.5)
Paper 3	Courses to the value of 1.0 unit from the following: Institutions, Politics and Policies of the EU:
	EU421 Policy-Making in the European Union (0.5) #
	EU430 Europeanization: The Comparative Politics of Domestic Change (0.5)
	EU439 Political and Fiscal Integration and Disintegration in EU Member States (0.5) (not available 2020/21)
	EU464 International Migration: EU Policies and Politics (0.5) #
	EU478 The Culture of European Politics (0.5)
	EU484 Europe's Role in Global Migration Governance (0.5)
	EU487 European Integration from a Global Governance Perspective (0.5) #
	EU488 European Policy-Making and International Cooperation (0.5) #
	EU489 Analytical Politics and Policymaking in Europe (0.5)
	EU4A1 The Politics and Policies of 'Brexit': The UK's changing relationship with the European Union (0.5)
	EU4A5 Public Opinion in Europe (0.5)
	GV4J4 Citizen Representation and Democracy in the European Union (0.5) (not available 2020/21)

SP441 Politics of Social Policy: Welfare and Work in Comparative Perspective (0.5)

European Identity and Ideas:

EU432 The Philosophy of Europe (0.5) #

EU437 Europe Beyond Modernity (0.5)

EU447 Democracy, Ideology and the European State (0.5)

EU481 The Future: Political Responses to a Challenge (0.5)

GV4A5 International Migration and Immigration Management (0.5)

Regional courses:

EU440 The Balkans in Europe: Transition, Democratisation, Integration (0.5) (not available 2020/21)

EU476 Politics of Memory: Germany, France, UK and Turkey (0.5) # (not available 2020/21)

Paper 2 options list

EU410 Interdisciplinary Research Methods and Design (0.0)

EU499 Dissertation (1.0)

Paper 2 options list

EU425 Interest Representation and Economic Policy- Making in Europe (0.5) (not available 2020/21)

EU443 European Models of Capitalism (0.5)

EU446 The Political Economy of European Monetary Integration (0.5) #

EU449 Emerging Markets, Political Transition and Economic Development in Central and Eastern Europe (0.5) # (not available 2020/21)

EU453 The Political Economy of European Welfare States (0.5) #

EU455 Concepts in Political Economy (0.5)

EU467 The Political Economy of the Neoliberal State (0.5)

EU468 The Political Economy of Migration and Spatial Inequality in Europe (0.5) #

EU469 The Political Economy of Finance in Europe (0.5) #

EU477 Labour Markets and the Political Economy of Employment in Europe (0.5) # (not available 2020/21)

EU482 Europe in World Trade (0.5)

EU491 Political Economy in Theory and History (0.5)

EU492 Political Economy of Integration and Fragmentation in Europe (0.5)

EU4A4 The Politics of Inequality and Redistribution (0.5)

means there may be prerequisites for this course. Please view the course guide for more information.

MSc in Political Economy of Late Development

Programme Code: TMPOECLD

Department: Economic History

For students starting this programme of study in 2020/21

Full year programme. Students must take courses to the value of four full units, including a half-unit or full-unit dissertation.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper Course number, title (unit value)

Paper 1 EH401 Historical Analysis of Economic Change (0.5)

Paper 2 DV400 Development: History, Theory and Policy

Paper 3	(1.0) # Courses to the value of 1.0 unit(s) from the following: A	DV411	Population and Development: an Analytical Approach (0.5) (not available 2020/21)
Paper 4	Economic History courses International Development courses Either EH498 Dissertation (0.5) And DV or EH course(s) to the value of 1.0 unit(s) from the following: Economic History courses International Development courses Or EH499 Research Dissertation (1.0) And one DV or EH course to the value of 0.5 unit(s) from the following: Economic History courses International Development courses Economic History courses EH402 Quantitative Analysis in Economic History I (0.5) EH404 India and the World Economy (0.5) EH408 International Migration, 1500-2000: from slavery to asylum (0.5) (withdrawn 2020/21) EH409 Chinese Economy in Transition: 1850-1950 (0.5) (not available 2020/21) EH413 African Economic Development in Historical Perspective (0.5) EH421 Economic History of Colonialism (0.5) EH422 Topics in Quantitative Economic History (1.0) # (withdrawn 2020/21) EH423 Japan and Korea as Developing Economies (0.5) (not available 2020/21) EH426 Quantitative Topics in Economic History I: Cross-section and panel data (0.5) # (withdrawn 2020/21) EH426L Quantitative Analysis in Economic History II (0.5) # (not available 2020/21) EH426M Quantitative Analysis in Economic History II (0.5) # EH427 Topics in Quantitative Analysis in Economic History (0.5) # EH428 History of Economics: Making Political Economy into a Social Science (0.5) (not available 2020/21) EH429 History of Economics: Ideas, Policy and Performativity (0.5) EH430 Monetary and Financial History (1.0) # EH446 Economic Development of East and Southeast Asia (1.0) # EH452 Latin American Development and Economic History (0.5) EH454 Human Health in History (1.0) EH457 Living Standards since the Industrial Revolution: The British experience c.1750-2000 (0.5) EH463 The Long-Run Analysis of Firms and Industries (0.5) EH464 The Historical Context of Business (0.5) (withdrawn 2020/21) EH476 The Economic History of War (1.0) # (not available 2020/21) EH482 The Origins of the World Economy: Europe and Asia, 1000-1800 (1.0) EH483 The Development and Integration of the World Economy in the 19th and 20th Centuries (1.0) EH486 Shipping and Sea Power in Asian Waters, c 1600-1860 (0.5) (not available 2020/21) International Development courses DV407 Poverty (0.5)	DV413 Environmental Problems and Development Interventions (0.5) # DV415 Global Environmental Governance (0.5) DV418 African Development (0.5) DV420 Complex Emergencies (0.5) DV421 Critical Perspectives on Global Health and Development (0.5) DV423 Global Political Economy of Development (0.5) # DV424 International Institutions and Late Development (0.5) DV428 Managing Humanitarianism (0.5) DV432 China in Developmental Perspective (0.5) # DV433 The Informal Economy and Development (0.5) DV434 Human Security (0.5) (not available 2020/21) DV435 African Political Economy (0.5) DV444 Global Health Challenges: Epidemics, Disease, and Public Health Response (0.5) # DV445 Cutting Edge Issues in Development Thinking & Practice (0.0) DV447 Youth and Gendered Violence (0.5) # (not available 2020/21) DV453 International Development Consultancy Project (0.5) DV454 Gender, labour markets and social change in the Global South: theory, evidence, public action (0.5) DV455 Advocacy, Campaigning and Grassroots Activism (0.5) DV456 Population, Health and Development: Evidence and Projections (0.5) # DV457 Sexual and Reproductive Health Programmes: Design, Implementation and Evaluation (0.5) DV458 Key issues in Global Health and Development (0.5) DV460 Bayesian Reasoning for Qualitative Social Science: A modern approach to case study inference (0.5) # DV464 Democracy and Development (0.5) (not available 2020/21) DV480 Revolution and Development (0.5) # DV483 Information Communication Technologies and Socio-economic Development (0.5) DV490 Economic Development Policy I: Applied Policy Analysis for Macroeconomic Development (0.5) DV491 Economic Development Policy II: Microeconomic Analysis (0.5) # DV492 Economic Development Policy III: Government Policy Analysis (0.5) #	
Footnotes		A: Students must take a minimum of 0.5 unit(s) of taught courses from DV and a minimum of 0.5 unit(s) of taught courses from EH in their selection for Papers 3 & 4. # means there may be prerequisites for this course. Please view the course guide for more information.	

MSc in Political Science and Political Economy

Programme Code: TMPSPE

Department: Government

For students starting this programme of study in 2020/21
Full-year programme. Students must take courses to the value of three full units and a dissertation as shown below.

Students are strongly recommended to take the non-assessed pre-session course GV4J7. Students who wish to choose an Economics course as an option are required to attend EC400.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Introductory course 1	Students are strongly recommended to take the following non-assessed introductory course:
	GV4J7 Introductory Mathematics for Political Science (0.0)
Introductory course 2	Students who wish to choose an Economics course as an option are required to attend the following introductory course:
	EC400 Introductory Course in Mathematics and Statistics (0.0) #
Paper 1	GV481 Quantitative Analysis for Political Science (0.5)
Paper 2	GV4C8 Game Theory for Political Science (0.5)
Paper 3	GV482 Political Science and Political Economy: Current Issues (0.5) #
Paper 4	Courses to the value of 0.5 unit(s) from the following:
	GV454 Parties, Elections and Governments (0.5) #
	GV4A2 Citizens' Political Behaviour in Europe: Elections Public Opinion and Identities (0.5) # (not available 2020/21)
	GV4A3 Social Choice Theory and Democracy (0.5) # (withdrawn 2020/21)
	GV4C5 Politics of Economic Policy (0.5) (withdrawn 2020/21)
	GV4F8 Institutions and Global Trade (0.5) (not available 2020/21)
	GV4G1 Applied Quantitative Methods for Political Science (0.5) #
	GV4H6 Behavioural Political Economy (0.5) #
	GV4J3 Public Opinion, Political Psychology and Citizenship (0.5) # (withdrawn 2020/21)
	GV4J6 Game Theory for Research (0.5) # (not available 2020/21)
	GV4K1 Transparency and Accountability in Government (0.5)
Papers 5 & 6	Courses to the value of 1.0 unit(s) from the following:
	DV431 Development Management (1.0) *
	DV490 Economic Development Policy I: Applied Policy Analysis for Macroeconomic Development (0.5)
	DV491 Economic Development Policy II: Microeconomic Analysis (0.5) #
	EC453 Political Economy (1.0) # *
	EU439 Political and Fiscal Integration and Disintegration in EU Member States (0.5) (not available 2020/21)
	EU446 The Political Economy of European Monetary Integration (0.5) # *
	EU449 Emerging Markets, Political Transition and Economic Development in Central and Eastern Europe (0.5) # * (not available 2020/21)
	EU453 The Political Economy of European

	Welfare States (0.5) # *
EU477	Labour Markets and the Political Economy of Employment in Europe (0.5) # (not available 2020/21)
EU4A4	The Politics of Inequality and Redistribution (0.5)
GV441	States and Markets (0.5)
GV4E2	Capitalism and Democracy (0.5)
GV4E8	Conflict and Institutional Design in Divided Societies (0.5)
IR467	Global Environmental Politics (0.5) *
IR468	The Political Economy of Trade (0.5) *
IR469	Politics of Money in the World Economy (0.5) # *
MY451452	Applied Regression Analysis (0.5) #
MY451455	Multivariate Analysis and Measurement (0.5) #
MY451457	Causal Inference for Observational and Experimental Studies (0.5) #
MY451459	Special Topics in Quantitative Analysis: Quantitative Text Analysis (0.5) #
PP440	Micro and Macro Economics (for Public Policy) (1.0) *
PP4J5	Fiscal Governance and Budgeting (0.5)
SP434	Behavioural Public Policy (0.5)
	Another half-unit or full-unit course taught in the Government Department or elsewhere in the school, with the approval of the Programme Convenor.

Paper 7

GV499 Dissertation (1.0)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course. Please view the course guide for more information.

* These courses have restricted access and require the approval of the course convenor.

Note for prospective students:

For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm.

MSc in Political Sociology

Programme Code: TMPOSQ(SO)

Department: Sociology

For students starting this programme of study in 2020/21
Full-year programme. Students must take three courses and a dissertation as shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	SO407 Politics and Society (1.0)
Paper 2	Courses to the value of 1.0 unit(s) from the following:
	EU425 Interest Representation and Economic Policy- Making in Europe (0.5) (not available 2020/21)
	EU447 Democracy, Ideology and the European State (0.5)

Paper 3	EU481	The Future: Political Responses to a Challenge (0.5)	SO430	Economic Sociology (0.5)
	EU4A5	Public Opinion in Europe (0.5)	SO457	Political Reconciliation (0.5)
	GV4J8	Middle East Politics in Transnational Perspective (0.5)	SO458	Gender and Societies (0.5) (not available 2020/21)
	MC408	Theories and Concepts in Media and Communications (0.5)	SO468	International Migration and Migrant Integration (0.5)
	MY451425	Case Studies and Comparative Methods for Qualitative Research (0.5)	SO469	Risk and Governance: A Sociological Approach (0.5) (withdrawn 2020/21)
	SO426	Classical Social Thought (0.5) (not available 2020/21)	SO470	The Sociology of Markets (0.5)
	SO427	Modern Social Thought (0.5) (not available 2020/21)	SO471	Technology, Power and Culture (0.5)
	SO430	Economic Sociology (0.5)	SO479	Human Rights and Postcolonial Theory (0.5)
	SO457	Political Reconciliation (0.5)	SO481	Class, Politics and Culture (0.5)
	SO458	Gender and Societies (0.5) (not available 2020/21)	SO482	Topics in Race, Ethnicity and Postcolonial Studies (0.5)
	SO468	International Migration and Migrant Integration (0.5)	SO483	Social Change Organizations (0.5) (withdrawn 2020/21)
	SO469	Risk and Governance: A Sociological Approach (0.5) (withdrawn 2020/21)	SO490	Contemporary Social Thought (0.5)
	SO470	The Sociology of Markets (0.5)	SO491	Quantitative Social Research Methods (0.5)
	SO471	Technology, Power and Culture (0.5)	SO492	Qualitative Social Research Methods (0.5)
	SO479	Human Rights and Postcolonial Theory (0.5)	SO4B5	The Anticolonial Archive: The Sociology of Empire and its Afterlives (0.5)
	SO481	Class, Politics and Culture (0.5)	SO4B7	Lawful Violence: Policing, Militaries and Security (0.5)
	SO482	Topics in Race, Ethnicity and Postcolonial Studies (0.5)	SP441	Politics of Social Policy: Welfare and Work in Comparative Perspective (0.5)
	SO483	Social Change Organizations (0.5) (withdrawn 2020/21)		
	SO490	Contemporary Social Thought (0.5)		
	SO491	Quantitative Social Research Methods (0.5)		
	SO492	Qualitative Social Research Methods (0.5)		
	SO4B5	The Anticolonial Archive: The Sociology of Empire and its Afterlives (0.5)		
	SO4B7	Lawful Violence: Policing, Militaries and Security (0.5)		
	SP441	Politics of Social Policy: Welfare and Work in Comparative Perspective (0.5)		
	Courses to the value of 1.0 unit(s) from the following: Any of the MSc courses offered in any department or institute at the LSE, so long as they are relevant to the study of political sociology, and subject to the approval of both Programme Director and course teacher, or from the following:			
	Paper 2 options list			
	SO494	MSc in Political Sociology Dissertation (1.0)		
	Paper 2 options list			
Paper 4	EU425	Interest Representation and Economic Policy- Making in Europe (0.5) (not available 2020/21)		
	EU447	Democracy, Ideology and the European State (0.5)		
	EU481	The Future: Political Responses to a Challenge (0.5)		
	EU4A5	Public Opinion in Europe (0.5)		
	GV4J8	Middle East Politics in Transnational Perspective (0.5)		
	MC408	Theories and Concepts in Media and Communications (0.5)		
	MY451425	Case Studies and Comparative Methods for Qualitative Research (0.5)		
	SO426	Classical Social Thought (0.5) (not available 2020/21)		
	SO427	Modern Social Thought (0.5) (not available 2020/21)		

MSc in Political Theory

Programme Code: TMPOTY

Department: Government

For students starting this programme of study in 2020/21
Full-year programme. Students must take 2.5 course units, a compulsory course (0.5 units) and dissertation (1 unit) as shown. Part-time students may take up to four half unit courses in their first year.

Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Papers 1, 2, 3, 4 & 5	Courses to the value of 2.5 units from the following, but no more than 1.5 units in any one term:
GV408	Contemporary Disputes about Justice (0.5) #
GV442	Globalisation and Democracy (0.5) (withdrawn 2020/21)
GV498	Multiculturalism (0.5)
GV4A3	Social Choice Theory and Democracy (0.5) # (withdrawn 2020/21)
GV4B6	Kant's Political Philosophy (0.5) # (not available 2020/21)
GV4B7	The Idea of Freedom (0.5) #
GV4D7	Dilemmas of Equality (0.5)
GV4E2	Capitalism and Democracy (0.5)
GV4F5	Advanced Study of Key Political Thinkers (0.5) #
GV4G7	Marx and Marxism (0.5)
GV4H1	Chinese Political Thought (0.5)
GV4H3	Feminist Political Theory (0.5)
GV4H5	The Political Philosophy of Epidemics (0.5) #
GV4K2	Postcolonial and Comparative Political Theory (0.5)
GV4K5	Being Truly Human - Personality Justice and Being (0.5) (not available 2020/21)
GV4K6	The Challenge of Political Theology in

	some Twentieth Century Political Theory (0.5) (not available 2020/21)
GV4M6	Modern African Political Philosophy (0.5) # (not available 2020/21)
Students can take courses to the value of one full unit from the following:	
IR462	International Political Theory (0.5) (not available 2020/21)
LL4BW	Law and Political Thought (0.5) # (not available 2020/21)
PH416	Philosophy, Morals and Politics (1.0)
SO427	Modern Social Thought (0.5) (not available 2020/21)
A half-unit course from the Government or another department, by special permission only.	
Paper 6	GV4H4 Foundations of Political Theory (0.5)
Paper 7	GV499 Dissertation (1.0)
# means there may be prerequisites for this course. Please view the course guide for more information.	

MSc in Politics and Communication

Programme Code: TMPOCOM

Department: Media & Communications

For students starting this programme of study in 2020/21

Full year programme. Students must take courses to the value of three full units and a dissertation as shown below.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	MC408 Theories and Concepts in Media and Communications (0.5)
Paper 2	MC404 Political Communication in Democracies (0.5)
And one of the following 0.5 unit courses:	
	MC4M1 methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) (0.5) or
	MC4M7 Methods of Research in Media & Communications (including Qualitative Analysis & Applied Regression Analysis) (0.5) A
Paper 3	Courses to the value of 1.5 unit(s) from the following:
	MC401 mediated Resistance and Activism (0.5)
	MC402 The Audience in Media and Communications (0.5)
	MC403 Contemporary Issues in Media and Communications Policy (0.5) #
	MC404 Political Communication in Democracies (0.5)
	MC405 Policy and Practice in ICTs and Development (0.5) (withdrawn 2020/21)
	MC419 Modern Campaigning Politics (0.5)
	MC422 Critical Studies in Media and Journalism (0.5) (not available 2020/21)
	MC423 Global Media Industries (0.5) (not available 2020/21)
	MC425 Interpersonal Mediated Communication (0.5)
	MC428 Media Culture and Neoliberalism in the Global South (0.5)
	MC432 Strategic Communication in Practice: Professional Perspectives (0.5)
	MC433 Technology and Justice (0.5) #
	MC436 Mediating the Past (0.5)
	MC437 Media, Data and Social Order (0.5) #
	MC438 Mediated Feminisms (0.5)

Paper 4	Any other MSc-level course which is offered in the School, subject to the consent of the candidate's programme convenor.
	MC499 Dissertation: Media and Communications (1.0) B
Footnotes	A: MY452 is an advanced Applied Regression Analysis course offered by the Department of Methodology and must be taken by students who select MC4M7. Students wishing to select this option need to already have a grounding in quantitative methods and must seek approval from the Programme Director. Approval is also subject to timetabling constraints.
	B: 10,000-12,000 words. Passing this course is a requirement for passing the programme.
	# means there may be prerequisites for this course. Please view the course guide for more information.
	Students can take no more than one full unit of courses from outside the Department of Media and Communications (non-MC-prefixed courses).
	Note for prospective students:
	For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm . Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm .

MSc in Psychology of Economic Life

Programme Code: TMPSECL

Department: Psychological and Behavioural Science

For students starting this programme of study in 2020/21

Full-year programme. Students are required to take two compulsory courses, optional courses to the value of one unit and a dissertation as shown. Students are also required to take the non-assessed course PB400 Psychological and Behavioural Science.

The Department of Psychological and Behavioural Science has recoded their course codes from PS- to PB- for 2018/19. The majority of courses listed below with a PB- code are not new courses but some may have changed code.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	PB403 Psychology of Economic Life (1.0)
Paper 2	Students may opt to take PB414 instead of PB411 where they can demonstrate prior experience on quantitative techniques up to and including the topics covered in MY465
	PB411 methods for Social Psychology Research: Qualitative and Quantitative Methods (1.0) or
	PB414 Advanced Methods for Social Psychology Research: Qualitative and Quantitative Methods (1.0)
Paper 3	Courses to the value of 1.0 unit(s) from the following:
	PB415 Behavioural Science (0.5) (not available 2020/21)
	PB416 Cognition and Culture (0.5) (not available 2020/21)
	PB417 Consumer Psychology (0.5)
	PB418 Corporate Communications (0.5)

PB419	Creativity and Innovation (0.5) # (not available 2020/21)
PB420	Current Communication Research (0.5) # (not available 2020/21)
PB421	Happiness (0.5)
PB422	Health Communication (0.5)
PB424	Organisational Life (0.5) (not available 2020/21)
PB425	Organisations, Groups and Identity (0.5) #
PB426	Knowledge Processes in Organisations (0.5) (not available 2020/21)
PB427	Organisational and Social Decision Making (0.5) (not available 2020/21)
PB428	Political Psychology: Inequality & Intergroup Relations (0.5)
PB429	Science Communication and Controversies (0.5) (not available 2020/21)
PB430	Social Influence (0.5) # (not available 2020/21)
PB431	Social Psychology of Economic Life: Advanced Topics (0.5)
PB432	Social Representations: Social Knowledge and Contemporary Issues (0.5)
PB433	Theory and Practice of Organisational Development (0.5)
PB434	Behavioural Science in an Age of New Technology (0.5)
PB452	Behavioural Science for Health in the Time of a Pandemic (0.5) #
PB457	Organisational Culture (0.5)
PB458	Dialogue: Conflict & Negotiation (0.5)
A course from another programme (subject to the approval of the Candidate's Programme Director)	
PB410	Dissertation (1.0) A
A: Failures in this course cannot be condoned. A bad fail is defined as a mark less than 29%. # means there may be prerequisites for this course. Please view the course guide for more information.	

Paper 4

Footnotes

Paper	Course number, title (unit value)
Before Year 1	
Introductory course	All students must attend the following MPA introductory course:
	PP408 Introduction to Quantitative Methods for the MPA Programme (0.0)
Year 1	
Paper 1	PP440 Micro and Macro Economics (for Public Policy) (1.0)
Or	
Upon satisfactorily demonstrating prior knowledge of Micro and Macro Economics, students may be exempted from PP440 and will be free to take an additional unit of option course subject to the approval of the Programme Director.	
Paper 2	PP455 Quantitative Approaches and Policy Analysis (1.0)
Paper 3	PP478 Political Science for Public Policy (1.0)
Paper 4	Students take course(s) to the value of 1.0 unit from the MPA Course List (see below): MPA Course List
Year 2	
Paper 5	PP4B3 mPA Capstone Project (1.0)
Papers 6, 7 & 8	Students take courses to the value of 3.0 units from the MPA Course List (see below): MPA Course List
Prerequisite Requirements and Mutually Exclusive Options	
1: PP4B4 can not be taken with PP4V8	
2: PP4V8 can not be taken with PP4B4	
A: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.	
B: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.	
C: Not available in Year 1.	
D: Not available in Year 1.	
E: Not available in Year 1.	
F: Not available in Year 1.	
G: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.	
H: Not available in Year 1.	
I: Not available in Year 1.	
# means there may be prerequisites for this course. Please view the course guide for more information.	

Footnotes**Master of Public Administration****Programme Code:** TMMPA**Department:** School of Public Policy

For students starting this programme of study in 2020/21

The programme is taught over two academic years (21 months). To be awarded the degree, students must complete courses to the value of 8.0 units in total over two years with 4.0 units in each year of study. Some courses have a unit value of 1.0 and some have a unit value of 0.5 indicated as (H).

No interim award is available: students completing courses with a total value of less than 8.0 units receive no award, regardless of performance in the courses that have been successfully completed.

Students who successfully complete courses to the value of 8.0 units may elect to have one of the titles below referenced on their degree certificate if the student has passed the courses attached to that specialism. The available specialisms are listed below with the courses attached to each specialism listed with them. If no such election is made, or if a student does not pass all of the courses listed under a specialism, the MPA degree certificate will state 'MPA' without further specification. Students may take courses from other specialisms as option courses.

Students can apply to spend their second year at one of the LSE MPA Partner Institutions. If offered a place and upon successful completion of year one, the student will transfer onto the Dual MPA Programme. Students who transfer to the Dual MPA will not be eligible to elect a specialism to be added to their degree certificate.

SUPPLEMENTARY CRITERIA FOR PROGRESSION FROM THE FIRST TO THE SECOND YEAR OF THE MPA AND DUAL MPA DEGREE

- Students who attain at least a Pass grade in each of the first year courses will be eligible to proceed into the second year of the MPA or Dual MPA programme.
- A student on the MPA programme who has attained a Fail grade in courses to the value of 1.0 unit and at least a Pass grade in the remaining courses to the value of 3.0 units will be eligible to proceed into the second year.
- A student holding an offer on the Dual MPA for their second year, who has attained a Fail grade in courses to the value of 1.0 unit, may only progress if a mark of at least 60% has been achieved in courses of an equivalent value or an aggregate mark of at least 165 has been achieved in the non-failed courses.
- A student who receives a Bad Fail in any course or who otherwise fails to meet the above criteria for progression will not be able to progress to the second year of the MPA or Dual MPA programme and will be entitled to repeat the failed courses as follows:

A student shall normally be entitled to repeat any failed courses only (on one occasion) and at the next normal opportunity, in accordance with paragraph 30 of the General Academic Regulations. The Repeat Teaching Panel may consider an application for repeat tuition in any failed courses from a student. Results obtained following a repeated attempt at assessment shall bear their normal value.

- A student who has completed year one and is unable to complete year two of the MPA or Dual MPA programme will not receive an interim award.

Note for prospective students:

For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm.

Master of Public Administration

Programme Code: TMMPA

Department: School of Public Policy

For students starting this programme of study in 2019/20

The programme is taught over two academic years (21 months). To be awarded the degree, students must complete courses to the value of 8.0 units in total over two years with 4.0 units in each year of study. Some courses have a unit value of 1.0 and some have a unit value of 0.5 indicated as (H).

No interim award is available: students completing courses with a total value of less than 8.0 units receive no award, regardless of performance in the courses that have been successfully completed.

Students who successfully complete courses to the value of 8.0 units may elect to have one of the titles below referenced on their degree certificate if the student has successfully completed courses of that specialism to the value of 1.0 unit. The available specialisms are listed below with the courses attached to each specialism listed with them. If no such election is made, or if a student does not successfully complete all of the courses listed under a specialism, the MPA degree certificate will state 'MPA' without further specification. Students may take courses from other specialisms as option courses.

Students can apply to spend their second year at one of the LSE MPA Partner Institutions. If offered a place and upon successful completion of year one, the student will transfer onto the Dual MPA Programme. Students who transfer to the Dual MPA will not be eligible to elect a specialism to be added to their degree certificate.

Paper Course number, title (unit value)

Before Year 1

Introductory course	All students must attend the following MPA introductory course:
PP408	Introduction to Quantitative Methods for the MPA Programme (0.0)

Year 1

Paper 1	PP440	Micro and Macro Economics (for Public Policy) (1.0)
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Or

Upon satisfactorily demonstrating prior knowledge of Micro and Macro Economics, students may be exempted from PP440 and will be free to take an additional unit of option course subject to the approval of the Programme Director.

Paper 2	PP455	Quantitative Approaches and Policy
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Paper 3	Analysis (1.0)
Paper 4	PP478 Political Science for Public Policy (1.0)

Students take course(s) to the value of 1.0 unit from the MPA Course List (see below):

MPA Course List

Year 2

Paper 5	PP4B3	MPA Capstone Project (1.0)
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Papers 6, 7 & 8 Students take courses to the value of 3.0 units from the MPA Course List (see below):

MPA Course List

Footnotes

A: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

B: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

C: Not available in Year 1.

D: Not available in Year 1.

E: Not available in Year 1.

F: Not available in Year 1.

G: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

H: Not available in Year 1.

I: Not available in Year 1.

means there may be prerequisites for this course.

Please view the course guide for more information.

SUPPLEMENTARY CRITERIA FOR PROGRESSION FROM THE FIRST TO THE SECOND YEAR OF THE MPA AND DUAL MPA DEGREE

- Students who attain at least a Pass grade in each of the first year courses will be eligible to proceed into the second year of the MPA or Dual MPA programme.
- A student on the MPA programme who has attained a Fail grade in courses to the value of 1.0 unit and at least a Pass grade in the remaining courses to the value of 3.0 units will be eligible to proceed into the second year.
- A student holding an offer on the Dual MPA for their second year, who has attained a Fail grade in courses to the value of 1.0 unit, may only progress if a mark of at least 60% has been achieved in courses of an equivalent value or an aggregate mark of at least 165 has been achieved in the non-failed courses.
- A student who receives a Bad Fail in any course or who otherwise fails to meet the above criteria for progression will not be able to progress to the second year of the MPA or Dual MPA programme and will be entitled to repeat the failed courses as follows:

A student shall normally be entitled to repeat any failed courses only (on one occasion) and at the next normal opportunity, in accordance with paragraph 30 of the General Academic Regulations. The Repeat Teaching Panel may consider an application for repeat tuition in any failed courses from a student. Results obtained following a repeated attempt at assessment shall bear their normal value.

- A student who has completed year one and is unable to complete year two of the MPA or Dual MPA programme will not receive an interim award.

Note for prospective students:

For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can

be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm.

MPA Course List

Economic Policy Specialism

Students must pass two of the following three courses to qualify for this specialism.

PP410	Public Economics for Public Policy (0.5) # A
PP418	Globalisation and Economic Policy (0.5) # B
PP419	Advanced Empirical Methods for Policy Analysis (0.5) # C

International Development Specialism

PP448	International Political Economy and Development (0.5)
PP449	Comparative Political Economy and Development (0.5)
PP454	Development Economics (1.0) # D

Inequality and Poverty Specialism

PP4X6	Welfare Analysis and Measurement (1.0)
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Social Impact Specialism

PP452	Applying Behavioural Economics for Social Impact: Design, Delivery, Evaluation and Policy (0.5) # E
PP4J2	New Institutions of Public Policy: Strategic Philanthropy, Impact Investment and Social Enterprise (0.5) F

International Political Economy Specialism

PP418	Globalisation and Economic Policy (0.5) # G
PP448	International Political Economy and Development (0.5)

Courses not contributing to a specialism

PP406	Philosophy for Public Policy (0.5)
PP411L	Developments in International Conflict Resolution and Transformation (0.5)
PP411	M Developments in Contemporary Policy-Making (0.5) (not available 2020/21)
PP412	Global Social Protection Design and Delivery (0.5)
PP450	Public Organisations: Theory and Practice (0.5) #
PP4B4	MPA Dissertation (1.0) 1 H
PP4E5	Innovations in the governance of public services delivery (0.5)
PP4G3	Designing and Managing Change in the Public Sector (0.5)
PP4J4	Designing and Implementing Evidence-Informed Policies and Programmes (0.5)
PP4J5	Fiscal Governance and Budgeting (0.5)
PP4V8	Policy Paper (0.5) 2 I

In addition, students may choose courses from elsewhere in LSE with approval of the Programme Director and subject to acceptance by the course convenor. Availability of a place on a course outside the School of Public Policy is not guaranteed and is subject to space, regulations, and timetable constraints.

Master of Public Policy

Programme Code: TMMPP

Department: School of Public Policy

For students starting this programme of study in 2020/21

The programme is taught over 9 months.

To be awarded the degree, students must complete courses to the value of 4.0 units. Some courses have a unit value of 1.0 and some have a unit value of 0.5.

No interim award is available: students completing courses with a total value of less than 4.0 units receive no award, regardless of performance in the courses that have been successfully completed.

Students must take core courses to the value of 3.0 units, and a range of other courses from within the School of Public Policy to a total combined value of 4.0 units as shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper Course number, title (unit value)

Core Courses

All students must complete the following six core courses:

Paper 1	PP401	Political Science for Public Policy (0.5) #
Paper 2	PP402	Quantitative Methods for Public Policy (0.5)
Paper 3	PP403	Public Management (0.5) #
Paper 4	PP404	Economics for Public Policy (0.5)

Or

Upon satisfactorily demonstrating prior knowledge of Economics, students may be exempted from PP404 and will be free to take an additional half unit option course subject to the approval of the Programme Director.

Paper 5	PP405	Public Policy Applications (0.5) #
Paper 6	PP406	Philosophy for Public Policy (0.5)

Option Courses

Papers 7 & 8 Courses to the value of 1.0 unit(s) from the following:

FM473L	Financial Markets (0.5) #
FM473M	Financial Markets (0.5) #
FM474L	Managerial Finance (0.5)
FM474M	Managerial Finance (0.5)
GV4F8	Institutions and Global Trade (0.5) (not available 2020/21)
GV4K1	Transparency and Accountability in Government (0.5)
MG455	Decisions, Biases and Nudges (0.5) #
PP410	Public Economics for Public Policy (0.5) #
PP411L	Developments in International Conflict Resolution and Transformation (0.5)
PP411M	Developments in Contemporary Policy-Making (0.5) (not available 2020/21)
PP412	Global Social Protection Design and Delivery (0.5)
PP418	Globalisation and Economic Policy (0.5) #
PP419	Advanced Empirical Methods for Policy Analysis (0.5) #
PP448	International Political Economy and Development (0.5)
PP449	Comparative Political Economy and Development (0.5)
PP450	Public Organisations: Theory and Practice (0.5) #
PP454	Development Economics (1.0) #
PP4E5	Innovations in the governance of public services delivery (0.5)
PP4G3	Designing and Managing Change in the Public Sector (0.5)
PP4J4	Designing and Implementing Evidence-Informed Policies and Programmes (0.5)
PP4J5	Fiscal Governance and Budgeting (0.5)
PP4V8	Policy Paper (0.5)
PP4X6	Welfare Analysis and Measurement (1.0)

In addition, students may choose up to 1.0 unit (per year of study) of courses from elsewhere in LSE with approval of the Programme Director and subject to acceptance by the course convenor. Availability of a place on a course outside the School of Public Policy is not guaranteed and is subject to space, regulations, and timetable constraints.

means there may be prerequisites for this course. Please view the course guide for more information. The Bologna Process lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/

Bologna%20Process.htm facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's programmes are nine or ten months in duration. If you wish to proceed from these programmes to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.

MSc in Public Policy and Administration

Programme Code: TMPPA

Department: Government

For students starting this programme of study in 2020/21 Full-year programme. Students must take courses to the value of 2.5 units and a skills course and dissertation as shown. Part-time students may take courses up to the value of two full course units in their first year. Candidates may, subject to the approval of their supervisor, substitute for up to two of the written papers listed under Paper 3 below, any paper which is offered in the MSc, LLM or MA which involves at least 20 weeks of an integrated teaching programme and which counts as one quarter (or one full unit) of the complete MSc programme in which it is offered. By choosing particular combinations of core courses, students can choose to have the title of a specialised stream added to the title of their degree:

MSc Public Policy and Administration (Comparative); or
MSc Public Policy and Administration (Public Management).

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	GV4E9 Approaches and Issues in Public Policy and Administration (1.0)
Paper 2	Courses to the value of 0.5 unit(s) from the following: GV477 Comparative Public Policy Change (0.5) # GV483 Public Management Theory and Doctrine (0.5) GV4F4 Policy Advice in Theory and Practice (0.5)
Paper 3	Courses to the value of 1.0 unit(s) from the following: Public Management:A AC412 Accountability, Organisations and Risk Management (0.5) DV413 Environmental Problems and Development Interventions (0.5) # DV415 Global Environmental Governance (0.5) GV483 Public Management Theory and Doctrine (0.5) GV4A2 Citizens' Political Behaviour in Europe: Elections Public Opinion and Identities (0.5) # (not available 2020/21) GV4C8 Game Theory for Political Science (0.5) GV4K1 Transparency and Accountability in Government (0.5) LL4AT Regulation: Strategies and Enforcement (0.5) LL4AU Regulation: Legal and Political Aspects (0.5) # (not available 2020/21) MG402 Public Management: A Design-Oriented Approach (0.5) PH415 Philosophy and Public Policy (1.0) PP4J5 Fiscal Governance and Budgeting (0.5) Comparative Public Policy and Administration:B

EU421	Policy-Making in the European Union (0.5) #
EU443	European Models of Capitalism (0.5)
EU481	The Future: Political Responses to a Challenge (0.5)
EU4A4	The Politics of Inequality and Redistribution (0.5)
GV403	Network Regulation (0.5) (withdrawn 2020/21)
GV441	States and Markets (0.5)
GV477	Comparative Public Policy Change (0.5) #
GV4A5	International Migration and Immigration Management (0.5)
GV4C5	Politics of Economic Policy (0.5) (withdrawn 2020/21)
GV4C8	Game Theory for Political Science (0.5)
GV4K1	Transparency and Accountability in Government (0.5)
SP434	Behavioural Public Policy (0.5)
SP441	Politics of Social Policy: Welfare and Work in Comparative Perspective (0.5)

Another course with the permission of the programme convenor.

Paper 4 Courses to the value of 0.5 unit(s) from the following:

MY451451 Introduction to Quantitative Analysis (0.5) **or**

MY451452 Applied Regression Analysis (0.5) #

Paper 5

GV499 Dissertation (1.0)

Footnotes

A: Public Management stream

To qualify for this stream, the following courses must be taken:

GV4E9 Approaches and Issues in Public Policy and Administration

GV483 Public Management Theory and Doctrine (H)

One half-unit from the Public Management courses under Paper 3.

B: Comparative Public Policy and Administration stream

To qualify for this stream, the following courses must be taken:GV4E9 Approaches and Issues in Public Policy and Administration

GV477 Comparative Public Policy Change (H) **or** GV4F4 The Politics of Policy Advice (H)

One half-unit from the Comparative Public Policy and Administration courses under Paper 3.

means there may be prerequisites for this course.

Please view the course guide for more information.

MSc in Quantitative Economic History

Programme Code: TMQEH

Department: Economic History

For students starting this programme of study in 2020/21

Students are required to attend EC400 Introductory Course in Mathematics and Statistics.

Students complete and are examined in courses to the value of four full units.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Introductory Course	EC400 Introductory Course in Mathematics and Statistics (0.0) #
Paper 1	EH401 Historical Analysis of Economic Change (0.5)
Paper 2	EH426M Quantitative Analysis in Economic History

Paper 3	II (0.5) # and EH427 Topics in Quantitative Analysis in Economic History (0.5) #
Paper 4	EC411 microeconomics (1.0) # or
Paper 5	EC413 macroeconomics (1.0) #
	EC402 Econometrics (1.0) #
	EH472 Essay in Quantitative Economic History (0.5)
	# means there may be prerequisites for this course. Please view the course guide for more information. Students intending to apply for the MRes Quantitative Economic History would usually need to obtain a Merit overall and at least 65% in the dissertation.
	Note for prospective students:
	For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm . Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm .

MSc in Quantitative Methods for Risk Management

Programme Code: TMQMRM

Department: Statistics

For students starting this programme of study in 2020/21

Students take four compulsory half unit courses and two units of optional courses.

Students are required to take a two-week compulsory introductory course MA400 September Introductory Course (Financial Mathematics) in September.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Introductory Course	MA400 September Introductory Course (Financial Mathematics and Quantitative Methods for Risk Management) (0.0)
Paper 1	ST409 Stochastic Processes (0.5) #
Paper 2	ST429 Statistical Methods for Risk Management (0.5) #
Paper 3	ST433 Computational Methods in Finance and Insurance (0.5) #
	Students can also take the following non-assessed non-compulsory course:
	MA432 Programming in C++ (0.0) (withdrawn 2020/21)
Papers 4 & 5	Courses to the value of 1.5 unit(s) from the following:
	MA411 Probability and Measure (0.5) #
	MA415 The Mathematics of the Black and Scholes Theory (0.5) #
	MA416 The Foundations of Interest Rate and Credit Risk Theory (0.5) #
	MA420 Quantifying Risk and Modelling Alternative Markets (0.5) #
	ST422 Time Series (0.5) #
	ST426 Applied Stochastic Processes (0.5) (not available 2020/21)
	ST436 Financial Statistics (0.5) #
	ST439 Stochastics for Derivatives Modelling (0.5) # (not available 2020/21)
	ST440 Recent Developments in Finance and Insurance (0.5) # (not available 2020/21)

	ST443 machine Learning and Data Mining (0.5) #
	ST446 Distributed Computing for Big Data (0.5) #
	ST448 Insurance Risk (0.5) # (not available 2020/21)
	ST449 Artificial Intelligence and Deep Learning (0.5)
	ST451 Bayesian Machine Learning (0.5) #
Paper 6	Courses to the value of 1.0 unit(s) from the following:
	FM404 Forecasting Financial time Series (0.5) # (not available 2020/21)
	FM441 Derivatives (0.5) #
	FM442 Quantitative Methods for Finance and Risk Analysis (0.5) #
	MA409 Continuous Time Optimisation (0.5) #
	ST452 Probability and Mathematical Statistics I (0.5)
	ST453 Probability and Mathematical Statistics II (0.5) #

Further half-units(s) from the **Paper 5 options list**, or from other appropriate MSc courses subject to the approval of the Programme Director and the teacher responsible for the course.

Papers 4 & 5 options list

Additional course 1 Students taking FM442 can apply for a place on the following non-assessed computer course:

FM457 Applied Computational Finance (0.0) (not available 2020/21)

Additional course 2 Students can also take the following non-assessed course taken in addition to the required five compulsory half unit courses and three half units of optional courses detailed above:

MA422 Research Topics in Financial Mathematics (0.0) (not available 2020/21)

Papers 4 & 5 options list

MA411	Probability and Measure (0.5) #
MA415	The Mathematics of the Black and Scholes Theory (0.5) #
MA416	The Foundations of Interest Rate and Credit Risk Theory (0.5) #
MA420	Quantifying Risk and Modelling Alternative Markets (0.5) #
ST422	Time Series (0.5) #
ST426	Applied Stochastic Processes (0.5) (not available 2020/21)
ST436	Financial Statistics (0.5) #
ST439	Stochastics for Derivatives Modelling (0.5) # (not available 2020/21)
ST440	Recent Developments in Finance and Insurance (0.5) # (not available 2020/21)
ST443	machine Learning and Data Mining (0.5) #
ST446	Distributed Computing for Big Data (0.5) #
ST448	Insurance Risk (0.5) # (not available 2020/21)
ST449	Artificial Intelligence and Deep Learning (0.5)
ST451	Bayesian Machine Learning (0.5) #
	# means there may be prerequisites for this course. Please view the course guide for more information. The Bologna Process lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's

programmes are nine or ten months in duration. If you wish to proceed from these programmes to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.

Note for prospective students:

For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm.

MSc in Real Estate Economics and Finance

Programme Code: TMREEF

Department: Geography & Environment

For students starting this programme of study in 2020/21 Full-year programme. Students must take three compulsory courses, in addition to either FM429 or FM473L / FM473M, one optional half-unit course and a dissertation as shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Year 1	
Paper 1	GY458 Real Property Market Practice (0.5)
Paper 2	GY457 Applied Urban and Real Estate Economics (1.0) #
Paper 3	GY462 Real Estate Finance (0.5)
Papers 4 & 5	Courses to the value of 1.0 unit(s) from the following: Either one of the following half-unit courses: FM429 Asset Markets A (0.5) # FM473L Financial Markets (0.5) # FM473M Financial Markets (0.5) # GY472 Real Estate Investment (0.5) # (not available 2020/21) And a relevant half-unit course where offered, subject to the approval of the Programme Director via LSEforYou.

Or

	FM430 Corporate Finance and Asset Markets (1.0) #
Paper 6	GY485 Dissertation - MSc Real Estate Economics and Finance (1.0)

means there may be prerequisites for this course. Please view the course guide for more information. This programme is externally accredited by the IPF and RICS. Further information is available on the Geography and Environment Department lse.ac.uk/geographyAndEnvironment/Home.aspx website.

Note for prospective students:

For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm.

MSc in Regional And Urban Planning Studies

Programme Code: TMRUP

Department: Geography & Environment

For students starting this programme of study in 2020/21 Full-year programme. Students must take courses to the value of three full units and a dissertation. Additionally all students are required to take the non-assessed compulsory course GY450 Planning Practice and Research.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	GY447 The Economics of Regional and Urban Planning (0.5) #
Paper 2	GY448 Urban Planning: Society, Market and Sustainability (0.5)
Paper 3	GY454 Urban Policy and Planning (0.5) #
Paper 4	Courses to the value of 1.5 unit(s) from the following: GI409 Gender, Globalisation and Development: An Introduction (0.5) GI420 Globalisation, Gender and Development: Theorising Policy and Practice (0.5) GY400 The Economics of Urbanisation (0.5) # (not available 2020/21) GY403 Contemporary Debates in Human Geography (0.5) GY410 Economics of Local and Regional Development (0.5) (not available 2020/21) GY413 Regional Development and Policy (0.5) # GY415 Local Capacity and Economic Development Policy (0.5) GY421 Gender and Development: Geographical Perspectives (0.5) # (withdrawn 2020/21) GY431 Cities, People and Poverty in the South (0.5) # GY432 Urban Ethnography (0.5) (not available 2020/21) GY438 Cities and Social Change in East Asia (0.5) # GY439 Cities, Politics and Citizenship (0.5) GY441 The Politics of Housing (0.5) GY446 Planning for Sustainable Cities (0.5) GY449 Urban Futures (0.5) GY455 Economic Appraisal and Valuation (0.5) GY460 Techniques of Spatial Economic Analysis (0.5) # GY465 Concepts in Environmental Regulation (0.5) GY467 Global Migration and Development (0.5) (withdrawn 2020/21) GY470 Urban Africa (0.5) (not available 2020/21) GY479 Urban Transformations (0.5) GY480 Remaking China: Geographical aspects of Development and Disparity (0.5) (not available 2020/21) SO465 City-Making: the Politics of Urban Form (0.5) SO473 Crime, Control and the City (0.5) (not available 2020/21) SO480 Urban Inequalities (0.5) SP437 International Housing and Human Settlements; Conflicts and Communities (0.5) (not available 2020/21) A half-unit course from another programme at the discretion of the Programme Director by special permission only. GY450 Planning Practice and Research (0.0)
Paper 5	

Paper 6	GY484	Dissertation - MSc Regional and Urban Planning Studies (1.0)
	#	means there may be prerequisites for this course. Please view the course guide for more information. This programme is externally accredited by the RICS. Further information is available on the Geography and Environment Department lse.ac.uk/collections/geographyAndEnvironment/ website (see Quick Links to Regional and Urban Planning Studies).
	Note for prospective students:	For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm.

MSc in Regulation

Programme Code: TMREG

Department: Government

For students starting this programme of study in 2020/21

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	GV488 Law and Politics of Regulation (1.0)
Papers 2 & 3	Courses to the value of two full units from the following: A
	Environmental Regulation
DV413	Environmental Problems and Development Interventions (0.5) #
DV415	Global Environmental Governance (0.5)
GY420	Environmental Regulation: Implementing Policy (1.0)
GY465	Concepts in Environmental Regulation (0.5)
GY475	Issues in Environmental Governance (0.5)
IR467	Global Environmental Politics (0.5) *
LL4BV	Transnational Environmental Law (0.5)
	Financial and Commercial Regulation
AC470	Accounting in the Global Economy (0.5) #
AC490	Management Accounting, Decisions and Control (0.5)
FM473L	Financial Markets (0.5) #
FM473M	Financial Markets (0.5) #
FM474L	Managerial Finance (0.5)
FM474M	Managerial Finance (0.5)
LL4AH	Corporate Governance (0.5) #
LL4BF	International Financial Regulation (0.5) (not available 2020/21)
LL4BK	Corporate Crime (0.5)
LL4BL	Financial Crime (0.5)
LL4CD	European Company Law (0.5) # (not available 2020/21)
LL4CP	Tax Avoidance (0.5)
LL4K9	European Capital Markets Law (0.5)
SO425	Regulation, Risk and Economic Life (1.0)
	Social Regulation
AN451	Anthropology of Politics (0.5)

AN456	Anthropology of Economy (1): Production and Exchange (0.5)
AN457	Anthropology of Economy (2): Transformation and Globalisation (0.5)
GY421	Gender and Development: Geographical Perspectives (0.5) # (withdrawn 2020/21)
LL4E8	Law in Society: A Joint Course in Law and Anthropology (1.0) * (withdrawn 2020/21)
SP472	Illegal Drugs and Their Control: Theory, Policy and Practice (0.5) # (not available 2020/21)

Utilities Regulation

GV403	Network Regulation (0.5) (withdrawn 2020/21)
LL4AF	Principles of Global Competition Law (0.5)
LL4AG	Competition Law, Technology and Intellectual Property (0.5) #
LL4CS	Law and Economics of Network Industries (0.5)
LL4S1	Cyberlaw (0.5) #
LL4S4	Digital Rights, Privacy and Security (0.5) #
LL4Z5	EU State Aid Law (0.5) (not available 2020/21)

Government and Law

GV477	Comparative Public Policy Change (0.5) #
GV483	Public Management Theory and Doctrine (0.5)
LL4BK	Corporate Crime (0.5)
LL4BL	Financial Crime (0.5)
LL4CA	Law and Social Theory (0.5) (withdrawn 2020/21)
LL4CB	Modern Legal History: Private Law and the Economy 1750-1950 (0.5) (not available 2020/21)
LL4CM	Law in the Economy (0.5) (withdrawn 2020/21)
LL4CS	Law and Economics of Network Industries (0.5)
SO469	Risk and Governance: A Sociological Approach (0.5) (withdrawn 2020/21)
SP434	Behavioural Public Policy (0.5)
	A course from another programme by special permission only.
GV499	Dissertation (1.0)

Paper 4

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

Footnotes

A: Students who take courses to the value of two full units from one of the categories shown in **bold** above, or courses to the value of one full unit and a dissertation which in the opinion of the School falls within the same category, may choose to have the title of their subject category included on the degree certificate. No more than one category may appear on the degree certificate.
means there may be prerequisites for this course. Please view the course guide for more information.

MSc in Risk and Finance

Programme Code: TMRIFI

Department: Finance

For students starting this programme of study in 2020/21

Full-year programme. Student must take courses to the value of four full units (of which one paper includes a dissertation) as

shown below.

Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	FM403 management and Regulation of Risk (1.0) A
Paper 2	Courses to the value of 0.5 unit(s) from the following: FM429 Asset Markets A (0.5) # FM431L Corporate Finance A (0.5) # FM431M Corporate Finance A (0.5) # Or any other half-unit quantitative Finance course with the permission of the programme director.
Papers 3 & 4	Courses to the value of 2.5 unit(s) from the following: AC412 Accountability, Organisations and Risk Management (0.5) AC444 Valuation and Security Analysis (0.5) # AC470 Accounting in the Global Economy (0.5) # FM402 Financial Risk Analysis (0.5) # FM412 Quantitative Security Analysis (0.5) # FM413 Fixed Income Markets (0.5) # FM421 Applied Corporate Finance (0.5) # FM429 Asset Markets A (0.5) # FM430 Corporate Finance and Asset Markets (1.0) # FM431L Corporate Finance A (0.5) # 1 FM431M Corporate Finance A (0.5) # 2 FM441 Derivatives (0.5) # FM442 Quantitative Methods for Finance and Risk Analysis (0.5) # B FM445 Portfolio Management (0.5) FM476 Entrepreneurial Finance (0.5) # GY420 Environmental Regulation: Implementing Policy (1.0) GY455 Economic Appraisal and Valuation (0.5) GY462 Real Estate Finance (0.5) GY465 Concepts in Environmental Regulation (0.5) GY475 Issues in Environmental Governance (0.5) LL4BF International Financial Regulation (0.5) (not available 2020/21) LL4BK Corporate Crime (0.5) LL4BL Financial Crime (0.5) LL4BX Corporate Governance - Advanced Topics (0.5) (withdrawn 2020/21) MG455 Decisions, Biases and Nudges (0.5) # MG4A8 Strategy for the Information Economy (0.5) # MG4B9 The World Trading System (0.5) # PH425 Business and Organisational Ethics (0.5) SO425 Regulation, Risk and Economic Life (1.0) SO469 Risk and Governance: A Sociological Approach (0.5) (withdrawn 2020/21) ST409 Stochastic Processes (0.5) # Any other paper with the approval of the Programme Director.

Prerequisite Requirements and Mutually Exclusive Options

1: FM431L can not be taken with FM431M

2: FM431M can not be taken with FM431L

A: Includes dissertation.

B: Students taking this course can apply for a place on FM457 lse.ac.uk/resources/calendar/courseGuides/FM/2017_FM457.htm Applied Computational Finance, a non-assessed computer course.

means there may be prerequisites for this course.

Please view the course guide for more information.

MSc in Social and Cultural Psychology

Programme Code: TMSCPS

Department: Psychological and Behavioural Science

For students starting this programme of study in 2020/21

Full-year programme. Students are required to take two compulsory courses, one unassessed course (PB400), optional courses to the value of one unit and a dissertation as shown.

The Department of Psychological and Behavioural Science has recorded their course codes from PS- to PB- for 2018/19. The majority of courses listed below with a PB- code are not new courses but some may have changed code.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	PB401 Contemporary Social and Cultural Psychology (1.0)
Paper 2	Students may opt to take PB414 instead of PB411 where they can demonstrate prior experience on quantitative techniques up to and including the topics covered in MY465 PB411 methods for Social Psychology Research: Qualitative and Quantitative Methods (1.0) or PB414 Advanced Methods for Social Psychology Research: Qualitative and Quantitative Methods (1.0)
Paper 3	Courses to the value of 1.0 unit(s) from the following: PB415 Behavioural Science (0.5) (not available 2020/21) PB416 Cognition and Culture (0.5) (not available 2020/21) PB417 Consumer Psychology (0.5) PB418 Corporate Communications (0.5) PB419 Creativity and Innovation (0.5) # (not available 2020/21) PB420 Current Communication Research (0.5) # (not available 2020/21) PB421 Happiness (0.5) PB422 Health Communication (0.5) PB424 Organisational Life (0.5) (not available 2020/21) PB425 Organisations, Groups and Identity (0.5) # PB426 Knowledge Processes in Organisations (0.5) (not available 2020/21) PB427 Organisational and Social Decision Making (0.5) (not available 2020/21) PB428 Political Psychology: Inequality & Intergroup Relations (0.5) PB429 Science Communication and Controversies (0.5) (not available 2020/21) PB430 Social Influence (0.5) # (not available 2020/21) PB431 Social Psychology of Economic Life: Advanced Topics (0.5) PB432 Social Representations: Social Knowledge and Contemporary Issues (0.5) PB433 Theory and Practice of Organisational Development (0.5) PB434 Behavioural Science in an Age of New Technology (0.5) PB452 Behavioural Science for Health in the

Footnotes

	Time of a Pandemic (0.5) #
PB457	Organisational Culture (0.5)
PB458	Dialogue: Conflict & Negotiation (0.5)
	A course from another programme (subject to the approval of the Candidate's Programme Director).
PB410	Dissertation (1.0) A
Paper 4	
Footnotes	A: Failures in this course cannot be condoned. A bad fail is defined as a mark less than 29%. # means there may be prerequisites for this course. Please view the course guide for more information.

MSc in Social and Public Communication

Programme Code: TMSOPUCO

Department: Psychological and Behavioural Science

For students starting this programme of study in 2020/21

Full year programme. Students are required to take two compulsory courses, one unassessed course (PB400), optional courses to the value of one unit and a dissertation as shown. The Department of Psychological and Behavioural Science has recoded their course codes from PS- to PB- for 2018/19. The majority of courses listed below with a PB- code are not new courses but some may have changed code.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	PB404 The Social Psychology of Communication (1.0)
Paper 2	Students may opt to take PB414 instead of PB411 where they can demonstrate prior experience on quantitative techniques up to and including the topics covered in MY465 PB411 methods for Social Psychology Research: Qualitative and Quantitative Methods (1.0) or PB414 Advanced Methods for Social Psychology Research: Qualitative and Quantitative Methods (1.0)
Paper 3	Courses to the value of 1.0 unit(s) from the following: PB415 Behavioural Science (0.5) (not available 2020/21) PB416 Cognition and Culture (0.5) (not available 2020/21) PB417 Consumer Psychology (0.5) PB418 Corporate Communications (0.5) PB419 Creativity and Innovation (0.5) # (not available 2020/21) PB420 Current Communication Research (0.5) # (not available 2020/21) PB421 Happiness (0.5) PB422 Health Communication (0.5) PB424 Organisational Life (0.5) (not available 2020/21) PB425 Organisations, Groups and Identity (0.5) # PB426 Knowledge Processes in Organisations (0.5) (not available 2020/21) PB427 Organisational and Social Decision Making (0.5) (not available 2020/21) PB428 Political Psychology: Inequality & Intergroup Relations (0.5) PB429 Science Communication and Controversies (0.5) (not available 2020/21) PB430 Social Influence (0.5) # (not available 2020/21) PB431 Social Psychology of Economic Life:

	Advanced Topics (0.5)
PB432	Social Representations: Social Knowledge and Contemporary Issues (0.5)
PB433	Theory and Practice of Organisational Development (0.5)
PB434	Behavioural Science in an Age of New Technology (0.5)
PB452	Behavioural Science for Health in the Time of a Pandemic (0.5) #
PB457	Organisational Culture (0.5)
PB458	Dialogue: Conflict & Negotiation (0.5)
	Courses to the value of 0.5 unit(s) from another programme (subject to the approval of the candidate's Programme Director).
PB410	Dissertation (1.0) A

Paper 4

Footnotes

A: Failures in this course cannot be condoned. A bad fail is defined as a mark less than 29%.
means there may be prerequisites for this course. Please view the course guide for more information. Students who complete PB404 (**formerly PS429**) and PB418 (**formerly PS438**) can be granted exemption from up to two CIPR Diploma units. Further information is available from the Department of Psychological and Behavioural Science website lse.ac.uk/socialPsychology/Home.aspx.

Note for prospective students:

For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm.

MSc in Social Anthropology

Programme Code: TMAN

Department: Anthropology

For students starting this programme of study in 2020/21

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown. Attendance at seminars and at non-assessed tutorials is compulsory.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	AN404 Anthropology: Theory and Ethnography (1.0)
Paper 2	Courses to the value of 1.0 unit(s) from the following: AN402 The Anthropology of Religion (1.0) AN405 The Anthropology of Kinship, Sex and Gender (1.0) AN451 Anthropology of Politics (0.5) AN456 Anthropology of Economy (1): Production and Exchange (0.5) AN457 Anthropology of Economy (2): Transformation and Globalisation (0.5) AN479 Anthropology of Law (0.5)
Paper 3	Courses to the value of 1.0 unit(s) from a paper under paper 2 above not already taken or from the following: AN419 The Anthropology of Christianity (0.5) AN420 The Anthropology of Southeast Asia

	(0.5) (not available 2020/21)
AN424	The Anthropology of Melanesia (0.5) (not available 2020/21)
AN436	The Anthropology of Development (0.5)
AN444	Investigating the Philippines - New Approaches and Ethnographic Contexts (0.5) # (not available 2020/21)
AN447	China in Comparative Perspective (1.0)
AN458	Children and Youth in Contemporary Ethnography (0.5) (not available 2020/21)
AN461	Anthropological Approaches to Questions of Being (0.5) (not available 2020/21)
AN463	Borders and Boundaries: Ethnographic Approaches (0.5)
AN467	The Anthropology of South Asia (0.5) # (not available 2020/21)
AN469	The Anthropology of Amazonia (0.5) (not available 2020/21)
AN473	Anthropological Approaches to Value (0.5) (not available 2020/21)
AN474	Subjectivity and Anthropology (0.5) # (withdrawn 2020/21)
AN475	The Anthropology of Revolution (0.5) (not available 2020/21)
AN476	Anthropology and the Anthropocene (0.5) (not available 2020/21)
AN477	Topics in the Anthropology of sub-Saharan Africa (0.5) #
AN478	Anthropology and Global History (0.5) (not available 2020/21)
AN480	Public Anthropology (0.5) (not available 2020/21)
AN481	Health and Welfare: Anthropological Perspectives (0.5) (not available 2020/21)

Paper 2 options list

Paper 4

AN499 Dissertation (1.0)

Paper 2 options list

AN402	The Anthropology of Religion (1.0)
AN405	The Anthropology of Kinship, Sex and Gender (1.0)
AN451	Anthropology of Politics (0.5)
AN456	Anthropology of Economy (1): Production and Exchange (0.5)
AN457	Anthropology of Economy (2): Transformation and Globalisation (0.5)
AN479	Anthropology of Law (0.5)

means there may be prerequisites for this course.

Please view the course guide for more information.

MSc in Social Anthropology (Religion in the Contemporary World)

Programme Code: TMSARCW**Department:** Anthropology

For students starting this programme of study in 2020/21
Full-year programme. Students must take courses to the value of four full units. Attendance at seminars and at non-assessed tutorials is compulsory.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	AN402 The Anthropology of Religion (1.0)
Paper 2	Courses to the value of 1.0 unit(s) from the following: AN419 The Anthropology of Christianity (0.5)

AN420	The Anthropology of Southeast Asia (0.5) (not available 2020/21)
AN424	The Anthropology of Melanesia (0.5) (not available 2020/21)
AN444	Investigating the Philippines - New Approaches and Ethnographic Contexts (0.5) # (not available 2020/21)
AN461	Anthropological Approaches to Questions of Being (0.5) (not available 2020/21)
AN467	The Anthropology of South Asia (0.5) # (not available 2020/21)
EU437	Europe Beyond Modernity (0.5)
EU475	Religious Diversity and Conflict in Europe (0.5) (not available 2020/21)
GV4C9	Globalization and Democratization in Southeast Asia (0.5)
IR461	Islam in World Politics (1.0) (not available 2020/21)
IR465	The International Politics of Culture and Religion (1.0) # (not available 2020/21)

Paper 3

Courses to the value of 1.0 unit(s) from the following:

AN404	Anthropology: Theory and Ethnography (1.0)
AN405	The Anthropology of Kinship, Sex and Gender (1.0)
AN451	Anthropology of Politics (0.5)
AN456	Anthropology of Economy (1): Production and Exchange (0.5)
AN457	Anthropology of Economy (2): Transformation and Globalisation (0.5)
AN473	Anthropological Approaches to Value (0.5) (not available 2020/21)
AN478	Anthropology and Global History (0.5) (not available 2020/21)
AN479	Anthropology of Law (0.5)
AN480	Public Anthropology (0.5) (not available 2020/21)
AN481	Health and Welfare: Anthropological Perspectives (0.5) (not available 2020/21)
EU478	The Culture of European Politics (0.5)
HY435	Political Islam: From Ibn Taymiyya to ISIS (1.0)
PB416	Cognition and Culture (0.5) (not available 2020/21)

An additional unit from Paper 2 not previously taken or a course from another MSc subject to the approval of programme director.

Paper 2 options list

Paper 4

AN497 Dissertation: Religion in the Contemporary World (1.0) #

Paper 2 options list

AN419	The Anthropology of Christianity (0.5)
AN420	The Anthropology of Southeast Asia (0.5) (not available 2020/21)
AN424	The Anthropology of Melanesia (0.5) (not available 2020/21)
AN444	Investigating the Philippines - New Approaches and Ethnographic Contexts (0.5) # (not available 2020/21)
AN461	Anthropological Approaches to Questions of Being (0.5) (not available 2020/21)
AN467	The Anthropology of South Asia (0.5) # (not available 2020/21)
EU437	Europe Beyond Modernity (0.5)
EU475	Religious Diversity and Conflict in Europe (0.5) (not available 2020/21)
GV4C9	Globalization and Democratization in Southeast Asia (0.5)

IR461	Islam in World Politics (1.0) (not available 2020/21)
IR465	The International Politics of Culture and Religion (1.0) # (not available 2020/21)
# means there may be prerequisites for this course. Please view the course guide for more information.	

MSc in Social Innovation and Entrepreneurship

Programme Code: TMMGSIE

Department: Management

For students starting this programme of study in 2020/21 Full-year programme. Students must take four compulsory courses, options to the value of 1.0 unit and a dissertation as shown below.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	MG4F8 Managerial Economics and Quantitative Measurement for Social Entrepreneurs (0.5) and MG4F9 Organisational Behaviour and Marketing for Social Entrepreneurs (0.5)
Paper 2	MG4G1 Understanding Social Problems for Innovation and Entrepreneurship (0.5) and MG4G2 Social Innovation Design (0.5)
Paper 3	Courses to the value of 1.0 unit(s) from the following: DV413 Environmental Problems and Development Interventions (0.5) # FM476 Entrepreneurial Finance (0.5) # MG404 Consumer Insights: Behavioural Fundamentals (0.5) MG418 Open Innovation (0.5) MG421 International Business Strategy and Emerging Markets (0.5) # MG460 Emergencies Management: Humanitarian Intervention and Digital Innovation (0.5) MG473 Negotiation Analysis (0.5) MG476 Corporate Social Responsibility and International Labour Standards (0.5) # MG482 Innovation and Technology Management (0.5) MG4B3 International Marketing: A Strategic Approach (0.5) MG4C3 Information Technology and Service Innovation (0.5) MG4D4 Cross Cultural Management (0.5) # MG4D5 Leadership in Organisations: Theory and Practice (0.5) PP4E5 Innovations in the governance of public services delivery (0.5) PP4G3 Designing and Managing Change in the Public Sector (0.5) Or any graduate course not listed above, subject to permission from the Programme Director and the relevant Course Leader.
Paper 4	MG4J5 Dissertation: Social Innovation and Entrepreneurship (1.0) Or MG4G5 Dissertation: Social Innovation and Entrepreneurship (0.5) Plus courses to the value of 0.5 unit(s) from the Paper 3 options list: Paper 3 options list DV413 Environmental Problems and

	Development Interventions (0.5) #
FM476	Entrepreneurial Finance (0.5) #
MG404	Consumer Insights: Behavioural Fundamentals (0.5)
MG418	Open Innovation (0.5)
MG421	International Business Strategy and Emerging Markets (0.5) #
MG460	Emergencies Management: Humanitarian Intervention and Digital Innovation (0.5)
MG473	Negotiation Analysis (0.5)
MG476	Corporate Social Responsibility and International Labour Standards (0.5) #
MG482	Innovation and Technology Management (0.5)
MG4B3	International Marketing: A Strategic Approach (0.5)
MG4C3	Information Technology and Service Innovation (0.5)
MG4D4	Cross Cultural Management (0.5) #
PP4E5	Innovations in the governance of public services delivery (0.5)
PP4G3	Designing and Managing Change in the Public Sector (0.5)

Or any graduate course not listed above, subject to permission from the Programme Director and the relevant Course Leader.

means there may be prerequisites for this course. Please view the course guide for more information.

MSc in Social Research Methods

Programme Code: TMSORM

Department: Methodology

For students starting this programme of study in 2020/21 Full-year programme.

Part 1: Social Research Methods. Students must take courses to the value of two full units and a dissertation as shown.

Part 2: Optional courses. For all students other than those on the 'Gender', 'Population' or 'Social Policy' streams of the MSc Social Research Methods, courses to the value of one full unit can be taken from the courses listed under the heading 'Part 2 - Optional Courses' below. Please click the 'Optional courses' link to expand the list. Students on the 'Gender', 'Population' or 'Social Policy' streams of the MSc must select courses from the options listed under their respective headings at the foot of the 'Part 2 - Optional Courses' section below. Please click the 'Optional courses' link to expand the list.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	Part 1 - Social Research Methods Research design MY451400 Fundamentals of Social Science Research Design (0.5)
Paper 2	Quantitative research methods MY451452 Applied Regression Analysis (0.5) # A Exceptionally, students who can demonstrate sufficient prior training in quantitative research methods commensurate with those covered in MY452 can substitute a more advanced MY45* course from the following list for MY452. This would be subject to the approval of the MSc Programme Director. Please note that in such cases, the substitute course will be treated as a 'course critical to assessment' in place of MY452 (see Exam Sub-Board local rules lse.ac.uk/resources/calendar/LocalRules/)

	MScSocialResearchMethods.htm for more information):	
	MY451455 Multivariate Analysis and Measurement (0.5) # *	MY451427 Qualitative Research with Digital and Visual Data (0.5) # (not available 2020/21)
	MY451457 Causal Inference for Observational and Experimental Studies (0.5) # *	MY451428 Qualitative Text and Discourse Analysis (0.5) #
	MY451459 Special Topics in Quantitative Analysis: Quantitative Text Analysis (0.5) # *	MY451455 Multivariate Analysis and Measurement (0.5) #
Paper 3	Qualitative research methods	MY451456 Survey Methodology (0.5) #
	MY451421 Qualitative Research Methods (0.5) B	MY451457 Causal Inference for Observational and Experimental Studies (0.5) #
	Exceptionally students who can demonstrate sufficient prior training in qualitative research methods commensurate with those covered in MY421 can substitute a more advanced MY42* course from the following list for MY421. This would be subject to the approval of the MSc Programme Director. Please note that in cases where a student substitutes a course in for MY421, the substitute course will be treated as a 'course critical to assessment' in place of MY421 (see Exam Sub-Board local rules lse.ac.uk/resources/calendar/LocalRules/MScSocialResearchMethods.htm for more information):	MY451459 Special Topics in Quantitative Analysis: Quantitative Text Analysis (0.5) #
	MY451425 Case Studies and Comparative Methods for Qualitative Research (0.5) *	MY451461 Social Network Analysis (0.5)
	MY451426 Doing Ethnography (0.5) # * (not available 2020/21)	MY451470 Computer Programming (0.5)
	MY451427 Qualitative Research with Digital and Visual Data (0.5) # * (not available 2020/21)	MY451472 Data for Data Scientists (0.5)
	MY451428 Qualitative Text and Discourse Analysis (0.5) # *	MY451474 Applied Machine Learning for Social Science (0.5) #
Paper 4	Optional social research methods course	PB425 Organisations, Groups and Identity (0.5) #
	For this paper students can choose any one of the MY4** courses which are listed under the Optional courses list below, or a half-unit course in statistics (ST4**, subject to the approval of the student's Academic Mentor). In addition, students can choose MY451 under Paper 4; if they do that, they must register for MY451M which is taught in Michaelmas Term, and must register under Paper 2 for MY452L which is taught in Lent Term.	SO407 Politics and Society (1.0)
	Optional courses (click here to expand)	ST416 Multilevel Modelling (0.5) #
Paper 5	MY499 Dissertation (1.0) C	ST425 Statistical Inference: Principles, Methods and Computation (1.0) #
	Part 2 - Optional Courses	ST442 Longitudinal Data Analysis (0.5) # (not available 2020/21)
Paper 6	Optional courses D	Or any other Graduate level courses from across the LSE (subject the approval of your Academic Mentor and the MSc Social Research Methods Programme Director).
	For all students other than those on the 'Gender,' 'Population' or 'Social Policy' streams of the MSc in Social Research Methods, courses to the value of one full unit can be taken from the courses listed in the 'Optional Courses' section below. Please click the 'Optional courses' link to expand the list. Students on the 'Gender,' 'Population' or 'Social Policy' streams of the MSc must select courses from the options listed under their respective headings at the foot of the 'Optional Courses' section below. Please click the 'Optional courses' link to expand the list.	Or
	Optional courses (click here to expand)	Gender stream
	Optional courses (click here to expand)	One half-unit from the following:
	Non-stream	GI402 Gender, Knowledge and Research Practice (0.5) or
	DV434 Human Security (0.5) (not available 2020/21)	GI424 Gender Theories: An Interdisciplinary Approach (0.5) or
	MY451405 Research Design for Policy and Programme Evaluation (0.5)	And one optional half unit graduate level course (typically from the Department of Gender Studies) as agreed with your Academic Mentor.
	MY451425 Case Studies and Comparative Methods for Qualitative Research (0.5)	Or
	MY451426 Doing Ethnography (0.5) # (not available 2020/21)	Population stream
		One compulsory half-unit:
		SP431 Population Analysis: Methods and Models (0.5) #
		And courses to the value of 0.5 units from the following:
		DV411 Population and Development: an Analytical Approach (0.5) (not available 2020/21)
		DV444 Global Health Challenges: Epidemics, Disease, and Public Health Response (0.5) #
		DV456 Population, Health and Development: Evidence and Projections (0.5) #
		DV457 Sexual and Reproductive Health Programmes: Design, Implementation and Evaluation (0.5)
		DV461 Critical Population Health Issues in High and Middle-Income Countries (0.5) # (not available 2020/21)
		GI415 Gender and European Welfare States (0.5)
		GI417 Feminist Population Politics (0.5) (not available 2020/21)
		Or
		Social policy stream
		One compulsory half-unit:
		SP400 International Social and Public Policy (0.5) #
		One half-unit from the following:
		SP411 Social Policy and Development (0.5) #

- SP413 Understanding Social (Dis)advantage (0.5)
- SP419 Social Movements, Activism, and Social Policy (0.5)
- SP434 Behavioural Public Policy (0.5)
- Or any other half-unit Graduate level course offered by the LSE's Department of Social Policy (subject to availability and to the approval of your Academic Mentor, the MSc Social Research Methods Programme Director and the convener of the course).

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

Footnotes

A: Students may register for either MY452M which is taught in Michaelmas Term, or MY452L which is taught in Lent Term. However, if they take MY451 under Paper 4, then they must register for MY451M under Paper 4 and for MY452L under Paper 2.

B: Students may register for either MY421M which is taught in Michaelmas Term, or MY421L which is taught in Lent Term.

C: The Dissertation is due in August.

D: Students may only register for one MY47* course as part of the MSc Social Research Methods degree.

means there may be prerequisites for this course. Please view the course guide for more information.

MSc in Sociology

Programme Code: TMSO

Department: Sociology

For students starting this programme of study in 2020/21

Full-year programme. Students must take courses to the value of three units and write a dissertation as shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	SO491 Quantitative Social Research Methods (0.5) or
	SO492 Qualitative Social Research Methods (0.5)
Papers 2 & 3	Courses to the value of 2.5 unit(s) from the following:
	SO407 Politics and Society (1.0)
	SO426 Classical Social Thought (0.5) (not available 2020/21)
	SO427 Modern Social Thought (0.5) (not available 2020/21)
	SO430 Economic Sociology (0.5)
	SO451 Cities by Design (0.5)
	SO454 Families and Inequalities (0.5) (not available 2020/21)
	SO457 Political Reconciliation (0.5)
	SO458 Gender and Societies (0.5) (not available 2020/21)
	SO468 International Migration and Migrant Integration (0.5)
	SO470 The Sociology of Markets (0.5)
	SO471 Technology, Power and Culture (0.5)
	SO473 Crime, Control and the City (0.5) (not available 2020/21)
	SO475 Material Culture and Design (0.5)
	SO477 Urban Social Theory (0.5)
	SO481 Class, Politics and Culture (0.5)
	SO483 Social Change Organizations (0.5) (withdrawn 2020/21)

- SO489 Family and Migration (0.5)
- SO490 Contemporary Social Thought (0.5)
- SO491 Quantitative Social Research Methods (0.5)
- SO492 Qualitative Social Research Methods (0.5)
- SO4B4 The New Reproductive Sociology (0.5) (not available 2020/21)
- SO4B6 Nature and Technology: More than Human Sociology (0.5) (not available 2020/21)
- Paper 4 SO499 MSc in Sociology Dissertation (1.0)

MSc in Statistics

Programme Code: TMST

Department: Statistics

For students starting this programme of study in 2020/21

Academic-year programme. Students must take courses to the value of four full units.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	ST425 Statistical Inference: Principles, Methods and Computation (1.0) #
Papers 2 & 3	Courses to the value of 2.0 unit(s) from the following:
	ST405 Multivariate Methods (0.5) #
	ST416 Multilevel Modelling (0.5) #
	ST418 Non-Linear Dynamics and the Analysis of Real Time Series (0.5) # (not available 2020/21)
	ST422 Time Series (0.5) #
	ST442 Longitudinal Data Analysis (0.5) # (not available 2020/21)
	ST443 machine Learning and Data Mining (0.5) #
	ST444 Computational Data Science (0.5) #
	ST445 Managing and Visualising Data (0.5)
	ST446 Distributed Computing for Big Data (0.5) #
	ST449 Artificial Intelligence and Deep Learning (0.5)
	ST451 Bayesian Machine Learning (0.5) #
	MY451459 Special Topics in Quantitative Analysis: Quantitative Text Analysis (0.5) #
	MY451461 Social Network Analysis (0.5)
Paper 4	Courses to the value of 1.0 unit from the following:
	ST405 Multivariate Methods (0.5) #
	ST409 Stochastic Processes (0.5) #
	ST411 Generalised Linear Modelling and Survival Analysis (0.5) #
	ST416 Multilevel Modelling (0.5) #
	ST418 Non-Linear Dynamics and the Analysis of Real Time Series (0.5) # (not available 2020/21)
	ST422 Time Series (0.5) #
	ST426 Applied Stochastic Processes (0.5) (not available 2020/21)
	ST442 Longitudinal Data Analysis (0.5) # (not available 2020/21)
	ST443 machine Learning and Data Mining (0.5) #
	ST444 Computational Data Science (0.5) #
	ST445 Managing and Visualising Data (0.5)
	ST446 Distributed Computing for Big Data (0.5) #

ST449	Artificial Intelligence and Deep Learning (0.5)
ST451	Bayesian Machine Learning (0.5) #
MA407	Algorithms and Computation (0.5) #
MA427	Mathematical Optimisation (0.5) #
MY451456	Survey Methodology (0.5) #
MY451457	Causal Inference for Observational and Experimental Studies (0.5) #
MY451459	Special Topics in Quantitative Analysis: Quantitative Text Analysis (0.5) #
MY451461	Social Network Analysis (0.5)
SP431	Population Analysis: Methods and Models (0.5) #

Other courses may be taken with permission, except for: ST429, ST433, ST436, ST439, ST440, MA415, MA416, MA420 and any courses indexed FM.

means there may be prerequisites for this course. Please view the course guide for more information. The total value of all non-ST courses should not exceed one unit.

This programme is externally accredited by the RSS. Further information is available on the Department of Statistics website. lse.ac.uk/collections/statistics

The Bologna Process lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's programmes are nine or ten months in duration. If you wish to proceed from these programmes to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.

MSc in Statistics (Financial Statistics)

Programme Code: TMSTFS

Department: Statistics

For students starting this programme of study in 2020/21 Academic-year programme. Students take three compulsory courses (two units) and options to the value of two units.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	ST425 Statistical Inference: Principles, Methods and Computation (1.0) #
Paper 2	ST422 Time Series (0.5) # and ST436 Financial Statistics (0.5) #
Paper 3	Courses to the value of 1.0 unit(s) from the following: ST405 Multivariate Methods (0.5) # ST411 Generalised Linear Modelling and Survival Analysis (0.5) # ST416 Multilevel Modelling (0.5) # ST418 Non-Linear Dynamics and the Analysis of Real Time Series (0.5) # (not available 2020/21) ST429 Statistical Methods for Risk Management (0.5) # ST433 Computational Methods in Finance and Insurance (0.5) # ST439 Stochastics for Derivatives Modelling (0.5) # (not available 2020/21)

Paper 4

ST440	Recent Developments in Finance and Insurance (0.5) # (not available 2020/21)
ST442	Longitudinal Data Analysis (0.5) # (not available 2020/21)
ST443	machine Learning and Data Mining (0.5) #
ST444	Computational Data Science (0.5) #
ST445	Managing and Visualising Data (0.5)
ST446	Distributed Computing for Big Data (0.5) #
ST448	Insurance Risk (0.5) # (not available 2020/21)
ST449	Artificial Intelligence and Deep Learning (0.5)
ST451	Bayesian Machine Learning (0.5) #
MY451459	Special Topics in Quantitative Analysis: Quantitative Text Analysis (0.5) #
MY451461	Social Network Analysis (0.5)
Courses to the value of 1.0 unit from the following:	
ST405	Multivariate Methods (0.5) #
ST409	Stochastic Processes (0.5) #
ST411	Generalised Linear Modelling and Survival Analysis (0.5) #
ST416	Multilevel Modelling (0.5) #
ST418	Non-Linear Dynamics and the Analysis of Real Time Series (0.5) # (not available 2020/21)
ST426	Applied Stochastic Processes (0.5) (not available 2020/21)
ST429	Statistical Methods for Risk Management (0.5) #
ST433	Computational Methods in Finance and Insurance (0.5) #
ST439	Stochastics for Derivatives Modelling (0.5) # (not available 2020/21)
ST440	Recent Developments in Finance and Insurance (0.5) # (not available 2020/21)
ST442	Longitudinal Data Analysis (0.5) # (not available 2020/21)
ST443	machine Learning and Data Mining (0.5) #
ST444	Computational Data Science (0.5) #
ST445	Managing and Visualising Data (0.5)
ST446	Distributed Computing for Big Data (0.5) #
ST448	Insurance Risk (0.5) # (not available 2020/21)
ST449	Artificial Intelligence and Deep Learning (0.5)
ST451	Bayesian Machine Learning (0.5) #
FM402	Financial Risk Analysis (0.5) #
FM404	Forecasting Financial time Series (0.5) # (not available 2020/21)
FM413	Fixed Income Markets (0.5) #
FM429	Asset Markets A (0.5) #
FM441	Derivatives (0.5) #
FM442	Quantitative Methods for Finance and Risk Analysis (0.5) #
MA407	Algorithms and Computation (0.5) #
MA415	The Mathematics of the Black and Scholes Theory (0.5) #
MA416	The Foundations of Interest Rate and Credit Risk Theory (0.5) #
MA420	Quantifying Risk and Modelling Alternative Markets (0.5) #
MA427	Mathematical Optimisation (0.5) #
MY451456	Survey Methodology (0.5) #
MY451457	Causal Inference for Observational and Experimental Studies (0.5) #
MY451459	Special Topics in Quantitative Analysis: Quantitative Text Analysis

(0.5) #

MY451461 Social Network Analysis (0.5)
Or other non-ST course(s), with permission.
means there may be prerequisites for this course.
Please view the course guide for more information.
The total value of all non-ST courses should not exceed one unit.

The Bologna Process lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's programmes are nine or ten months in duration. If you wish to proceed from these programmes to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.

MSc in Statistics (Financial Statistics) (Research)

Programme Code: TMSTFSRE

Department: Statistics

For students starting this programme of study in 2020/21 Academic-year programme. Students take three compulsory courses (two units), a dissertation, and optional courses to the value of one unit.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	ST425 Statistical Inference: Principles, Methods and Computation (1.0) #
Paper 2	ST436 Financial Statistics (0.5) #
Paper 3	ST422 Time Series (0.5) #
Paper 4	ST499 Dissertation (1.0)
Paper 5	Courses to the value of 1.0 unit(s) from the following:
	ST405 Multivariate Methods (0.5) #
	ST409 Stochastic Processes (0.5) #
	ST411 Generalised Linear Modelling and Survival Analysis (0.5) #
	ST416 Multilevel Modelling (0.5) #
	ST418 Non-Linear Dynamics and the Analysis of Real Time Series (0.5) # (not available 2020/21)
	ST426 Applied Stochastic Processes (0.5) (not available 2020/21)
	ST429 Statistical Methods for Risk Management (0.5) #
	ST433 Computational Methods in Finance and Insurance (0.5) #
	ST439 Stochastics for Derivatives Modelling (0.5) # (not available 2020/21)
	ST440 Recent Developments in Finance and Insurance (0.5) # (not available 2020/21)
	ST442 Longitudinal Data Analysis (0.5) # (not available 2020/21)
	ST443 machine Learning and Data Mining (0.5) #
	ST444 Computational Data Science (0.5) #
	ST445 Managing and Visualising Data (0.5)
	ST446 Distributed Computing for Big Data (0.5) #
	ST448 Insurance Risk (0.5) # (not available 2020/21)
	ST449 Artificial Intelligence and Deep Learning

(0.5)

ST451	Bayesian Machine Learning (0.5) #
FM402	Financial Risk Analysis (0.5) #
FM404	Forecasting Financial time Series (0.5) # (not available 2020/21)
FM413	Fixed Income Markets (0.5) #
FM429	Asset Markets A (0.5) #
FM441	Derivatives (0.5) #
FM442	Quantitative Methods for Finance and Risk Analysis (0.5) #
MA407	Algorithms and Computation (0.5) #
MA415	The Mathematics of the Black and Scholes Theory (0.5) #
MA416	The Foundations of Interest Rate and Credit Risk Theory (0.5) #
MA420	Quantifying Risk and Modelling Alternative Markets (0.5) #
MA427	Mathematical Optimisation (0.5) #
MY451456	Survey Methodology (0.5) #
MY451457	Causal Inference for Observational and Experimental Studies (0.5) #
MY451459	Special Topics in Quantitative Analysis: Quantitative Text Analysis (0.5) #

MY451461 Social Network Analysis (0.5)
Or other non-ST course(s), with permission
means there may be prerequisites for this course.
Please view the course guide for more information.
The total value of all non-ST courses should not exceed one unit.

Note for prospective students:

For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm.

MSc in Statistics (Research)

Programme Code: TMSTRE

Department: Statistics

For students starting this programme of study in 2020/21 Full-year programme. Students must take courses to the value of three full units and a dissertation.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	ST425 Statistical Inference: Principles, Methods and Computation (1.0) #
Paper 2	ST499 Dissertation (1.0)
Papers 3 & 4	Courses to the value of 2.0 unit(s) from the following:
	ST405 Multivariate Methods (0.5) #
	ST409 Stochastic Processes (0.5) #
	ST411 Generalised Linear Modelling and Survival Analysis (0.5) #
	ST416 Multilevel Modelling (0.5) #
	ST418 Non-Linear Dynamics and the Analysis of Real Time Series (0.5) # (not available 2020/21)
	ST422 Time Series (0.5) #
	ST426 Applied Stochastic Processes (0.5) (not available 2020/21)

ST442	Longitudinal Data Analysis (0.5) # (not available 2020/21)
ST443	machine Learning and Data Mining (0.5) #
ST444	Computational Data Science (0.5) #
ST445	Managing and Visualising Data (0.5)
ST446	Distributed Computing for Big Data (0.5) #
ST449	Artificial Intelligence and Deep Learning (0.5)
ST451	Bayesian Machine Learning (0.5) #
MA407	Algorithms and Computation (0.5) #
MA427	Mathematical Optimisation (0.5) #
MY451400	Fundamentals of Social Science Research Design (0.5)
MY451456	Survey Methodology (0.5) #
MY451457	Causal Inference for Observational and Experimental Studies (0.5) #
MY451459	Special Topics in Quantitative Analysis: Quantitative Text Analysis (0.5) #
MY451461	Social Network Analysis (0.5)
SP431	Population Analysis: Methods and Models (0.5) #
Other courses may be taken with permission, except for: ST429, ST433, ST436, ST439, ST440, MA415, MA416, MA420 and any courses indexed FM.	
# means there may be prerequisites for this course. Please view the course guide for more information. The total value of all non-ST courses should not exceed one unit.	
This programme is externally accredited by the RSS. Further information is available on the Department of Statistics website. lse.ac.uk/collections/statistics	

Paper 4

ST446	Distributed Computing for Big Data (0.5) #
ST449	Artificial Intelligence and Deep Learning (0.5)
ST451	Bayesian Machine Learning (0.5) #
MY451459	Special Topics in Quantitative Analysis: Quantitative Text Analysis (0.5) #
MY451461	Social Network Analysis (0.5)
Courses to the value of 1.0 unit(s) from the following:	
ST405	Multivariate Methods (0.5) #
ST416	Multilevel Modelling (0.5) #
ST442	Longitudinal Data Analysis (0.5) # (not available 2020/21)
GY460	Techniques of Spatial Economic Analysis (0.5) #
MA427	Mathematical Optimisation (0.5) #
MY451456	Survey Methodology (0.5) #
MY451457	Causal Inference for Observational and Experimental Studies (0.5) #
MY451459	Special Topics in Quantitative Analysis: Quantitative Text Analysis (0.5) #
MY451461	Social Network Analysis (0.5)
SP431	Population Analysis: Methods and Models (0.5) #

Other courses may be taken with permission, except for: ST429, ST433, ST436, ST439, ST440, MA415, MA416, MA420 and any courses indexed FM.

means there may be prerequisites for this course. Please view the course guide for more information. The total value of all non-ST courses should not exceed one unit.

The Bologna Process lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's programmes are nine or ten months in duration. If you wish to proceed from these programmes to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.

MSc in Statistics (Social Statistics)

Programme Code: TMSTSS

Department: Statistics

For students starting this programme of study in 2020/21 Academic-year programme. Students must take two compulsory courses and options to the value of 2.5 units as shown below.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	ST425 Statistical Inference: Principles, Methods and Computation (1.0) #
Paper 2	ST411 Generalised Linear Modelling and Survival Analysis (0.5) #

And

Courses to the value of 0.5 unit(s) from the following:

ST405	Multivariate Methods (0.5) #
ST416	Multilevel Modelling (0.5) #
ST442	Longitudinal Data Analysis (0.5) # (not available 2020/21)

Paper 3	Courses to the value of 1.0 unit(s) from the following:
	ST405 Multivariate Methods (0.5) #
	ST416 Multilevel Modelling (0.5) #
	ST442 Longitudinal Data Analysis (0.5) # (not available 2020/21)
	ST443 machine Learning and Data Mining (0.5) #
	ST444 Computational Data Science (0.5) #
	ST445 Managing and Visualising Data (0.5)

MSc in Statistics (Social Statistics) (Research)

Programme Code: TMSTSSRE

Department: Statistics

For students starting this programme of study in 2020/21 Full-year programme. Students must take two compulsory courses, options to the value of 1.5 units and a dissertation as shown below.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	ST425 Statistical Inference: Principles, Methods and Computation (1.0) #
Paper 2	ST411 Generalised Linear Modelling and Survival Analysis (0.5) #
Paper 3	Courses to the value of 0.5 unit(s) from the following:
	ST405 Multivariate Methods (0.5) #
	ST416 Multilevel Modelling (0.5) #
	ST442 Longitudinal Data Analysis (0.5) # (not

Paper 4	available 2020/21)	
	Courses to the value of 1.0 unit(s) from the following:	
	ST405	Multivariate Methods (0.5) #
	ST416	Multilevel Modelling (0.5) #
	ST442	Longitudinal Data Analysis (0.5) # (not available 2020/21)
	ST443	machine Learning and Data Mining (0.5) #
	ST444	Computational Data Science (0.5) #
	ST445	Managing and Visualising Data (0.5)
	ST446	Distributed Computing for Big Data (0.5) #
	ST449	Artificial Intelligence and Deep Learning (0.5)
	ST451	Bayesian Machine Learning (0.5) #
	GY460	Techniques of Spatial Economic Analysis (0.5) #
	MA427	Mathematical Optimisation (0.5) #
	MY451456	Survey Methodology (0.5) #
	MY451457	Causal Inference for Observational and Experimental Studies (0.5) #
	MY451459	Special Topics in Quantitative Analysis: Quantitative Text Analysis (0.5) #
	MY451461	Social Network Analysis (0.5)
	SP431	Population Analysis: Methods and Models (0.5) #
	Other courses may be taken with permission, except for: ST429, ST433, ST436, ST439, ST440, MA415, MA416, MA420 and any courses indexed FM.	
Paper 5	ST499	Dissertation (1.0)
	# means there may be prerequisites for this course. Please view the course guide for more information. The total value of all non-ST courses should not exceed one unit.	

MSc in Strategic Communications

Programme Code: TMSTRCOM

Department: Media & Communications

For students starting this programme of study in 2020/21 Full-year programme. Students must take three compulsory courses, courses to the value of 1.5 units and a dissertation as shown below.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	MC408 Theories and Concepts in Media and Communications (0.5)
	And one of the following 0.5 unit courses:
	MC4M1 methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) (0.5) or
	MC4M7 Methods of Research in Media & Communications (including Qualitative Analysis & Applied Regression Analysis) (0.5) A
Paper 2	MC431 Critical Approaches to Strategic Communications (0.5)
Paper 3	Courses to the value of 1.5 unit(s) from the following:
	MC402 The Audience in Media and Communications (0.5)
	MC425 Interpersonal Mediated Communication (0.5)
	MC429 Humanitarian Communication:

	vulnerability, discourse and power (0.5) (not available 2020/21)
MC432	Strategic Communication in Practice: Professional Perspectives (0.5)
MC434	Digital Platforms and Media Infrastructures (0.5) # (not available 2020/21)
MC436	Mediating the Past (0.5)
MC437	Media, Data and Social Order (0.5) #
MG479	Information Systems for the Public Sector: Digital Government and Service Innovation (0.5)
MG4B3	International Marketing: A Strategic Approach (0.5)
MG4F2	marketing Analytics II: Analytics for Managing Innovations, Products and Brands (0.5)
MG4F3	Digital Marketing (0.5) # (not available 2020/21)
PB418	Corporate Communications (0.5)
PB427	Organisational and Social Decision Making (0.5) (not available 2020/21)

Any other course which is offered in the School at master's level, subject to the consent of the candidate's programme director.

Paper 4	MC499 Dissertation: Media and Communications (1.0)
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Footnotes

A: MY452 is an advanced Applied Regression Analysis course offered by the Department of Methodology and must be taken by students who select MC4M7. Students wishing to select this option need to already have a grounding in quantitative methods and must seek approval from the Programme Director. Approval is also subject to timetabling constraints.

means there may be prerequisites for this course. Please view the course guide for more information.

Note: Students can take no more than one full unit of courses from outside the Department of Media and Communications (non MC-prefixed courses).

Note for prospective students:

For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm.

MSc in Theory and History of International Relations

Programme Code: TMTHYIR2

Department: International History

For students starting this programme of study in 2020/21 Full-year programme. Students must take courses to the value of four units, including a dissertation as shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	Courses to the value of 1.0 unit(s) from the following:
	HY400 Crisis Decision-Making in War and Peace 1914-2003 (1.0) #
	HY422 Presidents, Public Opinion, and Foreign

	Policy, from Roosevelt to Reagan, 1933-89 (1.0)				Caribbean, 1860s-1980s (1.0)
	HY429 Anglo-American Relations from World War to Cold War, 1939-91 (1.0)			HY478	Genesis of the Modern World: Europe, China and India, 1550 - 1840 (1.0) (not available 2020/21)
	HY435 Political Islam: From Ibn Taymiyya to ISIS (1.0)			HY479	Environmental History in a Global Context (1.0) (withdrawn 2020/21)
	HY436 Race, Violence and Colonial Rule in Africa (1.0)			HY482	National Socialism. Old theories and new research approaches (1.0) (withdrawn 2020/21)
Paper 2	Courses to the value of 1.0 unit(s) from the following:			HY483	Land and Conflict in Latin America since 1750 (1.0) (not available 2020/21)
	IR411 Foreign Policy Analysis III (1.0) #			HY485	Germanness in the 20th century: Identity, Politics, and Violence in Germany from the First World War to Re-Unification (1.0)
	IR412 International Institutions (1.0)			HY486	Practicing Abolition in the Atlantic World, c. 1807-1870 (1.0)
	IR415 Strategic Aspects of International Relations (1.0) # (not available 2020/21)			Paper 2 options list	
	IR416 The EU in the World (1.0) #			Paper 1 options list	
	IR418 International Politics: Asia & the Pacific (1.0)			HY498	Dissertation: LSE-PKU Double Degree MSc in International Affairs; MSc Theory and History of International Relations (1.0)
	IR419 International Relations of the Middle East (1.0) #	Paper 4		Paper 2 options list	
	IR422 Conflict and Peacebuilding (1.0) #			IR411	Foreign Policy Analysis III (1.0) #
	IR462 International Political Theory (0.5) (not available 2020/21)			IR412	International Institutions (1.0)
	IR464 The Politics of International Law (0.5) (not available 2020/21)			IR415	Strategic Aspects of International Relations (1.0) # (not available 2020/21)
	IR466 Genocide (0.5)			IR416	The EU in the World (1.0) #
	IR471 The Situations of the International Criminal Court (0.5) (not available 2020/21)			IR418	International Politics: Asia & the Pacific (1.0)
	IR479 Russia in World Politics (0.5) # (not available 2020/21)			IR419	International Relations of the Middle East (1.0) #
	IR480 Globalisation and the State in Developing Countries (0.5)			IR422	Conflict and Peacebuilding (1.0) #
	IR481 Europe, the US and Arab-Israeli Relations (0.5) # (not available 2020/21)			IR455	Economic Diplomacy (0.5) (withdrawn 2019/20)
Paper 3	Courses to the value of 1.0 unit(s) from the following:			IR462	International Political Theory (0.5) (not available 2020/21)
	EH452 Latin American Development and Economic History (0.5)			IR464	The Politics of International Law (0.5) (not available 2020/21)
	EU475 Religious Diversity and Conflict in Europe (0.5) (not available 2020/21)			IR466	Genocide (0.5)
	EU476 Politics of Memory: Germany, France, UK and Turkey (0.5) # (not available 2020/21)			IR471	The Situations of the International Criminal Court (0.5) (not available 2020/21)
	HY411 European Integration in the Twentieth Century (1.0) #			IR479	Russia in World Politics (0.5) # (not available 2020/21)
	HY432 From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1999 (1.0)			IR480	Globalisation and the State in Developing Countries (0.5)
	HY440 The Iranian Revolution (1.0)			IR481	Europe, the US and Arab-Israeli Relations (0.5) # (not available 2020/21)
	HY441 Islam, State and Conflict in Southeast Asia (1.0) (not available 2020/21)			Paper 1 options list	
	HY444 The Cold War in Latin America (1.0)			HY400	Crisis Decision-Making in War and Peace 1914-2003 (1.0) # *
	HY448 Living with the Bomb: An International History of Nuclear Weapons and the Arms Race from the Second World War to the end of the Cold War (1.0) (not available 2020/21)			HY422	Presidents, Public Opinion, and Foreign Policy, from Roosevelt to Reagan, 1933-89 (1.0) *
	HY459 The Ottoman Empire and its Legacy, 1299-1950 (1.0) (not available 2020/21)			HY429	Anglo-American Relations from World War to Cold War, 1939-91 (1.0) *
	HY461 East Asia in the Age of Imperialism, 1839-1945 (1.0) #			HY435	Political Islam: From Ibn Taymiyya to ISIS (1.0) *
	HY465 The International History of the Balkans since 1939: State Projects, Wars, and Social Conflict (1.0)			HY436	Race, Violence and Colonial Rule in Africa (1.0) *
	HY469 Maps, History and Power: The Spaces and Cultures of the Past (1.0)			Prerequisite Requirements and Mutually Exclusive Options	
	HY471 European Empires and Global Conflict, 1935-1948 (1.0)			* means available with permission	
	HY472 China and the External World, 1711-1839 (1.0)			# means there may be prerequisites for this course. Please view the course guide for more information.	
	HY474 Slavery and Emancipation in the British World (1.0) (withdrawn 2020/21)				
	HY477 Race, Gender and Reproduction in the				

MSc in Urbanisation and Development

Programme Code: TMURDV

Department: Geography & Environment

For students starting this programme of study in 2020/21

Full-year programme. Students must take courses to the value of four full units.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	GY452 Urban Research Methods (0.5) and GY459 Urban Theory and Policy in the Global South (0.5) #
Paper 2	Courses to the value of between 0.5 unit(s) (minimum) and 1.0 unit(s) (maximum) from the following: DV400 Development: History, Theory and Policy (1.0) # DV407 Poverty (0.5) A DV411 Population and Development: an Analytical Approach (0.5) (not available 2020/21) DV418 African Development (0.5) DV420 Complex Emergencies (0.5) DV421 Critical Perspectives on Global Health and Development (0.5) B DV433 The Informal Economy and Development (0.5) DV442 Key Issues in Development Studies (0.5) DV464 Democracy and Development (0.5) (not available 2020/21) In exceptional cases it may be possible to make alternative choices for Paper 2 with the approval of the Programme Director. Courses up to the value of 1.0 unit (or 1.5 units if only choosing a half unit from Paper 2) from the following: GY400 The Economics of Urbanisation (0.5) # (not available 2020/21) GY421 Gender and Development: Geographical Perspectives (0.5) # (withdrawn 2020/21) GY431 Cities, People and Poverty in the South (0.5) # GY432 Urban Ethnography (0.5) (not available 2020/21) GY438 Cities and Social Change in East Asia (0.5) # GY439 Cities, Politics and Citizenship (0.5) GY441 The Politics of Housing (0.5) GY446 Planning for Sustainable Cities (0.5) GY449 Urban Futures (0.5) GY455 Economic Appraisal and Valuation (0.5) GY467 Global Migration and Development (0.5) (withdrawn 2020/21) GY470 Urban Africa (0.5) (not available 2020/21) GY479 Urban Transformations (0.5) GY480 Remaking China: Geographical aspects of Development and Disparity (0.5) (not available 2020/21) SO480 Urban Inequalities (0.5) Other urban and/or development courses available in the School as approved by the programme director.
Paper 3	
Paper 4	GY488 Dissertation - MSc Urbanisation and Development (1.0) C

Footnotes A: Capped course with priority for International
Development students so admission not
guaranteed.

B: Capped course with priority for International
Development students so admission not
guaranteed.

C: On an approved topic.

means there may be prerequisites for this course.

Please view the course guide for more information.

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Executive Taught Master's Programme Regulations

Key to Taught Master's Regulations
(H) means a half-unit course
(C) means this course is capped
(n/a 20/21) means not available in the 2020/21 academic year
(MT) means Michaelmas Term
(LT) means Lent Term
(ST) means Summer Term

Executive MSc in Behavioural Science

Programme Code: TMBSEX

Department: Psychological and Behavioural Science

For students starting this programme of study in 2020/21 16 month, part-time modular programme consisting of three full units of taught courses and one full unit dissertation. Students take four compulsory half unit courses to the value of two units, and two optional half unit courses to the value of one unit. Alternative exit points are available to students who are not able to complete the degree. An LSE Diploma is available on the completion of six taught courses and an LSE Certificate on the completion of four taught courses - please see the footnote at the bottom of this regulation for more information.

Paper **Course number, title (unit value)**

Year 1

January

Paper 1 PB450E Behavioural Science and Policy (0.5)
 Paper 2 MG406E Behavioural Decision Science (0.5)

April

Paper 3 PB471E Research Methods for Behavioural Science (0.5)

Paper 4 One of the following courses:
 PB454E Policy Appraisal and Ethics (0.5) **or**
 PB457E Organisational Culture (0.5) #

July

Paper 5 PB413E Frontiers in Behavioural Science Methods (0.5)

Paper 6 One of the following courses:
 PB434E Behavioural Science in an Age of New Technology (0.5)
 PB452E Behavioural Science for Health (0.5) A (not available 2020/21)
 PB453E Corporate Behaviour and Decision Making (0.5)

Year 2

Paper 7 PB451E Dissertation in Behavioural Science (1.0)

Footnotes A: PB452E is not available for 2020/21 on this programme.

means there may be prerequisites for this course. Please view the course guide for more information.

Exit options

Diploma

Students who cannot complete the Executive MSc Behavioural Science due to unforeseen circumstances may be eligible for a Diploma. This Diploma is classified according to the Scheme for the Award of a Diploma <https://info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/SchemeDiploma.pdf>, as a 3 unit programme subject to the following provisions.

Students eligible for the award of a Diploma will have registered on the Executive MSc Behavioural Science programme and then cease their studies after completing courses to the value of 3.0 full units (three teaching sessions). Results from each of the three units (or equivalent where half unit courses have been taken) count towards the Diploma classification. Students must achieve a mark of 50 or higher in each

of the three courses (or equivalent where half unit courses have been taken) to achieve an overall Pass in the Diploma.

Certificate

Students who cannot complete the Executive MSc Behavioural Science due to unforeseen circumstances, and who are not eligible for a Diploma, may be eligible for a Certificate.

Students wishing to earn a Certificate will have registered on the Executive MSc Behavioural Science programme and then cease their studies after completing courses to the value of 2.0 full units (two teaching sessions).

The certificate is classified on a Pass/Fail basis only. A Pass mark of 50 needs to be achieved in each of the two units (or equivalent where half unit courses have been taken) for students to be eligible for the award of the Certificate. Higher marks in one course cannot compensate a Fail mark in another course.

Resits for the award of the degree

A student shall normally be entitled to re-sit any failed courses on one occasion only.

The results for the taught courses and dissertation will be ratified by the Sub-Board of Examiners and Graduate School Board of Examiners in February/ March the year following dissertation submission. Once grades have been ratified by the Sub-Board of Examiners and it is determined that an award cannot be made due to a fail in a taught course, the faculty member responsible for the failed course will set the new assessment and deadline for re-submission to take place as soon as possible. Results for resits and subsequent classification will be agreed by the Chair of the Sub-Board of Examiners and will be subject to ratification by the Graduate School Board of Examiners. If a student does not re-submit an assignment/exam by the deadline set and does not have permission to defer <https://info.lse.ac.uk/current-students/services/assessment-and-results/exceptional-circumstances/deferral> the attempt, they will be deemed to have failed the course. Provided that students submit by the deadline and pass, they will graduate with their cohort subject to the normal classification rules.

Note for prospective students:

For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm](https://info.lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm). Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm](https://info.lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm).

Executive MSc in Behavioural Science

Programme Code: TMBSEX

Department: Psychological and Behavioural Science

For students starting this programme of study in 2019/20 16 month, part-time modular programme consisting of three full units of taught courses and one full unit dissertation. Students take four compulsory half unit courses to the value of two units, and two optional half unit courses to the value of one unit. Alternative exit points are available to students who are not able to complete the degree. An LSE Diploma is available on the completion of six taught courses and an LSE Certificate on the completion of four taught courses - please see the footnote at the bottom of this regulation for more information.

The Department of Psychological and Behavioural Science has recoded their course codes from PS- to PB- for 2018/19. The courses listed below with a PB- code are not new courses but some may have changed code.

Paper Course number, title (unit value)

Year 1

September

Paper 1	PB450E	Behavioural Science and Policy (0.5)
Paper 2	MG406E	Behavioural Decision Science (0.5)

January

Paper 3	PB471E	Research Methods for Behavioural Science (0.5)
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Paper 4	One of the following courses: PB454E Policy Appraisal and Ethics (0.5) or PB457E Organisational Culture (0.5) #	
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March/April

Paper 5	PB413E	Frontiers in Behavioural Science Methods (0.5)
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Paper 6	One of the following courses: PB434E Behavioural Science in an Age of New Technology (0.5) PB452E Behavioural Science for Health (0.5) A (not available 2020/21) PB453E Corporate Behaviour and Decision Making (0.5)	
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Year 2

Paper 7	PB451E	Dissertation in Behavioural Science (1.0)
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Footnotes
A: PB452E is not available for 2019/20 on this programme.
means there may be prerequisites for this course.
Please view the course guide for more information.

Exit options

Diploma

Students who cannot complete the Executive MSc Behavioural Science due to unforeseen circumstances may be eligible for a Diploma. This Diploma is classified according to the Scheme for the Award of a Diploma <https://info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/SchemeDiploma.pdf>, as a 3 unit programme subject to the following provisions. Students eligible for the award of a Diploma will have registered on the Executive MSc Behavioural Science programme and then cease their studies after completing courses to the value of 3.0 full units (three teaching sessions). Results from each of the three units (or equivalent where half unit courses have been taken) count towards the Diploma classification. Students must achieve a mark of 50 or higher in each of the three courses (or equivalent where half unit courses have been taken) to achieve an overall Pass in the Diploma.

Certificate

Students who cannot complete the Executive MSc Behavioural Science due to unforeseen circumstances, and who are not eligible for a Diploma, may be eligible for a Certificate. Students wishing to earn a Certificate will have registered on the Executive MSc Behavioural Science programme and then cease their studies after completing courses to the value of 2.0 full units (two teaching sessions). The certificate is classified on a Pass/Fail basis only. A Pass mark of 50 needs to be achieved in each of the two units (or equivalent where half unit courses have been taken) for students to be eligible for the award of the Certificate. Higher marks in one course cannot compensate a Fail mark in another course.

Resits for the award of the degree
A student shall normally be entitled to re-sit any failed courses on one occasion only.

The results for the taught courses and dissertation will be ratified by the Sub-Board of Examiners and Graduate School Board of Examiners in February/March the year following dissertation submission. Once grades have been ratified by the Sub-Board of Examiners and it is determined that an award cannot be made due to a fail in a taught course, the faculty member responsible for the failed course will set the new assessment and deadline for re-submission to take place as soon as possible. Results for resits and subsequent classification will be agreed by the Chair of the Sub-Board of Examiners and will be subject to ratification by the Graduate School Board of Examiners. If a student does not re-submit an assignment/exam by the deadline set and does not have permission to defer <https://info.lse.ac.uk/current-students/services/assessment-and-results/exceptional-circumstances/deferral> the attempt, they will be deemed to have failed the course. Provided that students submit by the deadline and pass, they will graduate with their cohort subject to the normal classification rules.

Note for prospective students:

For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm](https://info.lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm). Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm](https://info.lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm).

Executive MSc in Cities

Programme Code: TMCIEX

Department: Sociology

For students starting this programme of study in 2020/21 18 month programme. Students must take four compulsory half-unit courses, one optional full-unit course and an Urban Consultancy Project.

Paper Course number, title (unit value)

Year 1

Paper 1	SO4A1E	Cities in an Urban Age: Challenges and Opportunities (0.5)
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	SO4A2E	Cities and Society: Design and Social Cohesion (0.5)
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Paper 2	SO4A3E	Cities and the Economy: Urban Economic Development and Finance (0.5)
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	SO4A4E	Cities and the Environment: Urban Environmental Transitions (0.5)
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Paper 3

Either

	SO4A5E	Urban Infrastructure and Strategic Planning (1.0)
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Or

	SO4A6E	Urban Development and Master Planning (1.0)
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Year 2

Paper 4	SO4A7E	Urban Consultancy Project (1.0) A
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Footnotes
A: To progress to the Urban Consultancy Project, students will need to have passed any two of the four half unit compulsory courses.

Executive MSc in Cities

Programme Code: TMCIEIX

Department: Sociology

For students starting this programme of study in 2019/2018 month programme. Students must take four compulsory half-unit courses, one optional full-unit course and an Urban Consultancy Project.

Consultancy Project:		
Paper	Course number, title (unit value)	
Year 1		
Paper 1	SO4A1E	Cities in an Urban Age: Challenges and Opportunities (0.5)
	SO4A2E	Cities and Society: Design and Social Cohesion (0.5)
Paper 2	SO4A3E	Cities and the Economy: Urban Economic Development and Finance (0.5)
	SO4A4E	Cities and the Environment: Urban Environmental Transitions (0.5)
Paper 3	Either	
	SO4A5E	Urban Infrastructure and Strategic Planning (1.0)
	Or	
	SO4A6E	Urban Development and Master Planning (1.0)

Year 2

Paper 4 SO4A7E Urban Consultancy Project (1.0) A

Footnotes A : To progress to the Urban Consultancy Project, students will need to have passed any two of the four half unit compulsory courses.

Executive MSc in Evaluation of Health Care Interventions and Outcomes, in collaboration with NICE

Programme Code: TMHECPNEX

Department: Health Policy

For students starting this programme of study in 2020/21

This is a two-year part-time modular programme in collaboration with the National Institute for Health and Care Excellence (NICE).

Students must take all eight half unit courses from the following:

Modules are staged in a progressive manner, that is, from introductory courses to general and then more specific and technical modules, while ongoing support will be provided throughout the development of the dissertation.

throughout the development of the dissertation.		
Paper	Course number, title (unit value)	
Year 1		
Paper 1	HP4F1E	Introduction to Evaluation in Healthcare (0.5)
Paper 2	HP4G4E	Systematic Review and Meta-analysis (0.5)
Paper 3	HP4G3E	Economic Evaluation in Health Care (0.5)
Paper 4	HP4F4E	Dissertation in Evaluation of Healthcare Interventions and Outcomes (0.5)
Year 2		
Paper 5	HP4F2E	Quasi-Experimental Evaluation of Healthcare Programs and Policies (0.5)
Paper 6	HP4F3E	Randomised Evaluation of Health Programmes and Policies (0.5)
Paper 7	HP4G1E	Statistical Methods in Health Care Economic Evaluation (0.5)
Paper 8	HP4G2E	Principles of Health Technology Assessment (0.5)

Notes:

In order to progress to year two of the programme students must pass at least one of the half units HP4F1E and HP4G4E. Where a student fails both of these courses they cannot progress until they have resubmitted and passed the work. Students are permitted one attempt to resubmit any failed work at the next appropriate opportunity which is normally during the equivalent assessment period during the next academic year. Where a student is required to

resubmit any assessment, their overall LSE degree will be capped at a Pass.

The MSc is a 24-month executive modular part-time degree programme. It features four intensive two-week on-campus teaching sessions, delivering eight 0.5 unit compulsory core courses. Assessment for each taught course will take place after the relevant teaching session, and consist of a combination of essays, take-home assessments, research projects and protocols. All marks count towards degree classification. It may be a requirement to achieve Pass marks in some courses in order to be eligible for the award of the degree. Please consult with the Department until further details have been published.

Alternative exit options will be provided for students who cannot complete the Executive MSc in Evaluation of Health Care Interventions and Outcomes due to unforeseen circumstances.

An LSE Diploma is available following successful completion of 3.0 full units across six taught courses.

Results from each 0.5 unit modules count toward the Diploma classification. Students must satisfy the conditions set out in the Scheme for the Award of a Diploma <https://info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/SchemeDiploma.pdf> in order to be eligible for the award of a Diploma.

Students eligible for an LSE Certificate will have been registered on the programme and then cease studies following the completion of 2.0 full units across four taught courses over three teaching sessions. Students must achieve a mark of 50 or higher in each of these four courses in order to be eligible for the award of an LSE Certificate. LSE Certificate is classified on a Pass / Fail basis only

Executive MSc in Evaluation of Health Care Interventions and Outcomes, in collaboration with NICE

Programme Code: TMHECPNEX

Department: Health Policy

For students starting this programme of study in 2019/20

This is a two-year part-time modular programme in collaboration with the National Institute for Health and Care Excellence (NICE).

Students must take all eight half unit courses from the following:

Modules are staged in a progressive manner, that is, from introductory courses to general and then more specific and technical modules, while ongoing support will be provided throughout the development of the dissertation.

Throughout the development of the dissertation:		
Paper	Course number, title (unit value)	
Year 1		
Paper 1	HP4F1E	Introduction to Evaluation in Healthcare (0.5)
Paper 2	HP4G4E	Systematic Review and Meta-analysis (0.5)
Paper 3	HP4G3E	Economic Evaluation in Health Care (0.5)
Paper 4	HP4F4E	Dissertation in Evaluation of Healthcare Interventions and Outcomes (0.5)
Year 2		
Paper 5	HP4F2E	Quasi-Experimental Evaluation of Healthcare Programs and Policies (0.5)
Paper 6	HP4F3E	Randomised Evaluation of Health Programmes and Policies (0.5)
Paper 7	HP4G1E	Statistical Methods in Health Care Economic Evaluation (0.5)
Paper 8	HP4G2E	Principles of Health Technology Assessment (0.5)

Notes:

In order to progress to year two of the programme students must pass at least one of the half units HP4F1E and HP4G4E. Where a student fails both of these courses they cannot progress until they have resubmitted and passed the work. Students are permitted one attempt to resubmit any failed work at the next appropriate opportunity which is normally during the equivalent assessment period during the next academic year. Where a student is required to resubmit any assessment, their overall LSE degree will be capped at a Pass.

The MSc is a 24-month executive modular part-time degree programme. It features four intensive two-week on-campus teaching sessions, delivering eight 0.5 unit compulsory core courses. Assessment for each taught course will take place after the relevant teaching session, and consist of a combination of essays, take-home assessments, research projects and protocols. All marks count towards degree classification. It may be a requirement to achieve Pass marks in some courses in order to be eligible for the award of the degree. Please consult with the Department until further details have been published.

Alternative exit options will be provided for students who cannot complete the Executive MSc in Evaluation of Health Care Interventions and Outcomes due to unforeseen circumstances.

An LSE Diploma is available following successful completion of 3.0 full units across six taught courses. Results from each 0.5 unit modules count toward the Diploma classification. Students must satisfy the conditions set out in the Scheme for the Award of a Diploma <https://info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/SchemeDiploma.pdf> in order to be eligible for the award of a Diploma.

Students eligible for an LSE Certificate will have been registered on the programme and then cease studies following the completion of 2.0 full units across four taught courses over three teaching sessions. Students must achieve a mark of 50 or higher in each of these four courses in order to be eligible for the award of an LSE Certificate. LSE Certificate is classified on a Pass / Fail basis only.

MSc in Finance (part-time)

Programme Code: TMFI

Department: Finance

For students starting this programme of study in 2020/21 Academic year programme lasting 21 months part-time (evenings). Students must take two full unit compulsory courses in the first year and four of the half-unit options available in the second year. They must submit a dissertation in one of the optional half-unit courses and take an examination in the other three half-unit courses.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper Course number, title (unit value)

Year 1

Paper 1 FM422E Corporate Finance (1.0) #

Paper 2 FM423E Asset Markets (1.0) #

Year 2

Papers 3 & 4 Courses to the value of 2.0 units from List 1 and List 2 below. Students must select at least three courses from the dedicated list of options: A

List 1 - Courses assessed by Exam or Coursework

Dedicated list of options:

- FM405E Fixed Income Securities and Credit Markets (0.5) #
- FM406E Topics in Portfolio Management (0.5) #
- FM407E Mergers, Buyouts and Corporate Restructurings (0.5) #
- FM408 Financial Engineering (0.5) #
- FM408E Financial Engineering (0.5) # (not available 2020/21)
- FM409E Risk Management in Financial Markets (0.5) #
- FM414E Private Equity, Venture Capital and Entrepreneurial Finance (0.5) #
- FM477 International Finance for MSc Finance and Economics, MSc Finance and MSc Finance & Private Equity (0.5) #

Other option:

- FM412 Quantitative Security Analysis (0.5) #

List 2 - Courses assessed by Dissertation

Courses cannot be selected from this list if the course with the equivalent title has already been selected from List 1.

Dedicated list of options:

- FM478 International Finance for MSc Finance and Economics, MSc Finance and MSc Finance & Private Equity - Dissertation (0.5) #
- FM4T4E Private Equity, Venture Capital and Entrepreneurship - Dissertation (0.5)
- FM4T6E Topics in Portfolio Management - Dissertation (0.5)
- FM4T8 Financial Engineering - Dissertation (0.5)
- FM4T8E Financial Engineering - Dissertation (0.5) (not available 2020/21)
- FM4U5E Fixed Income Securities and Credit Markets - Dissertation (0.5)
- FM4U7E Mergers, Buyouts and Corporate Restructurings - Dissertation (0.5)
- FM4U9E Risk Management in Financial Markets - Dissertation (0.5)

Other options:

- FM4T9 International Finance - Dissertation (0.5) (not available 2020/21)
- FM4U4 Quantitative Security Analysis - Dissertation (0.5)

Footnotes

A: You will be required to write a 6,000 word dissertation (replacing the exam) in one of your half unit courses. You are expected to attend the course teaching on the half-unit that you chose to write your dissertation on.

means there may be prerequisites for this course. Please view the course guide for more information.

FM412 and FM4T9 are taught during the daytime only. To take these courses students must be able to attend teaching during the day.

Supplementary criteria for progression from the first to the second year of the MSc Finance (part-time)

To be eligible to proceed into the second year, candidates must attain at least a Pass grade in the two compulsory courses: FM422E and FM423E.

If a candidate fails (but does not 'Bad Fail') one compulsory course, the Board may exceptionally allow progression to the second year. Exceptional progression will be at the sole discretion of the Board. If a candidate fails both of these compulsory courses they will not be allowed to progress to year two. If a candidate has a 'Bad Fail' in one or both courses they will not be allowed to progress to year two.

A student shall normally be entitled to re-sit any failed courses only (on one occasion) and at the next normal opportunity. The School may consider an application for repeat tuition in any failed courses from a student. Results obtained at re-sit shall bear their normal value.

MSc in Finance (part-time)

Programme Code: TMFI

Department: Finance

For students starting this programme of study in 2019/20 Academic year programme lasting 21 months part-time (evenings). Students must take two full unit compulsory courses in the first year and four of the half-unit options available in the second year. They must submit a dissertation in one of the optional half-unit courses and take an examination in the other three half-unit courses.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper Course number, title (unit value)

Year 1

Paper 1 FM422E Corporate Finance (1.0) #

Paper 2 FM423E Asset Markets (1.0) #

Year 2

Papers 3 & 4 Courses to the value of 2.0 units from List 1 and List 2 below. Students must select at least three courses from the dedicated list of options: A

List 1 - Courses assessed by Exam or Coursework

Dedicated list of options:

FM405E Fixed Income Securities and Credit Markets (0.5) #

FM406E Topics in Portfolio Management (0.5) #

FM407E Mergers, Buyouts and Corporate Restructurings (0.5) #

FM408 Financial Engineering (0.5) #

FM408E Financial Engineering (0.5) # (not available 2020/21)

FM409E Risk Management in Financial Markets (0.5) #

FM414E Private Equity, Venture Capital and Entrepreneurial Finance (0.5) #

FM477 International Finance for MSc Finance and Economics, MSc Finance and MSc Finance & Private Equity (0.5) #

Other option:

FM412 Quantitative Security Analysis (0.5) #

List 2 - Courses assessed by Dissertation

Courses cannot be selected from this list if the course with the equivalent title has already been selected from List 1.

Dedicated list of options:

FM478 International Finance for MSc Finance and Economics, MSc Finance and MSc Finance & Private Equity - Dissertation (0.5) #

FM4T4E Private Equity, Venture Capital and Entrepreneurship - Dissertation (0.5)

FM4T6E Topics in Portfolio Management - Dissertation (0.5)

FM4T8 Financial Engineering - Dissertation (0.5)

FM4T8E Financial Engineering - Dissertation (0.5) (not available 2020/21)

FM4U5E Fixed Income Securities and Credit Markets - Dissertation (0.5)

FM4U7E Mergers, Buyouts and Corporate Restructurings - Dissertation (0.5)

FM4U9E Risk Management in Financial Markets - Dissertation (0.5)

Other options:

FM4T9 International Finance - Dissertation (0.5) (not available 2020/21)

FM4U4 Quantitative Security Analysis - Dissertation (0.5)

Footnotes A: You will be required to write a 6,000 word dissertation (replacing the exam) in one of your half unit courses. You are expected to attend the course teaching on the half-unit that you chose to write your dissertation on.

means there may be prerequisites for this course.

Please view the course guide for more information.

FM412 and FM4T9 are taught during the daytime only. To take these courses students must be able to attend teaching during the day.

Supplementary criteria for progression from the first to the second year of the MSc Finance (part-time)

To be eligible to proceed into the second year, candidates must attain at least a Pass grade in the two compulsory courses: FM422E and FM423E.

If a candidate fails (but does not 'Bad Fail') one compulsory course, the Board may exceptionally allow progression to the second year. Exceptional progression will be at the sole discretion of the Board. If a candidate fails both of these compulsory courses they will not be allowed to progress to year two. If a candidate has a 'Bad Fail' in one or both courses they will not be allowed to progress to year two.

A student shall normally be entitled to re-sit any failed courses only (on one occasion) and at the next normal opportunity. The School may consider an application for repeat tuition in any failed courses from a student.

Results obtained at re-sit shall bear their normal value.

Executive MSc in Health Economics, Outcomes and Management in Cardiovascular Sciences

Programme Code: TMHECSEX2

Department: Health Policy

For students starting this programme of study in 2020/21 24 month modular programme. Students take five compulsory half unit courses and options to the value of 1.5 units.

Paper Course number, title (unit value)

Year 1

Paper 1 HP4C1E Economic Analysis for Health Policy (0.5)

Paper 2 HP4C2E Quality and Outcomes in Cardiovascular Sciences (0.5)

Paper 3 HP4C3E Economic Evaluation in Health Care (0.5)

Paper 4 HP4C4E Systematic Review and Meta-analysis (0.5)

Year 2

Paper 5 HP4C5E Using Health Economics to Analyse and Inform Policy and Practice (0.5)

Paper 6 Courses to the value of 1.5 unit(s) from the following:

HP4A1E Financing Health Care (0.5)

HP4A2E Health Administration and Management (0.5) (not available 2020/21)

HP4B3E Measuring Health System Performance (0.5)

HP4B5E Statistical Methods in Health Care Economic Evaluation (0.5)

HP4B7E Advanced Health Economics (0.5)

HP4D1E Introduction to Management in Health Care (0.5)

HP4D2E Principles of Health Technology Assessment (0.5)

HP4D5E Research Design for Evaluating Health Programs and Policies (0.5)

HP4D6E Behavioural Insights for Health Incentive Design (0.5)

Classification:

For students starting **in or after** the 2018/19 academic year:

Students will take a total of four units of courses. All four units will count towards the calculation of the overall award according to the conditions set out in the Classification Scheme listed above.

Eight marks count towards classification. The lowest mark of the optional courses will automatically be excluded from the degree classification, unless it is a Bad Fail mark at the point of classification in which case Paragraph 3.1.1 of the Classification Scheme shall be applied. The mark excluded from the classification

can be a fail (but not a Bad Fail. Any Bad Fail mark will need to be retaken before an award can be made).

Progression:

Students wishing to defer sitting one or more examinations must seek permission according to the Regulations for Taught Masters Degrees. <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsForTaughtMasters-InOrAfter2009-10.pdf> Students must normally pass a minimum of three out of the four compulsory half units in Year One to be able to proceed to Year Two. The Sub-Board Chair/Programme Director has the discretion to consider progression where a student only passes two out of the four compulsory half unit courses. Students are permitted to re-sit failed exams in line with the School's Regulations for Taught Masters Degrees <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsForTaughtMasters-InOrAfter2009-10.pdf>.

Diploma:

This Diploma is classified according to the Scheme for the Award of a Diploma <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/SchemeDiploma.pdf>. Students may be eligible for the award of a Diploma if, as a result of exceptional and unforeseen circumstances, they must leave the MSc programme after completing the four compulsory half units in Year One and two half units in Year Two. All courses count towards the degree classification. A Pass mark of 50 must be achieved in all courses for students to achieve an overall Pass in the Diploma. Students wishing to defer sitting one or more examinations must seek permission according to the Regulations for Diplomas <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsForDiplomas.pdf>. Students are permitted to re-sit failed exams in line with the School's Regulations for Diplomas <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsForDiplomas.pdf>.

Certificate:

Students may be eligible for the award of a Certificate if, as a result of exceptional and unforeseen circumstances, they must leave the MSc programme after completing the four compulsory half units in Year One. The Certificate is classified on a Pass/Fail basis only. A Pass mark of 50 needs to be achieved in all courses for students to be eligible for the award of the Certificate. Higher marks in one course cannot compensate a Fail mark in another course. Students wishing to defer sitting one or more examinations must seek permission according to the Regulations for Certificates <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsForCertificates.pdf>. Students are permitted to re-sit failed exams in line with the School's Regulations for Certificates <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsForCertificates.pdf>.

Executive MSc in Health Economics, Outcomes and Management in Cardiovascular Sciences

Programme Code: TMHECSEX2

Department: Health Policy

For students starting this programme of study in 2019/20 24 month modular programme. Students take five compulsory half unit courses and options to the value of 1.5 units.

Paper	Course number, title (unit value)
Year 1	
Paper 1	HP4C1E Economic Analysis for Health Policy (0.5)
Paper 2	HP4C2E Quality and Outcomes in Cardiovascular Sciences (0.5)
Paper 3	HP4C3E Economic Evaluation in Health Care (0.5)
Paper 4	HP4C4E Systematic Review and Meta-analysis (0.5)
Year 2	
Paper 5	HP4C5E Using Health Economics to Analyse and Inform Policy and Practice (0.5)
Paper 6	Courses to the value of 1.5 unit(s) from the following:
	HP4A1E Financing Health Care (0.5)
	HP4B3E Measuring Health System Performance (0.5)
	HP4B7E Advanced Health Economics (0.5)
	HP4D1E Introduction to Management in Health Care (0.5)
	HP4D2E Principles of Health Technology Assessment (0.5)
	HP4D5E Research Design for Evaluating Health Programs and Policies (0.5)
	HP4D6E Behavioural Insights for Health Incentive Design (0.5)

Classification:

For students starting *in or after* the 2018/19 academic year:

Students will take a total of four units of courses. All four units will count towards the calculation of the overall award according to the conditions set out in the Classification Scheme listed above.

Eight marks count towards classification. The lowest mark of the optional courses will automatically be excluded from the degree classification, unless it is a Bad Fail mark at the point of classification in which case Paragraph 3.1.1 of the Classification Scheme shall be applied. The mark excluded from the classification can be a fail (but not a Bad Fail. Any Bad Fail mark will need to be retaken before an award can be made).

Progression:

Students wishing to defer sitting one or more examinations must seek permission according to the Regulations for Taught Masters Degrees. <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsForTaughtMasters-InOrAfter2009-10.pdf> Students must normally pass a minimum of three out of the four compulsory half units in Year One to be able to proceed to Year Two. The Sub-Board Chair/Programme Director has the discretion to consider progression where a student only passes two out of the four compulsory half unit courses. Students are permitted to re-sit failed exams in line with the School's Regulations for Taught Masters Degrees <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsForTaughtMasters-InOrAfter2009-10.pdf>.

Diploma:

This Diploma is classified according to the Scheme for the Award of a Diploma <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/SchemeDiploma.pdf>.

Students may be eligible for the award of a Diploma if, as a result of exceptional and unforeseen circumstances, they must leave the MSc programme after completing the four compulsory half units in Year One and two half units in Year Two. All courses count towards the degree classification. A Pass mark of 50 must be achieved in all courses for students to achieve an overall Pass in the Diploma. Students wishing to defer sitting one or more examinations must seek permission according to the Regulations for Diplomas <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsForDiplomas.pdf>. Students are permitted to re-sit failed exams in line with the School's Regulations for Diplomas <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsForDiplomas.pdf>.

Certificate:

Students may be eligible for the award of a Certificate if, as a result of exceptional and unforeseen circumstances, they must leave the MSc programme after completing the four compulsory half units in Year One. The Certificate is classified on a Pass/Fail basis only. A Pass mark of 50 needs to be achieved in all courses for students to be eligible for the award of the Certificate. Higher marks in one course cannot compensate a Fail mark in another course. Students wishing to defer sitting one or more examinations must seek permission according to the Regulations for Certificates <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsForCertificates.pdf>. Students are permitted to re-sit failed exams in line with the School's Regulations for Certificates <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsForCertificates.pdf>.

Executive MSc in Health Economics, Policy and Management

Programme Code: TMHEPMEX

Department: Health Policy

For students starting this programme of study in 2020/21

Students take four compulsory half unit courses, options to the value of two units, and a dissertation.

Paper	Course number, title (unit value)	
Year 1		
Paper 1	HP4A1E	Financing Health Care (0.5)
Paper 2	HP4A4E	Health Economics (0.5)
Paper 3	HP4D1E	Introduction to Management in Health Care (0.5)
Paper 4	HP4A3E	Resource Allocation and Cost-effectiveness Analysis (0.5)
Year 2		
Paper 5	HP4B9E	Dissertation in Health Economics, Policy and Management (0.5)
Paper 6	Courses to the value of 2.0 unit(s) from the following:	
	HP4A2E	Health Administration and Management (0.5) (not available 2020/21)
	HP4B1E	Pharmaceutical Economics and Policy (0.5)
	HP4B2E	Health Care Quality Management (0.5)
	HP4B3E	Measuring Health System Performance (0.5)
	HP4B4E	Principles of Evidence-Based Medicine and Clinical Trials (0.5)

HP4B5E Statistical Methods in Health Care Economic Evaluation (0.5)

HP4B7E Advanced Health Economics (0.5)

HP4D2E Principles of Health Technology Assessment (0.5)

HP4D6E Behavioural Insights for Health Incentive Design (0.5)

Classification

Eight marks count towards classification: the four compulsory courses in Year One, the dissertation, and the best three marks from the optional courses in Year Two. The lowest mark of the optional courses (listed at Paper 6 in the programme Regulations) will automatically be excluded from the marks that will count towards the degree classification. Any failed or Bad Failed courses that count towards classification will be treated in accordance with paragraph 3.1 of the Classification Scheme above. A degree cannot be awarded where a candidate receives a Bad Fail mark in any course.

Progression

Students wishing to defer sitting one or more examinations must seek permission according to the Regulations for Taught Masters Degrees. <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsForTaughtMasters-InOrAfter2009-10.pdf> Students must normally pass a minimum of three out of the four compulsory half units in Year One to be able to proceed to Year Two. The Sub-Board Chair/Programme Director has the discretion to consider progression where a student only passes two out of the four compulsory half unit courses. Students are permitted to re-sit failed exams in line with the School's Regulations for Taught Masters Degrees <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsForTaughtMasters-InOrAfter2009-10.pdf>.

Diploma

Students who cannot complete the MSc in Health Economics, Policy and Management due to unforeseen circumstances may be eligible for a Diploma. This Diploma is classified according to the Scheme for the Award of a Diploma <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/SchemeDiploma.pdf>. Students may be eligible for the award of a Diploma if they leave the programme after completing the four compulsory half units in Year One and two half units in Year Two. All courses count towards the Diploma classification. A Pass mark of 50 must be achieved in all courses for students to achieve an overall Pass in the Diploma. Students wishing to defer attempting one or more assessments must seek permission according to the General Academic Regulations. Students are permitted to repeat failed assessments in line with the School's General Academic Regulations and Regulations for Diplomas <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsForDiplomas.pdf>.

Certificate

Students who cannot complete the MSc in Health Economics, Policy and Management due to unforeseen circumstances, and who are not eligible for a Diploma, may be eligible for a Certificate. Students may be eligible for the award of a Diploma if they leave the programme after completing the four

compulsory half units in Year One. The certificate is classified on a Pass/Fail basis only. A Pass mark of 50 needs to be achieved in all courses for students to be eligible for the award of the certificate. Higher marks in one course cannot compensate a Fail mark in another course. Students wishing to defer attempting one or more assessments must seek permission according to the General Academic Regulations. Students are permitted to repeat failed exams in line with the School's General Academic Regulations and Regulations for Certificates <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsForCertificates.pdf>.

Note for prospective students:

For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm](https://info.lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm). Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm](https://info.lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm).

Executive MSc in Health Economics, Policy and Management

Programme Code: TMHEPMEX

Department: Health Policy

For students starting this programme of study in 2019/20

Students take four compulsory half unit courses, options to the value of two units, and a dissertation.

Paper	Course number, title (unit value)	
Year 1		
Paper 1	HP4A1E	Financing Health Care (0.5)
Paper 2	HP4A4E	Health Economics (0.5)
Paper 3	HP4A3E	Resource Allocation and Cost-effectiveness Analysis (0.5)
Year 2		
Paper 4	HP4B9E	Dissertation in Health Economics, Policy and Management (0.5)
Papers 5 & 6	Courses to the value of 2.5 unit(s) from the following:	
	HP4A2E	Health Administration and Management (0.5) (not available 2020/21)
	HP4B1E	Pharmaceutical Economics and Policy (0.5)
	HP4B2E	Health Care Quality Management (0.5)
	HP4B3E	Measuring Health System Performance (0.5)
	HP4B4E	Principles of Evidence-Based Medicine and Clinical Trials (0.5)
	HP4B5E	Statistical Methods in Health Care Economic Evaluation (0.5)
	HP4B7E	Advanced Health Economics (0.5)
	HP4D1E	Introduction to Management in Health Care (0.5)
	HP4D2E	Principles of Health Technology Assessment (0.5)
	HP4D5E	Research Design for Evaluating Health Programs and Policies (0.5)
	HP4D6E	Behavioural Insights for Health Incentive Design (0.5)

Classification

Eight marks count towards classification: the four compulsory courses in Year One, the dissertation, and the best three marks from the optional courses in Year Two. The lowest mark of the optional courses (listed at Paper 6 in the programme Regulations) will automatically be excluded from the marks that will

count towards the degree classification. Any failed or Bad Failed courses that count towards classification will be treated in accordance with paragraph 3.1 of the Classification Scheme above. A degree cannot be awarded where a candidate receives a Bad Fail mark in any course.

Progression

Students wishing to defer sitting one or more examinations must seek permission according to the Regulations for Taught Masters Degrees. <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsForTaughtMasters-InOrAfter2009-10.pdf> Students must normally pass a minimum of three out of the four compulsory half units in Year One to be able to proceed to Year Two. The Sub-Board Chair/Programme Director has the discretion to consider progression where a student only passes two out of the four compulsory half unit courses. Students are permitted to re-sit failed exams in line with the School's Regulations for Taught Masters Degrees <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsForTaughtMasters-InOrAfter2009-10.pdf>.

Diploma

Students who cannot complete the MSc in Health Economics, Policy and Management due to unforeseen circumstances may be eligible for a Diploma. This Diploma is classified according to the Scheme for the Award of a Diploma <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/SchemeDiploma.pdf>. Students may be eligible for the award of a Diploma if they leave the programme after completing the four compulsory half units in Year One and two half units in Year Two. All courses count towards the Diploma classification. A Pass mark of 50 must be achieved in all courses for students to achieve an overall Pass in the Diploma. Students wishing to defer attempting one or more assessments must seek permission according to the General Academic Regulations. Students are permitted to repeat failed assessments in line with the School's General Academic Regulations and Regulations for Diplomas <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsForDiplomas.pdf>.

Certificate

Students who cannot complete the MSc in Health Economics, Policy and Management due to unforeseen circumstances, and who are not eligible for a Diploma, may be eligible for a Certificate. Students may be eligible for the award of a Diploma if they leave the programme after completing the four compulsory half units in Year One. The certificate is classified on a Pass/Fail basis only. A Pass mark of 50 needs to be achieved in all courses for students to be eligible for the award of the certificate. Higher marks in one course cannot compensate a Fail mark in another course. Students wishing to defer attempting one or more assessments must seek permission according to the General Academic Regulations. Students are permitted to repeat failed exams in line with the School's General Academic Regulations and Regulations for Certificates <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsForCertificates.pdf>.

Note for prospective students: For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm.

MSc in International Strategy and Diplomacy

Programme Code: TMISDIP

Department: International Relations

For students starting this programme of study in 2020/21 Full-year programme. Students take 2.5 units of compulsory courses and a 1.5 unit dissertation.

Paper	Course number, title (unit value)
Paper 1	IR442E Diplomacy and Challenges (1.0)
Paper 2	IR443E Strategy in a Changing World (1.0)
Paper 3	IR444E Strategy in Action (0.5)
Paper 4	IR496E Dissertation: MSc International Strategy and Diplomacy (1.5 units) (1.5)

Executive LLM

Programme Code: TMLL2EX

Department: Law

For students starting this programme of study in 2020/21

1. The general regulations for MA and MSc Degrees and the Code of Practice for Taught Masters Programmes in the online Calendar apply to the Executive LLM programme except in the event of inconsistency when these regulations for the Executive LLM take priority.

2. In order to obtain the Degree, students must complete eight Executive LLM courses (see list below). Students must complete the requirements as a part-time student over a period of four years, or with the approval of the Programme Director within a period of six years. The minimum period within which the Degree can be completed is three years.

3. Alternative exit points are available to students who are not able to complete the Degree. An LSE Diploma in Legal Studies is available on completion of six courses and a Certificate of Legal Studies on the completion of four courses. There is no minimum period for completion of the alternative exit points of Certificate of Legal Studies or Diploma in Legal Studies. Please see the footnote at the bottom of this regulation for more information.

4. Courses should be chosen from the list below and are subject to availability as not every course will be offered each year. Subject to the availability of teaching staff, it is intended that every course be offered at least once within the four year degree period. No other courses at LSE or elsewhere may be taken as part of the Executive LLM programme.

Intensive Teaching

5. The Executive LLM courses will be taught in short intensive week-long sessions, which will typically be taught in the first half of April, September and December. Each course will provide between 24 and 26 hours of contact teaching time. Teaching will normally run from Monday to Friday. However, in the exceptional event where a course cannot be taught on the set weekday/s (e.g. due to last minute teacher illness), teaching may be extended to the Saturday and Sunday morning of that week. Accordingly, students are expected to book trains or flights for the day before teaching commences and should, where possible, book return trains or flights on the Sunday afternoon or evening following the completion of the course.

6. Where there is student demand we may elect also to offer some courses in two intensive weekends. The two weekends will not be

more than four weekends apart. Where courses are offered in the intensive weekend format the same course will also be offered in week-long intensive format at least once every four years.

Payment of Fees

7. All Executive LLM offer holders will be required to pay a Registration Fee within 14 days of receiving their offer of admission. The registration fee is non-refundable. Only on receipt of the registration fee, may students register onto the programme. Registered students are then required to pay a per course tuition fee in advance of their chosen course date, to secure their place. Students will only be permitted to attend a module if payment is received in time. Fee payment deadlines can be found at: lse.ac.uk/intranet/LSEServices/financeDivision/feesAndStudentFinance/Paying%20fees/Executive%20programmes.aspx#llm

8. The registration fee is non-refundable. If you withdraw from the course before starting a session or are unable to attend a session for which you have registered, all module fees will be credited to a module in a later session. You must inform the Programme Manager if you are unable to attend a module you are registered for. In exceptional circumstances, at the Director's discretion, the funds paid for that session will be refunded. Changes in fee levels may occur over the course of the programme. The student will remain liable for any difference between the fees chargeable at the later session and the fee credit from the module which the student withdrew from. Module fees are non-refundable, and will not be credited to another session, if you have attended classes but withdraw before the assessment.

9. It is our intent to offer each advertised module at least once during the four year degree period. This may not always be possible due, for example, to teacher illness or resignation. It is possible that a module may need to be cancelled at short notice, such as where the teacher is unavailable or participant numbers are very low. If this happens, students will be given the option of taking another module during the same session or, alternatively, the fees paid towards that module will be held in credit for your next chosen module/session or refunded if preferred. Students will be informed of the withdrawal of a module no later than two weeks prior to the commencement of the module.

Assessment

10. All Executive LLM courses are assessed by either take-home examination or 8,000 word extended essay.

11. To comply with the Department's writing requirement at master's level, all students are required to write one extended essay of 8,000 words as the assessment for one of their courses to obtain the Degree, the Diploma or the Certificate. Students are not permitted to take more than three courses assessed by extended essay to obtain the Degree or the Diploma or more than one course assessed by extended essay to obtain a Certificate.

12. Extended essays must not exceed the set word limit and must be submitted by a set deadline. Students must provide evidence of original work or a capacity for critical analysis. Students will be required, at the time of submission of their work, to sign a statement on plagiarism. An oral examination may be held if the examiners so determine.

13. The take-home examinations will be set two months after the completion of the intensive teaching. The date of the examination will be provided at the date courses are available for selection. They will be uploaded and submitted electronically.

14. All students are required to write an extended essay of 8,000 words as the assessment for one of their courses to obtain the Degree, the Diploma or the Certificate. Students are not permitted to take more than three courses assessed by extended essay to obtain the Degree or the Diploma or more than one course assessed by extended essay to obtain a Certificate. The extended essay topic will be set by the course teacher. The student may propose essay topics and ideas to the teacher.

15. All students will be required to be online during the examination period in case there is any need to contact them.

16. Students will be able to re-sit a course examination once. A re-sit examination will be set as soon as possible after the student is notified of the failure. At the Programme Director's sole discretion in lieu of a re-sit or deferred examination the student may be

required to submit an 8,000 word essay. This can only occur when the student has not already completed the maximum of three 8,000 word essays.

17. Any student who fails an exam twice in the same course will not be able to proceed to complete the Executive LLM programme. Students will not be able to proceed to take further courses if at the first sit and the re-sit examination are both bad fails or if the failure is not a bad fail but the student has failed another course following the re-sit. If such a student has already successfully completed 4 courses or 6 courses prior to such a failure, the student will be awarded a Certificate of Legal Studies or Diploma of Legal Studies.

Registration

18. The maximum period of registration on the programme is six years. Therefore completion of all the degree requirements (or Diploma, Certificate) must be within a six year period.

Course Completion Rate

19. Students will be expected to take one to two courses per year. Any student who fails to take a course for a two year period will be asked to provide reasons for the failure to complete courses. Any student who following such a request either fails to provide a response to the Programme Director or fails to complete a course in the year following the giving of these reasons, may be deregistered from the programme.

Degree Certificate

20. Students who successfully complete the Executive LLM examination requirements may elect to have one of the following titles attached to their degree certificate if, in the opinion of the Programme Director of the LLM, the title reflects the course of study followed by the student. This would mean taking a minimum of 4 courses within a specialist area. The possible titles are listed below with the courses attached to those areas listed with them. If no such election is made, the LLM degree certificate will state 'LLM' without further specification.

Paper Course number, title (unit value)

Papers 1, 2, 3 & 4	Corporate and Commercial Law
LL400E	European Capital Markets Law (0.5)
LL410E	International Financial Law and Practice I (0.5)
LL411E	International Financial Law and Practice II (0.5) #
LL415E	Fundamentals of International Commercial Arbitration (0.5)
LL416E	Advanced Issues of International Commercial Arbitration (0.5) #
LL417E	International Commercial Contracts: General Principles (0.5) #
LL418E	Comparative Corporate Governance (0.5)
LL419E	Law of Corporate Finance (0.5)
LL431E	Takeover regulation in the UK and US (0.5)
LL432E	Mergers, Acquisitions and Restructurings in Europe (0.5) #
LL433E	State and Market in the EU (0.5)
LL438E	Commercial Remedies (0.5) #
LL439E	UK Corporate Law (0.5)
LL441E	Employment Law (0.5)
LL442E	Corporate Restructuring (0.5)
LL443E	Corporate Bankruptcy (0.5)
LL450E	Banking and Finance Law: Regulating Retail, Consumer, and SME Markets (0.5)
LL4COE	Taxation of Wealth (0.5) #
LL4CPE	Tax Avoidance (0.5)
LL4CQE	Legal Aspects of Private Equity and Venture Capital (0.5)
	Financial Law and Regulation
LL400E	European Capital Markets Law (0.5)
LL406E	Regulation of Financial Markets I (0.5)
LL407E	Regulation of Financial Markets II (0.5)
LL410E	International Financial Law and Practice I (0.5)
LL411E	International Financial Law and Practice II (0.5) #

LL419E	Law of Corporate Finance (0.5)
LL431E	Takeover regulation in the UK and US (0.5)
LL432E	Mergers, Acquisitions and Restructurings in Europe (0.5) #
LL434E	Regulation: Strategies, Theories and Implementation (0.5)
LL443E	Corporate Bankruptcy (0.5)
LL450E	Banking and Finance Law: Regulating Retail, Consumer, and SME Markets (0.5)
LL4COE	Taxation of Wealth (0.5) #
LL4CPE	Tax Avoidance (0.5)
LL4CQE	Legal Aspects of Private Equity and Venture Capital (0.5)

Regulating Innovation, Communication and Technology

LL423E	Media Law: Regulating Publication (0.5)
LL424E	Media Law: Regulating Newsgathering (0.5)
LL425E	Competition Law (0.5)
LL433E	State and Market in the EU (0.5)
LL435E	Innovation, Technology and Patent Law (0.5)
LL440E	Digital Rights, Privacy and Security (0.5) #
LL449E	Cyberlaw (0.5)

Human Rights and Constitutional Law

LL403E	International Human Rights: Concepts, Law and Practice (0.5)
LL404E	European and UK Human Rights Law (0.5)
LL408E	Comparative Constitutional Law (0.5)
LL409E	Comparative Constitutional Rights (0.5)
LL426E	Theories of Human and Constitutional Rights (0.5) #
LL427E	Constitutional Law and Theory (0.5)
LL436E	Rethinking EU Law (0.5)
LL448E	Terrorism and the Rule of Law (0.5)

International Law

LL401E	The Law of Armed Conflict (0.5)
LL402E	Key Issues in Transnational Environmental Law (0.5)
LL403E	International Human Rights: Concepts, Law and Practice (0.5)
LL412E	International Economic Law I (0.5)
LL413E	International Economic Law II (0.5)
LL420E	International Law and Climate Change (0.5)
LL430E	Investment Treaty Law (0.5)
LL437E	International Criminal Law (0.5) #
LL444E	International Law and the Use of Force (0.5) #
LL447E	International Law: Courts and Tribunals (0.5)
LL448E	Terrorism and the Rule of Law (0.5)

EU Law

LL400E	European Capital Markets Law (0.5)
LL402E	Key Issues in Transnational Environmental Law (0.5)
LL404E	European and UK Human Rights Law (0.5)
LL425E	Competition Law (0.5)
LL432E	Mergers, Acquisitions and Restructurings in Europe (0.5) #
LL433E	State and Market in the EU (0.5)
LL436E	Rethinking EU Law (0.5)
LL441E	Employment Law (0.5)

Courses with no Specialism Area

LL405E	Dispute Resolution and Advanced Mediation (0.5)
LL445E	Cultural Property and Heritage Law (0.5)
LL446E	Art and Antiquities Law (0.5)

means there may be prerequisites for this course. Please view the course guide for more information.

Exit Options

Diploma

This diploma is classified according to the Scheme

for the Award of a Diploma, as a 3 unit programme subject to the following provisions. Students wishing to earn a diploma will have registered as Executive LLM students and then cease their studies after completing six courses (3 full units). All courses count towards the diploma classification. A Pass mark of 50 must be achieved in all courses for students to achieve an overall Pass in the diploma. Assessments for each of the courses will take place at the beginning of the next teaching session. Students wishing to defer attempting one or more assessments must seek permission according to the General Academic Regulations no later than eight weeks prior to the assessment date except in the case of exceptional circumstances, as set out in the General Academic Regulations. Students are permitted to repeat failed assessments in line with the School's General Academic Regulations and Regulations for Diplomas.

Certificate

Students wishing to earn a certificate will have registered as Executive LLM students and then cease their studies after completing four courses (2 full units). The certificate is classified on a Pass/Fail basis only. A Pass mark of 50 needs to be achieved in all courses for students to be eligible for the award of the certificate. Higher marks in one course cannot compensate a Fail mark in another course. Students wishing to defer attempting one or more assessments must seek permission according to the General Academic Regulations no later than eight weeks prior to the assessment date except in the case of exceptional circumstances, as set out in the General Academic Regulations. Students are permitted to repeat failed assessments in line with the School's General Academic Regulations and Regulations for Certificates.

Executive Global MSc in Management

Programme Code: TMGLMG

Department: Management

For students starting this programme of study in 2020/21 A 17 month programme. Students take eight compulsory half unit courses (four units in total) and one non-assessed courses in Foundations of Management 2: Financial Control and Governance (modular) (MG457E).

Paper **Course number, title (unit value)**

Year 1

Paper 1	MG440E	Managerial Economics (modular) (0.5)
Paper 2	MG441E	Foundations of Management (modular) (0.5)
Paper 3	MG443E	Organisational Behaviour and Leadership (modular) (0.5)
Paper 4	FM475E	Financial Management (modular) (0.5)
Paper 5	MG445E	Marketing Strategy (modular) (0.5)
Additional course	MG457E	Foundations of Management 2: Financial Control and Governance (modular) (0.0)

Year 2

Paper 6	MG446E	Strategy, Organisation and Innovation (modular) (0.5)
Paper 7	MG447E	Foreign Direct Investment and Emerging Markets (modular) (0.5)
Paper 8	MG498E	Dissertation/Capstone Project (modular) (0.5)

Executive Global Masters in Management - Progression Rules

Candidates who attain at least a Pass grade in MG440E, MG441E and MG443E will be eligible to proceed into the second year. FM475E and MG445E

are not required for progression.

A student who does not meet this criterion must resit all failed/deferred papers in accordance with the resit process detailed below. If, following the resit attempt, a student:

- has attained at least a Pass grade in each of the first year papers, he/she will be eligible to proceed into the second year.
- has attained at least a Pass grade in at least one of the first year papers, he/she will be eligible to proceed into the second year:
 - at the discretion of the Chair of the Sub-Board of Examiners; and
 - subject to ratification by the Graduate School Board of Examiners (GSBE).

• Has failed all of the first year papers, he/she will not be eligible to proceed into the second year, as he/she will no longer be able to successfully complete the programme according to the School's Scheme for the Award of a Taught Master's Degree (four units). The marks of any student who fails up to two papers over the course of the programme will be subject to the penalty rules stipulated at paragraph 3.2 of the School's Scheme for the Award of a Taught Master's Degree (four units).

Executive Global Masters in Management - Resit Process

A student shall normally be entitled to re-sit any failed courses only (on one occasion).

For first year courses required for progression, where the individual assessment takes the form of an assignment or take home exam, once grades have been ratified, the faculty member responsible for the failed first year course will set the new paper and deadline for re-submission to take place as soon as possible and before the beginning of the second year. Results for resits and any subsequent progression will be agreed by the Chair of the Sub-Board of Examiners and will be subject to ratification by the Graduate School Board of Examiners. If a student does not re-submit an assignment/exam by the deadline set, they will be deemed to have failed the course.

The results of first year courses FM475E and MG445E will be formally ratified by the Sub-Board of Examiners and Graduate School Board of Examiners in November. If it is determined that as a result of a fail in one or both of these courses an award cannot be made the faculty member responsible for the failed course will set the new paper and deadline for re-submission to take place as soon as possible. A candidate resitting these courses cannot graduate until the July Sub-Board and Graduate School Board of Examiners has met to ratify their results.

For second year courses, once grades have been ratified by the Sub-Board of Examiners and it is determined that an award cannot be made, the faculty member responsible for the failed second year course will set the new paper and deadline for re-submission to take place as soon as possible. Results for resits and subsequent classification will be agreed by the Chair of the Sub-Board of Examiners and will be subject to ratification by the Graduate School Board of Examiners. If a student does not re-submit an assignment/exam by the deadline set, they will be deemed to have failed the course. Resits for second year courses will result in delayed Graduation.

Executive Global MSc in Management

Programme Code: TMGLMG

Department: Management

For students starting this programme of study in 2019/20

A 17 month programme. Students take eight compulsory half unit courses (four units in total) and one non-assessed courses in Foundations of Management 2: Financial Control and Governance (modular) (MG457E).

Paper	Course number, title (unit value)
Year 1	
Paper 1	MG440E Managerial Economics (modular) (0.5)
Paper 2	MG441E Foundations of Management (modular) (0.5)
Paper 3	MG443E Organisational Behaviour and Leadership (modular) (0.5)
Paper 4	FM475E Financial Management (modular) (0.5)
Paper 5	MG445E Marketing Strategy (modular) (0.5)
Additional course	MG457E Foundations of Management 2: Financial Control and Governance (modular) (0.0)

Year 2

Paper 6	MG446E Strategy, Organisation and Innovation (modular) (0.5)
Paper 7	MG447E Foreign Direct Investment and Emerging Markets (modular) (0.5)
Paper 8	MG498E Dissertation/Capstone Project (modular) (0.5)

Executive Global Masters in Management - Progression Rules

Candidates who attain at least a Pass grade in MG440E, MG441E and MG443E will be eligible to proceed into the second year. FM475E and MG445E are not required for progression.

A student who does not meet this criterion must resit all failed/deferred papers in accordance with the resit process detailed below. If, following the resit attempt, a student:

- has attained at least a Pass grade in each of the first year papers, he/she will be eligible to proceed into the second year.
- has attained at least a Pass grade in at least one of the first year papers, he/she will be eligible to proceed into the second year:
 - at the discretion of the Chair of the Sub-Board of Examiners; and
 - subject to ratification by the Graduate School Board of Examiners (GSBE).
- Has failed all of the first year papers, he/she will not be eligible to proceed into the second year, as he/she will no longer be able to successfully complete the programme according to the School's Scheme for the Award of a Taught Master's Degree (four units). The marks of any student who fails up to two papers over the course of the programme will be subject to the penalty rules stipulated at paragraph 3.2 of the School's Scheme for the Award of a Taught Master's Degree (four units).

Executive Global Masters in Management - Resit Process

A student shall normally be entitled to re-sit any failed courses only (on one occasion).

For first year courses required for progression, where the individual assessment takes the form of an assignment or take home exam, once grades have been ratified, the faculty member responsible for the failed first year course will set the new paper and deadline for re-submission to take place as soon as possible and before the beginning of the second year. Results for resits and any subsequent progression will be agreed by the Chair of the Sub-Board of Examiners and will be subject to ratification by the Graduate

School Board of Examiners. If a student does not re-submit an assignment/exam by the deadline set, they will be deemed to have failed the course.

The results of first year courses FM475E and MG445E will be formally ratified by the Sub-Board of Examiners and Graduate School Board of Examiners in November. If it is determined that as a result of a fail in one or both of these courses an award cannot be made the faculty member responsible for the failed course will set the new paper and deadline for re-submission to take place as soon as possible. A candidate resitting these courses cannot graduate until the July Sub-Board and Graduate School Board of Examiners has met to ratify their results.

For second year courses, once grades have been ratified by the Sub-Board of Examiners and it is determined that an award cannot be made, the faculty member responsible for the failed second year course will set the new paper and deadline for re-submission to take place as soon as possible. Results for resits and subsequent classification will be agreed by the Chair of the Sub-Board of Examiners and will be subject to ratification by the Graduate School Board of Examiners. If a student does not re-submit an assignment/exam by the deadline set, they will be deemed to have failed the course. Resits for second year courses will result in delayed Graduation.

Executive Master of Public Administration

Programme Code: TMMPAEX

Department: School of Public Policy

For students starting this programme of study in 2020/21

The EMPA is a 19 month programme. Students must take courses to the value of eight half units as set out below.

Paper	Course number, title (unit value)
Year 1	
Paper 1	PP4G8E Public Policy in Practice Workshop I (EMPA) (0.5) #
Paper 2	PP478E Political Science and Public Policy (0.5) #
Paper 3	PP455E Empirical Methods for Public Policy (0.5) #
Paper 4	PP4G9E Public Policy in Practice Workshop II (EMPA) (0.5) #
Year 2	
Paper 5	PP440E Economic Policy Analysis (0.5) #
Papers 6 & 7	Courses to the value of 1.0 unit(s) from the following:
	PP410E Public Economics for Public Policy (0.5) #
	PP421E Global Market Economics (0.5) #
	PP454E Development Economics (0.5) #
	PP488E Regulatory Analysis (0.5) #
	PP4J5E Fiscal Governance and Budgeting (0.5) #
	PP4V8E Policy Paper (0.5) #
Paper 8	PP409E Public Policy in Practice Workshop III (EMPA) (0.5) #

means there may be prerequisites for this course. Please view the course guide for more information. Students who achieve passing grades (50 and above) in at least 6 half units are eligible for the award of Diploma. Students can opt for this award either once they have completed six courses (i.e. all courses in Year One plus two further half units) or once they have completed the programme if they are not eligible for the award of the degree. The Diploma is classified according to the Scheme for the Award of a Diploma. Students who have achieved passing grades (50 and above) in at least 4 half units are eligible for the award of Certificate. The student is classified on a Pass/Fail basis only. Higher marks in one course cannot compensate a Fail mark in another course. The award of a Certificate or Diploma is subject to the application of the General Academic Regulations

and the Certificate/Diploma regulations and classification schemes. The Certificate and Diploma are final exit awards with no option to subsequently be awarded the degree of Executive Master of Public Administration or Executive Master of Public Policy. Candidates who attain at least a Pass grade in each of the Year 1 courses PP4G8E, PP478E and PP455E will be eligible to progress to Year 2. The Year 1 course PP4G9E will not count towards progression but the grade will count towards the final degree classification.

Students wishing to defer the submission of one or more assessment components must seek permission according to the Regulations for Taught Master's Degrees prior to the assessment due date, except in the case of unforeseen and exceptional circumstances. Students deferring one or more assessment components in Year 1 may exceptionally progress to Year 2 and submit any deferred assessment at the next normal opportunity, if they complete and pass two of the three half units PP4G8E, PP478E and PP455E in Year 1.

Students failing one but not more than one of PP4G8E, PP478E and PP455E in Year 1 will normally be able to progress to Year 2, although this fail will count toward their degree classification according to the Scheme for the Award of a Taught Master's Degree. Students failing more than one of PP4G8E, PP478E and PP455E in Year 1 have to re-sit relevant assessment components and pass the required number of half units before they can progress to Year 2. Students are permitted to re-sit failed exams in line with the School's Regulations for Taught Master's Degrees.

The Sub-Board may recommend to the Graduate School Board of Examiners (GSBE) that a student can progress to year two of the programme even if they have not met the normal application of the progression rules. This can only be done on an exceptional basis where:

- (a) the Sub-Board has determined that a student has demonstrated that their progression has been affected by circumstances beyond their control through the exceptional circumstances procedure and;
- (b) the GSBE approves the Sub-Board's recommendation.

Executive Master of Public Administration

Programme Code: TMMPAEX

Department: School of Public Policy

For students starting this programme of study in 2019/20

The EMPA is a 19 month programme. Students must take courses to the value of eight half units as set out below.

Paper Course number, title (unit value)

Year 1

Paper 1	PP4G8E	Public Policy in Practice Workshop I (EMPA) (0.5) #
Paper 2	PP478E	Political Science and Public Policy (0.5) #
Paper 3	PP455E	Empirical Methods for Public Policy (0.5) #
Paper 4	PP4G9E	Public Policy in Practice Workshop II (EMPA) (0.5) #

Year 2

Paper 5	PP440E	Economic Policy Analysis (0.5) #
Papers 6 & 7 Courses to the value of 1.0 unit(s) from the following:		
	PP410E	Public Economics for Public Policy (0.5) #
	PP421E	Global Market Economics (0.5) #
	PP454E	Development Economics (0.5) #
	PP488E	Regulatory Analysis (0.5) #
	PP4J5E	Fiscal Governance and Budgeting (0.5) #

Paper 8

PP4V8E Policy Paper (0.5) #
PP409E Public Policy in Practice Workshop III (EMPA) (0.5) #

means there may be prerequisites for this course. Please view the course guide for more information. Students who achieve passing grades (50 and above) in at least 6 half units are eligible for the award of Diploma. Students can opt for this award either once they have completed six courses (i.e. all courses in Year One plus two further half units) or once they have completed the programme if they are not eligible for the award of the degree. The Diploma is classified according to the Scheme for the Award of a Diploma. Students who have achieved passing grades (50 and above) in at least 4 half units are eligible for the award of Certificate. The student is classified on a Pass/Fail basis only. Higher marks in one course cannot compensate a Fail mark in another course. The award of a Certificate or Diploma is subject to the application of the General Academic Regulations and the Certificate/Diploma regulations and classification schemes. The Certificate and Diploma are final exit awards with no option to subsequently be awarded the degree of Executive Master of Public Administration or Executive Master of Public Policy. Candidates who attain at least a Pass grade in each of the Year 1 courses PP4G8E, PP478E and PP455E will be eligible to progress to Year 2. The Year 1 course PP4G9E will not count towards progression but the grade will count towards the final degree classification.

Students wishing to defer the submission of one or more assessment components must seek permission according to the Regulations for Taught Master's Degrees prior to the assessment due date, except in the case of unforeseen and exceptional circumstances. Students deferring one or more assessment components in Year 1 may exceptionally progress to Year 2 and submit any deferred assessment at the next normal opportunity, if they complete and pass two of the three half units PP4G8E, PP478E and PP455E in Year 1.

Students failing one but not more than one of PP4G8E, PP478E and PP455E in Year 1 will normally be able to progress to Year 2, although this fail will count toward their degree classification according to the Scheme for the Award of a Taught Master's Degree. Students failing more than one of PP4G8E, PP478E and PP455E in Year 1 have to re-sit relevant assessment components and pass the required number of half units before they can progress to Year 2. Students are permitted to re-sit failed exams in line with the School's Regulations for Taught Master's Degrees.

The Sub-Board may recommend to the Graduate School Board of Examiners (GSBE) that a student can progress to year two of the programme even if they have not met the normal application of the progression rules. This can only be done on an exceptional basis where:

- (a) the Sub-Board has determined that a student has demonstrated that their progression has been affected by circumstances beyond their control through the exceptional circumstances procedure and;
- (b) the GSBE approves the Sub-Board's recommendation.

Executive Master of Public Policy

Programme Code: TMMPPEX

Department: School of Public Policy

For students starting this programme of study in 2020/21

The EMPP is a 19 month programme. Students must take courses to the value of eight half units as set out below.

Paper	Course number, title (unit value)	
Year 1		
Paper 1	PP4J1E	Public Policy in Practice Workshop I (EMPP) (0.5) #
Paper 2	PP478E	Political Science and Public Policy (0.5) #
Paper 3	PP455E	Empirical Methods for Public Policy (0.5) #
Paper 4	PP4J2E	Public Policy in Practice Workshop II (EMPP) (0.5) #

Year 2

Paper 5 PP440E Economic Policy Analysis (0.5) #
Papers 6 & 7 Courses to the value of 1.0 unit(s) from the following:

	PP410E	Public Economics for Public Policy (0.5) #
	PP421E	Global Market Economics (0.5) #
	PP454E	Development Economics (0.5) #
	PP488E	Regulatory Analysis (0.5) #
	PP4B3E	Executive MPP Capstone Project (0.5) #
	PP4J5E	Fiscal Governance and Budgeting (0.5) #
	PP4V8E	Policy Paper (0.5) #
Paper 8	PP4J3E	Public Policy in Practice Workshop III (EMPP) (0.5) #

means there may be prerequisites for this course. Please view the course guide for more information. Students who achieve passing grades (50 and above) in at least 6 half units are eligible for the award of Diploma. Students can opt for this award either once they have completed six courses (i.e. all courses in Year One plus two further half units) or once they have completed the programme if they are not eligible for the award of the degree. The Diploma is classified according to the Scheme for the Award of a Diploma. Students who have achieved passing grades (50 and above) in at least 4 half units are eligible for the award of Certificate. The student is classified on a Pass/Fail basis only. Higher marks in one course cannot compensate a Fail mark in another course. The award of a Certificate or Diploma is subject to the application of the General Academic Regulations and the Certificate/Diploma regulations and classification schemes. The Certificate and Diploma are final exit awards with no option to subsequently be awarded the degree of Executive Master of Public Administration or Executive Master of Public Policy. Candidates who attain at least a Pass grade in each of the Year 1 courses PP4J1E, PP478E and PP455E will be eligible to progress to Year 2. The Year 1 course PP4J2E will not count towards progression but the grade will count towards the final degree classification.

Students wishing to defer the submission of one or more assessment components must seek permission according to the Regulations for Taught Master's Degrees prior to the assessment due date, except in the case of unforeseen and exceptional circumstances. Students deferring one or more assessment components in Year 1 may exceptionally progress to Year 2 and submit any deferred assessment at the next normal opportunity, if they complete and pass two of the three half units PP4J1E, PP478E and PP455E in Year 1.

Students failing one but not more than one of PP4J1E, PP478E and PP455E in Year 1 will normally be able to progress to Year 2, although this fail will count toward their degree classification according to the Scheme for the Award of a Taught Master's Degree. Students failing more than one of PP4J1E, PP478E and

PP455E in Year 1 have to re-sit relevant assessment components and pass the required number of half units before they can progress to Year 2. Students are permitted to re-sit failed exams in line with the School's Regulations for Taught Master's Degrees. The Sub-Board may recommend to the Graduate School Board of Examiners (GSBE) that a student can progress to year two of the programme even if they have not met the normal application of the progression rules. This can only be done on an exceptional basis where:

- (a) the Sub-Board has determined that a student has demonstrated that their progression has been affected by circumstances beyond their control through the exceptional circumstances procedure and;
- (b) the GSBE approves the Sub-Board's recommendation.

Executive Master of Public Policy

Programme Code: TMMPPEX

Department: School of Public Policy

For students starting this programme of study in 2019/20

The EMPP is a 19 month programme. Students must take courses to the value of eight half units as set out below.

Paper	Course number, title (unit value)	
Year 1		
Paper 1	PP4J1E	Public Policy in Practice Workshop I (EMPP) (0.5) #
Paper 2	PP478E	Political Science and Public Policy (0.5) #
Paper 3	PP455E	Empirical Methods for Public Policy (0.5) #
Paper 4	PP4J2E	Public Policy in Practice Workshop II (EMPP) (0.5) #

Year 2

Paper 5 PP440E Economic Policy Analysis (0.5) #
Papers 6 & 7 Courses to the value of 1.0 unit(s) from the following:

	PP410E	Public Economics for Public Policy (0.5) #
	PP421E	Global Market Economics (0.5) #
	PP454E	Development Economics (0.5) #
	PP488E	Regulatory Analysis (0.5) #
	PP4B3E	Executive MPP Capstone Project (0.5) #
	PP4J5E	Fiscal Governance and Budgeting (0.5) #
	PP4V8E	Policy Paper (0.5) #
Paper 8	PP4J3E	Public Policy in Practice Workshop III (EMPP) (0.5) #

means there may be prerequisites for this course. Please view the course guide for more information. Students who achieve passing grades (50 and above) in at least 6 half units are eligible for the award of Diploma. Students can opt for this award either once they have completed six courses (i.e. all courses in Year One plus two further half units) or once they have completed the programme if they are not eligible for the award of the degree. The Diploma is classified according to the Scheme for the Award of a Diploma. Students who have achieved passing grades (50 and above) in at least 4 half units are eligible for the award of Certificate. The student is classified on a Pass/Fail basis only. Higher marks in one course cannot compensate a Fail mark in another course. The award of a Certificate or Diploma is subject to the application of the General Academic Regulations and the Certificate/Diploma regulations and classification schemes. The Certificate and Diploma are final exit awards with no option to subsequently be awarded the degree of Executive Master of Public Administration or Executive Master of Public Policy. Candidates who attain at least a Pass grade in each of the Year 1 courses PP4J1E, PP478E and PP455E will be eligible to progress to Year 2. The Year 1

course PP4J2E will not count towards progression but the grade will count towards the final degree classification.

Students wishing to defer the submission of one or more assessment components must seek permission according to the Regulations for Taught Master's Degrees prior to the assessment due date, except in the case of unforeseen and exceptional circumstances. Students deferring one or more assessment components in Year 1 may exceptionally progress to Year 2 and submit any deferred assessment at the next normal opportunity, if they complete and pass two of the three half units PP4J1E, PP478E and PP455E in Year 1.

Students failing one but not more than one of PP4J1E, PP478E and PP455E in Year 1 will normally be able to progress to Year 2, although this fail will count toward their degree classification according to the Scheme for the Award of a Taught Master's Degree. Students failing more than one of PP4J1E, PP478E and PP455E in Year 1 have to re-sit relevant assessment components and pass the required number of half units before they can progress to Year 2. Students are permitted to re-sit failed exams in line with the School's Regulations for Taught Master's Degrees. The Sub-Board may recommend to the Graduate School Board of Examiners (GSBE) that a student can progress to year two of the programme even if they have not met the normal application of the progression rules. This can only be done on an exceptional basis where:

- (a) the Sub-Board has determined that a student has demonstrated that their progression has been affected by circumstances beyond their control through the exceptional circumstances procedure and;
- (b) the GSBE approves the Sub-Board's recommendation.

For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm.

Executive MSc in Social Business and Entrepreneurship

Programme Code: TMMGSBEEX

Department: Management

For students starting this programme of study in 2020/21 12 month programme. Students must take six compulsory half-unit courses and a full unit Altruistic Entrepreneur Project.

Paper	Course number, title (unit value)
Paper 1	MG4H3E Social Impact and Its Evaluation (0.5) and MG4H6E The Hybrid Economy (0.5)
Paper 2	MG4H1E Foundations of Social Business I (0.5) and MG4H2E Foundations of Social Business II (0.5)
Paper 3	EC452E Applying Behavioural Economics for Social Impact: Design, Delivery and Policy (0.5) and MG4H5E The Altruistic Leader (0.5)
Paper 4	MG4H4E The Altruistic Entrepreneur Project (1.0)

Resit process:

Once all grades have been ratified by the Sub-Board of Examiners and it is determined that an award cannot be made, the faculty member responsible for the failed course will set the new paper and deadline for re-submission to take place as soon as possible. Results for resits and subsequent classification will be agreed by the Chair of the Sub-Board of Examiners and will be subject to ratification by the Graduate School Board of Examiners. If a student does not re-submit an assignment/exam by the deadline set, they will be deemed to have failed the course. Resits will result in delayed Graduation from December to July.

Note for prospective students:

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Collaborative Programmes

LSE-Sciences Po Double Degree in Affaires Internationales

Year 1 at Sciences Po

Joint IR seminar with the whole group (28 hours)
 Political Issues or World Politics (56 hours)
 Social Science (including Economics) (56 hours)
 Specialisation (140 hours)
 Compulsory French/English language class (28 hours)
 Second foreign language for all students (28 hours)

Year 2 at LSE

Students will enrol in **either** the MSc in International Relations **or** the MSc in International Political Economy as follows:

MSc in International Relations (LSE and Sciences Po)

Programme Code: TMIR2

Department: International Relations

For students starting this programme of study in 2020/21

Full-year programme. Students must take one compulsory course, optional courses to the value of two full units and a dissertation.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper 1	IR410	International Politics (1.0)
Paper 2	Courses to the value of 1.0 unit(s) from the following:	
	IR411	Foreign Policy Analysis III (1.0) #
	IR412	International Institutions (1.0)
	IR415	Strategic Aspects of International Relations (1.0) # (not available 2020/21)
	IR416	The EU in the World (1.0) #
	IR418	International Politics: Asia & the Pacific (1.0)
	IR419	International Relations of the Middle East (1.0) #
	IR422	Conflict and Peacebuilding (1.0) #
	IR433	The International Politics of EU Enlargement (0.5) (not available 2020/21)
	IR434	European Defence and Security (0.5) (not available 2020/21)
	IR445	China and the World (1.0) (not available 2020/21)
	IR447	Political Economy of International Labour Migration (0.5) # (not available 2020/21)
	IR448	American Grand Strategy (0.5)
	IR452	Empire and Conflict in World Politics (0.5)
	IR453	Global Business in International Relations (0.5)
	IR454	Governing International Political Economy: Lessons from the Past for the Future (0.5) (not available 2020/21)
	IR461	Islam in World Politics (1.0) (not available 2020/21)
	IR462	International Political Theory (0.5) (not available 2020/21)
	IR464	The Politics of International Law (0.5) (not available 2020/21)
	IR465	The International Politics of Culture and Religion (1.0) # (not available 2020/21)
	IR466	Genocide (0.5)
	IR467	Global Environmental Politics (0.5)
	IR471	The Situations of the International Criminal Court (0.5) (not available 2020/21)
	IR472	Nuclear Non-proliferation and World Politics (Advanced Topics in International Relations) (0.5) (not available 2020/21)
	IR473	China and the Global South (0.5)
	IR474	Revolutions and World Politics (0.5) (not available 2020/21)
	IR475	Gender/ed/ing International Politics (0.5)
	IR476	Gender and Political Violence (0.5) (not available 2020/21)

available 2020/21)

IR477 Sub-Saharan Africa: Governance, Peace, and Security (0.5) (not available 2020/21)

IR478 Critical War Studies (0.5) (not available 2020/21)

IR479 Russia in World Politics (0.5) # (not available 2020/21)

IR480 Globalisation and the State in Developing Countries (0.5)

IR481 Europe, the US and Arab-Israeli Relations (0.5) # (not available 2020/21)

Paper 3 Courses to the value of 1.0 units either from the Paper 2 options list or from another programme approved by the Department.

Paper 2 options list

Paper 4 IR499 Dissertation in International Relations (1.0)

Paper 2 options list

IR411	Foreign Policy Analysis III (1.0) #
IR412	International Institutions (1.0)
IR415	Strategic Aspects of International Relations (1.0) # (not available 2020/21)
IR416	The EU in the World (1.0) #
IR418	International Politics: Asia & the Pacific (1.0)
IR419	International Relations of the Middle East (1.0) #
IR422	Conflict and Peacebuilding (1.0) #
IR433	The International Politics of EU Enlargement (0.5) (not available 2020/21)
IR434	European Defence and Security (0.5) (not available 2020/21)
IR445	China and the World (1.0) (not available 2020/21)
IR447	Political Economy of International Labour Migration (0.5) # (not available 2020/21)
IR448	American Grand Strategy (0.5)
IR452	Empire and Conflict in World Politics (0.5)
IR453	Global Business in International Relations (0.5)
IR454	Governing International Political Economy: Lessons from the Past for the Future (0.5) (not available 2020/21)
IR461	Islam in World Politics (1.0) (not available 2020/21)
IR462	International Political Theory (0.5) (not available 2020/21)
IR464	The Politics of International Law (0.5) (not available 2020/21)
IR465	The International Politics of Culture and Religion (1.0) # (not available 2020/21)
IR466	Genocide (0.5)
IR467	Global Environmental Politics (0.5)
IR471	The Situations of the International Criminal Court (0.5) (not available 2020/21)
IR472	Nuclear Non-proliferation and World Politics (Advanced Topics in International Relations) (0.5) (not available 2020/21)
IR473	China and the Global South (0.5)
IR474	Revolutions and World Politics (0.5) (not available 2020/21)
IR475	Gender/ed/ing International Politics (0.5)
IR476	Gender and Political Violence (0.5) (not available 2020/21)
IR477	Sub-Saharan Africa: Governance, Peace, and Security (0.5) (not available 2020/21)
IR478	Critical War Studies (0.5) (not available 2020/21)
IR479	Russia in World Politics (0.5) # (not available 2020/21)
IR480	Globalisation and the State in Developing Countries (0.5)
IR481	Europe, the US and Arab-Israeli Relations (0.5) # (not available 2020/21)

MSc in International Political Economy (LSE and Sciences Po)

Programme Code: TMPE2

Department: International Relations

For students starting this programme of study in 2020/21

Full-year programme. Students must take one compulsory course, optional courses to the value of 2.5 units and a dissertation as shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper 1	IR470	International Political Economy (0.5)
Paper 2	Courses to the value of 1.0 unit(s) from the following:	
	IR429	Economic Diplomacy (1.0)
	IR447	Political Economy of International Labour Migration (0.5) # (not available 2020/21)
	IR453	Global Business in International Relations (0.5)
	IR454	Governing International Political Economy: Lessons from the Past for the Future (0.5) (not available 2020/21)
	IR467	Global Environmental Politics (0.5)
	IR468	The Political Economy of Trade (0.5)
	IR469	Politics of Money in the World Economy (0.5) #
	IR479	Russia in World Politics (0.5) # (not available 2020/21)
	IR480	Globalisation and the State in Developing Countries (0.5)
Paper 3	Courses to the value of 1.5 units either from the Paper 2 options list or from another programme approved by the Programme Director.	
	Paper 2 options list	
Paper 4	IR485 Dissertation in International Political Economy (1.0)	
	Paper 2 options list	
	IR429	Economic Diplomacy (1.0)
	IR447	Political Economy of International Labour Migration (0.5) # (not available 2020/21)
	IR453	Global Business in International Relations (0.5)
	IR454	Governing International Political Economy: Lessons from the Past for the Future (0.5) (not available 2020/21)
	IR467	Global Environmental Politics (0.5)
	IR468	The Political Economy of Trade (0.5)
	IR469	Politics of Money in the World Economy (0.5) #
	IR479	Russia in World Politics (0.5) # (not available 2020/21)
	IR480	Globalisation and the State in Developing Countries (0.5)

LSE-Sciences Po Double Degree in Affaires Internationales

Year 1 at Sciences Po

Joint IR seminar with the whole group (28 hours)

Political Issues or World Politics (56 hours)

Social Science (including Economics) (56 hours)

Specialisation (140 hours)

Compulsory French/English language class (28 hours)

Second foreign language for all students (28 hours)

Year 2 at LSE

Students will enrol in **either** the MSc in International Relations **or** the MSc in International Political Economy as follows:

MSc in International Relations (LSE and Sciences Po)

Programme Code: TMIR2

Department: International Relations

For students starting this programme of study in 2019/20

Full-year programme. Students must take one compulsory course,

optional courses to the value of two full units and a dissertation.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper 1	IR410	International Politics (1.0)
Paper 2	Courses to the value of 1.0 unit(s) from the following:	
	IR411	Foreign Policy Analysis III (1.0) #
	IR412	International Institutions (1.0)
	IR415	Strategic Aspects of International Relations (1.0) # (not available 2020/21)
	IR416	The EU in the World (1.0) #
	IR418	International Politics: Asia & the Pacific (1.0)
	IR419	International Relations of the Middle East (1.0) #
	IR422	Conflict and Peacebuilding (1.0) #
	IR433	The International Politics of EU Enlargement (0.5) (not available 2020/21)
	IR434	European Defence and Security (0.5) (not available 2020/21)
	IR445	China and the World (1.0) (not available 2020/21)
	IR447	Political Economy of International Labour Migration (0.5) # (not available 2020/21)
	IR448	American Grand Strategy (0.5)
	IR452	Empire and Conflict in World Politics (0.5)
	IR453	Global Business in International Relations (0.5)
	IR454	Governing International Political Economy: Lessons from the Past for the Future (0.5) (not available 2020/21)
	IR461	Islam in World Politics (1.0) (not available 2020/21)
	IR462	International Political Theory (0.5) (not available 2020/21)
	IR464	The Politics of International Law (0.5) (not available 2020/21)
	IR465	The International Politics of Culture and Religion (1.0) # (not available 2020/21)
	IR466	Genocide (0.5)
	IR467	Global Environmental Politics (0.5)
	IR471	The Situations of the International Criminal Court (0.5) (not available 2020/21)
	IR472	Nuclear Non-proliferation and World Politics (Advanced Topics in International Relations) (0.5) (not available 2020/21)
	IR473	China and the Global South (0.5)
	IR474	Revolutions and World Politics (0.5) (not available 2020/21)
	IR475	Gender/ed/ing International Politics (0.5)
	IR476	Gender and Political Violence (0.5) (not available 2020/21)
	IR477	Sub-Saharan Africa: Governance, Peace, and Security (0.5) (not available 2020/21)
	IR478	Critical War Studies (0.5) (not available 2020/21)
	IR479	Russia in World Politics (0.5) # (not available 2020/21)
	IR480	Globalisation and the State in Developing Countries (0.5)
	IR481	Europe, the US and Arab-Israeli Relations (0.5) # (not available 2020/21)
Paper 3	Courses to the value of 1.0 units either from the Paper 2 options list or from another programme approved by the Department.	
	Paper 2 options list	
Paper 4	IR499 Dissertation in International Relations (1.0)	
	Paper 2 options list	
	IR411	Foreign Policy Analysis III (1.0) #
	IR412	International Institutions (1.0)
	IR415	Strategic Aspects of International Relations (1.0) #

	(not available 2020/21)
IR416	The EU in the World (1.0) #
IR418	International Politics: Asia & the Pacific (1.0)
IR419	International Relations of the Middle East (1.0) #
IR422	Conflict and Peacebuilding (1.0) #
IR433	The International Politics of EU Enlargement (0.5) (not available 2020/21)
IR434	European Defence and Security (0.5) (not available 2020/21)
IR445	China and the World (1.0) (not available 2020/21)
IR447	Political Economy of International Labour Migration (0.5) # (not available 2020/21)
IR448	American Grand Strategy (0.5)
IR452	Empire and Conflict in World Politics (0.5)
IR453	Global Business in International Relations (0.5)
IR454	Governing International Political Economy: Lessons from the Past for the Future (0.5) (not available 2020/21)
IR461	Islam in World Politics (1.0) (not available 2020/21)
IR462	International Political Theory (0.5) (not available 2020/21)
IR464	The Politics of International Law (0.5) (not available 2020/21)
IR465	The International Politics of Culture and Religion (1.0) # (not available 2020/21)
IR466	Genocide (0.5)
IR467	Global Environmental Politics (0.5)
IR471	The Situations of the International Criminal Court (0.5) (not available 2020/21)
IR472	Nuclear Non-proliferation and World Politics (Advanced Topics in International Relations) (0.5) (not available 2020/21)
IR473	China and the Global South (0.5)
IR474	Revolutions and World Politics (0.5) (not available 2020/21)
IR475	Gender/ed/ing International Politics (0.5)
IR476	Gender and Political Violence (0.5) (not available 2020/21)
IR477	Sub-Saharan Africa: Governance, Peace, and Security (0.5) (not available 2020/21)
IR478	Critical War Studies (0.5) (not available 2020/21)
IR479	Russia in World Politics (0.5) # (not available 2020/21)
IR480	Globalisation and the State in Developing Countries (0.5)
IR481	Europe, the US and Arab-Israeli Relations (0.5) # (not available 2020/21)

MSc in International Political Economy (LSE and Sciences Po)

Programme Code: TMIP2

Department: International Relations

For students starting this programme of study in 2019/20
Full-year programme. Students must take one compulsory course, optional courses to the value of 2.5 units and a dissertation as shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper 1	IR470	International Political Economy (0.5)
Paper 2	Courses to the value of 1.0 unit(s) from the following:	
	IR429	Economic Diplomacy (1.0)
	IR447	Political Economy of International Labour Migration (0.5) # (not available 2020/21)
	IR453	Global Business in International Relations (0.5)
	IR454	Governing International Political Economy: Lessons from the Past for the Future (0.5) (not available 2020/21)
	IR467	Global Environmental Politics (0.5)

	IR468	The Political Economy of Trade (0.5)
	IR469	Politics of Money in the World Economy (0.5) #
	IR479	Russia in World Politics (0.5) # (not available 2020/21)
	IR480	Globalisation and the State in Developing Countries (0.5)
Paper 3	Courses to the value of 1.5 units either from the Paper 2 options list or from another programme approved by the Programme Director.	
	Paper 2 options list	
Paper 4	IR485 Dissertation in International Political Economy (1.0)	
	Paper 2 options list	
	IR429	Economic Diplomacy (1.0)
	IR447	Political Economy of International Labour Migration (0.5) # (not available 2020/21)
	IR453	Global Business in International Relations (0.5)
	IR454	Governing International Political Economy: Lessons from the Past for the Future (0.5) (not available 2020/21)
	IR467	Global Environmental Politics (0.5)
	IR468	The Political Economy of Trade (0.5)
	IR469	Politics of Money in the World Economy (0.5) #
	IR479	Russia in World Politics (0.5) # (not available 2020/21)
	IR480	Globalisation and the State in Developing Countries (0.5)

CEMS Exchange

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Programme Code: TOMNCEMS2

Department: Management

For students starting this programme of study in 2020/21

CEMS Exchange (Michaelmas Term)

A one term (Michaelmas Term only) exchange programme for visiting CEMS MIM students. The CEMS MIM exchange programme is attached to the Global MSc in Management programme. Students from 30 partner exchange schools160 www.cems.org/academic-members/our-members/list/spend one term at LSE. Students should choose 4 half-unit courses from the list below to the total value of 2.0 units. One half unit must be the compulsory MG464 CEMS Global Business Strategy course (0.5 units). Michaelmas Term students are in addition required to attend the compulsory Block Seminar and Business Communication Skills Seminar, as per the CEMS MIM curriculum requirements. Student will not be required to complete summative assessments or examinations outside of their term of study. Students will be assessed during their term of study at the LSE. Students are not permitted to take one (1.0) unit elective courses.

Paper 1 MG464 CEMS Global Business Strategy (0.5)

Papers 2, 3 **Optional Courses**

& 4 Courses to the value of 1.5 units selected from the option list below:

AC411	Accounting, Strategy and Control (0.5)
AC491	Financial Accounting, Reporting and Disclosure (0.5)
DV432	China in Developmental Perspective (0.5) #
DV435	African Political Economy (0.5)
EH464	The Historical Context of Business (0.5) (withdrawn 2020/21)
EH481	Economic Change in Global History: Approaches and Analysis (0.5)
EU432	The Philosophy of Europe (0.5) #
FM473M	Financial Markets (0.5) #

FM474M	Managerial Finance (0.5)
GI403	Gender and Media Representation (0.5)
GI409	Gender, Globalisation and Development: An Introduction (0.5)
GV465	War, Peace and the Politics of National Self-Determination (0.5) (not available 2020/21)
GY447	The Economics of Regional and Urban Planning (0.5) #
MA402	Game Theory I (0.5) #
MA423	Fundamentals of Operations Research (0.5) #
MG404	Consumer Insights: Behavioural Fundamentals (0.5)
MG481	Innovating Organisational Information Technology (0.5) #
MG482	Innovation and Technology Management (0.5)
MG487	Innovation and Information Systems: Concepts and Perspectives (0.5)
MG4A3	Incentives and Governance in Organisations (0.5) #
MG4A8	Strategy for the Information Economy (0.5) #
MG4B3	International Marketing: A Strategic Approach (0.5)
MG4B9	The World Trading System (0.5) #
MG4C2	Organisational Behaviour (0.5)
MG4D2	International Employment Relations (0.5) #
MG4G4	Topics in Management Research (0.5)
PP4E4	Analytic frameworks for policy evaluation (0.5) # (not available 2020/21)
PP4G3	Designing and Managing Change in the Public Sector (0.5)

CEMS Exchange (Lent Term)

A one term (Lent Term only) exchange programme for visiting CEMS MIM students. The CEMS MIM exchange programme is attached to the Global MSc Management programme. Students from 30 partner exchange schools 160 www.cems.org/academic-members/our-members/list/spend one term at LSE. One half unit must be the compulsory MG463 CEMS Global Leadership (0.5 units) and one unit must be the compulsory CEMS Business Project (1.0 unit) Lent Term students are in addition required to attend the compulsory Global Citizenship Seminar, as per the CEMS MIM curriculum requirements. Student will not be required to complete summative assessments or examinations outside of their term of study. Students will be assessed during their term of study at the LSE. Please note it is compulsory for all Term 2 (LT) CEMS students to be present for the business project presentation. These presentations will take place in the week of Monday 29 March 2021 to Thursday 01 April 2021. Students are not permitted to take one (1.0) unit elective courses.

Paper 1	MG463	CEMS Global Leadership (0.5) #
Paper 2	Courses to the value of 0.5 unit(s) from the following:	
	AC412	Accountability, Organisations and Risk Management (0.5)
	AC444	Valuation and Security Analysis (0.5) #
	AC470	Accounting in the Global Economy (0.5) #
	AC490	Management Accounting, Decisions and Control (0.5)
	DV424	International Institutions and Late Development (0.5)
	DV433	The Informal Economy and Development (0.5)
	EH404	India and the World Economy (0.5)
	EH413	African Economic Development in Historical Perspective (0.5)
	EU437	Europe Beyond Modernity (0.5)
	FM472	International Finance (0.5) #

FM473L	Financial Markets (0.5) #
FM474L	Managerial Finance (0.5)
FM476	Entrepreneurial Finance (0.5) #
GY438	Cities and Social Change in East Asia (0.5) #
IR452	Empire and Conflict in World Politics (0.5)
MA431	Advanced Topics in Operations Research and Applicable Mathematics (0.5) # (not available 2020/21)
MG401	Operations Management for Management Consultancy (0.5) #
MG409	Auctions and Game Theory (0.5) #
MG421	International Business Strategy and Emerging Markets (0.5) #
MG422	Thinking Strategically (0.5) #
MG452	Behavioural Economics for Management (0.5) # (not available 2020/21)
MG456	Strategic Decision Making (0.5) #
MG460	Emergencies Management: Humanitarian Intervention and Digital Innovation (0.5)
MG466	Supply Chain Management (0.5) #
MG467	Strategy and Change in Public Sector Management (0.5) # (not available 2020/21)
MG473	Negotiation Analysis (0.5)
MG477	Strategic Reward: Key Models and Practices (0.5)
MG479	Information Systems for the Public Sector: Digital Government and Service Innovation (0.5)
MG483	eHealth: Policy, Strategy and Systems (0.5) #
MG484	Global Sourcing and Management of Business and IT Services (0.5) # (withdrawn 2020/21)
MG485	Management and Economics of E-Business (0.5) # (not available 2020/21)
MG486	Social Computing, Data Analytics, and Information Services (0.5)
MG492	Data Governance: Privacy, Openness and Transparency (0.5)
MG4A4	Empirical Research Strategy for Managerial Economics (0.5) (withdrawn 2020/21)
MG4B1	Corporate Strategy (0.5) #
MG4B6	Design and Management of Organisations (0.5)
MG4B7	Organisational Change (0.5) (not available 2020/21)
MG4D3	The Dark Side of the Organisation (0.5) #
MG4F2	Marketing Analytics II: Analytics for Managing Innovations, Products and Brands (0.5)
MG4F3	Digital Marketing (0.5) # (not available 2020/21)
MG4G7	Contemporary Topics in Advanced Technology Management (0.5) # (not available 2020/21)
MG4J3	Principles of Pricing (0.5) (not available 2020/21)
MG4J6	Brand Strategy (0.5)
PB418	Corporate Communications (0.5)
PB419	Creativity and Innovation (0.5) # (not available 2020/21)
PB427	Organisational and Social Decision Making (0.5) (not available 2020/21)
PH425	Business and Organisational Ethics (0.5)
PP4E5	Innovations in the governance of public services delivery (0.5)

Paper 3

CEMS Business Project (1.0)
More information about the CEMS Business Project can be found here: <https://www.cems.org/mim/curriculum/business-projects>

MPA Dual Degree (LSE and Columbia)

This programme is 21 months.

Programme Code: TMDMPA2

Department: School of Public Policy

For students starting this programme of study in 2020/21

1.

Route 1

Year 1 at LSE

Before Year 1 All students attend the following MPA introductory course:

PP408 Introduction to Quantitative Methods for the MPA Programme (0.0)

During Year 1 All students must complete the three Compulsory Courses in Papers 1, 2 & 3 below:

Paper 1 PP440 Micro and Macro Economics (for Public Policy) (1.0)

Paper 2 PP455 Quantitative Approaches and Policy Analysis (1.0)

Paper 3 PP478 Political Science for Public Policy (1.0)

Paper 4 Courses to the value of 1.0 unit from the MPA Course List below:

MPA Dual Degree Course List

Note: The course(s) chosen by the student must have a total credit value of 1.0 unit (therefore, either one course with a credit value of 1.0, or two courses which both have a credit value of 0.5).

Year 2 at Columbia University

On successful completion of the first year of that programme at LSE, students who have accepted an offer of a dual degree place will transfer to the MPA Dual Degree. See the MPA criteria for progression from Year 1 to Year 2. <https://info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/SchemeMPA-InOrAfter2011-12.pdf> Students will follow the second year of the MPA programme at SIPA, Columbia University.

2.

Route 2

Year 1 at Columbia University

Students will follow the first year of the MPA/MIA programme at SIPA, Columbia University

Year 2 at LSE

Students must take courses to the value of four units as set out below:

Paper 1 PP4B3 MPA Capstone Project (1.0)

Papers 2, 3 Plus one of the following:

& 4 PP4V8 Policy Paper (0.5)

And 2.5 units of optional courses from the following:

MPA Dual Degree Course List

Or

PP4B4 MPA Dissertation (1.0)

And 2.0 units of optional courses from the following:

MPA Dual Degree Course List

Or

Courses to the value of 3.0 unit(s) from the following:

MPA Dual Degree Course List

Footnotes

A: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

B: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

C: Not available in Year 1.

D: Not available in Year 1.

E: Not available in Year 1.

SF: Not available in Year 1.

G: Not available in Year 1.

H: Not available in Year 1.

MPA Dual Degree (LSE and Columbia)

This programme is 21 months.

Programme Code: TMDMPA2

Department: School of Public Policy

For students starting this programme of study in 2019/20

1.

Route 1

Year 1 at LSE

Before Year 1 All students attend the following MPA introductory course:

PP408 Introduction to Quantitative Methods for the MPA Programme (0.0)

During Year 1 All students must complete the three Compulsory Courses in Papers 1, 2 & 3 below:

Paper 1 PP440 Micro and Macro Economics (for Public Policy) (1.0)

Paper 2 PP455 Quantitative Approaches and Policy Analysis (1.0)

Paper 3 PP478 Political Science for Public Policy (1.0)

Paper 4 Courses to the value of 1.0 unit from the MPA Course List below:

MPA Dual Degree Course List

Note: The course(s) chosen by the student must have a total credit value of 1.0 unit (therefore, either one course with a credit value of 1.0, or two courses which both have a credit value of 0.5).

Year 2 at Columbia University

On successful completion of the first year of that programme at LSE, students who have accepted an offer of a dual degree place will transfer to the MPA Dual Degree. See the MPA criteria for progression from Year 1 to Year 2. <https://info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/SchemeMPA-InOrAfter2011-12.pdf> Students will follow the second year of the MPA programme at SIPA, Columbia University.

2.

Route 2

Year 1 at Columbia University

Students will follow the first year of the MPA/MIA programme at SIPA, Columbia University

Year 2 at LSE

Students must take courses to the value of four units as set out below:

Paper 1 PP4B3 MPA Capstone Project (1.0)

Papers 2, 3 Plus one of the following:

& 4 PP4V8 Policy Paper (0.5)

And 2.5 units of optional courses from the following:

MPA Dual Degree Course List

Or

PP4B4 MPA Dissertation (1.0)

And 2.0 units of optional courses from the following:

MPA Dual Degree Course List

Or

Courses to the value of 3.0 unit(s) from the following:

MPA Dual Degree Course List

Footnotes

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B: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

C: Not available in Year 1.

D: Not available in Year 1.

E: Not available in Year 1.

F: Not available in Year 1.

G: Not available in Year 1.

H: Not available in Year 1.

MPA Dual Degree (LSE and Hertie)

This programme is 21 months.

Programme Code: TMDMPA4

Department: School of Public Policy

For students starting this programme of study in 2020/21

1.

Route 1

Year 1 at LSE

Before Year 1 All students attend the following MPA introductory course:

PP408 Introduction to Quantitative Methods for the MPA Programme (0.0)

During Year 1 All students must complete the three Compulsory Courses in Papers 1, 2 & 3 below:

Paper 1 PP440 Micro and Macro Economics (for Public Policy) (1.0)

Paper 2 PP455 Quantitative Approaches and Policy Analysis (1.0)

Paper 3 PP478 Political Science for Public Policy (1.0)

Paper 4 Courses to the value of 1.0 unit from the MPA Course List below:

MPA Dual Degree Course List

Note: The course(s) chosen by the student must have a total credit value of 1.0 unit (therefore, either one course with a credit value of 1.0, or two courses which both have a credit value of 0.5).

Year 2 at the Hertie School of Governance

On successful completion of the first year of that programme at LSE, students who have accepted an offer of a dual degree place will transfer to the MPA Dual Degree. See the MPA criteria for progression from Year 1 to Year 2. <https://info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/SchemeMPA-InOrAfter2011-12.pdf> Students will follow the MPP programme at Hertie.

2.

Route 2

Year 1 at the Hertie School of Governance

Students will follow the MPP programme at Hertie.

Year 2 at LSE

Students must take courses to the value of four units as set out below:

Paper 1 PP4B3 MPA Capstone Project (1.0)

Papers 2, 3 Plus one of the following:

& 4 PP4V8 Policy Paper (0.5)

And 2.5 units of optional courses from the following:

MPA Dual Degree Course List

Or

PP4B4 MPA Dissertation (1.0)

And 2.0 units of optional courses from the following:

MPA Dual Degree Course List

Or

Courses to the value of 3.0 unit(s) from the following:

MPA Dual Degree Course List

Footnotes

A: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

B: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

C: Not available in Year 1.

D: Not available in Year 1.

E: Not available in Year 1.

F: Not available in Year 1.

G: Not available in Year 1.

H: Not available in Year 1.

MPA Dual Degree (LSE and Hertie)

This programme is 21 months.

Programme Code: TMDMPA4

Department: School of Public Policy

For students starting this programme of study in 2019/20

1.

Route 1

Year 1 at LSE

Before Year 1 All students attend the following MPA introductory course:

PP408 Introduction to Quantitative Methods for the MPA Programme (0.0)

During Year 1 All students must complete the three Compulsory Courses in Papers 1, 2 & 3 below:

Paper 1 PP440 Micro and Macro Economics (for Public Policy) (1.0)

Paper 2 PP455 Quantitative Approaches and Policy Analysis (1.0)

Paper 3 PP478 Political Science for Public Policy (1.0)

Paper 4 Courses to the value of 1.0 unit from the MPA Course List below:

MPA Dual Degree Course List

Note: The course(s) chosen by the student must have a total credit value of 1.0 unit (therefore, either one course with a credit value of 1.0, or two courses which both have a credit value of 0.5).

Year 2 at the Hertie School of Governance

On successful completion of the first year of that programme at LSE, students who have accepted an offer of a dual degree place will transfer to the MPA Dual Degree. See the MPA criteria for progression from Year 1 to Year 2. <https://info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/SchemeMPA-InOrAfter2011-12.pdf> Students will follow the MPP programme at Hertie.

2.

Route 2

Year 1 at the Hertie School of Governance

Students will follow the MPP programme at Hertie.

Year 2 at LSE

Students must take courses to the value of four units as set out below:

Paper 1 PP4B3 MPA Capstone Project (1.0)

Papers 2, 3 Plus one of the following:

& 4 PP4V8 Policy Paper (0.5)

And 2.5 units of optional courses from the following:

MPA Dual Degree Course List

Or

PP4B4 MPA Dissertation (1.0)

And 2.0 units of optional courses from the following:

MPA Dual Degree Course List

Or

Courses to the value of 3.0 unit(s) from the following:

MPA Dual Degree Course List

Footnotes

A: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

B: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

C: Not available in Year 1.

D: Not available in Year 1.

E: Not available in Year 1.

F: Not available in Year 1.

G: Not available in Year 1.

H: Not available in Year 1.

MPA Dual Degree (LSE and NUS)

This programme is 21 months.

Programme Code: TMDMPA5

Department: School of Public Policy

For students starting this programme of study in 2020/21

1.

Route 1

Year 1 at LSE

Before Year 1 All students attend the following MPA introductory course:

PP408 Introduction to Quantitative Methods for the MPA Programme (0.0)

During Year 1 All students must complete the three Compulsory Courses in Papers 1, 2 & 3 below:

Paper 1 PP440 Micro and Macro Economics (for Public Policy) (1.0)

Paper 2 PP455 Quantitative Approaches and Policy Analysis (1.0)

Paper 3 PP478 Political Science for Public Policy (1.0)

Paper 4 Courses to the value of 1.0 unit from the MPA Course List below:

MPA Dual Degree Course List

Note: The course(s) chosen by the student must have a total credit value of 1.0 unit (therefore, either one course with a credit value of 1.0, or two courses which both have a credit value of 0.5).

Year 2 at Lee Kuan Yew School of Public Policy

On successful completion of the first year of that programme at LSE, students who have accepted an offer of a dual degree place will transfer to the MPA Dual Degree. See the MPA criteria for progression from Year 1 to Year 2. <https://info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/SchemeMPA-InOrAfter2011-12.pdf> Students will follow the MPP programme at Lee Kuan Yew.

2.

Route 2

Year 1 at Lee Kuan Yew School of Public Policy

Students will follow the MPP programme at Lee Kuan Yew.

Year 2 at LSE

Students must take courses to the value of four units as set out below:

Paper 1 PP4B3 MPA Capstone Project (1.0)

Papers 2, 3 Plus one of the following:

& 4 PP4V8 Policy Paper (0.5)

And 2.5 units of optional courses from the following:

MPA Dual Degree Course List

Or

PP4B4 MPA Dissertation (1.0)

And 2.0 units of optional courses from the following:

MPA Dual Degree Course List

Or

Courses to the value of 3.0 unit(s) from the following:

MPA Dual Degree Course List

Footnotes

A: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

B: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

C: Not available in Year 1.

D: Not available in Year 1.

E: Not available in Year 1.

F: Not available in Year 1.

G: Not available in Year 1.

H: Not available in Year 1.

MPA Dual Degree (LSE and NUS)

This programme is 21 months.

Programme Code: TMDMPA5

Department: School of Public Policy

For students starting this programme of study in 2019/20

1.

Route 1

Year 1 at LSE

Before Year 1 All students attend the following MPA introductory course:

PP408 Introduction to Quantitative Methods for the MPA Programme (0.0)

During Year 1 All students must complete the three Compulsory Courses in Papers 1, 2 & 3 below:

Paper 1 PP440 Micro and Macro Economics (for Public Policy) (1.0)

Paper 2 PP455 Quantitative Approaches and Policy Analysis (1.0)

Paper 3 PP478 Political Science for Public Policy (1.0)

Paper 4 Courses to the value of 1.0 unit from the MPA Course List below:

MPA Dual Degree Course List

Note: The course(s) chosen by the student must have a total credit value of 1.0 unit (therefore, either one course with a credit value of 1.0, or two courses which both have a credit value of 0.5).

Year 2 at Lee Kuan Yew School of Public Policy

On successful completion of the first year of that programme at LSE, students who have accepted an offer of a dual degree place will transfer to the MPA Dual Degree. See the MPA criteria for progression from Year 1 to Year 2. <https://info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/SchemeMPA-InOrAfter2011-12.pdf> Students will follow the MPP programme at Lee Kuan Yew.

2.

Route 2

Year 1 at Lee Kuan Yew School of Public Policy

Students will follow the MPP programme at Lee Kuan Yew.

Year 2 at LSE

Students must take courses to the value of four units as set out below:

Paper 1 PP4B3 MPA Capstone Project (1.0)

Papers 2, 3 Plus one of the following:

& 4 PP4V8 Policy Paper (0.5)

And 2.5 units of optional courses from the following:

MPA Dual Degree Course List

Or

PP4B4 MPA Dissertation (1.0)

And 2.0 units of optional courses from the following:

MPA Dual Degree Course List

Or

Courses to the value of 3.0 unit(s) from the following:

MPA Dual Degree Course List

Footnotes

A: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

B: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

C: Not available in Year 1.

D: Not available in Year 1.

E: Not available in Year 1.

F: Not available in Year 1.

G: Not available in Year 1.

H: Not available in Year 1.

MPA Dual Degree (LSE and Sciences Po)

This programme is 21 months.

Programme Code: TMDMPA3

Department: School of Public Policy

For students starting this programme of study in 2020/21

1.

Route 1

Year 1 at LSE

Before Year 1 All students attend the following MPA introductory course:

PP408 Introduction to Quantitative Methods for the MPA Programme (0.0)

During Year 1 All students must complete the three Compulsory Courses in Papers 1, 2 & 3 below:

Paper 1 PP440 Micro and Macro Economics (for Public Policy) (1.0)

Paper 2 PP455 Quantitative Approaches and Policy Analysis (1.0)

Paper 3 PP478 Political Science for Public Policy (1.0)

Paper 4 Courses to the value of 1.0 unit from the MPA Course List below:

MPA Dual Degree Course List

Note: The course(s) chosen by the student must have a total credit value of 1.0 unit (therefore, either one course with a credit value of 1.0, or two courses which both have a credit value of 0.5).

Year 2 at Sciences Po

On successful completion of the first year of that programme at LSE, students who have accepted an offer of a dual degree place will transfer to the MPA Dual Degree. See the MPA criteria for progression from Year 1 to Year 2. <https://info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/SchemeMPA-InOrAfter2011-12.pdf> Students will follow the MPP programme at Sciences Po.

2.

Route 2

Year 1 at Sciences Po

Students will follow the MPP programme at Sciences Po.

Year 2 at LSE

Students must take courses to the value of four units as set out below:

Paper 1 PP4B3 MPA Capstone Project (1.0)

Papers 2, 3 & 4 Plus one of the following:

PP4V8 Policy Paper (0.5)

And 2.5 units of optional courses from the following:

MPA Dual Degree Course List

Or

PP4B4 MPA Dissertation (1.0)

And 2.0 units of optional courses from the following:

MPA Dual Degree Course List

Or

Courses to the value of 3.0 unit(s) from the following:

MPA Dual Degree Course List

Prerequisite Requirements and Mutually Exclusive Options

1: PP4B4 can not be taken with PP4V8

2: PP4V8 can not be taken with PP4B4

Footnotes

A: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

B: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

C: Not available in Year 1.

D: Not available in Year 1.

E: Not available in Year 1.

F: Not available in Year 1.

G: Not available in Year 1.

H: Not available in Year 1.

MPA Dual Degree (LSE and Sciences Po)

This programme is 21 months.

Programme Code: TMDMPA3

Department: School of Public Policy

For students starting this programme of study in 2019/20

1.

Route 1

Year 1 at LSE

Before Year 1 All students attend the following MPA introductory course:

PP408 Introduction to Quantitative Methods for the MPA Programme (0.0)

During Year 1 All students must complete the three Compulsory Courses in Papers 1, 2 & 3 below:

Paper 1 PP440 Micro and Macro Economics (for Public Policy) (1.0)

Paper 2 PP455 Quantitative Approaches and Policy Analysis (1.0)

Paper 3 PP478 Political Science for Public Policy (1.0)

Paper 4 Courses to the value of 1.0 unit from the MPA Course List below:

MPA Dual Degree Course List

Note: The course(s) chosen by the student must have a total credit value of 1.0 unit (therefore, either one course with a credit value of 1.0, or two courses which both have a credit value of 0.5).

Year 2 at Sciences Po

On successful completion of the first year of that programme at LSE, students who have accepted an offer of a dual degree place will transfer to the MPA Dual Degree. See the MPA criteria for progression from Year 1 to Year 2. <https://info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/SchemeMPA-InOrAfter2011-12.pdf> Students will follow the MPP programme at Sciences Po.

2.

Route 2

Year 1 at Sciences Po

Students will follow the MPP programme at Sciences Po.

Year 2 at LSE

Students must take courses to the value of four units as set out below:

Paper 1 PP4B3 MPA Capstone Project (1.0)

Papers 2, 3 & 4 Plus one of the following:

PP4V8 Policy Paper (0.5)

And 2.5 units of optional courses from the following:

MPA Dual Degree Course List

Or

PP4B4 MPA Dissertation (1.0)

And 2.0 units of optional courses from the following:

MPA Dual Degree Course List

Or

Courses to the value of 3.0 unit(s) from the following:

MPA Dual Degree Course List

Footnotes

A: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

B: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

C: Not available in Year 1.

D: Not available in Year 1.

E: Not available in Year 1.

F: Not available in Year 1.

G: Not available in Year 1.

H: Not available in Year 1.

MPA Dual Degree (LSE and Tokyo)

This programme is 24 months.

Programme Code: TMDMPA6

Department: School of Public Policy

For students starting this programme of study in 2020/21

1.

Route 1

Year 1 at LSE

Before Year 1 All students attend the following MPA introductory course:

PP408 Introduction to Quantitative Methods for the MPA Programme (0.0)

During Year 1 All students must complete the three Compulsory Courses in Papers 1, 2 & 3 below:

Paper 1 PP440 Micro and Macro Economics (for Public Policy) (1.0)

Paper 2 PP455 Quantitative Approaches and Policy Analysis (1.0)

Paper 3 PP478 Political Science for Public Policy (1.0)

Paper 4 Courses to the value of 1.0 unit from the MPA Course List below:

MPA Dual Degree Course List

Note: The course(s) chosen by the student must have a total credit value of 1.0 unit (therefore, either one course with a credit value of 1.0, or two courses which both have a credit value of 0.5).

Year 2 at the University of Tokyo Graduate School of Public Policy

On successful completion of the first year of that programme at LSE, students who have accepted an offer of a dual degree place will transfer to the MPA Dual Degree. See the MPA criteria for progression from Year 1 to Year 2. <https://info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/SchemeMPA-InOrAfter2011-12.pdf> Students will follow the MPP/IP at the University of Tokyo Graduate School of Public Policy.

2.

Route 1

Year 1 at the University of Tokyo Graduate School of Public Policy

Students will follow the MPP/IP at the University of Tokyo Graduate School of Public Policy.

Year 2 at LSE

Students must take courses to the value of four units as set out below:

Paper 1 PP4B3 MPA Capstone Project (1.0)

Papers 2, 3 & 4 Plus one of the following:

PP4V8 Policy Paper (0.5)

And 2.5 units of optional courses from the following:

MPA Dual Degree Course List

Or

PP4B4 MPA Dissertation (1.0)

And 2.0 units of optional courses from the following:

MPA Dual Degree Course List

Or

Courses to the value of 3.0 unit(s) from the following:

MPA Dual Degree Course List

Footnotes

A: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

B: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

C: Not available in Year 1.

D: Not available in Year 1.

E: Not available in Year 1.

F: Not available in Year 1.

G: Not available in Year 1.

H: Not available in Year 1.

MPA Dual Degree (LSE and Tokyo)

This programme is 24 months.

Programme Code: TMDMPA6

Department: School of Public Policy

For students starting this programme of study in 2019/20

1.

Route 1

Year 1 at LSE

Before Year 1 All students attend the following MPA introductory course:

PP408 Introduction to Quantitative Methods for the MPA Programme (0.0)

During Year 1 All students must complete the three Compulsory Courses in Papers 1, 2 & 3 below:

Paper 1 PP440 Micro and Macro Economics (for Public Policy) (1.0)

Paper 2 PP455 Quantitative Approaches and Policy Analysis (1.0)

Paper 3 PP478 Political Science for Public Policy (1.0)

Paper 4 Courses to the value of 1.0 unit from the MPA Course List below:

MPA Dual Degree Course List

Note: The course(s) chosen by the student must have a total credit value of 1.0 unit (therefore, either one course with a credit value of 1.0, or two courses which both have a credit value of 0.5).

Year 2 at the University of Tokyo Graduate School of Public Policy

On successful completion of the first year of that programme at LSE, students who have accepted an offer of a dual degree place will transfer to the MPA Dual Degree. See the MPA criteria for progression from Year 1 to Year 2. <https://info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/SchemeMPA-InOrAfter2011-12.pdf> Students will follow the MPP/IP at the University of Tokyo Graduate School of Public Policy.

2.

Route 1

Year 1 at the University of Tokyo Graduate School of Public Policy

Students will follow the MPP/IP at the University of Tokyo Graduate School of Public Policy.

Year 2 at LSE

Students must take courses to the value of four units as set out below:

Paper 1 PP4B3 MPA Capstone Project (1.0)

Papers 2, 3 & 4 Plus one of the following:

PP4V8 Policy Paper (0.5)

And 2.5 units of optional courses from the following:

MPA Dual Degree Course List

Or

PP4B4 MPA Dissertation (1.0)

And 2.0 units of optional courses from the following:

MPA Dual Degree Course List

Or

Courses to the value of 3.0 unit(s) from the following:

MPA Dual Degree Course List

Footnotes

A: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

B: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

C: Not available in Year 1.

D: Not available in Year 1.

E: Not available in Year 1.

F: Not available in Year 1.

G: Not available in Year 1.

H: Not available in Year 1.

MPA Dual Degree Course List

PP406	Philosophy for Public Policy (0.5)
PP410	Public Economics for Public Policy (0.5) # A
PP411L	Developments in International Conflict Resolution and Transformation (0.5)
PP411M	Developments in Contemporary Policy-Making (0.5) (not available 2020/21)
PP412	Global Social Protection Design and Delivery (0.5)
PP418	Globalisation and Economic Policy (0.5) # B
PP419	Advanced Empirical Methods for Policy Analysis (0.5) # C
PP448	International Political Economy and Development (0.5)
PP449	Comparative Political Economy and Development (0.5)
PP450	Public Organisations: Theory and Practice (0.5) #
PP452	Applying Behavioural Economics for Social Impact: Design, Delivery, Evaluation and Policy (0.5) # D
PP454	Development Economics (1.0) # E
PP4B4	MPA Dissertation (1.0) 1 F
PP4E5	Innovations in the governance of public services delivery (0.5)
PP4G3	Designing and Managing Change in the Public Sector (0.5)
PP4J2	New Institutions of Public Policy: Strategic Philanthropy, Impact Investment and Social Enterprise (0.5) G
PP4J4	Designing and Implementing Evidence-Informed Policies and Programmes (0.5)
PP4J5	Fiscal Governance and Budgeting (0.5)
PP4V8	Policy Paper (0.5) 2 H
PP4X6	Welfare Analysis and Measurement (1.0)

In addition, students may choose up to 1.0 unit (per year of study) of courses from elsewhere in LSE with approval of the Programme Director and subject to acceptance by the course convenor.

Availability of a place on a course outside the School of Public Policy is not guaranteed and is subject to space, regulations, and timetable constraints. A list of recommended "outside courses" will be provided at the start of each year.

LSE-Bocconi Double Degree in European and International Public Policy & Politics

Year 1 at Bocconi University

The first year is spent at Bocconi University. Students will join the MSc in Politics and Policy Analysis, on their own track. Students are also required to study languages and undertake an internship.

Year 2 at LSE

Students will enrol on the MSc in European and International Public Policy.

MSc in European and International Public Policy (LSE and Bocconi)

Programme Code: TMEIPP2

Department: European Institute

For students starting this programme of study in 2020/21

Students must take three compulsory courses, optional courses to the value of 1.5 units and a dissertation as shown below.

Additionally, all students must take EU450 Engaging with Europe: Professional Skills.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Professional development course

EU450 Engaging with Europe: Professional Skills (0.0)

Paper 1

Foundation

EU490 Evidence and Analysis in Policy-Making (0.5)

Paper 2

Students without some background in European politics and policy-making or economics are strongly encouraged to take one or both of the following to support their studies:

EU409 Basic Economic Concepts for European Political Economy (0.0)

EU4V9 Concepts in Political Science and Public Policy (0.0)

Courses to the value of 1.0 unit(s) from the following:

EU487 European Integration from a Global Governance Perspective (0.5) #

EU488 European Policy-Making and International Cooperation (0.5) #

EU489 Analytical Politics and Policymaking in Europe (0.5)

Paper 3

Optional courses

Courses to the value of 1.5 units from the following: If students wish their optional courses to result in a degree specialism, their chosen optional courses must come to a total value of at least one full unit from that specialism. Courses from the heading 'Methods' cannot result in a specialism.

Public Policy & Policy-Making in Europe

EU421 Policy-Making in the European Union (0.5) #

EU425 Interest Representation and Economic Policy-Making in Europe (0.5) (not available 2020/21)

EU464 International Migration: EU Policies and Politics (0.5) #

EU489 Analytical Politics and Policymaking in Europe (0.5)

EU4A1 The Politics and Policies of 'Brexit': The UK's changing relationship with the European Union (0.5)

GV477 Comparative Public Policy Change (0.5) #

GV4A5 International Migration and Immigration Management (0.5)

LL4CS Law and Economics of Network Industries (0.5)

Democracy and Governance in Europe

EU421	Policy-Making in the European Union (0.5) #
EU430	Europeanization: The Comparative Politics of Domestic Change (0.5)
EU475	Religious Diversity and Conflict in Europe (0.5) (not available 2020/21)
EU488	European Policy-Making and International Cooperation (0.5) #
EU4A5	Public Opinion in Europe (0.5)
GV450	European Politics: Comparative Analysis (0.5) (not available 2020/21)
GV454	Parties, Elections and Governments (0.5) #
GV4A2	Citizens' Political Behaviour in Europe: Elections Public Opinion and Identities (0.5) # (not available 2020/21)
GV4E8	Conflict and Institutional Design in Divided Societies (0.5)
GV4J4	Citizen Representation and Democracy in the European Union (0.5) (not available 2020/21)
HY411	European Integration in the Twentieth Century (1.0) #
LL4BG	Rethinking EU Law (0.5)
LL4BH	Law and Government of the European Union (0.5) # (not available 2020/21)
European and International Political Economy	
EU439	Political and Fiscal Integration and Disintegration in EU Member States (0.5) (not available 2020/21)
EU446	The Political Economy of European Monetary Integration (0.5) #
EU453	The Political Economy of European Welfare States (0.5) #
EU468	The Political Economy of Migration and Spatial Inequality in Europe (0.5) #
EU477	Labour Markets and the Political Economy of Employment in Europe (0.5) # (not available 2020/21)
EU482	Europe in World Trade (0.5)
EU4A4	The Politics of Inequality and Redistribution (0.5)
GI415	Gender and European Welfare States (0.5)
GV4C5	Politics of Economic Policy (0.5) (withdrawn 2020/21)
LL4CS	Law and Economics of Network Industries (0.5)
Europe in the International System	
EU449	Emerging Markets, Political Transition and Economic Development in Central and Eastern Europe (0.5) # (not available 2020/21)
EU457	Culture and Security in Global Politics (0.5)
EU478	The Culture of European Politics (0.5)
EU484	Europe's Role in Global Migration Governance (0.5)
EU485	Post-Conflict Justice and Reconciliation in Europe and Beyond (0.5)
EU487	European Integration from a Global Governance Perspective (0.5) #
IR416	The EU in the World (1.0) #
IR434	European Defence and Security (0.5) (not available 2020/21)
LL468	European Human Rights Law (0.5)
Regional and Domestic Politics	
EU440	The Balkans in Europe: Transition, Democratisation, Integration (0.5) (not available 2020/21)
EU449	Emerging Markets, Political Transition and Economic Development in Central and Eastern Europe (0.5) # (not available 2020/21)
EU476	Politics of Memory: Germany, France, UK

	and Turkey (0.5) # (not available 2020/21)
EU4A2	Globalisation, Conflict and Post-Conflict Reconstruction (0.5)
GV439	Government and Politics in Central and Eastern Europe (0.5)
GV4B9	The Second Europe (0.5)
LL4Z5	EU State Aid Law (0.5) (not available 2020/21)

Methods

	MY421	Qualitative Research Methods (0.5)
	MY451	Introduction to Quantitative Analysis (0.5)
	MY452	Applied Regression Analysis (0.5) #
Paper 4	EU499	Dissertation (1.0)

LSE-Bocconi Double Degree in European and International Public Policy & Politics

Year 1 at Bocconi University

The first year is spent at Bocconi University. Students will join the MSc in Politics and Policy Analysis, on their own track. Students are also required to study languages and undertake an internship.

Year 2 at LSE

Students will enrol on the MSc in European and International Public Policy.

MSc in European and International Public Policy (LSE and Bocconi)

Programme Code: TMEIPP2

Department: European Institute

For students starting this programme of study in 2019/20 Students must take two compulsory courses, optional courses to the value of 1.5 units and a dissertation as shown below. Additionally, all students must take EU450 Engaging with Europe: Professional Skills.

Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Professional development course

EU450	Engaging with Europe: Professional Skills (0.0)
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Paper 1 Foundation

EU490	Evidence and Analysis in Policy-Making (0.5)
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Paper 2

Students without some background in European politics and policy-making or economics are strongly encouraged to take one or both of the following to support their studies:

EU409	Basic Economic Concepts for European Political Economy (0.0)
EU4V9	Concepts in Political Science and Public Policy (0.0)

Courses to the value of 1.0 unit(s) from the following:

EU487	European Integration from a Global Governance Perspective (0.5) #
EU488	European Policy-Making and International Cooperation (0.5) #
EU489	Analytical Politics and Policymaking in Europe (0.5)

Paper 3

Optional courses

Courses to the value of 1.5 units from the following: If students wish their optional courses to result in a degree specialism, their chosen optional courses must come to a total value of at least one full unit from that specialism. Courses from the heading 'Methods' cannot result in a specialism.

Public Policy & Policy-Making in Europe

EU421	Policy-Making in the European Union (0.5) #
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EU425	Interest Representation and Economic Policy- Making in Europe (0.5) (not available 2020/21)
EU464	International Migration: EU Policies and Politics (0.5) #
EU468	The Political Economy of Migration and Spatial Inequality in Europe (0.5) #
EU489	Analytical Politics and Policymaking in Europe (0.5)
EU4A1	The Politics and Policies of 'Brexit': The UK's changing relationship with the European Union (0.5)
GV477	Comparative Public Policy Change (0.5) #
GV4A5	International Migration and Immigration Management (0.5)
LL4CS	Law and Economics of Network Industries (0.5)

Democracy and Governance in Europe

EU420	European Law and Government (0.5) (withdrawn 2019/20)
EU421	Policy-Making in the European Union (0.5) #
EU430	Europeanization: The Comparative Politics of Domestic Change (0.5)
EU473	Informal Governance (0.5) # (withdrawn 2019/20)
EU475	Religious Diversity and Conflict in Europe (0.5) (not available 2020/21)
EU488	European Policy-Making and International Cooperation (0.5) #
EU4A5	Public Opinion in Europe (0.5)
GV450	European Politics: Comparative Analysis (0.5) (not available 2020/21)
GV454	Parties, Elections and Governments (0.5) #
GV4A2	Citizens' Political Behaviour in Europe: Elections Public Opinion and Identities (0.5) # (not available 2020/21)
GV4E8	Conflict and Institutional Design in Divided Societies (0.5)
GV4J4	Citizen Representation and Democracy in the European Union (0.5) (not available 2020/21)
HY411	European Integration in the Twentieth Century (1.0) #
LL4BG	Rethinking EU Law (0.5)
LL4BH	Law and Government of the European Union (0.5) # (not available 2020/21)

European and International Political Economy

EU439	Political and Fiscal Integration and Disintegration in EU Member States (0.5) (not available 2020/21)
EU446	The Political Economy of European Monetary Integration (0.5) #
EU453	The Political Economy of European Welfare States (0.5) #
EU468	The Political Economy of Migration and Spatial Inequality in Europe (0.5) #
EU477	Labour Markets and the Political Economy of Employment in Europe (0.5) # (not available 2020/21)
EU482	Europe in World Trade (0.5)
EU4A4	The Politics of Inequality and Redistribution (0.5)
GI415	Gender and European Welfare States (0.5)
GV4C5	Politics of Economic Policy (0.5) (withdrawn 2020/21)
LL4CS	Law and Economics of Network Industries (0.5)

Europe in the International System

EU431	European Integration from a Global Perspective (0.5) # (withdrawn 2019/20)
EU449	Emerging Markets, Political Transition

	and Economic Development in Central and Eastern Europe (0.5) # (not available 2020/21)
EU457	Culture and Security in Global Politics (0.5)
EU463	European Human Rights Law (0.5) # (withdrawn 2019/20)
EU478	The Culture of European Politics (0.5)
EU484	Europe's Role in Global Migration Governance (0.5)
EU485	Post-Conflict Justice and Reconciliation in Europe and Beyond (0.5)
EU487	European Integration from a Global Governance Perspective (0.5) #
IR416	The EU in the World (1.0) #
IR434	European Defence and Security (0.5) (not available 2020/21)
LL468	European Human Rights Law (0.5)

Regional and Domestic Politics

EU440	The Balkans in Europe: Transition, Democratisation, Integration (0.5) (not available 2020/21)
EU449	Emerging Markets, Political Transition and Economic Development in Central and Eastern Europe (0.5) # (not available 2020/21)
EU476	Politics of Memory: Germany, France, UK and Turkey (0.5) # (not available 2020/21)
EU4A2	Globalisation, Conflict and Post-Conflict Reconstruction (0.5)
GV439	Government and Politics in Central and Eastern Europe (0.5)
GV4B9	The Second Europe (0.5)
LL4Z5	EU State Aid Law (0.5) (not available 2020/21)

Methods

MY421	Qualitative Research Methods (0.5)
MY451	Introduction to Quantitative Analysis (0.5)
MY452	Applied Regression Analysis (0.5) #
EU499	Dissertation (1.0)

Paper 4

LSE-Fudan Double Master's in Financial Statistics and Chinese Economy**Year 1 at LSE**

The first year is spent at LSE. Students will take three compulsory statistics courses, and will also choose courses to the value of two units, from a range of options both within statistics and related areas, with a maximum of one unit's worth of options from outside the Statistics department.

Year 2 at Fudan

Upon successful completion of the first year, students will move to study the second year at the School of Economics at Fudan University. If students don't have an economics background, they will take additional economics courses.

Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Please refer to the progression rules below

MSc in Statistics (Financial Statistics) (LSE and Fudan)

Programme Code: TMFSEC

Department: Statistics

For students starting this programme of study in 2020/21

Paper 1	ST425	Statistical Inference: Principles, Methods and Computation (1.0) #
Paper 2	ST422	Time Series (0.5) # and ST436 Financial Statistics (0.5) #
Paper 3		Courses to the value of 1.0 unit(s) from the following:

Paper 4	ST405	Multivariate Methods (0.5) #
	ST411	Generalised Linear Modelling and Survival Analysis (0.5) #
	ST416	Multilevel Modelling (0.5) #
	ST418	Non-Linear Dynamics and the Analysis of Real Time Series (0.5) # (not available 2020/21)
	ST429	Statistical Methods for Risk Management (0.5) #
	ST433	Computational Methods in Finance and Insurance (0.5) #
	ST439	Stochastics for Derivatives Modelling (0.5) # (not available 2020/21)
	ST440	Recent Developments in Finance and Insurance (0.5) # (not available 2020/21)
	ST442	Longitudinal Data Analysis (0.5) # (not available 2020/21)
	ST443	Machine Learning and Data Mining (0.5) #
	ST444	Computational Data Science (0.5) #
	ST445	Managing and Visualising Data (0.5)
	ST446	Distributed Computing for Big Data (0.5) #
	ST448	Insurance Risk (0.5) # (not available 2020/21)
	ST449	Artificial Intelligence and Deep Learning (0.5)
	ST451	Bayesian Machine Learning (0.5) #
	MY459	Special Topics in Quantitative Analysis: Quantitative Text Analysis (0.5) #
	MY461	Social Network Analysis (0.5)
	Courses to the value of 1.0 unit from the following:	
	ST405	Multivariate Methods (0.5) #
	ST409	Stochastic Processes (0.5) #
	ST411	Generalised Linear Modelling and Survival Analysis (0.5) #
	ST416	Multilevel Modelling (0.5) #
	ST418	Non-Linear Dynamics and the Analysis of Real Time Series (0.5) # (not available 2020/21)
	ST426	Applied Stochastic Processes (0.5) (not available 2020/21)
	ST429	Statistical Methods for Risk Management (0.5) #
	ST433	Computational Methods in Finance and Insurance (0.5) #
	ST439	Stochastics for Derivatives Modelling (0.5) # (not available 2020/21)
	ST440	Recent Developments in Finance and Insurance (0.5) # (not available 2020/21)
	ST442	Longitudinal Data Analysis (0.5) # (not available 2020/21)
	ST443	Machine Learning and Data Mining (0.5) #
	ST444	Computational Data Science (0.5) #
	ST445	Managing and Visualising Data (0.5)
	ST446	Distributed Computing for Big Data (0.5) #
	ST448	Insurance Risk (0.5) # (not available 2020/21)
	ST449	Artificial Intelligence and Deep Learning (0.5)
	ST451	Bayesian Machine Learning (0.5) #
	FM402	Financial Risk Analysis (0.5) #
	FM404	Forecasting Financial time Series (0.5) # (not available 2020/21)
	FM413	Fixed Income Markets (0.5) #
	FM429	Asset Markets A (0.5) #
	FM441	Derivatives (0.5) #
	FM442	Quantitative Methods for Finance and Risk Analysis (0.5) #
	MA407	Algorithms and Computation (0.5) #
	MA415	The Mathematics of the Black and Scholes Theory (0.5) #
	MA416	The Foundations of Interest Rate and Credit Risk Theory (0.5) #

MA420	Quantifying Risk and Modelling Alternative Markets (0.5) #
MA427	Mathematical Optimisation (0.5) #
MY456	Survey Methodology (0.5) #
MY457	Causal Inference for Observational and Experimental Studies (0.5) #
MY459	Special Topics in Quantitative Analysis: Quantitative Text Analysis (0.5) #
MY461	Social Network Analysis (0.5)

Or other non-ST course(s), with permission.
The total value of all non-ST courses should not exceed one unit.

The Bologna Process lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's programmes are nine or ten months in duration. If you wish to proceed from these programmes to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.

Progress rules to proceed to year in Fudan:

Students must pass at least three out of four units.

Students that have a one unit fail will need compensation in order to progress (e.g. a mark of 60 in at least one of the three passed units or an aggregate of 165 in those three passed units).

Any student with a fail that is unable to achieve the compensation rules as above must resit the failed course and pass in order to progress.

Any student who receives a Bad Fail mark cannot progress until that Bad Fail has been successfully resat and they then meet the progression rules outlined above. A Bad Fail mark cannot be compensated by other marks.

Students have one opportunity only to resit a failed LSE course.

The full programme must be successfully completed in order to be awarded the double degree. This means students who complete the year at LSE but go on to fail to progress after exhausting all of their attempts or are unable to complete the year at Fudan cannot be awarded an interim degree. I.e. they must successfully complete both LSE and Fudan programmes to achieve an overall award.

LSE-Fudan Double Master's in Financial Statistics and Chinese Economy

Year 1 at LSE

The first year is spent at LSE. Students will take three compulsory statistics courses, and will also choose courses to the value of two units, from a range of options both within statistics and related areas, with a maximum of one unit's worth of options from outside the Statistics department.

Year 2 at Fudan

Upon successful completion of the first year, students will move to study the second year at the School of Economics at Fudan University. If students don't have an economics background, they will take additional economics courses.

Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Please refer to the progression rules below

MSc in Statistics (Financial Statistics) (LSE and Fudan)

Programme Code: TMFSEC

Department: Statistics

For students starting this programme of study in 2019/20

Paper 1	ST425	Statistical Inference: Principles, Methods and Computation (1.0) #
Paper 2	ST422	Time Series (0.5) # and ST436 Financial Statistics (0.5) #
Paper 3	Courses to the value of 1.0 unit(s) from the following:	
	ST405	Multivariate Methods (0.5) #
	ST411	Generalised Linear Modelling and Survival Analysis (0.5) #
	ST416	Multilevel Modelling (0.5) #
	ST418	Non-Linear Dynamics and the Analysis of Real Time Series (0.5) # (not available 2020/21)
	ST429	Statistical Methods for Risk Management (0.5) #
	ST433	Computational Methods in Finance and Insurance (0.5) #
	ST435	Advanced Probability Theory (0.5) # (withdrawn 2019/20)
	ST439	Stochastics for Derivatives Modelling (0.5) # (not available 2020/21)
	ST440	Recent Developments in Finance and Insurance (0.5) # (not available 2020/21)
	ST441	Introduction to Markov Processes and their Applications (0.5) # (withdrawn 2019/20)
	ST442	Longitudinal Data Analysis (0.5) # (not available 2020/21)
	ST443	Machine Learning and Data Mining (0.5) #
	ST444	Computational Data Science (0.5) #
	ST445	Managing and Visualising Data (0.5)
	ST446	Distributed Computing for Big Data (0.5) #
	ST448	Insurance Risk (0.5) # (not available 2020/21)
	ST449	Artificial Intelligence and Deep Learning (0.5)
	ST451	Bayesian Machine Learning (0.5) #
	MY459	Special Topics in Quantitative Analysis: Quantitative Text Analysis (0.5) #
	MY461	Social Network Analysis (0.5)
Paper 4	Courses to the value of 1.0 unit from the following:	
	ST405	Multivariate Methods (0.5) #
	ST409	Stochastic Processes (0.5) #
	ST411	Generalised Linear Modelling and Survival Analysis (0.5) #
	ST416	Multilevel Modelling (0.5) #
	ST418	Non-Linear Dynamics and the Analysis of Real Time Series (0.5) # (not available 2020/21)
	ST426	Applied Stochastic Processes (0.5) (not available 2020/21)
	ST429	Statistical Methods for Risk Management (0.5) #
	ST433	Computational Methods in Finance and Insurance (0.5) #
	ST435	Advanced Probability Theory (0.5) # (withdrawn 2019/20)
	ST439	Stochastics for Derivatives Modelling (0.5) # (not available 2020/21)
	ST440	Recent Developments in Finance and Insurance (0.5) # (not available 2020/21)
	ST441	Introduction to Markov Processes and their Applications (0.5) # (withdrawn 2019/20)
	ST442	Longitudinal Data Analysis (0.5) # (not available 2020/21)
	ST443	Machine Learning and Data Mining (0.5) #
	ST444	Computational Data Science (0.5) #
	ST445	Managing and Visualising Data (0.5)

ST446	Distributed Computing for Big Data (0.5) #
ST448	Insurance Risk (0.5) # (not available 2020/21)
ST449	Artificial Intelligence and Deep Learning (0.5)
ST451	Bayesian Machine Learning (0.5) #
FM402	Financial Risk Analysis (0.5) #
FM404	Forecasting Financial time Series (0.5) # (not available 2020/21)
FM413	Fixed Income Markets (0.5) #
FM429	Asset Markets A (0.5) #
FM441	Derivatives (0.5) #
FM442	Quantitative Methods for Finance and Risk Analysis (0.5) #
MA407	Algorithms and Computation (0.5) #
MA415	The Mathematics of the Black and Scholes Theory (0.5) #
MA416	The Foundations of Interest Rate and Credit Risk Theory (0.5) #
MA420	Quantifying Risk and Modelling Alternative Markets (0.5) #
MA427	Mathematical Optimisation (0.5) #
MY456	Survey Methodology (0.5) #
MY457	Causal Inference for Observational and Experimental Studies (0.5) #
MY459	Special Topics in Quantitative Analysis: Quantitative Text Analysis (0.5) #
MY461	Social Network Analysis (0.5)

Or other non-ST course(s), with permission.

The total value of all non-ST courses should not exceed one unit.

The Bologna Process lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's programmes are nine or ten months in duration. If you wish to proceed from these programmes to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.

Progress rules to proceed to year in Fudan:

Students must pass at least three out of four units. Students that have a one unit fail will need compensation in order to progress (e.g. a mark of 60 in at least one of the three passed units or an aggregate of 165 in those three passed units).

Any student with a fail that is unable to achieve the compensation rules as above must resit the failed course and pass in order to progress.

Any student who receives a Bad Fail mark cannot progress until that Bad Fail has been successfully resat and they then meet the progression rules outlined above. A Bad Fail mark cannot be compensated by other marks.

Students have one opportunity only to resit a failed LSE course.

The full programme must be successfully completed in order to be awarded the double degree. This means students who complete the year at LSE but go on to fail to progress after exhausting all of their attempts or are unable to complete the year at Fudan cannot be awarded an interim degree. I.e. they must successfully complete both LSE and Fudan programmes to achieve an overall award.

LSE-Sciences Po Double Degree in European Studies

Year 1 at Sciences Po

Students study for the Masters en Affaires Européennes at Sciences Po.

Year 2 at LSE

Students will enrol on **either** the MSc in Political Economy of Europe, **or** MSc in Culture and Conflict in a Global Europe **or** MSc in European and International Public Policy as follows.

MSc in Political Economy of Europe (LSE and Sciences Po)

Programme Code: TMPOECEU2

Department: European Institute

For students starting this programme of study in 2020/21 Full-year programme. Students must take two out of three semi-compulsory courses, optional courses to the value of two units (at least one unit of courses listed under Paper 2) and a dissertation as shown. Additionally, all students must take EU410 Interdisciplinary Research Methods and Design in preparation for the dissertation. Students must also take EU450 Engaging with Europe: Professional Skills as part of their professional development.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Professional development course

EU450 Engaging with Europe: Professional Skills (0.0)

Paper 1 Courses to the value of 1.0 unit(s) from the following:

EU455 Concepts in Political Economy (0.5)

EU491 Political Economy in Theory and History (0.5)

EU492 Political Economy of Integration and Fragmentation in Europe (0.5)

Students without some background in European politics and policy-making or economics are strongly encouraged to take one or both of the following as an additional course to support their studies:

EU409 Basic Economic Concepts for European Political Economy (0.0)

EU4V9 Concepts in Political Science and Public Policy (0.0)

Paper 2 Courses to the value of 1.0 unit from the following:

Political Economy in Action:

EU425 Interest Representation and Economic Policy- Making in Europe (0.5) (not available 2020/21)

EU443 European Models of Capitalism (0.5)

EU446 The Political Economy of European Monetary Integration (0.5) #

EU449 Emerging Markets, Political Transition and Economic Development in Central and Eastern Europe (0.5) # (not available 2020/21)

EU453 The Political Economy of European Welfare States (0.5) #

EU455 Concepts in Political Economy (0.5)

EU467 The Political Economy of the Neoliberal State (0.5)

EU468 The Political Economy of Migration and Spatial Inequality in Europe (0.5) #

EU469 The Political Economy of Finance in Europe (0.5) #

EU477 Labour Markets and the Political Economy of Employment in Europe (0.5) # (not available 2020/21)

EU482 Europe in World Trade (0.5)

EU491 Political Economy in Theory and History

(0.5)

EU492 Political Economy of Integration and Fragmentation in Europe (0.5)

EU4A4 The Politics of Inequality and Redistribution (0.5)

Paper 3 Courses to the value of 1.0 unit from the following:

Institutions, Politics and Policies of the EU:

EU421 Policy-Making in the European Union (0.5) #

EU430 Europeanization: The Comparative Politics of Domestic Change (0.5)

EU439 Political and Fiscal Integration and Disintegration in EU Member States (0.5) (not available 2020/21)

EU464 International Migration: EU Policies and Politics (0.5) #

EU478 The Culture of European Politics (0.5)

EU484 Europe's Role in Global Migration Governance (0.5)

EU487 European Integration from a Global Governance Perspective (0.5) #

EU488 European Policy-Making and International Cooperation (0.5) #

EU489 Analytical Politics and Policymaking in Europe (0.5)

EU4A1 The Politics and Policies of 'Brexit': The UK's changing relationship with the European Union (0.5)

EU4A5 Public Opinion in Europe (0.5)

GV4J4 Citizen Representation and Democracy in the European Union (0.5) (not available 2020/21)

SP441 Politics of Social Policy: Welfare and Work in Comparative Perspective (0.5)

European Identity and Ideas:

EU432 The Philosophy of Europe (0.5) #

EU437 Europe Beyond Modernity (0.5)

EU447 Democracy, Ideology and the European State (0.5)

EU481 The Future: Political Responses to a Challenge (0.5)

GV4A5 International Migration and Immigration Management (0.5)

Regional courses:

EU440 The Balkans in Europe: Transition, Democratisation, Integration (0.5) (not available 2020/21)

EU476 Politics of Memory: Germany, France, UK and Turkey (0.5) # (not available 2020/21)

Paper 2 options list

Paper 4 EU410 Interdisciplinary Research Methods and Design (0.0)

EU499 Dissertation (1.0)

Paper 2 options list

EU425 Interest Representation and Economic Policy- Making in Europe (0.5) (not available 2020/21)

EU443 European Models of Capitalism (0.5)

EU446 The Political Economy of European Monetary Integration (0.5) #

EU449 Emerging Markets, Political Transition and Economic Development in Central and Eastern Europe (0.5) # (not available 2020/21)

EU453 The Political Economy of European Welfare States (0.5) #

EU455 Concepts in Political Economy (0.5)

EU467 The Political Economy of the Neoliberal State (0.5)

EU468 The Political Economy of Migration and Spatial Inequality in Europe (0.5) #

EU469	The Political Economy of Finance in Europe (0.5) #
EU477	Labour Markets and the Political Economy of Employment in Europe (0.5) # (not available 2020/21)
EU482	Europe in World Trade (0.5)
EU491	Political Economy in Theory and History (0.5)
EU492	Political Economy of Integration and Fragmentation in Europe (0.5)
EU4A4	The Politics of Inequality and Redistribution (0.5)

MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po)

Programme Code: TMCCGLEU2

Department: European Institute

For students starting this programme of study in 2020/21

(formerly MSc in Global Europe: Culture and Conflict (LSE & Sciences Po))

Full-year programme. Students must take two compulsory courses, optional courses to the value of two units and a dissertation as shown below. Additionally, all students must take EU410 Interdisciplinary Research Methods and Design in preparation for the dissertation. Students must also take EU450 Engaging with Europe: Professional Skills as part of their professional development.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Professional development course

EU450	Engaging with Europe: Professional Skills (0.0)
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Paper 1	Courses to the value of 1.0 unit(s) from the following:
	EU447 Democracy, Ideology and the European State (0.5)
	EU457 Culture and Security in Global Politics (0.5)
	EU478 The Culture of European Politics (0.5)
	Students without some background in European politics and policy-making or economics are strongly encouraged to take one or both of the following to support their studies:

EU409	Basic Economic Concepts for European Political Economy (0.0)
EU4V9	Concepts in Political Science and Public Policy (0.0)

Paper 2	Courses to the value of 1.0 unit(s) from the following:
	EU430 Europeanization: The Comparative Politics of Domestic Change (0.5)
	EU432 The Philosophy of Europe (0.5) #
	EU437 Europe Beyond Modernity (0.5)
	EU439 Political and Fiscal Integration and Disintegration in EU Member States (0.5) (not available 2020/21)
	EU440 The Balkans in Europe: Transition, Democratisation, Integration (0.5) (not available 2020/21)
	EU447 Democracy, Ideology and the European State (0.5)
	EU457 Culture and Security in Global Politics (0.5)
	EU458 Public Policy and Cultural Narratives in a Global Europe (0.5)
	EU464 International Migration: EU Policies and Politics (0.5) #
	EU468 The Political Economy of Migration and Spatial Inequality in Europe (0.5) #
	EU475 Religious Diversity and Conflict in Europe (0.5) (not available 2020/21)
	EU476 Politics of Memory: Germany, France, UK

	and Turkey (0.5) # (not available 2020/21)
EU478	The Culture of European Politics (0.5)
EU481	The Future: Political Responses to a Challenge (0.5)
EU484	Europe's Role in Global Migration Governance (0.5)
EU485	Post-Conflict Justice and Reconciliation in Europe and Beyond (0.5)
EU486	Imaging Violence, Imagining Europe (0.5)
EU487	European Integration from a Global Governance Perspective (0.5) #
EU488	European Policy-Making and International Cooperation (0.5) #
EU489	Analytical Politics and Policymaking in Europe (0.5)
EU4A1	The Politics and Policies of 'Brexit': The UK's changing relationship with the European Union (0.5)
EU4A2	Globalisation, Conflict and Post-Conflict Reconstruction (0.5)
EU4A5	Public Opinion in Europe (0.5)
Paper 3	Courses to the value of 1.0 unit(s) from the following:
	GI421 Sexuality, Gender and Culture (0.5) #
	GI422 Transnational Sexual Politics (1.0)
	GV498 Multiculturalism (0.5)
	GV4B8 Civil Wars: Concepts and Cases (0.5)
	GV4B9 The Second Europe (0.5)
	IR452 Empire and Conflict in World Politics (0.5)
	IR461 Islam in World Politics (1.0) (not available 2020/21)
	IR465 The International Politics of Culture and Religion (1.0) # (not available 2020/21)
	IR481 Europe, the US and Arab-Israeli Relations (0.5) # (not available 2020/21)
	MY425 Case Studies and Comparative Methods for Qualitative Research (0.5)
	MY428 Qualitative Text and Discourse Analysis (0.5) #
	SO479 Human Rights and Postcolonial Theory (0.5)

Paper 2 options list

EU410	Interdisciplinary Research Methods and Design (0.0)
EU499	Dissertation (1.0)

Paper 2 options list

EU430	Europeanization: The Comparative Politics of Domestic Change (0.5)
EU432	The Philosophy of Europe (0.5) #
EU437	Europe Beyond Modernity (0.5)
EU439	Political and Fiscal Integration and Disintegration in EU Member States (0.5) (not available 2020/21)
EU440	The Balkans in Europe: Transition, Democratisation, Integration (0.5) (not available 2020/21)
EU447	Democracy, Ideology and the European State (0.5)
EU457	Culture and Security in Global Politics (0.5)
EU458	Public Policy and Cultural Narratives in a Global Europe (0.5)
EU464	International Migration: EU Policies and Politics (0.5) #
EU468	The Political Economy of Migration and Spatial Inequality in Europe (0.5) #
EU475	Religious Diversity and Conflict in Europe (0.5) (not available 2020/21)
EU476	Politics of Memory: Germany, France, UK and Turkey (0.5) # (not available 2020/21)
EU478	The Culture of European Politics (0.5)
EU481	The Future: Political Responses to a Challenge (0.5)
EU484	Europe's Role in Global Migration

	Governance (0.5)
EU485	Post-Conflict Justice and Reconciliation in Europe and Beyond (0.5)
EU486	Imaging Violence, Imagining Europe (0.5)
EU487	European Integration from a Global Governance Perspective (0.5) #
EU488	European Policy-Making and International Cooperation (0.5) #
EU489	Analytical Politics and Policymaking in Europe (0.5)
EU4A1	The Politics and Policies of 'Brexit': The UK's changing relationship with the European Union (0.5)
EU4A2	Globalisation, Conflict and Post-Conflict Reconstruction (0.5)
EU4A5	Public Opinion in Europe (0.5)

MSc in European and International Public Policy (LSE and Sciences Po)

Programme Code: TMEIPP3

Department: European Institute

For students starting this programme of study in 2020/21

Students must take two compulsory courses, optional courses to the value of 1.5 units and a dissertation as shown below.

Additionally, all students must take EU450 Engaging with Europe: Professional Skills.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Professional development course

EU450	Engaging with Europe: Professional Skills (0.0)
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Paper 1

Foundation

EU490	Evidence and Analysis in Policy-Making (0.5)
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Paper 2

Students without some background in European politics and policy-making or economics are strongly encouraged to take one or both of the following to support their studies:

EU409	Basic Economic Concepts for European Political Economy (0.0)
EU4V9	Concepts in Political Science and Public Policy (0.0)

Courses to the value of 1.0 unit(s) from the following:

EU487	European Integration from a Global Governance Perspective (0.5) #
EU488	European Policy-Making and International Cooperation (0.5) #
EU489	Analytical Politics and Policymaking in Europe (0.5)

Paper 3

Optional courses

Courses to the value of 1.5 units from the following:

If students wish their optional courses to result in a degree specialism, their chosen optional courses must come to a total value of at least one full unit from that specialism. Courses from the heading 'Methods' cannot result in a specialism.

Public Policy & Policy-Making in Europe

EU421	Policy-Making in the European Union (0.5) #
EU425	Interest Representation and Economic Policy-Making in Europe (0.5) (not available 2020/21)
EU464	International Migration: EU Policies and Politics (0.5) #
EU489	Analytical Politics and Policymaking in Europe (0.5)
EU4A1	The Politics and Policies of 'Brexit': The

UK's changing relationship with the European Union (0.5)

GV477	Comparative Public Policy Change (0.5) #
GV4A5	International Migration and Immigration Management (0.5)
LL4CS	Law and Economics of Network Industries (0.5)

Democracy and Governance in Europe

EU421	Policy-Making in the European Union (0.5) #
EU430	Europeanization: The Comparative Politics of Domestic Change (0.5)
EU475	Religious Diversity and Conflict in Europe (0.5) (not available 2020/21)
EU488	European Policy-Making and International Cooperation (0.5) #
EU4A5	Public Opinion in Europe (0.5)
GV450	European Politics: Comparative Analysis (0.5) (not available 2020/21)
GV454	Parties, Elections and Governments (0.5) #
GV4A2	Citizens' Political Behaviour in Europe: Elections Public Opinion and Identities (0.5) # (not available 2020/21)
GV4E8	Conflict and Institutional Design in Divided Societies (0.5)
GV4J4	Citizen Representation and Democracy in the European Union (0.5) (not available 2020/21)
HY411	European Integration in the Twentieth Century (1.0) #
LL4BG	Rethinking EU Law (0.5)
LL4BH	Law and Government of the European Union (0.5) # (not available 2020/21)

European and International Political Economy

EU439	Political and Fiscal Integration and Disintegration in EU Member States (0.5) (not available 2020/21)
EU446	The Political Economy of European Monetary Integration (0.5) #
EU453	The Political Economy of European Welfare States (0.5) #
EU468	The Political Economy of Migration and Spatial Inequality in Europe (0.5) #
EU477	Labour Markets and the Political Economy of Employment in Europe (0.5) # (not available 2020/21)
EU482	Europe in World Trade (0.5)
EU4A4	The Politics of Inequality and Redistribution (0.5)
GI415	Gender and European Welfare States (0.5)
GV4C5	Politics of Economic Policy (0.5) (withdrawn 2020/21)
LL4CS	Law and Economics of Network Industries (0.5)

Europe in the International System

EU449	Emerging Markets, Political Transition and Economic Development in Central and Eastern Europe (0.5) # (not available 2020/21)
EU457	Culture and Security in Global Politics (0.5)
EU478	The Culture of European Politics (0.5)
EU484	Europe's Role in Global Migration Governance (0.5)
EU485	Post-Conflict Justice and Reconciliation in Europe and Beyond (0.5)
EU487	European Integration from a Global Governance Perspective (0.5) #
IR416	The EU in the World (1.0) #
IR434	European Defence and Security (0.5) (not available 2020/21)
LL468	European Human Rights Law (0.5)

Regional and Domestic Politics

EU440	The Balkans in Europe: Transition, Democratisation, Integration (0.5) (not available 2020/21)
EU449	Emerging Markets, Political Transition and Economic Development in Central and Eastern Europe (0.5) # (not available 2020/21)
EU476	Politics of Memory: Germany, France, UK and Turkey (0.5) # (not available 2020/21)
EU4A2	Globalisation, Conflict and Post-Conflict Reconstruction (0.5)
GV439	Government and Politics in Central and Eastern Europe (0.5)
GV4B9	The Second Europe (0.5)
LL4Z5	EU State Aid Law (0.5) (not available 2020/21)

Methods

MY421	Qualitative Research Methods (0.5)
MY451	Introduction to Quantitative Analysis (0.5)
MY452	Applied Regression Analysis (0.5) #

Paper 4

Choose from one of the following:

EU495	Policy Incubator (1.0) # or
EU499	Dissertation (1.0)

LSE-Sciences Po Double Degree in European Studies

Year 1 at Sciences Po

Students study for the Masters en Affaires Européennes at Sciences Po.

Year 2 at LSE

Students will enrol on **either** the MSc in Political Economy of Europe, **or** MSc in Culture and Conflict in a Global Europe **or** MSc in European and International Public Policy as follows.

MSc in Political Economy of Europe (LSE and Sciences Po)

Programme Code: TMPOECEU2

Department: European Institute

For students starting this programme of study in 2019/20
Full-year programme. Students must take two out of three semi-compulsory courses, optional courses to the value of two units (at least one unit of courses listed under Paper 2) and a dissertation as shown. Additionally, all students must take EU410 Interdisciplinary Research Methods and Design in preparation for the dissertation. Students must also take EU450 Engaging with Europe: Professional Skills as part of their professional development.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Professional development course

EU450	Engaging with Europe: Professional Skills (0.0)
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Paper 1

Courses to the value of 1.0 unit(s) from the following:

EU455	Concepts in Political Economy (0.5)
EU491	Political Economy in Theory and History (0.5)
EU492	Political Economy of Integration and Fragmentation in Europe (0.5)

Students without some background in European politics and policy-making or economics are strongly encouraged to take one or both of the following as an additional course to support their studies:

EU409	Basic Economic Concepts for European Political Economy (0.0)
EU4V9	Concepts in Political Science and Public Policy (0.0)

Paper 2

Courses to the value of 1.0 unit from the following:

Political Economy in Action:

EU425	Interest Representation and Economic Policy- Making in Europe (0.5) (not available 2020/21)
EU443	European Models of Capitalism (0.5)
EU446	The Political Economy of European Monetary Integration (0.5) #
EU449	Emerging Markets, Political Transition and Economic Development in Central and Eastern Europe (0.5) # (not available 2020/21)
EU453	The Political Economy of European Welfare States (0.5) #
EU455	Concepts in Political Economy (0.5)
EU467	The Political Economy of the Neoliberal State (0.5)
EU468	The Political Economy of Migration and Spatial Inequality in Europe (0.5) #
EU469	The Political Economy of Finance in Europe (0.5) #
EU477	Labour Markets and the Political Economy of Employment in Europe (0.5) # (not available 2020/21)
EU482	Europe in World Trade (0.5)
EU491	Political Economy in Theory and History (0.5)
EU492	Political Economy of Integration and Fragmentation in Europe (0.5)
EU4A4	The Politics of Inequality and Redistribution (0.5)

Paper 3

Courses to the value of 1.0 unit from the following:

m**Institutions, Politics and Policies of the EU:**

EU421	Policy-Making in the European Union (0.5) #
EU430	Europeanization: The Comparative Politics of Domestic Change (0.5)
EU439	Political and Fiscal Integration and Disintegration in EU Member States (0.5) (not available 2020/21)
EU464	International Migration: EU Policies and Politics (0.5) #
EU478	The Culture of European Politics (0.5)
EU484	Europe's Role in Global Migration Governance (0.5)
EU487	European Integration from a Global Governance Perspective (0.5) #
EU488	European Policy-Making and International Cooperation (0.5) #
EU489	Analytical Politics and Policymaking in Europe (0.5)
EU4A1	The Politics and Policies of 'Brexit': The UK's changing relationship with the European Union (0.5)
EU4A5	Public Opinion in Europe (0.5)
GV4J4	Citizen Representation and Democracy in the European Union (0.5) (not available 2020/21)
SP441	Politics of Social Policy: Welfare and Work in Comparative Perspective (0.5)

European Identity and Ideas:

EU432	The Philosophy of Europe (0.5) #
EU437	Europe Beyond Modernity (0.5)
EU447	Democracy, Ideology and the European State (0.5)
EU481	The Future: Political Responses to a Challenge (0.5)
GV4A5	International Migration and Immigration Management (0.5)

Regional courses:

EU440	The Balkans in Europe: Transition, Democratisation, Integration (0.5) (not available 2020/21)
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	available 2020/21)	
	EU476 Politics of Memory: Germany, France, UK and Turkey (0.5) # (not available 2020/21)	
Paper 4	Paper 2 options list	
	EU410 Interdisciplinary Research Methods and Design (0.0)	
	EU499 Dissertation (1.0)	
	Paper 2 options list	
	EU425 Interest Representation and Economic Policy- Making in Europe (0.5) (not available 2020/21)	
	EU443 European Models of Capitalism (0.5)	
	EU446 The Political Economy of European Monetary Integration (0.5) #	
	EU449 Emerging Markets, Political Transition and Economic Development in Central and Eastern Europe (0.5) # (not available 2020/21)	
	EU453 The Political Economy of European Welfare States (0.5) #	
	EU455 Concepts in Political Economy (0.5)	
	EU467 The Political Economy of the Neoliberal State (0.5)	
	EU468 The Political Economy of Migration and Spatial Inequality in Europe (0.5) #	
	EU469 The Political Economy of Finance in Europe (0.5) #	
	EU477 Labour Markets and the Political Economy of Employment in Europe (0.5) # (not available 2020/21)	
	EU482 Europe in World Trade (0.5)	
	EU491 Political Economy in Theory and History (0.5)	
	EU492 Political Economy of Integration and Fragmentation in Europe (0.5)	
	EU4A4 The Politics of Inequality and Redistribution (0.5)	

MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po)

Programme Code: TMCCGLEU2

Department: European Institute

For students starting this programme of study in 2019/20

(formerly MSc in Global Europe: Culture and Conflict (LSE & Sciences Po))

Full-year programme. Students must take two compulsory courses, optional courses to the value of two units and a dissertation as shown below. Additionally, all students must take EU410 Interdisciplinary Research Methods and Design in preparation for the dissertation. Students must also take EU450 Engaging with Europe: Professional Skills as part of their professional development.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

	Professional development course	
	EU450 Engaging with Europe: Professional Skills (0.0)	
Paper 1	Courses to the value of 1.0 unit(s) from the following:	
	EU447 Democracy, Ideology and the European State (0.5)	
	EU457 Culture and Security in Global Politics (0.5)	
	EU478 The Culture of European Politics (0.5)	
	Students without some background in European politics and policy-making or economics are strongly encouraged to take one or both of the following to support their studies:	
	EU409 Basic Economic Concepts for European Political Economy (0.0)	

	EU4V9 Concepts in Political Science and Public Policy (0.0)	
Paper 2	Courses to the value of 1.0 unit(s) from the following:	
	EU430 Europeanization: The Comparative Politics of Domestic Change (0.5)	
	EU432 The Philosophy of Europe (0.5) #	
	EU437 Europe Beyond Modernity (0.5)	
	EU439 Political and Fiscal Integration and Disintegration in EU Member States (0.5) (not available 2020/21)	
	EU440 The Balkans in Europe: Transition, Democratisation, Integration (0.5) (not available 2020/21)	
	EU447 Democracy, Ideology and the European State (0.5)	
	EU457 Culture and Security in Global Politics (0.5)	
	EU458 Public Policy and Cultural Narratives in a Global Europe (0.5)	
	EU464 International Migration: EU Policies and Politics (0.5) #	
	EU468 The Political Economy of Migration and Spatial Inequality in Europe (0.5) #	
	EU475 Religious Diversity and Conflict in Europe (0.5) (not available 2020/21)	
	EU476 Politics of Memory: Germany, France, UK and Turkey (0.5) # (not available 2020/21)	
	EU478 The Culture of European Politics (0.5)	
	EU481 The Future: Political Responses to a Challenge (0.5)	
	EU484 Europe's Role in Global Migration Governance (0.5)	
	EU485 Post-Conflict Justice and Reconciliation in Europe and Beyond (0.5)	
	EU486 Imaging Violence, Imagining Europe (0.5)	
	EU487 European Integration from a Global Governance Perspective (0.5) #	
	EU488 European Policy-Making and International Cooperation (0.5) #	
	EU489 Analytical Politics and Policymaking in Europe (0.5)	
	EU4A1 The Politics and Policies of 'Brexit': The UK's changing relationship with the European Union (0.5)	
	EU4A2 Globalisation, Conflict and Post-Conflict Reconstruction (0.5)	
Paper 3	EU4A5 Public Opinion in Europe (0.5)	
	Courses to the value of 1.0 unit(s) from the following:	
	GI421 Sexuality, Gender and Culture (0.5) #	
	GI422 Transnational Sexual Politics (1.0)	
	GV498 Multiculturalism (0.5)	
	GV4B8 Civil Wars: Concepts and Cases (0.5)	
	GV4B9 The Second Europe (0.5)	
	IR452 Empire and Conflict in World Politics (0.5)	
	IR461 Islam in World Politics (1.0) (not available 2020/21)	
	IR465 The International Politics of Culture and Religion (1.0) # (not available 2020/21)	
	IR481 Europe, the US and Arab-Israeli Relations (0.5) # (not available 2020/21)	
	MY425 Case Studies and Comparative Methods for Qualitative Research (0.5)	
	MY428 Qualitative Text and Discourse Analysis (0.5) #	
	SO479 Human Rights and Postcolonial Theory (0.5)	
	Paper 2 options list	
Paper 4	EU410 Interdisciplinary Research Methods and Design (0.0)	
	EU499 Dissertation (1.0)	
	Paper 2 options list	
	EU430 Europeanization: The Comparative Politics of Domestic Change (0.5)	

EU432	The Philosophy of Europe (0.5) #
EU437	Europe Beyond Modernity (0.5)
EU439	Political and Fiscal Integration and Disintegration in EU Member States (0.5) (not available 2020/21)
EU440	The Balkans in Europe: Transition, Democratisation, Integration (0.5) (not available 2020/21)
EU447	Democracy, Ideology and the European State (0.5)
EU457	Culture and Security in Global Politics (0.5)
EU458	Public Policy and Cultural Narratives in a Global Europe (0.5)
EU464	International Migration: EU Policies and Politics (0.5) #
EU468	The Political Economy of Migration and Spatial Inequality in Europe (0.5) #
EU475	Religious Diversity and Conflict in Europe (0.5) (not available 2020/21)
EU476	Politics of Memory: Germany, France, UK and Turkey (0.5) # (not available 2020/21)
EU478	The Culture of European Politics (0.5)
EU481	The Future: Political Responses to a Challenge (0.5)
EU484	Europe's Role in Global Migration Governance (0.5)
EU485	Post-Conflict Justice and Reconciliation in Europe and Beyond (0.5)
EU486	Imaging Violence, Imagining Europe (0.5)
EU487	European Integration from a Global Governance Perspective (0.5) #
EU488	European Policy-Making and International Cooperation (0.5) #
EU489	Analytical Politics and Policymaking in Europe (0.5)
EU4A1	The Politics and Policies of 'Brexit': The UK's changing relationship with the European Union (0.5)
EU4A2	Globalisation, Conflict and Post-Conflict Reconstruction (0.5)
EU4A5	Public Opinion in Europe (0.5)

Paper 3

MSc in European and International Public Policy (LSE and Sciences Po)

Programme Code: TMEIPP3

Department: European Institute

For students starting this programme of study in 2019/20
Students must take two compulsory courses, optional courses to the value of 1.5 units and a dissertation as shown below.
Additionally, all students must take EU450 Engaging with Europe: Professional Skills.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Professional development course

EU450	Engaging with Europe: Professional Skills (0.0)
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Paper 1

Foundation

EU490	Evidence and Analysis in Policy-Making (0.5)
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Paper 2

Students without some background in European politics and policy-making or economics are strongly encouraged to take one or both of the following to support their studies:

EU409	Basic Economic Concepts for European Political Economy (0.0)
EU4V9	Concepts in Political Science and Public Policy (0.0)

Courses to the value of 1.0 unit(s) from the

following:

EU487	European Integration from a Global Governance Perspective (0.5) #
EU488	European Policy-Making and International Cooperation (0.5) #
EU489	Analytical Politics and Policymaking in Europe (0.5)

Optional courses

Courses to the value of 1.5 units from the following: If students wish their optional courses to result in a degree specialism, their chosen optional courses must come to a total value of at least one full unit from that specialism. Courses from the heading 'Methods' cannot result in a specialism.

Public Policy & Policy-Making in Europe

EU421	Policy-Making in the European Union (0.5) #
EU425	Interest Representation and Economic Policy-Making in Europe (0.5) (not available 2020/21)
EU464	International Migration: EU Policies and Politics (0.5) #
EU489	Analytical Politics and Policymaking in Europe (0.5)
EU4A1	The Politics and Policies of 'Brexit': The UK's changing relationship with the European Union (0.5)
GV477	Comparative Public Policy Change (0.5) #
GV4A5	International Migration and Immigration Management (0.5)
LL4CS	Law and Economics of Network Industries (0.5)

Democracy and Governance in Europe

EU421	Policy-Making in the European Union (0.5) #
EU430	Europeanization: The Comparative Politics of Domestic Change (0.5)
EU475	Religious Diversity and Conflict in Europe (0.5) (not available 2020/21)
EU488	European Policy-Making and International Cooperation (0.5) #
EU4A5	Public Opinion in Europe (0.5)
GV450	European Politics: Comparative Analysis (0.5) (not available 2020/21)
GV454	Parties, Elections and Governments (0.5) #
GV4A2	Citizens' Political Behaviour in Europe: Elections Public Opinion and Identities (0.5) # (not available 2020/21)
GV4E8	Conflict and Institutional Design in Divided Societies (0.5)
GV4J4	Citizen Representation and Democracy in the European Union (0.5) (not available 2020/21)
HY411	European Integration in the Twentieth Century (1.0) #
LL4BG	Rethinking EU Law (0.5)
LL4BH	Law and Government of the European Union (0.5) # (not available 2020/21)

European and International Political Economy

EU439	Political and Fiscal Integration and Disintegration in EU Member States (0.5) (not available 2020/21)
EU446	The Political Economy of European Monetary Integration (0.5) #
EU453	The Political Economy of European Welfare States (0.5) #
EU468	The Political Economy of Migration and Spatial Inequality in Europe (0.5) #
EU477	Labour Markets and the Political Economy of Employment in Europe (0.5) # (not available 2020/21)
EU482	Europe in World Trade (0.5)

- EU4A4 The Politics of Inequality and Redistribution (0.5)
 GI415 Gender and European Welfare States (0.5)
 GV4C5 Politics of Economic Policy (0.5) (withdrawn 2020/21)
 LL4CS Law and Economics of Network Industries (0.5)

Europe in the International System

- EU449 Emerging Markets, Political Transition and Economic Development in Central and Eastern Europe (0.5) # (not available 2020/21)
 EU457 Culture and Security in Global Politics (0.5)
 EU478 The Culture of European Politics (0.5)
 EU484 Europe's Role in Global Migration Governance (0.5)
 EU485 Post-Conflict Justice and Reconciliation in Europe and Beyond (0.5)
 EU487 European Integration from a Global Governance Perspective (0.5) #
 IR416 The EU in the World (1.0) #
 IR434 European Defence and Security (0.5) (not available 2020/21)
 LL468 European Human Rights Law (0.5)

Regional and Domestic Politics

- EU440 The Balkans in Europe: Transition, Democratisation, Integration (0.5) (not available 2020/21)
 EU449 Emerging Markets, Political Transition and Economic Development in Central and Eastern Europe (0.5) # (not available 2020/21)
 EU476 Politics of Memory: Germany, France, UK and Turkey (0.5) # (not available 2020/21)
 EU4A2 Globalisation, Conflict and Post-Conflict Reconstruction (0.5)
 GV439 Government and Politics in Central and Eastern Europe (0.5)
 GV4B9 The Second Europe (0.5)
 LL4Z5 EU State Aid Law (0.5) (not available 2020/21)

Methods

- MY421 Qualitative Research Methods (0.5)
 MY451 Introduction to Quantitative Analysis (0.5)
 MY452 Applied Regression Analysis (0.5) #

Paper 4

Choose from one of the following:

- EU495 Policy Incubator (1.0) # **or**
 EU499 Dissertation (1.0)

and a Capstone Project.

Professional development course

- EU450 Engaging with Europe: Professional Skills (0.0)
 Paper 1 EU421 Policy-Making in the European Union (0.5) #
 EU491 Political Economy in Theory and History (0.5)
 EU492 Political Economy of Integration and Fragmentation in Europe (0.5)
 Students without some background in European politics and policy-making or economics are strongly encouraged to take one or both of the following to support their studies:
 EU409 Basic Economic Concepts for European Political Economy (0.0)
 EU4V9 Concepts in Political Science and Public Policy (0.0)
 Paper 2 Courses to the value of 1.0 unit(s) from the following:
 EU425 Interest Representation and Economic Policy-Making in Europe (0.5) (not available 2020/21)
 EU443 European Models of Capitalism (0.5)
 EU446 The Political Economy of European Monetary Integration (0.5) #
 EU449 Emerging Markets, Political Transition and Economic Development in Central and Eastern Europe (0.5) # (not available 2020/21)
 EU453 The Political Economy of European Welfare States (0.5) #
 EU455 Concepts in Political Economy (0.5)
 EU464 International Migration: EU Policies and Politics (0.5) #
 EU467 The Political Economy of the Neoliberal State (0.5)
 EU468 The Political Economy of Migration and Spatial Inequality in Europe (0.5) #
 EU469 The Political Economy of Finance in Europe (0.5) #
 EU477 Labour Markets and the Political Economy of Employment in Europe (0.5) # (not available 2020/21)
 EU482 Europe in World Trade (0.5)
 EU489 Analytical Politics and Policymaking in Europe (0.5)
 Paper 3 EU4A5 Public Opinion in Europe (0.5)
 Courses to the value of 0.5 unit(s) from the following:
 EU430 Europeanization: The Comparative Politics of Domestic Change (0.5)
 EU432 The Philosophy of Europe (0.5) #
 EU437 Europe Beyond Modernity (0.5)
 EU440 The Balkans in Europe: Transition, Democratisation, Integration (0.5) (not available 2020/21)
 EU457 Culture and Security in Global Politics (0.5)
 EU458 Public Policy and Cultural Narratives in a Global Europe (0.5)
 EU476 Politics of Memory: Germany, France, UK and Turkey (0.5) # (not available 2020/21)
 EU478 The Culture of European Politics (0.5)
 EU487 European Integration from a Global Governance Perspective (0.5) #
 EU488 European Policy-Making and International Cooperation (0.5) #
 EU4A1 The Politics and Policies of 'Brexit': The UK's changing relationship with the European Union (0.5)

Paper 2 options list

- Paper 4 EU4C9 MSc in The Global Political Economy of China and Europe Policy Incubator (1.0)

Paper 2 options list

LSE-Fudan Double Degree in the Global Political Economy of China and Europe

Year 1 at LSE

The first year is spent at LSE, studying the MSc in the Global Political Economy of China and Europe.

Year 2 at Fudan

Students will join the MSc in Public Policy at Fudan University.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

MSc in The Global Political Economy of China and Europe (LSE and Fudan)

Programme Code: TMEUCHGPE

Department: European Institute

For students starting this programme of study in 2020/21

Full-year programme. Students must take three compulsory courses, optional courses to the value of one and a half full units

EU425	Interest Representation and Economic Policy- Making in Europe (0.5) (not available 2020/21)
EU443	European Models of Capitalism (0.5)
EU446	The Political Economy of European Monetary Integration (0.5) #
EU449	Emerging Markets, Political Transition and Economic Development in Central and Eastern Europe (0.5) # (not available 2020/21)
EU453	The Political Economy of European Welfare States (0.5) #
EU455	Concepts in Political Economy (0.5)
EU464	International Migration: EU Policies and Politics (0.5) #
EU467	The Political Economy of the Neoliberal State (0.5)
EU468	The Political Economy of Migration and Spatial Inequality in Europe (0.5) #
EU469	The Political Economy of Finance in Europe (0.5) #
EU477	Labour Markets and the Political Economy of Employment in Europe (0.5) # (not available 2020/21)
EU482	Europe in World Trade (0.5)
EU489	Analytical Politics and Policymaking in Europe (0.5)

Progression

1 Students who attain at least a Pass grade in each of their four LSE courses will be eligible to proceed into the second year of the programme.

1.2 A student who has attained a (good) Fail grade in courses to the value of 0.5 units and at least a Pass grade in the remaining courses will be eligible to proceed into the second year.

1.3 A student who has attained a (good) Fail grade in courses to the value of 1.0 unit and at least a Pass grade in the remaining courses may only progress if a mark of at least 60% has been achieved in courses of an equivalent value or an aggregate mark of at least 165 has been achieved in the non-failed courses.

1.4 A student who receives a Bad Fail in any course or who otherwise fails to meet the above criteria for progression will not be able to progress to the second year of the programme and will be entitled to repeat the failed courses at LSE as follows: A student shall normally be entitled to repeat any failed courses only (on one occasion) and at the next normal opportunity, in accordance with the General Academic Regulations. Results obtained following a repeated attempt at an LSE assessment shall bear their normal value but the resit attempt will be capped at the grade of Pass.

1.5 A student who has completed year one and is unable to complete year two of the programme in Fudan will not receive an interim award.

LSE-Fudan Double Degree in the Global Political Economy of China and Europe

Year 1 at LSE

The first year is spent at LSE, studying the MSc in the Global Political Economy of China and Europe.

Year 2 at Fudan

Students will join the MSc in Public Policy at Fudan University.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

MSc in The Global Political Economy of China and Europe (LSE and Fudan)

Programme Code: TMEUCHGPE

Department: European Institute

For students starting this programme of study in 2019/20

Full-year programme. Students must take three compulsory courses, optional courses to the value of one and a half full units and a Capstone Project.

Professional development course

	EU450	Engaging with Europe: Professional Skills (0.0)
Paper 1	EU421	Policy-Making in the European Union (0.5) #
	EU491	Political Economy in Theory and History (0.5)
	EU492	Political Economy of Integration and Fragmentation in Europe (0.5)
Paper 2	Courses to the value of 1.0 unit(s) from the following:	
	EU420	European Law and Government (0.5) (withdrawn 2019/20)
	EU443	European Models of Capitalism (0.5)
	EU446	The Political Economy of European Monetary Integration (0.5) #
	EU453	The Political Economy of European Welfare States (0.5) #
	EU464	International Migration: EU Policies and Politics (0.5) #
	EU467	The Political Economy of the Neoliberal State (0.5)
	EU469	The Political Economy of Finance in Europe (0.5) #
	EU477	Labour Markets and the Political Economy of Employment in Europe (0.5) # (not available 2020/21)
	EU482	Europe in World Trade (0.5)
Paper 3	IR416	The EU in the World (1.0) #
	Courses to the value of 0.5 unit(s) from the following:	
	EU457	Culture and Security in Global Politics (0.5)
	EU458	Public Policy and Cultural Narratives in a Global Europe (0.5)
	EU478	The Culture of European Politics (0.5)
	IR468	The Political Economy of Trade (0.5)

Paper 2 options list

Paper 4	EU4C9	MSc in The Global Political Economy of China and Europe Policy Incubator (1.0)
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Paper 2 options list

EU420	European Law and Government (0.5) (withdrawn 2019/20)
EU443	European Models of Capitalism (0.5)
EU446	The Political Economy of European Monetary Integration (0.5) #
EU453	The Political Economy of European Welfare States (0.5) #
EU464	International Migration: EU Policies and Politics (0.5) #
EU467	The Political Economy of the Neoliberal State (0.5)
EU469	The Political Economy of Finance in Europe (0.5) #
EU477	Labour Markets and the Political Economy of Employment in Europe (0.5) # (not available 2020/21)
EU482	Europe in World Trade (0.5)
IR416	The EU in the World (1.0) #

Progression

1 Students who attain at least a Pass grade in each of their four LSE courses will be eligible to proceed into the second year of the programme.

1.2 A student who has attained a (good) Fail grade in courses to the value of 0.5 units and at least a Pass grade in the remaining courses will be eligible to

proceed into the second year.

1.3 A student who has attained a (good) Fail grade in courses to the value of 1.0 unit and at least a Pass grade in the remaining courses may only progress if a mark of at least 60% has been achieved in courses of an equivalent value or an aggregate mark of at least 165 has been achieved in the non-failed courses.

1.4 A student who receives a Bad Fail in any course or who otherwise fails to meet the above criteria for progression will not be able to progress to the second year of the programme and will be entitled to repeat the failed courses at LSE as follows: A student shall normally be entitled to repeat any failed courses only (on one occasion) and at the next normal opportunity, in accordance with the General Academic Regulations. Results obtained following a repeated attempt at assessment shall bear their normal value but the overall degree award from LSE will be capped at a Pass.

1.5 A student who has completed year one and is unable to complete year two of the programme in Fudan will not receive an interim award.

MSc in Global Media and Communications (with Fudan, USC or UCT)

Full-time programme taken over two calendar years. Students must take courses at LSE as shown below and follow either the programme at Fudan or USC or UCT in Year 2.

Progression rules: Please note that a student who has failed more than 1 unit cannot proceed to the second year. In such instances the student must resit

and satisfy this progression rule in order to be proceed to year two.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

MSc in Global Media and Communications (LSE and Fudan)

Programme Code: TMGLMEC02

Department: Media & Communications

For students starting this programme of study in 2020/21

Year 1 at LSE

Students take a total of three LSE units and a dissertation as shown.

Paper 1	MC408	Theories and Concepts in Media and Communications (0.5)
	And one of the following 0.5 unit courses:	
	MC4M1	Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) (0.5) or
	MC4M7	Methods of Research in Media & Communications (including Qualitative Analysis & Applied Regression Analysis) (0.5) A
Paper 2	MC411	Media and Globalization (0.5)
Paper 3	Courses to the value of 1.5 unit(s) from the following:	
	GI422	Transnational Sexual Politics (1.0)
	MC405	Policy and Practice in ICTs and Development (0.5) (withdrawn 2020/21)
	MC407	International Media and The Global South (0.5) (not available 2020/21)
	MC416	Representation in the Age of Globalisation (0.5)
	MC420	Identity, Transnationalism and the Media (0.5)
	MC423	Global Media Industries (0.5) (not available 2020/21)

MC426	Film Theory and World Cinema (0.5)
MC428	Media Culture and Neoliberalism in the Global South (0.5)
MC429	Humanitarian Communication: vulnerability, discourse and power (0.5) (not available 2020/21)
MC433	Technology and Justice (0.5) #
MC435	Disruptive Digital Worlds: Competing Economic and Political Economy Explanations (0.5)
MC436	Mediating the Past (0.5)
MC437	Media, Data and Social Order (0.5) #
MC438	Mediated Feminisms (0.5)
Any other MSc-level course which is offered in the School, subject to the consent of the candidate's programme director. NOTE: Students can take no more than one full unit of courses from outside the department of Media and Communications (non MC-prefixed courses).	
MC499	Dissertation: Media and Communications (1.0) B

Year 2 at Fudan

Paper 5	Core and optional courses in Chinese language, culture and media, including:	
	Chinese Language and Culture	
	Applied Communication Issues and Contexts	
	Chinese Journalism History, Theory and Practice	
	China's media and politics in the context of globalization	
	Communicating in China: The Media and PR Perspectives	
	Chinese Indie Films across the Century and Metamorphic Micro Cinema	
	New Media and Society Theoretical Advances and Chinese Context	
	Strategic Communication in China	
	Applied Media Management	

Footnotes

A: MY452 is an advanced Applied Regression Analysis course offered by the Department of Methodology and must be taken by students who select MC4M7. Students wishing to select this option need to already have a grounding in quantitative methods and must seek approval from the Programme Director. Approval is also subject to timetabling constraints.

B: The dissertation must be between 10,000 and 12,000 words). Passing MC499 is a requirement for passing the programme.

MSc in Global Media and Communications (LSE and USC)

Programme Code: TMGLMEC0

Department: Media & Communications

For students starting this programme of study in 2020/21

Year 1 at LSE

Students take a total of three LSE units and a dissertation as shown.

Paper 1	MC408	Theories and Concepts in Media and Communications (0.5)
	And one of the following 0.5 unit courses:	
	MC4M1	Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) (0.5) or
	MC4M7	Methods of Research in Media & Communications (including Qualitative Analysis & Applied Regression Analysis) (0.5) A
Paper 2	MC411	Media and Globalization (0.5)
Paper 3	Courses to the value of 1.5 unit(s) from the following:	
	GI422	Transnational Sexual Politics (1.0)

	MC405	Policy and Practice in ICTs and Development (0.5) (withdrawn 2020/21)	528 Web Designs for Organizations (4, Fa/Sp)
	MC407	International Media and The Global South (0.5) (not available 2020/21)	530 Social Dynamics of Communication Technologies (4, Sp/Sm)
	MC416	Representation in the Age of Globalisation (0.5)	531 Communication and the International Economy (4, Fa)
	MC420	Identity, Transnationalism and the Media (0.5)	532 Development of American Media Industry (4, Fa)
	MC423	Global Media Industries (0.5) (not available 2020/21)	533 Emerging Communication Technologies (4, Fa/Sp)
	MC426	Film Theory and World Cinema (0.5)	534 The Culture of New Technologies (4, Fa/Sp)
	MC428	Media Culture and Neoliberalism in the Global South (0.5)	535 Virtual Groups and Organizations (4, Fa/Sp)
	MC429	Humanitarian Communication: vulnerability, discourse and power (0.5) (not available 2020/21)	540 Uses of Communication Research (4, Fa/Sp)
	MC433	Technology and Justice (0.5) #	541 Integrated Communication Strategies (4, Sp)
	MC435	Disruptive Digital Worlds: Competing Economic and Political Economy Explanations (0.5)	542 Business Strategies of Communication and Entertainment Firms (4, Sp)
	MC436	Mediating the Past (0.5)	543 Managing Communication in the Entertainment Industry (4, Fa)
	MC437	Media, Data and Social Order (0.5) #	544 The Arts and New Media (4, Fa)
	MC438	Mediated Feminisms (0.5)	545 Communication and Global Competition (4, Sp)
	Any other MSc-level course which is offered in the School, subject to the consent of the candidate's programme director. NOTE: Students can take no more than one full unit of courses from outside the department of Media and Communications (non MC-prefixed courses).		546 Seminar in Diffusion Theory and Research (4, 2 years, Sp)
Paper 4	MC499	Dissertation: Media and Communications (1.0) B	547 Distribution of Recordings: Media, Retail and Online Channels (4, Sp)
	Year 2 at USC		548 Issues in Children's Media (4, Sp)
	Students take a total of 24 USC units.		553 Political Economy of Global Telecommunications and Information (4, Sp)
Paper 5	COMM 598 Global Communication Research Practicum (4 USC units)		557 Communication Policy in the Global Marketplace (4, Fa)
	20 USC units (normally total of 5 courses; all Communication courses 4 units each):		558 The International Entertainment Marketplace (4, Fa)
	500 Managing Communication (4, Sp/Sm)		559 Globalization, Communication and Society (4, Fa)
	501 Communication Management Pro-Seminar (4, Fa/Sp)		560 Communications Policy (4, Fa/Sm)
	502 Strategic Corporate Communication (4, Sp)		562x Cognitive Approaches to Communication (4, 2 years, Fa)
	504x Seminar in Interpersonal Communication (4, Fa, even years)		565 Communication Law and Broadcasting (4, Fa/Sp)
	505 Communication in Work Settings (4, Fa)		566 Communication Law and New Technologies (4, Sp)
	506 Images and Image Management (4, Sp)		567 Internet Policy, Practice and Regulation (4, Fa/Sp)
	507 Information Management (4, Fa)		570 Economics of the Communication Industries (4, Fa)
	508x Power, Politics and Conflict in Communication (4, 2 years, Sp)		571 Communications Technologies (4, Fa/Sp)
	509x Seminar in Classical Rhetorical Theory (4, Fa)		572 Telephone, Data, and Video Telecommunication Systems (4, Sp)
	510 Communication, Values, Attitudes, and Behavior (4, Fa/Sp)		573 Evaluating Communication Needs (4, Sp)
	511x Seminar in Contemporary Rhetorical Theory (4, Sp)		574 Tele-Media: A Strategic and Critical Analysis (4, Fa/Sp)
	512x Seminar in Rhetorical Criticism (4, Fa)		575 Advocacy and Social Change in Entertainment and the Media (4, Fa)
	513x Seminar in Neoclassical Rhetorical Theory (4, 2 years, Sm)		576 Communication Strategies for Conflict Management (4, Sm)
	514x Seminar: Social Movements as Rhetorical Form (4, 2 years, Sp)		580 Media and Politics (4, Fa/Sp)
	515x Seminar in Postmodern Rhetorical Theory (4, 2 years, Fa)		581 Media in Social Services: Design and Evaluation of Campaigns (4, Fa)
	516x Seminar: Feminist Theory and Communication (4, 2 years, Sp)		582 International Communication: National Development (4, Sm)
	517x Seminar in Rhetorical Theory and Culture (4, Sp)		583 Global Entertainment Education Programs (4, Sp)
	518x American Public Address (4, Sp, odd years)		584 Seminar: Interpreting Popular Culture (4, Fa)
	519x Seminar: Cultural Studies in Communication (4, 2 years, Fa)		585x Organizational Communication (4, 2 years, Sp)
	520 Social Roles of Communication Media (4, Fa/Sp)		587 Audience Analysis (4, Fa)
	521x Seminar in Argumentation (4, 2 years, Sp)		605 Advanced Macro Theories of Communication I (4, 2 years, Sp)
	522x Seminar in Kenneth Burke's Dramatistic Theory (4)		610 Studies in Rhetorical Theory (4, max 8, Fa/Sp/Sm)
	524x Seminar in Small Group Process (4, Sp, even years)		618 Mass Media Effects (4, Fa)
			620 Studies in Communication Theory (2-4, max 8, Fa/Sp)
			625 Theory Construction in Communication (4, Sm)
			629 Global Culture (4, Fa)
			630 Communication Technology and Social Change (4, Sp)
			631x Minds and Media (4, Sp)
			635 Economics of Information (4, Sp)
			636 Interpretive and Cultural Approaches in Organizational Communication (4, 2 years, Fa)

637 Current Readings in Organizational Communication (4, 2 years, Sp)
 638 Global, International and Intercultural Communication in Organizations (4, 2 years, Fa)
 640 Communication and Organizational Change (4, Fa)
 645 Communication Networks (4, 2 years, Sp)
 646 Negotiating Boundaries in Environmental Research (2)
 647x Seminar on the Network Society (4, Fa)
 599 Special Topics (various special one-time course offerings)
 (Fa) means Fall semester
 (Sp) means Spring semester
 (Sm) means Summer semester
 In addition to coursework offered at the Annenberg School of Communication, students may take up to a maximum of 4 units of graduate-level coursework from other schools or departments at the University of Southern California towards their remaining 20 unit requirement, subject to the consent of the candidate's USC adviser.

Footnotes

A: MY452 is an advanced Applied Regression Analysis course offered by the Department of Methodology and must be taken by students who select MC4M7. Students wishing to select this option need to already have a grounding in quantitative methods and must seek approval from the Programme Director. Approval is also subject to timetabling constraints.

B: The dissertation must be between 10,000 and 12,000 words). Passing MC499 is a requirement for passing the programme.

MSc in Global Media and Communications (LSE and UCT)

Programme Code: TMGLMEC03

Department: Media & Communications

For students starting this programme of study in 2020/21

Year 1 at LSE

Students take a total of three LSE units and a dissertation as shown.

Paper 1	MC408	Theories and Concepts in Media and Communications (0.5)
	And one of the following 0.5 unit courses:	
	MC4M1	Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) (0.5) or
	MC4M7	Methods of Research in Media & Communications (including Qualitative Analysis & Applied Regression Analysis) (0.5) A
Paper 2	MC411	Media and Globalization (0.5)
Paper 3	Courses to the value of 1.5 unit(s) from the following:	
	GI422	Transnational Sexual Politics (1.0)
	MC405	Policy and Practice in ICTs and Development (0.5) (withdrawn 2020/21)
	MC407	International Media and The Global South (0.5) (not available 2020/21)
	MC416	Representation in the Age of Globalisation (0.5)
	MC420	Identity, Transnationalism and the Media (0.5)
	MC423	Global Media Industries (0.5) (not available 2020/21)
	MC426	Film Theory and World Cinema (0.5)
	MC428	Media Culture and Neoliberalism in the Global South (0.5)
	MC429	Humanitarian Communication: vulnerability, discourse and power (0.5) (not available

2020/21)

MC433 Technology and Justice (0.5) #
 MC435 Disruptive Digital Worlds: Competing Economic and Political Economy Explanations (0.5)

MC436 Mediating the Past (0.5)

MC437 Media, Data and Social Order (0.5) #

MC438 Mediated Feminisms (0.5)

Any other MSc-level course which is offered in the School, subject to the consent of the candidate's programme director. NOTE: Students can take no more than one full unit of courses from outside the department of Media and Communications (non MC-prefixed courses).

Paper 4 MC499 Dissertation: Media and Communications (1.0) B

Year 2 at UCT

Paper 5 Students are required to complete a minor dissertation research project or creative production, two compulsory taught courses and two elective taught courses of which no more than one can be at HEQF Level 8 (4000 level).

Compulsory courses

FAM4011F/S Media Internship (HEQF Credits 24, HEQF Level 8)
 FAM5013F Advanced Media Methodology (HEQF Credits 24, HEQF Level 9)
 FAM5006W Master's Media Research Project **or** FAM5012W Master's Media Creative Production (HEQF Credits 96, HEQF Level 9)

Elective courses

Students select one F elective and one S elective course from the list below. Not all electives may be offered every year and only one elective may be on HEQF Level 8 (4000 level). One of the two elective courses may be taken in another cognate UCT department such as the Centre for African Studies, Historical Studies, Political Studies, or Anthropology:

AM4007F Narrative Literary Journalism
 FAM4010F Media Markets and Media Strategy
 FAM4013F Political Communication
 FAM4017F Advanced Television Analysis
 FAM4032F Understanding Public Argumentation
 FAM4033F Screenwriting
 FAM5039F Approaches to African Cinema
 FAM4004S Avant-Garde Film
 FAM4014S Political Journalism
 FAM4015S Environmental Documentary
 FAM4016S Wildlife Documentary
 FAM4031S South African Public Rhetoric
 FAM4034S Forms and Theories of Adaptation
 FAM5011S Media and the Public Domain
 FAM5016S Creative Non-Fiction
 FAM5036S Rhetoric of SA Social Memory
 FAM5038S Mobile Media and Communications
 FAM5040S Conceptualising SA Cinema

Footnotes

A: MY452 is an advanced Applied Regression Analysis course offered by the Department of Methodology and must be taken by students who select MC4M7. Students wishing to select this option need to already have a grounding in quantitative methods and must seek approval from the Programme Director. Approval is also subject to timetabling constraints.

B: The dissertation must be between 10,000 and 12,000 words). Passing MC499 is a requirement for passing the programme.

MSc in Global Media and Communications (with Fudan, USC or UCT)

Full-time programme taken over two calendar years. Students must take courses at LSE as shown below and follow either the programme at Fudan or USC or UCT in Year 2.

Progression rules: Please note that a student who has failed more than 1 unit cannot proceed to the second year. In such instances the student must resit

and satisfy this progression rule in order to be proceed to year two.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

MSc in Global Media and Communications (LSE and Fudan)

Programme Code: TMGLMECO2

Department: Media & Communications

For students starting this programme of study in 2019/20

Year 1 at LSE

Students take a total of three LSE units and a dissertation as shown.

Paper 1	MC408	Theories and Concepts in Media and Communications (0.5)
	And one of the following 0.5 unit courses: MC4M1 Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) (0.5) or MC4M7 Methods of Research in Media & Communications (including Qualitative Analysis & Applied Regression Analysis) (0.5) A	
Paper 2	MC411	Media and Globalization (0.5)
Paper 3	Courses to the value of 1.5 unit(s) from the following: GI422 Transnational Sexual Politics (1.0) MC405 Policy and Practice in ICTs and Development (0.5) (withdrawn 2020/21) MC407 International Media and The Global South (0.5) (not available 2020/21) MC416 Representation in the Age of Globalisation (0.5) MC420 Identity, Transnationalism and the Media (0.5) MC423 Global Media Industries (0.5) (not available 2020/21) MC426 Film Theory and World Cinema (0.5) MC428 Media Culture and Neoliberalism in the Global South (0.5) MC429 Humanitarian Communication: vulnerability, discourse and power (0.5) (not available 2020/21) MC433 Technology and Justice (0.5) # MC435 Disruptive Digital Worlds: Competing Economic and Political Economy Explanations (0.5) MC436 Mediating the Past (0.5) MC437 Media, Data and Social Order (0.5) # MC438 Mediated Feminisms (0.5) Any other MSc-level course which is offered in the School, subject to the consent of the candidate's programme director. NOTE: Students can take no more than one full unit of courses from outside the department of Media and Communications (non MC-prefixed courses).	
Paper 4	MC499	Dissertation: Media and Communications (1.0) B

Year 2 at Fudan

Paper 5	Core and optional courses in Chinese language, culture and media, including: Chinese Language and Culture Applied Communication Issues and Contexts	
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Chinese Journalism History, Theory and Practice
China's media and politics in the context of globalization

Communicating in China: The Media and PR Perspectives

Chinese Indie Films across the Century and Metamorphic Micro Cinema

New Media and Society Theoretical Advances and Chinese Context

Strategic Communication in China

Applied Media Management

Footnotes

A: MY452 is an advanced Applied Regression Analysis course offered by the Department of Methodology and must be taken by students who select MC4M7. Students wishing to select this option need to already have a grounding in quantitative methods and must seek approval from the Programme Director. Approval is also subject to timetabling constraints.

B: The dissertation must be between 10,000 and 12,000 words). Passing MC499 is a requirement for passing the programme.

MSc in Global Media and Communications (LSE and USC)

Programme Code: TMGLMECO

Department: Media & Communications

For students starting this programme of study in 2019/20

Year 1 at LSE

Students take a total of three LSE units and a dissertation as shown.

Paper 1	MC408	Theories and Concepts in Media and Communications (0.5)
	And one of the following 0.5 unit courses: MC4M1 Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) (0.5) or MC4M7 Methods of Research in Media & Communications (including Qualitative Analysis & Applied Regression Analysis) (0.5) A	
Paper 2	MC411	Media and Globalization (0.5)
Paper 3	Courses to the value of 1.5 unit(s) from the following: GI422 Transnational Sexual Politics (1.0) MC405 Policy and Practice in ICTs and Development (0.5) (withdrawn 2020/21) MC407 International Media and The Global South (0.5) (not available 2020/21) MC416 Representation in the Age of Globalisation (0.5) MC420 Identity, Transnationalism and the Media (0.5) MC423 Global Media Industries (0.5) (not available 2020/21) MC426 Film Theory and World Cinema (0.5) MC428 Media Culture and Neoliberalism in the Global South (0.5) MC429 Humanitarian Communication: vulnerability, discourse and power (0.5) (not available 2020/21) MC433 Technology and Justice (0.5) # MC435 Disruptive Digital Worlds: Competing Economic and Political Economy Explanations (0.5) MC436 Mediating the Past (0.5) MC437 Media, Data and Social Order (0.5) # MC438 Mediated Feminisms (0.5) Any other MSc-level course which is offered in the School, subject to the consent of the candidate's programme director. NOTE: Students can take no	

more than one full unit of courses from outside the department of Media and Communications (non MC-prefixed courses).

Paper 4 MC499 Dissertation: Media and Communications (1.0) B

Year 2 at USC

Students take a total of 24 USC units.

Paper 5 COMM 598 Global Communication Research Practicum (4 USC units)
20 USC units (normally total of 5 courses; all Communication courses 4 units each):
500 Managing Communication (4, Sp/Sm)
501 Communication Management Pro-Seminar (4, Fa/Sp)
502 Strategic Corporate Communication (4, Sp)
504x Seminar in Interpersonal Communication (4, Fa, even years)
505 Communication in Work Settings (4, Fa)
506 Images and Image Management (4, Sp)
507 Information Management (4, Fa)
508x Power, Politics and Conflict in Communication (4, 2 years, Sp)
509x Seminar in Classical Rhetorical Theory (4, Fa)
510 Communication, Values, Attitudes, and Behavior (4, Fa/Sp)
511x Seminar in Contemporary Rhetorical Theory (4, Sp)
512x Seminar in Rhetorical Criticism (4, Fa)
513x Seminar in Neoclassical Rhetorical Theory (4, 2 years, Sm)
514x Seminar: Social Movements as Rhetorical Form (4, 2 years, Sp)
515x Seminar in Postmodern Rhetorical Theory (4, 2 years, Fa)
516x Seminar: Feminist Theory and Communication (4, 2 years, Sp)
517x Seminar in Rhetorical Theory and Culture (4, Sp)
518x American Public Address (4, Sp, odd years)
519x Seminar: Cultural Studies in Communication (4, 2 years, Fa)
520 Social Roles of Communication Media (4, Fa/Sp)
521x Seminar in Argumentation (4, 2 years, Sp)
522x Seminar in Kenneth Burke's Dramatistic Theory (4)
524x Seminar in Small Group Process (4, Sp, even years)
528 Web Designs for Organizations (4, Fa/Sp)
530 Social Dynamics of Communication Technologies (4, Sp/Sm)
531 Communication and the International Economy (4, Fa)
532 Development of American Media Industry (4, Fa)
533 Emerging Communication Technologies (4, Fa/Sp)
534 The Culture of New Technologies (4, Fa/Sp)
535 Virtual Groups and Organizations (4, Fa/Sp)
540 Uses of Communication Research (4, Fa/Sp)
541 Integrated Communication Strategies (4, Sp)
542 Business Strategies of Communication and Entertainment Firms (4, Sp)
543 Managing Communication in the Entertainment Industry (4, Fa)
544 The Arts and New Media (4, Fa)
545 Communication and Global Competition (4, Sp)
546 Seminar in Diffusion Theory and Research (4, 2 years, Sp)
547 Distribution of Recordings: Media, Retail and Online Channels (4, Sp)
548 Issues in Children's Media (4, Sp)
553 Political Economy of Global Telecommunications and Information (4, Sp)
557 Communication Policy in the Global Marketplace

(4, Fa)
558 The International Entertainment Marketplace (4, Fa)
559 Globalization, Communication and Society (4, Fa)
560 Communications Policy (4, Fa/Sm)
562x Cognitive Approaches to Communication (4, 2 years, Fa)
565 Communication Law and Broadcasting (4, Fa/Sp)
566 Communication Law and New Technologies (4, Sp)
567 Internet Policy, Practice and Regulation (4, Fa/Sp)
570 Economics of the Communication Industries (4, Fa)
571 Communications Technologies (4, Fa/Sp)
572 Telephone, Data, and Video Telecommunication Systems (4, Sp)
573 Evaluating Communication Needs (4, Sp)
574 Tele-Media: A Strategic and Critical Analysis (4, FaSp)
575 Advocacy and Social Change in Entertainment and the Media (4, Fa)
576 Communication Strategies for Conflict Management (4, Sm)
580 Media and Politics (4, Fa/Sp)
581 Media in Social Services: Design and Evaluation of Campaigns (4, Fa)
582 International Communication: National Development (4, Sm)
583 Global Entertainment Education Programs (4, Sp)
584 Seminar: Interpreting Popular Culture (4, Fa)
585x Organizational Communication (4, 2 years, Sp)
587 Audience Analysis (4, Fa)
605 Advanced Macro Theories of Communication I (4, 2 years, Sp)
610 Studies in Rhetorical Theory (4, max 8, Fa/Sp/Sm)
618 Mass Media Effects (4, Fa)
620 Studies in Communication Theory (2-4, max 8, Fa/Sp)
625 Theory Construction in Communication (4, Sm)
629 Global Culture (4, Fa)
630 Communication Technology and Social Change (4, Sp)
631x Minds and Media (4, Sp)
635 Economics of Information (4, Sp)
636 Interpretive and Cultural Approaches in Organizational Communication (4, 2 years, Fa)
637 Current Readings in Organizational Communication (4, 2 years, Sp)
638 Global, International and Intercultural Communication in Organizations (4, 2 years, Fa)
640 Communication and Organizational Change (4, Fa)
645 Communication Networks (4, 2 years, Sp)
646 Negotiating Boundaries in Environmental Research (2)
647x Seminar on the Network Society (4, Fa)
599 Special Topics (various special one-time course offerings)

(Fa) means Fall semester

(Sp) means Spring semester

(Sm) means Summer semester

In addition to coursework offered at the Annenberg School of Communication, students may take up to a maximum of 4 units of graduate-level coursework from other schools or departments at the University of Southern California towards their remaining 20 unit requirement, subject to the consent of the candidate's USC adviser.

Footnotes

A: MY452 is an advanced Applied Regression Analysis course offered by the Department of Methodology and must be taken by students who select MC4M7.

Students wishing to select this option need to already have a grounding in quantitative methods and must seek approval from the Programme Director. Approval is also subject to timetabling constraints.

B: The dissertation must be between 10,000 and 12,000 words). Passing MC499 is a requirement for passing the programme.

MSc in Global Media and Communications (LSE and UCT)

Programme Code: TMGLMEC03

Department: Media & Communications

For students starting this programme of study in 2019/20

Year 1 at LSE

Students take a total of three LSE units and a dissertation as shown.

Paper 1	MC408	Theories and Concepts in Media and Communications (0.5)
	And one of the following 0.5 unit courses:	
	MC4M1	Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) (0.5) or
	MC4M7	Methods of Research in Media & Communications (including Qualitative Analysis & Applied Regression Analysis) (0.5) A
Paper 2	MC411	Media and Globalization (0.5)
Paper 3	Courses to the value of 1.5 unit(s) from the following:	
	GI422	Transnational Sexual Politics (1.0)
	MC405	Policy and Practice in ICTs and Development (0.5) (withdrawn 2020/21)
	MC407	International Media and The Global South (0.5) (not available 2020/21)
	MC416	Representation in the Age of Globalisation (0.5)
	MC420	Identity, Transnationalism and the Media (0.5)
	MC423	Global Media Industries (0.5) (not available 2020/21)
	MC426	Film Theory and World Cinema (0.5)
	MC428	Media Culture and Neoliberalism in the Global South (0.5)
	MC429	Humanitarian Communication: vulnerability, discourse and power (0.5) (not available 2020/21)
	MC433	Technology and Justice (0.5) #
	MC435	Disruptive Digital Worlds: Competing Economic and Political Economy Explanations (0.5)
	MC436	Mediating the Past (0.5)
	MC437	Media, Data and Social Order (0.5) #
	MC438	Mediated Feminisms (0.5)
	Any other MSc-level course which is offered in the School, subject to the consent of the candidate's programme director. NOTE: Students can take no more than one full unit of courses from outside the department of Media and Communications (non MC-prefixed courses).	
Paper 4	MC499	Dissertation: Media and Communications (1.0) B

Year 2 at UCT

Paper 5 Students are required to complete a minor dissertation research project or creative production, two compulsory taught courses and two elective taught courses of which no more than one can be at HEQF Level 8 (4000 level).

Compulsory courses

AM4011F/S	Media Internship (HEQF Credits 24, HEQF Level 8)
FAM5013F	Advanced Media Methodology (HEQF

FAM5006W	Credits 24, HEQF Level 9) Master's Media Research Project or FAM5012W Master's Media Creative Production (HEQF Credits 96, HEQF Level 9)
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Elective courses

Students select one F elective and one S elective course from the list below. Not all electives may be offered every year and only one elective may be on HEQF Level 8 (4000 level). One of the two elective courses may be taken in another cognate UCT department such as the Centre for African Studies, Historical Studies, Political Studies, or Anthropology:	
AM4007F	Narrative Literary Journalism
FAM4010F	Media Markets and Media Strategy
FAM4013F	Political Communication
FAM4017F	Advanced Television Analysis
FAM4032F	Understanding Public Argumentation
FAM4033F	Screenwriting
FAM5039F	Approaches to African Cinema
FAM4004S	Avant-Garde Film
FAM4014S	Political Journalism
FAM4015S	Environmental Documentary
FAM4016S	Wildlife Documentary
FAM4031S	South African Public Rhetoric
FAM4034S	Forms and Theories of Adaptation
FAM5011S	Media and the Public Domain
FAM5016S	Creative Non-Fiction
FAM5036S	Rhetoric of SA Social Memory
FAM5038S	Mobile Media and Communications
FAM5040S	Conceptualising SA Cinema

Footnotes

A: MY452 is an advanced Applied Regression Analysis course offered by the Department of Methodology and must be taken by students who select MC4M7. Students wishing to select this option need to already have a grounding in quantitative methods and must seek approval from the Programme Director. Approval is also subject to timetabling constraints.

B: The dissertation must be between 10,000 and 12,000 words). Passing MC499 is a requirement for passing the programme.

LSE-LSHTM MSc in Health Policy, Planning and Financing

Programme Code: TIHPPF

Department: Health Policy

For students starting this programme of study in 2020/21 Full-year programme taught jointly with the London School of Hygiene and Tropical Medicine (LSHTM). Students must take courses to the value of five units as shown below, and undertake a 10,000 word dissertation (value of one unit). It is mandatory that students take equal number of half-unit value courses (4:4 split) between the two institutions. It is required that exactly two first-term courses are taken at the London School of Hygiene and Tropical Medicine. The dissertation will be completed during the summer.

Course guides for all LSE courses can be accessed via the hyperlinks below. For information about LSHTM courses, the LSHTM module specifications can be viewed here <https://www.lshtm.ac.uk/study/courses/short-courses/modules-london#modules>.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper 1	HP400	Financing Health Care (0.5)
Paper 2	(LSHTM) 1107 Health Services (0.5) or (LSHTM) 1117 Health Policy Process and Power (0.5) A	
Paper 3	Obligation for all students to take one additional	

course to the value of 0.5 units at LSE from the following:

- HP401 Introduction to Health Policy and Politics (0.5) A
- HP403 Health Systems and Policies in Developing Countries (0.5) (not available 2020/21)
- HP420 Health Economics (0.5)
- HP424 Pharmaceutical Economics and Policy (0.5)
- Paper 4 Obligation for all students to take **one** additional course to the value of 0.5 units at LSHTM from the following:
- (LSHTM) 1107 Health Services (0.5)
- (LSHTM) 1117 Health Policy, Process and Power (0.5) A
- (LSHTM) 1123 Issues in Public Health (0.5)
- (LSHTM) 2001 Basic Epidemiology (0.5)

Papers 5 & 6 Two LSE courses from the following:

- HP402 Measuring Health System Performance (0.5) (not available 2020/21)
- HP404 Global Health Policy: Institutions, Actors and Politics (0.5)
- HP405 Social Determinants of Health (0.5) (not available 2020/21)
- HP407 Evidence Review and Synthesis for Decision Making (0.5)
- HP412 Global Health Security (0.5)
- HP421 Economic Analysis for Health Policy in Low- and Middle-Income Countries (0.5) (not available 2020/21)
- HP422 Health Care Economic Evaluation (0.5) B
- HP423 Advanced Health Economics (0.5) #
- HP425 Statistical Methods in Health Care Economic Evaluation (0.5) #
- HP428 Randomised evaluations of health programmes: from design to implementation (0.5)
- HP429 Behavioural Incentive Design in Health and Health Care (0.5)

Another LSE course (not listed above) with permission.

Or any additional LSE course listed under Paper 3:

Paper 3 options list

Papers 7 & 8 Two LSHTM courses from the following:

- (LSHTM) 1127 Evaluation of Public Health Interventions (0.5)
- (LSHTM) 1400 Health Care Evaluation (0.5)
- (LSHTM) 1402 Conflict and Health (0.5)
- (LSHTM) 1403 Organisational Management (0.5)
- (LSHTM) 1501 Economic Evaluation (0.5) B
- (LSHTM) 1503 Globalisation and Health (0.5)
- (LSHTM) 1504 Economic Analysis for Health Policy (0.5)
- (LSHTM) 1606 Health Decision Science (0.5)
- (LSHTM) 1701 Reviewing the Literature (0.5)
- (LSHTM) 1803 Sociological Approaches to Health (0.5)
- (LSHTM) 1808 Health Systems (0.5)
- (LSHTM) 2342 Design and Evaluation of Mental Health Programmes (0.5)
- (LSHTM) 2401 Family Planning Programmes (0.5)
- (LSHTM) 2402 Statistical Methods in Epidemiology (0.5)
- (LSHTM) 2407 Epidemiology of Non-Communicable Diseases (0.5)
- (LSHTM) 2417 Design & Analysis of Epidemiological Studies (0.5)
- (LSHTM) 2437 Epidemiology and Control of Communicable Diseases (0.5)
- (LSHTM) 2459 Current Issues in Safe Motherhood and Perinatal Health (0.5)
- (LSHTM) 2472 Social Epidemiology (0.5)
- (LSHTM) 3135 Spatial Epidemiology in Public Health (0.5)
- (LSHTM) 3189 Ethics, Public Health and Human Rights (0.5)

(LSHTM) 3195 Epidemiology and Control of Malaria (0.5)

(LSHTM) 3198 Applying Public Health Principles in Developing Countries (0.5)

Another LSHTM course (not listed above) with permission.

Paper 9 HP409 Dissertation for MSc Health Policy, Planning and Financing (1.0)

Paper 3 options list

- HP401 Introduction to Health Policy and Politics (0.5)
- HP403 Health Systems and Policies in Developing Countries (0.5) (not available 2020/21)
- HP420 Health Economics (0.5)
- HP424 Pharmaceutical Economics and Policy (0.5)

Footnotes

A: HP401 Introduction to Health Policy and Politics may not be combined with LSHTM 1117 Health Policy, Process and Power.

B: HP422 Health Care Economic Evaluation may not be combined with LSHTM 1501 Economic Evaluation.

means there may be prerequisites for this course.

Please view the course guide for more information.

For any pre-requisites on LSHTM courses, check LSHTM course specifications.

Note for prospective students:

For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm.

LSE-UChicago Double Executive Masters in Health Policy

Two-year modular programme resulting in two awards taught across alternating locations, the London School of Economics and Political Science and the University of Chicago. Students must take courses at LSE and the University of Chicago's Harris School of Public Policy as shown below.

Programme Code: TMHECPEX

Department: Health Policy

For students starting this programme of study in 2020/21

LSE: Executive MSc in Health Economics and Policy

Students must take six compulsory courses and a dissertation as shown.

Year 1 at LSE

- December
- Paper 1 HP4E1E Global Health Policy (0.5)
- Paper 2 HP4E2E Paying for Healthcare (0.5)
- Paper 3 HP4E3E Evidence Review and Synthesis (0.5)

Year 2 at LSE

- December
- Paper 4 HP4E4E Cost-effectiveness in Health Care (0.5)
- Paper 5 HP4E5E Economics of the Pharmaceutical Sector (0.5)
- Paper 6 HP4E6E Measuring the Performance of Health Services and Systems (0.5)

Summer

- Paper 7 HP4E7E Dissertation in Health Economics and Policy (1.0)

University of Chicago: Executive MA in Public and Health Policy

Students must take six compulsory courses and a capstone project as shown.

Year 1 at University of Chicago May

Paper 8	Microeconomics for Health Policy I
Paper 9	Statistics for Health Policy
Paper 10	Leadership, Negotiation & Advocacy in Health Policy: Strategies and Tactics

Summer

Paper 11	Capstone Project
	Year 2 at University of Chicago May
Paper 12	Analytical Politics: The Policy-Making Process
Paper 13	Microeconomics for Health Policy II
Paper 14	Health Policy Research Methods

Progression:

Students wishing to defer sitting one or more examinations must seek permission according to the Regulations for Taught Masters Degrees <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsForTaughtMasters-InOrAfter2009-10.pdf>. Students must normally pass a minimum of two out of the three LSE half units (papers 1-3) in Year One to be able to proceed to Year Two. The Sub-Board Chair/Programme Director has the discretion to consider progression where a student falls short of this requirement. Students are permitted to re-sit failed exams in line with the School's Regulations for Taught Masters Degrees <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsForTaughtMasters-InOrAfter2009-10.pdf>.

Award:

The full programme must be successfully completed in order to be awarded the double degree. This means students who do not progress to Year Two after exhausting all of their attempts at LSE courses or are unable to successfully complete assessments to the satisfaction of either LSE or the University of Chicago cannot be awarded the degree. I.e. Students must successfully complete both LSE and Chicago courses/assessments to achieve an overall award. There is no interim award for partial completion of the programme.

LSE-UChicago Double Executive Masters in Health Policy

Two-year modular programme resulting in two awards taught across alternating locations, the London School of Economics and Political Science and the University of Chicago. Students must take courses at LSE and the University of Chicago's Harris School of Public Policy as shown below.

Programme Code: TMHECPX

Department: Health Policy

For students starting this programme of study in 2019/20

LSE: Executive MSc in Health Economics and Policy

Students must take six compulsory courses and a dissertation as shown.

Year 1 at LSE

December

Paper 1	HP4E1E	Global Health Policy (0.5)
Paper 2	HP4E2E	Paying for Healthcare (0.5)
Paper 3	HP4E3E	Evidence Review and Synthesis (0.5)

Year 2 at LSE

December

Paper 4	HP4E4E	Cost-effectiveness in Health Care (0.5)
Paper 5	HP4E5E	Economics of the Pharmaceutical Sector (0.5)
Paper 6	HP4E6E	Measuring the Performance of Health Services and Systems (0.5)

Summer

Paper 7	HP4E7E	Dissertation in Health Economics and
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Policy (1.0)

University of Chicago: Executive MA in Public and Health Policy

Students must take six compulsory courses and a capstone project as shown.

Year 1 at University of Chicago May

Paper 8	Microeconomics for Health Policy I
Paper 9	Statistics for Health Policy
Paper 10	Leadership, Negotiation & Advocacy in Health Policy: Strategies and Tactics

Summer

Paper 11	Capstone Project
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Year 2 at University of Chicago May

Paper 12	Analytical Politics: The Policy-Making Process
Paper 13	Microeconomics for Health Policy II
Paper 14	Health Policy Research Methods

Progression:

Students wishing to defer sitting one or more examinations must seek permission according to the Regulations for Taught Masters Degrees <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsForTaughtMasters-InOrAfter2009-10.pdf>. Students must normally pass a minimum of two out of the three LSE half units (papers 1-3) in Year One to be able to proceed to Year Two. The Sub-Board Chair/Programme Director has the discretion to consider progression where a student falls short of this requirement. Students are permitted to re-sit failed exams in line with the School's Regulations for Taught Masters Degrees <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsForTaughtMasters-InOrAfter2009-10.pdf>.

Award:

The full programme must be successfully completed in order to be awarded the double degree. This means students who do not progress to Year Two after exhausting all of their attempts at LSE courses or are unable to successfully complete assessments to the satisfaction of either LSE or the University of Chicago cannot be awarded the degree. I.e. Students must successfully complete both LSE and Chicago courses/assessments to achieve an overall award. There is no interim award for partial completion of the programme.

LSE-Columbia University Double MA Degree in International and World History

Twenty-two month programme. Students take the first year at Columbia University, and the second year at the LSE as follows: Optional courses to the value of three full units, a dissertation and a language course as shown below.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Programme Code: TMINWOHY

Department: International History

For students starting this programme of study in 2020/21

Paper 1	HY458	LSE-Columbia University Double Degree Dissertation (1.0) #
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Papers 2, 3 & 4 Courses to the value of 3.0 unit(s) from the following:

International History:

HY400	Crisis Decision-Making in War and Peace 1914-2003 (1.0) #
HY411	European Integration in the Twentieth

	Century (1.0) #
HY422	Presidents, Public Opinion, and Foreign Policy, from Roosevelt to Reagan, 1933-89 (1.0)
HY423	Empire, Colonialism and Globalisation (1.0) #
HY424	The Napoleonic Empire: The Making of Modern Europe (1.0)
HY429	Anglo-American Relations from World War to Cold War, 1939-91 (1.0)
HY432	From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1999 (1.0)
HY435	Political Islam: From Ibn Taymiyya to ISIS (1.0)
HY436	Race, Violence and Colonial Rule in Africa (1.0)
HY440	The Iranian Revolution (1.0)
HY441	Islam, State and Conflict in Southeast Asia (1.0) (not available 2020/21)
HY444	The Cold War in Latin America (1.0)
HY448	Living with the Bomb: An International History of Nuclear Weapons and the Arms Race from the Second World War to the end of the Cold War (1.0) (not available 2020/21)
HY459	The Ottoman Empire and its Legacy, 1299-1950 (1.0) (not available 2020/21)
HY461	East Asia in the Age of Imperialism, 1839-1945 (1.0) #
HY465	The International History of the Balkans since 1939: State Projects, Wars, and Social Conflict (1.0)
HY469	Maps, History and Power: The Spaces and Cultures of the Past (1.0)
HY471	European Empires and Global Conflict, 1935-1948 (1.0)
HY472	China and the External World, 1711-1839 (1.0)
HY474	Slavery and Emancipation in the British World (1.0) (withdrawn 2020/21)
HY477	Race, Gender and Reproduction in the Caribbean, 1860s-1980s (1.0)
HY478	Genesis of the Modern World: Europe, China and India, 1550 - 1840 (1.0) (not available 2020/21)
HY479	Environmental History in a Global Context (1.0) (withdrawn 2020/21)
HY482	National Socialism. Old theories and new research approaches (1.0) (withdrawn 2020/21)
HY483	Land and Conflict in Latin America since 1750 (1.0) (not available 2020/21)
HY485	Germanness in the 20th century: Identity, Politics, and Violence in Germany from the First World War to Re-Unification (1.0)
HY486	Practicing Abolition in the Atlantic World, c. 1807-1870 (1.0)

Economic History:

EH404	India and the World Economy (0.5)
EH408	International Migration, 1500-2000: from slavery to asylum (0.5) (withdrawn 2020/21)
EH413	African Economic Development in Historical Perspective (0.5)
EH428	History of Economics: Making Political Economy into a Social Science (0.5) (not available 2020/21)
EH429	History of Economics: Ideas, Policy and Performativity (0.5)
EH452	Latin American Development and Economic History (0.5)
EH486	Shipping and Sea Power in Asian Waters, c

	1600-1860 (0.5) (not available 2020/21)
	Regarding Economic History (EH) courses only: it may be possible to take further options among EH courses with the agreement of the course teacher responsible and the Academic Coordinator of the Double Degree. One of the above may be replaced by a further course from other LSE departments (subject to agreement with tutor and teacher responsible for the course).
Paper 5	Compulsory Language Requirement Students can fulfil the language requirement of the dual Master's degree in three different ways: 1) By taking two years of language training while at Columbia and the London School of Economics. 2) By taking, and passing, two translation exams. (Both translation exams must be taken at Columbia. See sample translation exams on the CU History Department website). 3) By taking, and passing, one translation exam and studying a language for one year, either at Columbia or at the LSE Language Centre.

LSE-Fudan Double Masters in International Social and Public Policy

Year 1 at LSE

The first year is spent at LSE. Students must take two compulsory courses, options to the value of 2.0 units and a dissertation as shown.

Year 2 at Fudan

Upon successful completion of the first year, students will move to study the second year at Fudan University, Shanghai, China.

Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Please refer to the progression rules below

MSc in International Social and Public Policy (LSE and Fudan)

Programme Code: TMISPPWF

Department: Social Policy

For students starting this programme of study in 2020/21

Paper 1	SP400	International Social and Public Policy (0.5) # and SP401 Understanding Policy Research (0.5) #
Papers 2 & 3		Courses to the value of 2.0 unit(s) from the following:
	PP4X6	Welfare Analysis and Measurement (1.0)
	SP403	Academic & Professional Skills Development (0.0)
	SP410	Migration: Current Research, Critical Approaches (0.5)
	SP411	Social Policy and Development (0.5) #
	SP412	Non-Governmental Organisations, Social Policy and Development (0.5) #
	SP413	Understanding Social (Dis)advantage (0.5)
	SP414	Ethnicity, Race and Social Policy (0.5)
	SP415	Urbanisation and Social Policy in the Global South (0.5) #
	SP417	Sexuality, Everyday Lives and Social Policy in Developing Countries (0.5) # (not available 2020/21)
	SP418	Global Social Policy and International Organizations (0.5) (not available 2020/21)
	SP419	Social Movements, Activism, and Social Policy (0.5)
	SP420	Understanding Policy Research (Advanced) (0.5) #
	SP430	Social Security Policies (0.5)
	SP431	Population Analysis: Methods and Models

	(0.5) #
SP432	Education Policy, Reform and Financing (0.5)
SP433	Rural Livelihoods, Development and Social Transformation (0.5) #
SP434	Behavioural Public Policy (0.5)
SP435	Housing, Neighbourhoods and Communities (0.5) # (not available 2020/21)
SP440	Wellbeing and Public Policy (0.5) (not available 2020/21)
SP441	Politics of Social Policy: Welfare and Work in Comparative Perspective (0.5)
SP471	Issues in Contemporary Policing (0.5) # (not available 2020/21)
SP472	Illegal Drugs and Their Control: Theory, Policy and Practice (0.5) # (not available 2020/21)
SP473	Policing, Security and Globalisation (0.5) #
SP475	Riots, Disorder and Urban Violence (0.5) #
SP476	Punishment and Penal Policy (0.5) #
	Relevant outside options subject to agreement by the Programme Director.
Paper 4	SP499 Dissertation - International Social & Public Policy (1.0)

Progression:

Candidates will be awarded the "MSc in International Social and Public Policy" at the end of Year 1 (subject to the relevant classification scheme <https://info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/SchemeTaughtMasters.pdf>). Candidates must pass Year 2 at Fudan—in accordance with the rules of that university for fail/pass and retaking where appropriate—in order to be awarded the Fudan degree. Once awarded both of these individual degrees, candidates will be considered as having been awarded the Double Degree.

Students on the Double Degree progress to Year 2 at Fudan unless any of the exceptional circumstances below occur:

- (i.) A student has either deferred or not made a serious attempt in assessment for any course.
 - (ii.) A student has failed courses to the value of more than one unit.
 - (iii.) A student has indicated that they do not intend to make a serious attempt to submit a dissertation at the end of the first year at LSE and/or has not submitted formative work to their dissertation Supervisor.
- The Department will hold an assessment ratification meeting to consider the facts in relation to any of the above circumstances. The meeting will consider any medical and/ or exceptional circumstances presented by a student, before deciding whether to recommend that they should progress to the second year or not. Any recommendation to progress in any of the above circumstances will require approval by the GSBE. The Programme Director will inform the student as soon as possible if they are allowed to progress to the second year.

Programme Code: TMINAF

Department: International History

For students starting this programme of study in 2020/21

Paper 1	The following compulsory course: HY400 Crisis Decision-Making in War and Peace 1914-2003 (1.0) #
Paper 2	Courses to the value of 1.0 unit(s) from the following: IR411 Foreign Policy Analysis III (1.0) # IR412 International Institutions (1.0) IR415 Strategic Aspects of International Relations (1.0) # (not available 2020/21) IR416 The EU in the World (1.0) # IR418 International Politics: Asia & the Pacific (1.0) IR419 International Relations of the Middle East (1.0) # IR422 Conflict and Peacebuilding (1.0) # IR429 Economic Diplomacy (1.0) IR433 The International Politics of EU Enlargement (0.5) (not available 2020/21) IR434 European Defence and Security (0.5) (not available 2020/21) IR447 Political Economy of International Labour Migration (0.5) # (not available 2020/21) IR466 Genocide (0.5) IR467 Global Environmental Politics (0.5) IR468 The Political Economy of Trade (0.5) IR469 Politics of Money in the World Economy (0.5) #*A IR471 The Situations of the International Criminal Court (0.5) (not available 2020/21) IR479 Russia in World Politics (0.5) # (not available 2020/21) IR480 Globalisation and the State in Developing Countries (0.5)
Paper 3	Courses to the value of 1.0 unit from the list below, not already taken under Paper 2: HY411 European Integration in the Twentieth Century (1.0) # HY422 Presidents, Public Opinion, and Foreign Policy, from Roosevelt to Reagan, 1933-89 (1.0) HY423 Empire, Colonialism and Globalisation (1.0) # HY429 Anglo-American Relations from World War to Cold War, 1939-91 (1.0) HY432 From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1999 (1.0) HY435 Political Islam: From Ibn Taymiyya to ISIS (1.0) HY436 Race, Violence and Colonial Rule in Africa (1.0) HY440 The Iranian Revolution (1.0) HY441 Islam, State and Conflict in Southeast Asia (1.0) (not available 2020/21) HY444 The Cold War in Latin America (1.0) HY448 Living with the Bomb: An International History of Nuclear Weapons and the Arms Race from the Second World War to the end of the Cold War (1.0) (not available 2020/21) HY459 The Ottoman Empire and its Legacy, 1299-1950 (1.0) (not available 2020/21) HY461 East Asia in the Age of Imperialism, 1839-1945 (1.0) # HY465 The International History of the Balkans since 1939: State Projects, Wars, and Social Conflict (1.0) HY469 Maps, History and Power: The Spaces and Cultures of the Past (1.0) HY471 European Empires and Global Conflict, 1935-1948 (1.0)

LSE-PKU Double Degree in MSc International Affairs

Two-year programme. Students take the first year at Peking University, and the second year at LSE as follows.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

HY472	China and the External World, 1711-1839 (1.0)	Paper 1	The following compulsory course:
			HY400 Crisis Decision-Making in War and Peace 1914-2003 (1.0) #
HY474	Slavery and Emancipation in the British World (1.0) (withdrawn 2020/21)	Paper 2	Courses to the value of 1.0 unit(s) from the following:
HY477	Race, Gender and Reproduction in the Caribbean, 1860s-1980s (1.0)		IR411 Foreign Policy Analysis III (1.0) #
HY478	Genesis of the Modern World: Europe, China and India, 1550 - 1840 (1.0) (not available 2020/21)		IR412 International Institutions (1.0)
HY479	Environmental History in a Global Context (1.0) (withdrawn 2020/21)		IR415 Strategic Aspects of International Relations (1.0) # (not available 2020/21)
HY482	National Socialism. Old theories and new research approaches (1.0) (withdrawn 2020/21)		IR416 The EU in the World (1.0) #
HY483	Land and Conflict in Latin America since 1750 (1.0) (not available 2020/21)		IR418 International Politics: Asia & the Pacific (1.0)
HY485	Germanness in the 20th century: Identity, Politics, and Violence in Germany from the First World War to Re-Unification (1.0)		IR419 International Relations of the Middle East (1.0) #
HY486	Practicing Abolition in the Atlantic World, c. 1807-1870 (1.0)		IR422 Conflict and Peacebuilding (1.0) #
IR411	Foreign Policy Analysis III (1.0) #		IR429 Economic Diplomacy (1.0)
IR412	International Institutions (1.0)		IR433 The International Politics of EU Enlargement (0.5) (not available 2020/21)
IR415	Strategic Aspects of International Relations (1.0) # (not available 2020/21)		IR434 European Defence and Security (0.5) (not available 2020/21)
IR416	The EU in the World (1.0) #		IR447 Political Economy of International Labour Migration (0.5) # (not available 2020/21)
IR418	International Politics: Asia & the Pacific (1.0)		IR466 Genocide (0.5)
IR419	International Relations of the Middle East (1.0) #		IR467 Global Environmental Politics (0.5)
IR422	Conflict and Peacebuilding (1.0) #		IR468 The Political Economy of Trade (0.5)
IR429	Economic Diplomacy (1.0)		IR469 Politics of Money in the World Economy (0.5) #*A
IR433	The International Politics of EU Enlargement (0.5) (not available 2020/21)	Paper 3	Courses to the value of 1.0 unit from the list below, not already taken under Paper 2:
IR434	European Defence and Security (0.5) (not available 2020/21)		HY411 European Integration in the Twentieth Century (1.0) #
IR447	Political Economy of International Labour Migration (0.5) # (not available 2020/21)		HY422 Presidents, Public Opinion, and Foreign Policy, from Roosevelt to Reagan, 1933-89 (1.0)
IR466	Genocide (0.5)		HY423 Empire, Colonialism and Globalisation (1.0) #
IR467	Global Environmental Politics (0.5)		HY429 Anglo-American Relations from World War to Cold War, 1939-91 (1.0)
IR468	The Political Economy of Trade (0.5)		HY432 From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1999 (1.0)
IR469	Politics of Money in the World Economy (0.5) #*B		HY434 The Rise and Fall of Communism in Europe 1917-1990 (1.0)
IR471	The Situations of the International Criminal Court (0.5) (not available 2020/21)		HY435 Political Islam: From Ibn Taymiyya to ISIS (1.0)
IR479	Russia in World Politics (0.5) # (not available 2020/21)		HY436 Race, Violence and Colonial Rule in Africa (1.0)
IR480	Globalisation and the State in Developing Countries (0.5)		HY440 The Iranian Revolution (1.0)
Paper 4	HY498 Dissertation: LSE-PKU Double Degree MSc in International Affairs; MSc Theory and History of International Relations (1.0)		HY441 Islam, State and Conflict in Southeast Asia (1.0) (not available 2020/21)
			HY444 The Cold War in Latin America (1.0)
Prerequisite Requirements and Mutually Exclusive Options			HY448 Living with the Bomb: An International History of Nuclear Weapons and the Arms Race from the Second World War to the end of the Cold War (1.0) (not available 2020/21)
* means available with permission			HY459 The Ottoman Empire and its Legacy, 1299-1950 (1.0) (not available 2020/21)
Footnotes			HY461 East Asia in the Age of Imperialism, 1839-1945 (1.0) #
A: With permission of the course teacher.			HY465 The International History of the Balkans since 1939: State Projects, Wars, and Social Conflict (1.0)
B: With permission of the course teacher.			HY469 Maps, History and Power: The Spaces and Cultures of the Past (1.0)
			HY471 European Empires and Global Conflict, 1935-1948 (1.0)
			HY472 China and the External World, 1711-1839

LSE-PKU Double Degree in MSc International Affairs

Two-year programme. Students take the first year at Peking University, and the second year at LSE as follows.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Programme Code: TMINAF

Department: International History

For students starting this programme of study in 2019/20

	(1.0)
HY474	Slavery and Emancipation in the British World (1.0) (withdrawn 2020/21)
HY477	Race, Gender and Reproduction in the Caribbean, 1860s-1980s (1.0)
HY478	Genesis of the Modern World: Europe, China and India, 1550 - 1840 (1.0) (not available 2020/21)
HY479	Environmental History in a Global Context (1.0) (withdrawn 2020/21)
HY480	Cold War Public Diplomacy: United States Cultural Battles Abroad (1.0) #
HY481	A Gender History of National Socialism a€" History, Memory, Debates (1.0) (withdrawn 2019/20)
HY482	National Socialism. Old theories and new research approaches (1.0) (withdrawn 2020/21)
HY483	Land and Conflict in Latin America since 1750 (1.0) (not available 2020/21)
IR411	Foreign Policy Analysis III (1.0) #
IR412	International Institutions (1.0)
IR415	Strategic Aspects of International Relations (1.0) # (not available 2020/21)
IR416	The EU in the World (1.0) #
IR418	International Politics: Asia & the Pacific (1.0)
IR419	International Relations of the Middle East (1.0) #
IR422	Conflict and Peacebuilding (1.0) #
IR429	Economic Diplomacy (1.0)
IR433	The International Politics of EU Enlargement (0.5) (not available 2020/21)
IR434	European Defence and Security (0.5) (not available 2020/21)
IR447	Political Economy of International Labour Migration (0.5) # (not available 2020/21)
IR466	Genocide (0.5)
IR467	Global Environmental Politics (0.5)
IR468	The Political Economy of Trade (0.5)
IR469	Politics of Money in the World Economy (0.5) #*B
IR471	The Situations of the International Criminal Court (0.5) (not available 2020/21)
IR479	Russia in World Politics (0.5) # (not available 2020/21)
IR480	Globalisation and the State in Developing Countries (0.5)
Paper 4	HY498 Dissertation: LSE-PKU Double Degree MSc in International Affairs; MSc Theory and History of International Relations (1.0)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

Footnotes

A: With permission of the course teacher.

B: With permission of the course teacher.

University of Pennsylvania Law School LLM Visiting Students

A one term (Michaelmas) exchange programme for visiting Penn Law students. The Penn-LSE exchange programme is attached to the LLM programme. Students from Penn Law will spend one term at LSE and choose 4 half-unit courses from the list below. There is no guarantee that students will be able to enrol on any specific course. Penn-LSE exchange students are not here in the main examination period therefore are assessed during Michaelmas term.

Students take half unit courses to the value of two units.

Student will not be required to complete summative assessments

or examinations outside of their term of study. Students will be assessed during their term of study at the LSE.

Students are not permitted to take one unit courses.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Programme Code: TOLL1

Department: Law

For students starting this programme of study in 2020/21

Papers 1, 2,

Banking Law and Financial Regulation

3 & 4	LL4AT	Regulation: Strategies and Enforcement (0.5)
	LL4AU	Regulation: Legal and Political Aspects (0.5) # (not available 2020/21)
	LL4BF	International Financial Regulation (0.5) (not available 2020/21)
	LL4BK	Corporate Crime (0.5)
	LL4BL	Financial Crime (0.5)
	LL4CM	Law in the Economy (0.5) (withdrawn 2020/21)
	LL4F1	Secured Financing in Commercial Transactions (0.5) (withdrawn 2020/21)
	LL4F2	The Law and Practice of International Finance (0.5)
	LL4G8	Law of Corporate Finance (0.5)
	LL4H4	International Financial Law (0.5)
	LL4K8	Law of Corporate Finance: Securities Regulation (0.5) (not available 2020/21)
	LL4K9	European Capital Markets Law (0.5)
	LL4Z9	Banking Law (0.5)

Competition, Innovation & Trade

	LL4AF	Principles of Global Competition Law (0.5)
	LL4AG	Competition Law, Technology and Intellectual Property (0.5) #
	LL4AV	International Economic Law and Development (0.5) #
	LL4B1	International Trade Law (0.5) #
	LL4BM	The Legal Protection of Inventions (0.5) #
	LL4BN	Innovation, Technology and Patent Law (0.5) # (not available 2020/21)
	LL4BP	Current Issues in Intellectual and Cultural Property Law (0.5)
	LL4BQ	Trade Mark Law (0.5) #
	LL4BR	Trade Marks, Brands and Branding: Contemporary Issues (0.5) # (withdrawn 2020/21)
	LL4CS	Law and Economics of Network Industries (0.5)
	LL4N6	Principles of Copyright Law (0.5) #
	LL4S1	Cyberlaw (0.5) #
	LL4S2	E-Commerce Law (0.5)
	LL4S4	Digital Rights, Privacy and Security (0.5) #
	LL4Z5	EU State Aid Law (0.5) (not available 2020/21)

Corporate and/or Commercial Law

	LL4AF	Principles of Global Competition Law (0.5)
	LL4AG	Competition Law, Technology and Intellectual Property (0.5) #
	LL4AH	Corporate Governance (0.5) #
	LL4AJ	Corporate Rescue and Reorganisation (0.5)
	LL4AK	Principles of Corporate Insolvency Law (0.5) #
	LL4AT	Regulation: Strategies and Enforcement (0.5)
	LL4AU	Regulation: Legal and Political Aspects (0.5) # (not available 2020/21)
	LL4BK	Corporate Crime (0.5)
	LL4BL	Financial Crime (0.5)
	LL4BM	The Legal Protection of Inventions (0.5) #
	LL4BN	Innovation, Technology and Patent Law

	(0.5) # (not available 2020/21)
LL4BX	Corporate Governance - Advanced Topics (0.5) (withdrawn 2020/21)
LL4C5	Fundamentals of International Commercial Arbitration (0.5)
LL4C6	Advanced Issues of International Commercial Arbitration (0.5) # (not available 2020/21)
LL4CC	Commercial Remedies (0.5) # (not available 2020/21)
LL4CD	European Company Law (0.5) # (not available 2020/21)
LL4CF	UK Corporate Law (0.5)
LL4CJ	Comparative Corporate Taxation (0.5) # (withdrawn 2020/21)
LL4CK	Taxation of Corporate Transactions (0.5) # (withdrawn 2020/21)
LL4CM	Law in the Economy (0.5) (withdrawn 2020/21)
LL4CP	Tax Avoidance (0.5)
LL4CQ	Legal Aspects of Private Equity and Venture Capital (0.5)
LL4E7	Investment Treaty Law (0.5)
LL4F1	Secured Financing in Commercial Transactions (0.5) (withdrawn 2020/21)
LL4F2	The Law and Practice of International Finance (0.5)
LL4F3	Mergers, Acquisitions and Restructurings in Europe (0.5)
LL4F4	Takeover Regulation in the UK and the US (0.5) (not available 2020/21)
LL4G6	International Commodity Sales (0.5) (withdrawn 2020/21)
LL4G8	Law of Corporate Finance (0.5)
LL4H4	International Financial Law (0.5)
LL4K5	International Commercial Contracts - General Principles (0.5) #
LL4K8	Law of Corporate Finance: Securities Regulation (0.5) (not available 2020/21)
LL4K9	European Capital Markets Law (0.5)
LL4N6	Principles of Copyright Law (0.5) #
LL4S2	E-Commerce Law (0.5)
LL4Z1	Business Taxation (0.5) #
LL4Z5	EU State Aid Law (0.5) (not available 2020/21)

Corporate and Securities Law

LL4AH	Corporate Governance (0.5) #
LL4BF	International Financial Regulation (0.5) (not available 2020/21)
LL4BK	Corporate Crime (0.5)
LL4BL	Financial Crime (0.5)
LL4CD	European Company Law (0.5) # (not available 2020/21)
LL4CF	UK Corporate Law (0.5)
LL4CM	Law in the Economy (0.5) (withdrawn 2020/21)
LL4CQ	Legal Aspects of Private Equity and Venture Capital (0.5)
LL4F2	The Law and Practice of International Finance (0.5)
LL4F3	Mergers, Acquisitions and Restructurings in Europe (0.5)
LL4F4	Takeover Regulation in the UK and the US (0.5) (not available 2020/21)
LL4G8	Law of Corporate Finance (0.5)
LL4H4	International Financial Law (0.5)
LL4K8	Law of Corporate Finance: Securities Regulation (0.5) (not available 2020/21)
LL4K9	European Capital Markets Law (0.5)

Criminology and Criminal Justice

LL4AR	International Criminal Law: Core Crimes and Concepts (0.5)
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LL4AS	International Criminal Law: Prosecution and Practice (0.5) (not available 2020/21)
LL4AT	Regulation: Strategies and Enforcement (0.5)
LL4AU	Regulation: Legal and Political Aspects (0.5) # (not available 2020/21)
LL4BK	Corporate Crime (0.5)
LL4BL	Financial Crime (0.5)
LL4CE	Security and Criminal Law (0.5) # (not available 2020/21)
LL4CL	Explaining Punishment: Philosophy, Political Economy, Sociology (0.5)
LL4K7	Mental Health Law: The Criminal Context (0.5) (not available 2020/21)

European Law

LL4AF	Principles of Global Competition Law (0.5)
LL4AG	Competition Law, Technology and Intellectual Property (0.5) #
LL4BG	Rethinking EU Law (0.5)
LL4BH	Law and Government of the European Union (0.5) # (not available 2020/21)
LL4BV	Transnational Environmental Law (0.5)
LL4CD	European Company Law (0.5) # (not available 2020/21)
LL4CS	Law and Economics of Network Industries (0.5)
LL4F3	Mergers, Acquisitions and Restructurings in Europe (0.5)
LL4H8	Employment Law (0.5)
LL4H9	Human Rights in the Workplace (0.5) (not available 2020/21)
LL4K9	European Capital Markets Law (0.5)
LL4Y9	Comparative and Transnational Law (0.5)
LL4Z5	EU State Aid Law (0.5) (not available 2020/21)

Human Rights Law

LL468	European Human Rights Law (0.5)
LL469	UK Human Rights Law (0.5) (not available 2020/21)
LL475	Terrorism and the Rule of Law (0.5)
LL4A6	Climate Change and International Law (0.5)
LL4A8	International Law and the Use of Force (0.5) #
LL4A9	Law in War (0.5) # (not available 2020/21)
LL4AQ	Constitutional Theory (0.5) (not available 2020/21)
LL4AR	International Criminal Law: Core Crimes and Concepts (0.5)
LL4AS	International Criminal Law: Prosecution and Practice (0.5) (not available 2020/21)
LL4AW	Foundations of International Human Rights Law (0.5) # (not available 2020/21)
LL4AX	Selected Topics in International Human Rights Law (0.5) # (not available 2020/21)
LL4BA	International Law and the Movement of Persons within States (0.5)
LL4BB	International Law and the Movement of Persons Between States (0.5)
LL4BG	Rethinking EU Law (0.5)
LL4BH	Law and Government of the European Union (0.5) # (not available 2020/21)
LL4BW	Law and Political Thought (0.5) # (not available 2020/21)
LL4C2	World Poverty and Human Rights (0.5) #
LL4H9	Human Rights in the Workplace (0.5) (not available 2020/21)
LL4K4	The International Law of Self-Determination (0.5) # (not available 2020/21)
LL4L6	Theory of Constitutional Rights (0.5) # (not available 2020/21)
LL4S4	Digital Rights, Privacy and Security (0.5) #
LL4Z6	Comparative Constitutional Law (0.5)

LL4Z7 Comparative Constitutional Rights (0.5)
(not available 2020/21)

Information Technology, Media and Communications Law

LL4AT Regulation: Strategies and Enforcement (0.5)
LL4AU Regulation: Legal and Political Aspects (0.5) # (not available 2020/21)
LL4BM The Legal Protection of Inventions (0.5) #
LL4BN Innovation, Technology and Patent Law (0.5) # (not available 2020/21)
LL4BP Current Issues in Intellectual and Cultural Property Law (0.5)
LL4BQ Trade Mark Law (0.5) #
LL4BR Trade Marks, Brands and Branding: Contemporary Issues (0.5) # (withdrawn 2020/21)
LL4CS Law and Economics of Network Industries (0.5)
LL4H2 Freedom of Speech, Media and the Law (0.5) (not available 2020/21)
LL4H3 Media Law: Regulating Newsgathering (0.5) (not available 2020/21)
LL4N6 Principles of Copyright Law (0.5) #
LL4S1 Cyberlaw (0.5) #
LL4S2 E-Commerce Law (0.5)
LL4S4 Digital Rights, Privacy and Security (0.5) #
LL4S5 Copyright Law (0.5) (not available 2020/21)

Intellectual Property Law

LL4AT Regulation: Strategies and Enforcement (0.5)
LL4AU Regulation: Legal and Political Aspects (0.5) # (not available 2020/21)
LL4BM The Legal Protection of Inventions (0.5) #
LL4BN Innovation, Technology and Patent Law (0.5) # (not available 2020/21)
LL4BP Current Issues in Intellectual and Cultural Property Law (0.5)
LL4BQ Trade Mark Law (0.5) #
LL4BR Trade Marks, Brands and Branding: Contemporary Issues (0.5) # (withdrawn 2020/21)
LL4BT Cultural Property and Heritage Law (0.5)
LL4BU Art Law (0.5) (not available 2020/21)
LL4H2 Freedom of Speech, Media and the Law (0.5) (not available 2020/21)
LL4H3 Media Law: Regulating Newsgathering (0.5) (not available 2020/21)
LL4N6 Principles of Copyright Law (0.5) #
LL4S1 Cyberlaw (0.5) #
LL4S5 Copyright Law (0.5) (not available 2020/21)

International Business Law

LL4AF Principles of Global Competition Law (0.5)
LL4AG Competition Law, Technology and Intellectual Property (0.5) #
LL4AH Corporate Governance (0.5) #
LL4AL International Business Transactions: Commercial Litigation (0.5) #
LL4AM International Business Transactions: Advanced Procedure and Tactics (0.5) # (not available 2020/21)
LL4AN International Business Transactions: Conflict of Laws, Extraterritoriality, and Global Governance (0.5) # (not available 2020/21)
LL4AP International Business Transactions: Contracts and Property (0.5) #
LL4AV International Economic Law and Development (0.5) #
LL4AY International Tax Systems (0.5) #

LL4AZ Taxation of Multinational Enterprises: Transfer Pricing (0.5) # (not available 2020/21)

LL4B1 International Trade Law (0.5) #
LL4BF International Financial Regulation (0.5) (not available 2020/21)
LL4BK Corporate Crime (0.5)
LL4BL Financial Crime (0.5)
LL4BM The Legal Protection of Inventions (0.5) #
LL4BN Innovation, Technology and Patent Law (0.5) # (not available 2020/21)
LL4C5 Fundamentals of International Commercial Arbitration (0.5)
LL4C6 Advanced Issues of International Commercial Arbitration (0.5) # (not available 2020/21)
LL4CC Commercial Remedies (0.5) # (not available 2020/21)
LL4CJ Comparative Corporate Taxation (0.5) # (withdrawn 2020/21)
LL4CM Law in the Economy (0.5) (withdrawn 2020/21)
LL4CP Tax Avoidance (0.5)
LL4CS Law and Economics of Network Industries (0.5)
LL4E7 Investment Treaty Law (0.5)
LL4F2 The Law and Practice of International Finance (0.5)
LL4F3 Mergers, Acquisitions and Restructurings in Europe (0.5)
LL4F4 Takeover Regulation in the UK and the US (0.5) (not available 2020/21)
LL4G6 International Commodity Sales (0.5) (withdrawn 2020/21)
LL4H4 International Financial Law (0.5)
LL4K5 International Commercial Contracts - General Principles (0.5) #
LL4K9 European Capital Markets Law (0.5)
LL4S2 E-Commerce Law (0.5)
LL4Y9 Comparative and Transnational Law (0.5)
LL4Z2 Principles of Taxation and Tax Disputes (0.5) # (not available 2020/21)
LL4Z3 Taxation of Consumption and Income (0.5) (withdrawn 2020/21)
LL4Z5 EU State Aid Law (0.5) (not available 2020/21)

Legal Theory

LL468 European Human Rights Law (0.5)
LL475 Terrorism and the Rule of Law (0.5)
LL4A6 Climate Change and International Law (0.5)
LL4AQ Constitutional Theory (0.5) (not available 2020/21)
LL4AT Regulation: Strategies and Enforcement (0.5)
LL4AU Regulation: Legal and Political Aspects (0.5) # (not available 2020/21)
LL4BG Rethinking EU Law (0.5)
LL4BP Current Issues in Intellectual and Cultural Property Law (0.5)
LL4BW Law and Political Thought (0.5) # (not available 2020/21)
LL4CA Law and Social Theory (0.5) (withdrawn 2020/21)
LL4CB Modern Legal History: Private Law and the Economy 1750-1950 (0.5) (not available 2020/21)
LL4CE Security and Criminal Law (0.5) # (not available 2020/21)
LL4CM Law in the Economy (0.5) (withdrawn 2020/21)
LL4CO Taxation of Wealth (0.5) #
LL4CP Tax Avoidance (0.5)

LL4E8	Law in Society: A Joint Course in Law and Anthropology (1.0) (withdrawn 2020/21)
LL4H7	Foundations of Legal Theory (0.5) # (withdrawn 2020/21)
LL4J1	Critical Perspectives on Legal Theory (0.5) # (withdrawn 2020/21)
LL4L1	The Theory and Practice of Alternative Commercial Dispute Resolution (0.5) # (not available 2020/21)
LL4L5	Socio-legal Theory and Practice (0.5) (not available 2020/21)
LL4L6	Theory of Constitutional Rights (0.5) # (not available 2020/21)
LL4L7	Advanced Mediation and Negotiation (0.5) # (not available 2020/21)
LL4S1	Cyberlaw (0.5) #
LL4Y9	Comparative and Transnational Law (0.5)
LL4Z6	Comparative Constitutional Law (0.5)
LL4Z7	Comparative Constitutional Rights (0.5) (not available 2020/21)

Public International Law

LL475	Terrorism and the Rule of Law (0.5)
LL4A6	Climate Change and International Law (0.5)
LL4A8	International Law and the Use of Force (0.5) #
LL4A9	Law in War (0.5) # (not available 2020/21)
LL4AD	Rethinking International Law: International Law and Contemporary Problems (0.5) # (not available 2020/21)
LL4AE	Rethinking International Law: International Legal Thought (0.5) (not available 2020/21)
LL4AR	International Criminal Law: Core Crimes and Concepts (0.5)
LL4AS	International Criminal Law: Prosecution and Practice (0.5) (not available 2020/21)
LL4AV	International Economic Law and Development (0.5) #
LL4AW	Foundations of International Human Rights Law (0.5) # (not available 2020/21)
LL4AX	Selected Topics in International Human Rights Law (0.5) # (not available 2020/21)
LL4B1	International Trade Law (0.5) #
LL4BA	International Law and the Movement of Persons within States (0.5)
LL4BB	International Law and the Movement of Persons Between States (0.5)
LL4BV	Transnational Environmental Law (0.5)
LL4C2	World Poverty and Human Rights (0.5) #
LL4CM	Law in the Economy (0.5) (withdrawn 2020/21)
LL4E6	International Dispute Resolution: Courts and Tribunals (0.5) #
LL4E7	Investment Treaty Law (0.5)
LL4K4	The International Law of Self-Determination (0.5) # (not available 2020/21)

Public Law

LL468	European Human Rights Law (0.5)
LL469	UK Human Rights Law (0.5) (not available 2020/21)
LL475	Terrorism and the Rule of Law (0.5)
LL4AQ	Constitutional Theory (0.5) (not available 2020/21)
LL4AT	Regulation: Strategies and Enforcement (0.5)
LL4AU	Regulation: Legal and Political Aspects (0.5) # (not available 2020/21)
LL4BG	Rethinking EU Law (0.5)
LL4BH	Law and Government of the European Union (0.5) # (not available 2020/21)
LL4BV	Transnational Environmental Law (0.5)
LL4BW	Law and Political Thought (0.5) # (not available 2020/21)

LL4CP	Tax Avoidance (0.5)
LL4CS	Law and Economics of Network Industries (0.5)
LL4H2	Freedom of Speech, Media and the Law (0.5) (not available 2020/21)
LL4H3	Media Law: Regulating Newsgathering (0.5) (not available 2020/21)
LL4K7	Mental Health Law: The Criminal Context (0.5) (not available 2020/21)
LL4Y9	Comparative and Transnational Law (0.5)
LL4Z2	Principles of Taxation and Tax Disputes (0.5) # (not available 2020/21)
LL4Z6	Comparative Constitutional Law (0.5)
LL4Z7	Comparative Constitutional Rights (0.5) (not available 2020/21)

Taxation

LL4AY	International Tax Systems (0.5) #
LL4AZ	Taxation of Multinational Enterprises: Transfer Pricing (0.5) # (not available 2020/21)
LL4CG	Tax Law and Policy (0.5) #
LL4CH	Tax in the Digital Economy (0.5) #
LL4CJ	Comparative Corporate Taxation (0.5) # (withdrawn 2020/21)
LL4CK	Taxation of Corporate Transactions (0.5) # (withdrawn 2020/21)
LL4CM	Law in the Economy (0.5) (withdrawn 2020/21)
LL4CO	Taxation of Wealth (0.5) #
LL4CP	Tax Avoidance (0.5)
LL4Z1	Business Taxation (0.5) #
LL4Z2	Principles of Taxation and Tax Disputes (0.5) # (not available 2020/21)
LL4Z3	Taxation of Consumption and Income (0.5) (withdrawn 2020/21)

Global MSc in Management (CEMS MiM)

Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Programme Code: TMGLMGCEMS

Department: Management

For students starting this programme of study in 2020/21 A two-year programme. Students are also awarded the CEMS Master's in International Management (MIM) degree, subject to successful completion of the CEMS MIM requirements. Students take courses to the value of eight units which are spread unevenly over the two years. The programme includes: two units at a partner CEMS Institution (MG410 Term Abroad); CEMS compulsory MG463 CEMS Global Leadership (H); a dissertation; and the course MG488 GMiM Capstone Course - Management in Action (H) taught over both years, Part A (unassessed) in Year 1 and Part B (assessed) in Year 2.

All students are required to attend MG4A1 Introduction to Studying for GMiM.

Year 1**Introductory course**

Paper 1	MG4A1	Introduction to Studying for GMiM (0.0)
	MG458	Foundations of Management I: Organisations and Management Theory (0.5) and MG459 Foundations of Management 2 (0.5)
Paper 2	MG431	Managerial Economics (0.5)
	And either:	
	MY451	Introduction to Quantitative Analysis (0.5)
	or	
	MY452	Applied Regression Analysis (0.5) #
	Or	

Upon satisfactorily demonstrating that they have a degree in economics and have passed, as part of that degree, a course in managerial economics, microeconomics or industrial organisation, students may be exempted from MG431 and will be free to take an elective course, subject to the approval of the Programme Director. Students must select either MY451 or MY452 and a further 0.5 unit from the Elective Courses listed below:

MY451 Introduction to Quantitative Analysis (0.5)

or

MY452 Applied Regression Analysis (0.5) #
and 0.5 units from the Elective Courses listed below:

Elective Courses

Paper 3 MG434 Organisational Behaviour (0.5) **and** MG4E2 Marketing Management (0.5)

Or

Upon satisfactorily demonstrating that they have a degree in marketing, or in management or business administration with a significant concentration in marketing, may be exempted from MG4E2 and will be free to take an elective course, subject to the approval of the Programme Director. Students must select MG434 and a further 0.5 unit from the Elective Courses listed below:

MG434 Organisational Behaviour (0.5)

and 0.5 units from the Elective Courses listed below:

Elective Courses

Paper 4 Electives to the value of 0.5 full units

Elective Courses

Compulsory course

As part of Paper 4, students also take the compulsory unassessed part of MG488:

MG488A GMiM Capstone Course - Management in Action (0.0)

Year 2

Paper 5 MG468 Foundations of Management III: Business Ethics, Corporate Governance and Leadership (0.5) # **and** MG488B GMiM Capstone Course - Management in Action (0.5) #

Paper 6 Courses to the value of two units to be taken at one of the partner CEMS Institutions (<https://www.cems.org/academic-members/our-members/list/>):

MG410 Term Abroad (2.0)

Paper 7 MG463 CEMS Global Leadership (0.5) #

and 0.5 units from the Elective Courses listed below:

Elective Courses

Paper 8 MG469 Extended Essay for Management (0.5) #

Elective Courses

The following elective courses are available to all GMiM students regardless of whether a specialism is taken or not, subject to pre-requisites and course availability:

AC411 Accounting, Strategy and Control (0.5)

AC412 Accountability, Organisations and Risk Management (0.5)

AC415 Management Accounting for Decision Making (0.5)

AC416 Topics in Financial Reporting (0.5) #1

AC417 Corporate Financial Disclosure and Investor Relations (0.5)

AC444 Valuation and Security Analysis (0.5) #

AC470 Accounting in the Global Economy (0.5) #

AC490 Management Accounting, Decisions and Control (0.5)

AC491 Financial Accounting, Reporting and Disclosure (0.5)

DV424 International Institutions and Late Development (0.5)

FM472 International Finance (0.5) #

FM473L Financial Markets (0.5) #

FM473M Financial Markets (0.5) #

FM474L Managerial Finance (0.5)

FM474M Managerial Finance (0.5)

FM476 Entrepreneurial Finance (0.5) #

GI407 Globalisation, Gender and Development (1.0) 2

GI409 Gender, Globalisation and Development: An Introduction (0.5)

GI420 Globalisation, Gender and Development: Theorising Policy and Practice (0.5)

MA423 Fundamentals of Operations Research (0.5) #

MA424 Modelling in Operations Research (0.5) #

MA427 Mathematical Optimisation (0.5) #

MC408 Theories and Concepts in Media and Communications (0.5)

MG401 Operations Management for Management Consultancy (0.5) #

MG402 Public Management: A Design-Oriented Approach (0.5)

MG404 Consumer Insights: Behavioural Fundamentals (0.5)

MG409 Auctions and Game Theory (0.5) #

MG418 Open Innovation (0.5)

MG421 International Business Strategy and

Emerging Markets (0.5) #

MG422 Thinking Strategically (0.5) #

MG430 Firms & Markets in Emerging Economies (0.5)

MG452 Behavioural Economics for Management (0.5) # (not available 2020/21)

MG455 Decisions, Biases and Nudges (0.5) #

MG456 Strategic Decision Making (0.5) #

MG460 Emergencies Management: Humanitarian Intervention and Digital Innovation (0.5)

MG464 CEMS Global Business Strategy (0.5)

MG466 Supply Chain Management (0.5) #

MG467 Strategy and Change in Public Sector Management (0.5) # (not available 2020/21)

MG472 Global Strategy, Management and Information Systems (0.5) #

MG473 Negotiation Analysis (0.5)

MG477 Strategic Reward: Key Models and Practices (0.5)

MG479 Information Systems for the Public Sector: Digital Government and Service Innovation (0.5)

MG481 Innovating Organisational Information Technology (0.5) #

MG482 Innovation and Technology Management (0.5)

MG483 eHealth: Policy, Strategy and Systems (0.5) #

MG484 Global Sourcing and Management of Business and IT Services (0.5) # (withdrawn 2020/21)

MG485 Management and Economics of E-Business (0.5) # (not available 2020/21)

MG486 Social Computing, Data Analytics, and Information Services (0.5)

MG487 Innovation and Information Systems: Concepts and Perspectives (0.5)

MG492 Data Governance: Privacy, Openness and Transparency (0.5)

MG4A3 Incentives and Governance in Organisations (0.5) #

MG4A4 Empirical Research Strategy for Managerial Economics (0.5) (withdrawn 2020/21)

MG4A8 Strategy for the Information Economy (0.5) #

MG4B1 Corporate Strategy (0.5) #

MG4B6	Design and Management of Organisations (0.5)
MG4B7	Organisational Change (0.5) (not available 2020/21)
MG4B9	The World Trading System (0.5) #
MG4C3	Information Technology and Service Innovation (0.5)
MG4D2	International Employment Relations (0.5) #
MG4D3	The Dark Side of the Organisation (0.5) #
MG4F2	Marketing Analytics II: Analytics for Managing Innovations, Products and Brands (0.5)
MG4F3	Digital Marketing (0.5) # (not available 2020/21)
MG4G4	Topics in Management Research (0.5)
MG4J3	Principles of Pricing (0.5) (not available 2020/21)
MG4J6	Brand Strategy (0.5)
MY452	Applied Regression Analysis (0.5) #
MY455	Multivariate Analysis and Measurement (0.5) #
PB418	Corporate Communications (0.5)
PB419	Creativity and Innovation (0.5) # (not available 2020/21)
PB426	Knowledge Processes in Organisations (0.5) (not available 2020/21)
PP4E4	Analytic frameworks for policy evaluation (0.5) # (not available 2020/21)
PP4E5	Innovations in the governance of public services delivery (0.5)
PP4G3	Designing and Managing Change in the Public Sector (0.5)
ST429	Statistical Methods for Risk Management (0.5) #

Or another MSc-level elective course which is offered in the School, subject to approval of the course leader and the Programme Director.

Prerequisite Requirements and Mutually Exclusive Options

1: Before taking AC416 you must take AC480

2: GI407 can not be taken with GI409, GI420

means there may be prerequisites for this course.

Please view the course guide for more information.

SUPPLEMENTARY CRITERIA FOR PROGRESSION FROM THE FIRST TO THE SECOND YEAR OF MSC MANAGEMENT

The following rules set out what marks are required in order to be eligible to proceed into the second year. Students with the following mark profiles progress as follows:

Pass marks in all first year courses allows progression to year two.

A half unit Fail mark or a half unit Bad Fail mark with at least Pass marks in all other courses will allow progression to year two.

One full unit (or two half units) of Fail marks (which could include no more than one half unit Bad Fail mark) with at least Pass marks in all other courses, including one half unit of Merit marks will allow progression to year two.

Two Bad Fail marks (full or half units) will not allow progression to year two.

Three or more (full or half units) Fails or Bad Fail marks will not allow progression to year two.

Students must resubmit all failed components of assessments in courses in which they receive a Bad Fail mark in order to be eligible for the award of a degree. The Repeat Teaching Panel may consider an application for repeat tuition in any failed courses from a student. Results obtained following a repeated attempt at assessment shall bear their normal value.

Note for prospective students:

For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm.

Global MSc in Management (CEMS MiM)

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Programme Code: TMGLMGCEMS

Department: Management

For students starting this programme of study in 2019/20

A two-year programme. Students are also awarded the CEMS Master's in International Management (MIM) degree, subject to successful completion of the CEMS MIM requirements.

Students take courses to the value of eight units which are spread unevenly over the two years. The programme includes: two units at a partner CEMS Institution (MG410 Term Abroad); CEMS compulsory MG464 CEMS Global Business Strategy (H) and a dissertation.

All students are required to attend MG4A1 Introduction to Studying for GMiM.

Year 1

Introductory course

Paper 1	MG4A1	Introduction to Studying for GMiM (0.0)
	MG458	Foundations of Management I: Organisations and Management Theory (0.5) and MG459 Foundations of Management 2 (0.5)
Paper 2	MG449	Research Methods for Studies in Global Management (0.5) # (not available 2020/21) and MG431 Managerial Economics (0.5)

Or

Upon satisfactorily demonstrating that they have a degree in economics and have passed, as part of that degree, a course in managerial economics, microeconomics or industrial organisation, students may be exempted from MG431 and will be free to take an elective course, subject to the approval of the Programme Director. Students must select MG449 and a further 0.5 unit from the Elective Courses listed below:

MG449 Research Methods for Studies in Global Management (0.5) # (not available 2020/21)

and 0.5 units from the Elective Courses listed below:

Elective Courses

Paper 3	MG434	Organisational Behaviour (0.5) and MG4E2 Marketing Management (0.5)
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Or

Upon satisfactorily demonstrating that they have a degree in marketing, or in management or business administration with a significant concentration in marketing, may be exempted from MG4E2 and will be free to take an elective course, subject to the approval of the Programme Director. Students must select MG434 and a further 0.5 unit from the Elective Courses listed below:

MG434 Organisational Behaviour (0.5) and 0.5 units from the Elective Courses listed below:

Elective Courses

Paper 4	Electives to the value of 0.5 full units	MG460	Emergencies Management: Humanitarian Intervention and Digital Innovation (0.5)
Elective Courses		MG466	Supply Chain Management (0.5) #
Compulsory course	As part of Paper 4, students also take the compulsory unassessed part of MG488:	MG467	Strategy and Change in Public Sector Management (0.5) # (not available 2020/21)
	MG488A GMiM Capstone Course - Management in Action (0.0)	MG472	Global Strategy, Management and Information Systems (0.5) #
Year 2		MG473	Negotiation Analysis (0.5)
Paper 5	Elective courses to the value of 0.5 unit(s) and:	MG477	Strategic Reward: Key Models and Practices (0.5)
	MG468 Foundations of Management III: Business Ethics, Corporate Governance and Leadership (0.5) #	MG479	Information Systems for the Public Sector: Digital Government and Service Innovation (0.5)
Elective Courses		MG481	Innovating Organisational Information Technology (0.5) #
Paper 6	Courses to the value of two units to be taken at one of the partner CEMS Institutions (https://www.cems.org/academic-members/our-members/list/):	MG482	Innovation and Technology Management (0.5)
	MG410 Term Abroad (2.0)	MG483	eHealth: Policy, Strategy and Systems (0.5) #
Paper 7	Elective courses to the value of 0.5 unit(s) and:	MG484	Global Sourcing and Management of Business and IT Services (0.5) # (withdrawn 2020/21)
	MG464 CEMS Global Business Strategy (0.5)	MG485	Management and Economics of E-Business (0.5) # (not available 2020/21)
Elective Courses		MG486	Social Computing, Data Analytics, and Information Services (0.5)
Paper 8	MG469 Extended Essay for Management (0.5) #	MG487	Innovation and Information Systems: Concepts and Perspectives (0.5)
Elective Courses		MG492	Data Governance: Privacy, Openness and Transparency (0.5)
The following elective courses are available to all GMiM students regardless of whether a specialism is taken or not, subject to pre-requisites and course availability:		MG4A3	Incentives and Governance in Organisations (0.5) #
	AC411 Accounting, Strategy and Control (0.5)	MG4A4	Empirical Research Strategy for Managerial Economics (0.5) (withdrawn 2020/21)
	AC412 Accountability, Organisations and Risk Management (0.5)	MG4A8	Strategy for the Information Economy (0.5) #
	AC415 Management Accounting for Decision Making (0.5)	MG4B1	Corporate Strategy (0.5) #
	AC416 Topics in Financial Reporting (0.5) #1	MG4B6	Design and Management of Organisations (0.5)
	AC417 Corporate Financial Disclosure and Investor Relations (0.5)	MG4B7	Organisational Change (0.5) (not available 2020/21)
	AC444 Valuation and Security Analysis (0.5) #	MG4B9	The World Trading System (0.5) #
	AC470 Accounting in the Global Economy (0.5) #	MG4C3	Information Technology and Service Innovation (0.5)
	AC490 Management Accounting, Decisions and Control (0.5)	MG4D2	International Employment Relations (0.5) #
	AC491 Financial Accounting, Reporting and Disclosure (0.5)	MG4D3	The Dark Side of the Organisation (0.5) #
	DV424 International Institutions and Late Development (0.5)	MG4F2	Marketing Analytics II: Analytics for Managing Innovations, Products and Brands (0.5)
	FM472 International Finance (0.5) #	MG4F3	Digital Marketing (0.5) # (not available 2020/21)
	FM473L Financial Markets (0.5) #	MG4G4	Topics in Management Research (0.5)
	FM473M Financial Markets (0.5) #	MG4J3	Principles of Pricing (0.5) (not available 2020/21)
	FM474L Managerial Finance (0.5)	MG4J6	Brand Strategy (0.5)
	FM474M Managerial Finance (0.5)	MY452	Applied Regression Analysis (0.5) #
	FM476 Entrepreneurial Finance (0.5) #	MY455	Multivariate Analysis and Measurement (0.5) #
	GI407 Globalisation, Gender and Development (1.0) 2	PB418	Corporate Communications (0.5)
	GI409 Gender, Globalisation and Development: An Introduction (0.5)	PB419	Creativity and Innovation (0.5) # (not available 2020/21)
	GI420 Globalisation, Gender and Development: Theorising Policy and Practice (0.5)	PB426	Knowledge Processes in Organisations (0.5) (not available 2020/21)
	MA423 Fundamentals of Operations Research (0.5) #	PP4E4	Analytic frameworks for policy evaluation (0.5) # (not available 2020/21)
	MA424 Modelling in Operations Research (0.5) #	PP4E5	Innovations in the governance of public services delivery (0.5)
	MA427 Mathematical Optimisation (0.5) #	PP4G3	Designing and Managing Change in the Public Sector (0.5)
	MC408 Theories and Concepts in Media and Communications (0.5)	ST429	Statistical Methods for Risk Management (0.5) #
	MG401 Operations Management for Management Consultancy (0.5) #		
	MG404 Consumer Insights: Behavioural Fundamentals (0.5)		
	MG409 Auctions and Game Theory (0.5) #		
	MG418 Open Innovation (0.5)		
	MG421 International Business Strategy and Emerging Markets (0.5) #		
	MG422 Thinking Strategically (0.5) #		
	MG452 Behavioural Economics for Management (0.5) # (not available 2020/21)		
	MG455 Decisions, Biases and Nudges (0.5) #		
	MG456 Strategic Decision Making (0.5) #		

Or another MSc-level elective course which is offered in the School, subject to approval of the course leader and the Programme Director.

Prerequisite Requirements and Mutually Exclusive Options

1: Before taking AC416 you must take AC480

2: GI407 can not be taken with GI409, GI420

means there may be prerequisites for this course.

Please view the course guide for more information.

SUPPLEMENTARY CRITERIA FOR PROGRESSION FROM THE FIRST TO THE SECOND YEAR OF MSC MANAGEMENT

The following rules set out what marks are required in order to be eligible to proceed into the second year. Students with the following mark profiles progress as follows:

Pass marks in all first year courses allows progression to year two.

A half unit Fail mark or a half unit Bad Fail mark with at least Pass marks in all other courses will allow progression to year two.

One full unit (or two half units) of Fail marks (which could include no more than one half unit Bad Fail mark) with at least Pass marks in all other courses, including one half unit of Merit marks will allow progression to year two.

Two Bad Fail marks (full or half units) will not allow progression to year two.

Three or more (full or half units) Fails or Bad Fail marks will not allow progression to year two.

Students must resubmit all failed components of assessments in courses in which they receive a Bad Fail mark in order to be eligible for the award of a degree. The Repeat Teaching Panel may consider an application for repeat tuition in any failed courses from a student. Results obtained following a repeated attempt at assessment shall bear their normal value.

Note for prospective students:

For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm.

Global MSc in Management (MBA Exchange)

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Programme Code: TMGLMG MBA

Department: Management

For students starting this programme of study in 2020/21

A two-year programme. Students take courses to the value of eight units but those units are not necessarily spread evenly over the two years.

The second year includes an extended essay. Students complete the course MG488 GMiM Capstone Course - Management in Action (H) over both years, Part A (unassessed) in Year 1 and Part B (assessed) in Year 2. Students also complete two units at a partner institution (MG410 Term Abroad).

All students are required to attend MG4A1 Introduction to Studying for GMiM.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting

specific prerequisite requirements.

Year 1

Introductory course

- | | | |
|---------|--------------------|---|
| Paper 1 | MG4A1 | Introduction to Studying for GMiM (0.0) |
| | MG458 | Foundations of Management I: Organisations and Management Theory (0.5) and MG459 Foundations of Management 2 (0.5) |
| Paper 2 | MG431 | Managerial Economics (0.5) |
| | And either: | |
| | MY451 | Introduction to Quantitative Analysis (0.5) |
| | or | |
| | MY452 | Applied Regression Analysis (0.5) # |
| | Or | |
| | | Upon satisfactorily demonstrating that they have a degree in economics and have passed, as part of that degree, a course in managerial economics, microeconomics or industrial organisation, students may be exempted from MG431 and will be free to take an elective course, subject to the approval of the Programme Director. Students must select MY451 or MY452 and a further 0.5 unit from the Elective Courses listed below: |
| | MY451 | Introduction to Quantitative Analysis (0.5) |
| | or | |
| | MY452 | Applied Regression Analysis (0.5) # and 0.5 units from the Elective Courses listed below: |

Elective Courses

- | | | |
|---------|-------|--|
| Paper 3 | MG434 | Organisational Behaviour (0.5) and MG4E2 Marketing Management (0.5) |
|---------|-------|--|

Or

Upon satisfactorily demonstrating that they have a degree in marketing, or in management or business administration with a significant concentration in marketing, may be exempted from MG4E2 and will be free to take an elective course, subject to the approval of the Programme Director. Students must select MG434 and a further 0.5 unit from the Elective Courses listed below:

- | | |
|-------|---|
| MG434 | Organisational Behaviour (0.5) |
| | and 0.5 units from the Elective Courses listed below: |

Elective Courses

- | | | |
|---------|--|--|
| Paper 4 | | Electives to the value of 0.5 or 1.0 units |
|---------|--|--|

Elective Courses

Compulsory course

As part of Paper 4, students also take the compulsory unassessed part of MG488:

- | | |
|--------|---|
| MG488A | GMiM Capstone Course - Management in Action (0.0) |
|--------|---|

Year 2

- | | | |
|---------|-------------------------|--|
| Paper 5 | MG468 | Foundations of Management III: Business Ethics, Corporate Governance and Leadership (0.5) # and MG488B GMiM Capstone Course - Management in Action (0.5) # |
| Paper 6 | | Courses to the value of two units to be taken at one of the partner institutions. |
| | MG410 | Term Abroad (2.0) |
| Paper 7 | | Elective Courses to the value of 0.5 or 1.0 units depending on the courses taken under Paper 4. |
| | Elective Courses | |
| Paper 8 | MG469 | Extended Essay for Management (0.5) # |
| | Elective Courses | |
| | | The following elective courses are available to all GMiM students regardless of whether a specialism is taken or not, subject to pre-requisites and course availability: |
| | AC411 | Accounting, Strategy and Control (0.5) |
| | AC412 | Accountability, Organisations and Risk Management (0.5) |
| | AC415 | Management Accounting for Decision |

	Making (0.5)	MG485	Management and Economics of E-Business (0.5) # (not available 2020/21)
AC416	Topics in Financial Reporting (0.5) #1	MG486	Social Computing, Data Analytics, and Information Services (0.5)
AC417	Corporate Financial Disclosure and Investor Relations (0.5)	MG487	Innovation and Information Systems: Concepts and Perspectives (0.5)
AC444	Valuation and Security Analysis (0.5) #	MG492	Data Governance: Privacy, Openness and Transparency (0.5)
AC470	Accounting in the Global Economy (0.5) #	MG4A3	Incentives and Governance in Organisations (0.5) #
AC490	Management Accounting, Decisions and Control (0.5)	MG4A4	Empirical Research Strategy for Managerial Economics (0.5) (withdrawn 2020/21)
AC491	Financial Accounting, Reporting and Disclosure (0.5)	MG4A8	Strategy for the Information Economy (0.5) #
DV423	Global Political Economy of Development (0.5) #	MG4B1	Corporate Strategy (0.5) #
DV424	International Institutions and Late Development (0.5)	MG4B6	Design and Management of Organisations (0.5)
FM472	International Finance (0.5) #	MG4B7	Organisational Change (0.5) (not available 2020/21)
FM473L	Financial Markets (0.5) #	MG4B9	The World Trading System (0.5) #
FM473M	Financial Markets (0.5) #	MG4C3	Information Technology and Service Innovation (0.5)
FM474L	Managerial Finance (0.5)	MG4D2	International Employment Relations (0.5) #
FM474M	Managerial Finance (0.5)	MG4D3	The Dark Side of the Organisation (0.5) #
FM476	Entrepreneurial Finance (0.5) #	MG4D5	Leadership in Organisations: Theory and Practice (0.5)
GI407	Globalisation, Gender and Development (1.0) 2	MG4F2	Marketing Analytics II: Analytics for Managing Innovations, Products and Brands (0.5)
GI409	Gender, Globalisation and Development: An Introduction (0.5)	MG4F3	Digital Marketing (0.5) # (not available 2020/21)
GI420	Globalisation, Gender and Development: Theorising Policy and Practice (0.5)	MG4G4	Topics in Management Research (0.5)
MA423	Fundamentals of Operations Research (0.5) #	MG4J3	Principles of Pricing (0.5) (not available 2020/21)
MA424	Modelling in Operations Research (0.5) #	MG4J6	Brand Strategy (0.5)
MA427	Mathematical Optimisation (0.5) #	MY452	Applied Regression Analysis (0.5) #
MC408	Theories and Concepts in Media and Communications (0.5)	MY455	Multivariate Analysis and Measurement (0.5) #
MG401	Operations Management for Management Consultancy (0.5) #	PB418	Corporate Communications (0.5)
MG402	Public Management: A Design-Oriented Approach (0.5)	PB419	Creativity and Innovation (0.5) # (not available 2020/21)
MG404	Consumer Insights: Behavioural Fundamentals (0.5)	PB426	Knowledge Processes in Organisations (0.5) (not available 2020/21)
MG418	Open Innovation (0.5)	PP4E4	Analytic frameworks for policy evaluation (0.5) # (not available 2020/21)
MG421	International Business Strategy and Emerging Markets (0.5) #	PP4E5	Innovations in the governance of public services delivery (0.5)
MG422	Thinking Strategically (0.5) #	PP4G3	Designing and Managing Change in the Public Sector (0.5)
MG452	Behavioural Economics for Management (0.5) # (not available 2020/21)	ST429	Statistical Methods for Risk Management (0.5) #
MG455	Decisions, Biases and Nudges (0.5) #	Or another MSc-level elective course which is offered in the School, subject to approval of the course leader and the Programme Director.	
MG456	Strategic Decision Making (0.5) #		
MG460	Emergencies Management: Humanitarian Intervention and Digital Innovation (0.5)	Prerequisite Requirements and Mutually Exclusive Options	
MG464	CEMS Global Business Strategy (0.5)	1: Before taking AC416 you must take AC480	
MG466	Supply Chain Management (0.5) #	2: GI407 can not be taken with GI409, GI420	
MG467	Strategy and Change in Public Sector Management (0.5) # (not available 2020/21)	# means there may be prerequisites for this course. Please view the course guide for more information.	
MG472	Global Strategy, Management and Information Systems (0.5) #	SUPPLEMENTARY CRITERIA FOR PROGRESSION FROM THE FIRST TO THE SECOND YEAR OF MSC MANAGEMENT	
MG473	Negotiation Analysis (0.5)	The following rules set out what marks are required in order to be eligible to proceed into the second year.	
MG477	Strategic Reward: Key Models and Practices (0.5)	Students with the following mark profiles progress as follows:	
MG478	The Management of Human Resources in Global Companies (0.5)	Pass marks in all first year courses allows progression to year two.	
MG479	Information Systems for the Public Sector: Digital Government and Service Innovation (0.5)	A half unit Fail mark or a half unit Bad Fail mark with at least Pass marks in all other courses will allow progression to year two.	
MG481	Innovating Organisational Information Technology (0.5) #		
MG482	Innovation and Technology Management (0.5)		
MG483	eHealth: Policy, Strategy and Systems (0.5) #		
MG484	Global Sourcing and Management of Business and IT Services (0.5) # (withdrawn 2020/21)		

One full unit (or two half units) of Fail marks (which could include no more than one half unit Bad Fail mark) with at least Pass marks in all other courses, including one half unit of Merit marks will allow progression to year two.
Two Bad Fail marks (full or half units) will not allow progression to year two.
Three or more (full or half units) Fails or Bad Fail marks will not allow progression to year two.
Students must resubmit all failed components of assessments in courses in which they receive a Bad Fail mark in order to be eligible for the award of a degree. The Repeat Teaching Panel may consider an application for repeat tuition in any failed courses from a student. Results obtained following a repeated attempt at assessment shall bear their normal value.

Note for prospective students:

For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm.

Global MSc in Management (MBA Exchange)

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Programme Code: TMGLMG MBA

Department: Management

For students starting this programme of study in 2019/20
A two-year programme. Students take courses to the value of eight units but those units are not necessarily spread evenly over the two years.

The second year includes an extended essay. Students complete the course MG488 GMiM Capstone Course - Management in Action (H) over both years, Part A (unassessed) in Year 1 and Part B (assessed) in Year 2. Students also complete two units at a partner institution (MG410 Term Abroad).

All students are required to attend MG4A1 Introduction to Studying for GMiM.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Year 1

Introductory course

Paper 1	MG4A1	Introduction to Studying for GMiM (0.0)
	MG458	Foundations of Management I: Organisations and Management Theory (0.5) and MG459 Foundations of Management 2 (0.5)
Paper 2	MG449	Research Methods for Studies in Global Management (0.5) # (not available 2020/21) and MG431 Managerial Economics (0.5)

Or

Upon satisfactorily demonstrating that they have a degree in economics and have passed, as part of that degree, a course in managerial economics, microeconomics or industrial organisation, students may be exempted from MG431 and will be free to take an elective course, subject to the approval of the Programme Director. Students must select MG449 and a further 0.5 unit from the Elective Courses listed

below:

MG449 Research Methods for Studies in Global Management (0.5) # (not available 2020/21) and 0.5 units from the Elective Courses listed below:

Elective Courses

Paper 3 MG434 Organisational Behaviour (0.5) **and** MG4E2 Marketing Management (0.5)

Or

Upon satisfactorily demonstrating that they have a degree in marketing, or in management or business administration with a significant concentration in marketing, may be exempted from MG4E2 and will be free to take an elective course, subject to the approval of the Programme Director. Students must select MG434 and a further 0.5 unit from the Elective Courses listed below:

MG434 Organisational Behaviour (0.5)

and 0.5 units from the Elective Courses listed below:

Elective Courses

Paper 4 Electives to the value of 0.5 or 1.0 units

Elective Courses

Compulsory course

As part of Paper 4, students also take the compulsory unassessed part of MG488:

MG488A GMiM Capstone Course - Management in Action (0.0)

Year 2

Paper 5 MG488B GMiM Capstone Course - Management in Action (0.5) # **and** MG468 Foundations of Management III: Business Ethics, Corporate Governance and Leadership (0.5) #

Paper 6 Courses to the value of two units to be taken at one of the partner institutions.

MG410 Term Abroad (2.0)

Paper 7 Elective Courses to the value of 0.5 or 1.0 units depending on the courses taken under Paper 4.

Elective Courses

Paper 8 MG469 Extended Essay for Management (0.5) #

Elective Courses

The following elective courses are available to all GMiM students regardless of whether a specialism is taken or not, subject to pre-requisites and course availability:

AC411	Accounting, Strategy and Control (0.5)
AC412	Accountability, Organisations and Risk Management (0.5)
AC415	Management Accounting for Decision Making (0.5)
AC416	Topics in Financial Reporting (0.5) #1
AC417	Corporate Financial Disclosure and Investor Relations (0.5)
AC444	Valuation and Security Analysis (0.5) #
AC470	Accounting in the Global Economy (0.5) #
AC490	Management Accounting, Decisions and Control (0.5)
AC491	Financial Accounting, Reporting and Disclosure (0.5)
DV423	Global Political Economy of Development (0.5) # (not available 2020/21)
DV424	International Institutions and Late Development (0.5)
FM472	International Finance (0.5) #
FM473L	Financial Markets (0.5) #
FM473M	Financial Markets (0.5) #
FM474L	Managerial Finance (0.5)
FM474M	Managerial Finance (0.5)
FM476	Entrepreneurial Finance (0.5) #
GI407	Globalisation, Gender and Development (1.0) 2

GI409	Gender, Globalisation and Development: An Introduction (0.5)
GI420	Globalisation, Gender and Development: Theorising Policy and Practice (0.5)
MA423	Fundamentals of Operations Research (0.5) #
MA424	Modelling in Operations Research (0.5) #
MA427	Mathematical Optimisation (0.5) #
MC408	Theories and Concepts in Media and Communications (0.5)
MG401	Operations Management for Management Consultancy (0.5) #
MG404	Consumer Insights: Behavioural Fundamentals (0.5)
MG418	Open Innovation (0.5)
MG421	International Business Strategy and Emerging Markets (0.5) #
MG422	Thinking Strategically (0.5) #
MG452	Behavioural Economics for Management (0.5) # (not available 2020/21)
MG455	Decisions, Biases and Nudges (0.5) #
MG456	Strategic Decision Making (0.5) #
MG460	Emergencies Management: Humanitarian Intervention and Digital Innovation (0.5)
MG466	Supply Chain Management (0.5) #
MG467	Strategy and Change in Public Sector Management (0.5) # (not available 2020/21)
MG472	Global Strategy, Management and Information Systems (0.5) #
MG473	Negotiation Analysis (0.5)
MG477	Strategic Reward: Key Models and Practices (0.5)
MG478	The Management of Human Resources in Global Companies (0.5)
MG479	Information Systems for the Public Sector: Digital Government and Service Innovation (0.5)
MG481	Innovating Organisational Information Technology (0.5) #
MG482	Innovation and Technology Management (0.5)
MG483	eHealth: Policy, Strategy and Systems (0.5) #
MG484	Global Sourcing and Management of Business and IT Services (0.5) # (withdrawn 2020/21)
MG485	Management and Economics of E-Business (0.5) # (not available 2020/21)
MG486	Social Computing, Data Analytics, and Information Services (0.5)
MG487	Innovation and Information Systems: Concepts and Perspectives (0.5)
MG492	Data Governance: Privacy, Openness and Transparency (0.5)
MG4A3	Incentives and Governance in Organisations (0.5) #
MG4A4	Empirical Research Strategy for Managerial Economics (0.5) (withdrawn 2020/21)
MG4A8	Strategy for the Information Economy (0.5) #
MG4B1	Corporate Strategy (0.5) #
MG4B6	Design and Management of Organisations (0.5)
MG4B7	Organisational Change (0.5) (not available 2020/21)
MG4B9	The World Trading System (0.5) #
MG4C3	Information Technology and Service Innovation (0.5)
MG4D2	International Employment Relations (0.5) #
MG4D3	The Dark Side of the Organisation (0.5) #
MG4D5	Leadership in Organisations: Theory and Practice (0.5)
MG4F2	Marketing Analytics II: Analytics for Managing Innovations, Products and Brands (0.5)
MG4F3	Digital Marketing (0.5) # (not available 2020/21)
MG4G4	Topics in Management Research (0.5)
MG4J3	Principles of Pricing (0.5) (not available 2020/21)
MG4J6	Brand Strategy (0.5)
MY452	Applied Regression Analysis (0.5) #
MY455	Multivariate Analysis and Measurement (0.5) #
PB418	Corporate Communications (0.5)
PB419	Creativity and Innovation (0.5) # (not available

2020/21)	
PB426	Knowledge Processes in Organisations (0.5) (not available 2020/21)
PP4E4	Analytic frameworks for policy evaluation (0.5) # (not available 2020/21)
PP4E5	Innovations in the governance of public services delivery (0.5)
PP4G3	Designing and Managing Change in the Public Sector (0.5)
ST429	Statistical Methods for Risk Management (0.5) # Or another MSc-level elective course which is offered in the School, subject to approval of the course leader and the Programme Director.

Prerequisite Requirements and Mutually Exclusive Options

1: Before taking AC416 you must take AC480

2: GI407 can not be taken with GI409, GI420

means there may be prerequisites for this course.

Please view the course guide for more information.

SUPPLEMENTARY CRITERIA FOR PROGRESSION FROM THE FIRST TO THE SECOND YEAR OF MSC MANAGEMENT

The following rules set out what marks are required in order to be eligible to proceed into the second year. Students with the following mark profiles progress as follows:

Pass marks in all first year courses allows progression to year two.

A half unit Fail mark or a half unit Bad Fail mark with at least Pass marks in all other courses will allow progression to year two.

One full unit (or two half units) of Fail marks (which could include no more than one half unit Bad Fail mark) with at least Pass marks in all other courses, including one half unit of Merit marks will allow progression to year two.

Two Bad Fail marks (full or half units) will not allow progression to year two.

Three or more (full or half units) Fails or Bad Fail marks will not allow progression to year two.

Students must resubmit all failed components of assessments in courses in which they receive a Bad Fail mark in order to be eligible for the award of a degree. The Repeat Teaching Panel may consider an application for repeat tuition in any failed courses from a student. Results obtained following a repeated attempt at assessment shall bear their normal value.

Note for prospective students:

For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm.

MBA Exchange

Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Programme Code: TOMNMBA

Department: Management

For students starting this programme of study in 2020/21

A one term (Michaelmas or Lent Term only) exchange programme for visiting MBA Exchange students. The MBA exchange programme is attached to the Global MSc Management

programme. Students from partner exchange schools (University of Chicago Booth School of Business, Yale School of Management, University of Michigan Ross School of Management, The Fuqua School of Business Duke University, Kellogg School of Management at Northwestern University, Guanghua School of Management Peking University, Emory University Goizueta Business School, Cornell University Johnson School of Management, University of Texas at Austin McCombs School of Business) spend one term at LSE and choose 4 half-unit courses from the list below, according to which term they attend. MBA exchange students are not here in the main examination period therefore are assessed during the term.

Students take 0.5 unit courses to the value of 2.0 units. Students are not permitted to take 1.0 unit courses.

Student will not be required to complete summative assessments or examinations outside of their term of study. Students will be assessed during their term of study at the LSE.

MBA Exchange (Michaelmas Term)

A one term (Michaelmas Term only) exchange programme for visiting MBA Exchange students. The MBA exchange programme is attached to the Global MSc Management programme. Students from partner exchange schools (University of Chicago Booth School of Business, Yale School of Management, University of Michigan Ross School of Management, The Fuqua School of Business Duke University, Kellogg School of Management at Northwestern University, Guanghua School of Management Peking University, Emory University Goizueta Business School, Cornell University Johnson School of Management, University of Texas at Austin McCombs School of Business) spend one term at LSE. Students should choose 4 half-unit courses from the list below to the total value of 2.0 units. Student will not be required to complete summative assessments or examinations outside of their term of study. Students are not permitted to take one (1.0) unit elective courses.

Papers 1, 2, Courses to the value of 2.0 unit(s) from the following:
3 & 4

AC411	Accounting, Strategy and Control (0.5)
AC491	Financial Accounting, Reporting and Disclosure (0.5)
DV432	China in Developmental Perspective (0.5) #
DV435	African Political Economy (0.5)
EH464	The Historical Context of Business (0.5) (withdrawn 2020/21)
EH481	Economic Change in Global History: Approaches and Analysis (0.5)
EU432	The Philosophy of Europe (0.5) #
FM473M	Financial Markets (0.5) #
FM474M	Managerial Finance (0.5)
GI403	Gender and Media Representation (0.5)
GI409	Gender, Globalisation and Development: An Introduction (0.5)
GV465	War, Peace and the Politics of National Self-Determination (0.5) (not available 2020/21)
GY447	The Economics of Regional and Urban Planning (0.5) #
MA402	Game Theory I (0.5) #
MA423	Fundamentals of Operations Research (0.5) #
MG404	Consumer Insights: Behavioural Fundamentals (0.5)
MG481	Innovating Organisational Information Technology (0.5) #
MG482	Innovation and Technology Management (0.5)
MG487	Innovation and Information Systems: Concepts and Perspectives (0.5)
MG4A3	Incentives and Governance in Organisations (0.5) #
MG4A8	Strategy for the Information Economy (0.5) #
MG4B3	International Marketing: A Strategic Approach (0.5)

MG4B9	The World Trading System (0.5) #
MG4C2	Organisational Behaviour (0.5)
MG4D2	International Employment Relations (0.5) #
MG4G4	Topics in Management Research (0.5)
PP4E4	Analytic frameworks for policy evaluation (0.5) # (not available 2020/21)
PP4G3	Designing and Managing Change in the Public Sector (0.5)

MBA Exchange (Lent Term)

A one term (Lent Term only) exchange programme for visiting MBA Exchange students. The MBA exchange programme is attached to the Global MSc Management programme. Students from partner exchange schools (University of Chicago Booth School of Business, Yale School of Management, University of Michigan Ross School of Management, The Fuqua School of Business Duke University, Kellogg School of Management at Northwestern University, Guanghua School of Management Peking University, Emory University Goizueta Business School, Cornell University Johnson School of Management, University of Texas at Austin McCombs School of Business) spend one term at LSE. Students should choose 4 half-unit courses from the list below to the total value of 2.0 units. Student will not be required to complete summative assessments or examinations outside of their term of study. Students will be assessed during their term of study at the LSE. Students are not permitted to take one (1.0) unit elective courses.

Papers 1, 2, Courses to the value of 2.0 unit(s) from the following:
3 & 4

AC412	Accountability, Organisations and Risk Management (0.5)
AC444	Valuation and Security Analysis (0.5) #
AC470	Accounting in the Global Economy (0.5) #
AC490	Management Accounting, Decisions and Control (0.5)
DV424	International Institutions and Late Development (0.5)
DV433	The Informal Economy and Development (0.5)
EH404	India and the World Economy (0.5)
EH413	African Economic Development in Historical Perspective (0.5)
EU437	Europe Beyond Modernity (0.5)
FM472	International Finance (0.5) #
FM473L	Financial Markets (0.5) #
FM474L	Managerial Finance (0.5)
FM476	Entrepreneurial Finance (0.5) #
GY438	Cities and Social Change in East Asia (0.5) #
IR452	Empire and Conflict in World Politics (0.5)
MA431	Advanced Topics in Operations Research and Applicable Mathematics (0.5) # (not available 2020/21)
MG401	Operations Management for Management Consultancy (0.5) #
MG409	Auctions and Game Theory (0.5) #
MG421	International Business Strategy and Emerging Markets (0.5) #
MG422	Thinking Strategically (0.5) #
MG425	Global Business Management (0.5) (withdrawn 2020/21)
MG452	Behavioural Economics for Management (0.5) # (not available 2020/21)
MG456	Strategic Decision Making (0.5) #
MG460	Emergencies Management: Humanitarian Intervention and Digital Innovation (0.5)
MG466	Supply Chain Management (0.5) #
MG467	Strategy and Change in Public Sector Management (0.5) # (not available 2020/21)

MG473	Negotiation Analysis (0.5)
MG477	Strategic Reward: Key Models and Practices (0.5)
MG478	The Management of Human Resources in Global Companies (0.5)
MG479	Information Systems for the Public Sector: Digital Government and Service Innovation (0.5)
MG483	eHealth: Policy, Strategy and Systems (0.5) #
MG484	Global Sourcing and Management of Business and IT Services (0.5) # (withdrawn 2020/21)
MG485	Management and Economics of E-Business (0.5) # (not available 2020/21)
MG486	Social Computing, Data Analytics, and Information Services (0.5)
MG492	Data Governance: Privacy, Openness and Transparency (0.5)
MG4A4	Empirical Research Strategy for Managerial Economics (0.5) (withdrawn 2020/21)
MG4B1	Corporate Strategy (0.5) #
MG4B6	Design and Management of Organisations (0.5)
MG4B7	Organisational Change (0.5) (not available 2020/21)
MG4D3	The Dark Side of the Organisation (0.5) #
MG4D4	Cross Cultural Management (0.5) #
MG4D5	Leadership in Organisations: Theory and Practice (0.5)
MG4F2	Marketing Analytics II: Analytics for Managing Innovations, Products and Brands (0.5)
MG4F3	Digital Marketing (0.5) # (not available 2020/21)
MG4G7	Contemporary Topics in Advanced Technology Management (0.5) # (not available 2020/21)
MG4J3	Principles of Pricing (0.5) (not available 2020/21)
MG4J6	Brand Strategy (0.5)
PB418	Corporate Communications (0.5)
PB419	Creativity and Innovation (0.5) # (not available 2020/21)
PB427	Organisational and Social Decision Making (0.5) (not available 2020/21)
PH425	Business and Organisational Ethics (0.5)
PP4E5	Innovations in the governance of public services delivery (0.5)

LSE-PKU Double Degree in Public Administration and Government

Two-year programme. Students take the first year at Peking University, and the second year at LSE as follows:

Students must take courses to the value of 2.5 units and a skills course and dissertation as shown. Candidates may, subject to the approval of their supervisor, substitute for up to two of the written papers listed under 3 below, any paper which is offered in the MSc, LLM or MA which involves at least 20 weeks of an integrated teaching programme and which counts as one quarter (or one full unit) of the complete MSc programme in which it is offered.

Programme Code: TMPAGV

Department: Government

For students starting this programme of study in 2020/21

Paper 1	GV4E9	Approaches and Issues in Public Policy and Administration (1.0)
Paper 2	One of the following 0.5 unit courses:	
	GV477	Comparative Public Policy Change (0.5) #
	GV483	Public Management Theory and Doctrine (0.5)

Paper 3	GV4F4	Policy Advice in Theory and Practice (0.5)
	Courses to the value of 1.0 unit(s) from the following: Public Management:	
	AC412	Accountability, Organisations and Risk Management (0.5)
	DV413	Environmental Problems and Development Interventions (0.5) #
	DV415	Global Environmental Governance (0.5)
	GV483	Public Management Theory and Doctrine (0.5)
	GV4A2	Citizens' Political Behaviour in Europe: Elections Public Opinion and Identities (0.5) # (not available 2020/21)
	GV4C8	Game Theory for Political Science (0.5)
	GV4K1	Transparency and Accountability in Government (0.5)
	LL4AT	Regulation: Strategies and Enforcement (0.5)
	LL4AU	Regulation: Legal and Political Aspects (0.5) # (not available 2020/21)
	MG402	Public Management: A Design-Oriented Approach (0.5)
	PH415	Philosophy and Public Policy (1.0)
	Comparative Public Policy and Administration:	
	EU421	Policy-Making in the European Union (0.5) #
	EU443	European Models of Capitalism (0.5)
	EU4A4	The Politics of Inequality and Redistribution (0.5)
	GV403	Network Regulation (0.5) (withdrawn 2020/21)
	GV441	States and Markets (0.5)
	GV477	Comparative Public Policy Change (0.5) #
	GV4A5	International Migration and Immigration Management (0.5)
	GV4C5	Politics of Economic Policy (0.5) (withdrawn 2020/21)
	GV4C8	Game Theory for Political Science (0.5)
	GV4K1	Transparency and Accountability in Government (0.5)
	SP434	Behavioural Public Policy (0.5)
	SP441	Politics of Social Policy: Welfare and Work in Comparative Perspective (0.5)
	Another course with the permission of the programme convenor.	
Paper 4	Either	
	MY451	Introduction to Quantitative Analysis (0.5)
	or	
	MY452	Applied Regression Analysis (0.5) #
Paper 5	GV499	Dissertation (1.0)

LSE-PKU Double Degree in Public Administration and Government

Two-year programme. Students take the first year at Peking University, and the second year at LSE as follows:

Students must take courses to the value of 2.5 units and a skills course and dissertation as shown. Candidates may, subject to the approval of their supervisor, substitute for up to two of the written papers listed under 3 below, any paper which is offered in the MSc, LLM or MA which involves at least 20 weeks of an integrated teaching programme and which counts as one quarter (or one full unit) of the complete MSc programme in which it is offered.

Programme Code: TMPAGV

Department: Government

For students starting this programme of study in 2019/20

Paper 1	GV4E9	Approaches and Issues in Public Policy and Administration (1.0)
Paper 2	One of the following 0.5 unit courses:	
	GV477	Comparative Public Policy Change (0.5) #
	GV483	Public Management Theory and Doctrine

	(0.5)
Paper 3	GV4F4 Policy Advice in Theory and Practice (0.5)
	Courses to the value of 1.0 unit(s) from the following:
	Public Management:
	AC412 Accountability, Organisations and Risk Management (0.5)
	DV413 Environmental Problems and Development Interventions (0.5) #
	DV415 Global Environmental Governance (0.5)
	GV483 Public Management Theory and Doctrine (0.5)
	GV4A2 Citizens' Political Behaviour in Europe: Elections Public Opinion and Identities (0.5) # (not available 2020/21)
	GV4C8 Game Theory for Political Science (0.5)
	GV4K1 Transparency and Accountability in Government (0.5)
	LL4AT Regulation: Strategies and Enforcement (0.5)
	LL4AU Regulation: Legal and Political Aspects (0.5) # (not available 2020/21)
	MG402 Public Management: A Design-Oriented Approach (0.5)
	PH415 Philosophy and Public Policy (1.0)
	Comparative Public Policy and Administration:
	EU421 Policy-Making in the European Union (0.5) #
	EU443 European Models of Capitalism (0.5)
	GV403 Network Regulation (0.5) (withdrawn 2020/21)
	GV441 States and Markets (0.5)
	GV477 Comparative Public Policy Change (0.5) #
	GV4A5 International Migration and Immigration Management (0.5)
	GV4C5 Politics of Economic Policy (0.5) (withdrawn 2020/21)
	GV4C8 Game Theory for Political Science (0.5)
	GV4D4 The Politics of Inequality and Redistribution (0.5) (withdrawn 2020/21)
	GV4K1 Transparency and Accountability in Government (0.5)
	SP434 Behavioural Public Policy (0.5)
	SP441 Politics of Social Policy: Welfare and Work in Comparative Perspective (0.5)
	Another course with the permission of the programme convenor.
Paper 4	Either
	MY451 Introduction to Quantitative Analysis (0.5)
	or
	MY452 Applied Regression Analysis (0.5) #
Paper 5	GV499 Dissertation (1.0)

LSE-Sciences Po Double Degree in the Political Economy of Development

Students take the first year at Sciences Po and the second year at LSE. At LSE students will follow the programme regulations for the MSc in Development Management.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

MSc in Development Management (LSE and Sciences Po)

Programme Code: TMDMSP

Department: International Development

For students starting this programme of study in 2020/21

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

Students who choose to concentrate their electives and

dissertation in a certain topic area may elect to have a specialism in "African Development", "Population Studies" or "Applied Development Economics" attached to their degree certificate and transcript. To obtain the specialism indication, students must meet the criteria below.

African Development: students must take DV418 and DV435, and their dissertation topic must be approved as being appropriate for this specialism.

Population Studies: students must take DV444 and DV456, and their dissertation topic must be approved as being appropriate for this specialism.

Applied Development Economics: enrolment capacity is limited and may be based on performance on a pre-quiz which will enable students to take at least two of DV490, DV491, DV492, and their dissertation topic must be approved as being appropriate for this specialism.

If no such election is made, the degree certificate will state "Development Management" without further specification.

Paper 1 DV431 Development Management (1.0)

Papers 2 & 3 Courses to the value of 2.0 unit(s) from the following:

AC470	Accounting in the Global Economy (0.5) #
DV407	Poverty (0.5)
DV411	Population and Development: an Analytical Approach (0.5) (not available 2020/21)
DV413	Environmental Problems and Development Interventions (0.5) #
DV415	Global Environmental Governance (0.5)
DV418	African Development (0.5)
DV420	Complex Emergencies (0.5)
DV421	Critical Perspectives on Global Health and Development (0.5)
DV423	Global Political Economy of Development (0.5) # (not available 2020/21)
DV424	International Institutions and Late Development (0.5)
DV428	Managing Humanitarianism (0.5)
DV432	China in Developmental Perspective (0.5) #
DV433	The Informal Economy and Development (0.5)
DV434	Human Security (0.5) (not available 2020/21)
DV435	African Political Economy (0.5)
DV444	Global Health Challenges: Epidemics, Disease, and Public Health Response (0.5) #
DV454	Gender, labour markets and social change in the Global South: theory, evidence, public action (0.5)
DV455	Advocacy, Campaigning and Grassroots Activism (0.5)
DV456	Population, Health and Development: Evidence and Projections (0.5) #
DV457	Sexual and Reproductive Health Programmes: Design, Implementation and Evaluation (0.5)
DV458	Key issues in Global Health and Development (0.5)
DV460	Bayesian Reasoning for Qualitative Social Science: A modern approach to case study inference (0.5) #
DV462	Forced Migration and Refugees (0.5)
DV463	Civil society, security and development (0.5) (not available 2020/21)
DV464	Democracy and Development (0.5) (not available 2020/21)
DV472	Covid-19 pandemic: health, socio-economic and political implications for development (Special Topics in International Development) (0.5)
DV480	Revolution and Development (0.5) #
DV483	Information Communication Technologies and Socio-economic Development (0.5)

DV490	Economic Development Policy I: Applied Policy Analysis for Macroeconomic Development (0.5)
DV491	Economic Development Policy II: Microeconomic Analysis (0.5) #
DV492	Economic Development Policy III: Government Policy Analysis (0.5) #
GI407	Globalisation, Gender and Development (1.0) 1
GI409	Gender, Globalisation and Development: An Introduction (0.5) 2
GI411	Gender, Post/coloniality and Development: Critical Perspectives and New Directions (0.5) #
GI418	Feminist Economics and Policy: An Introduction (0.5) # (not available 2020/21)
GI420	Globalisation, Gender and Development: Theorising Policy and Practice (0.5) 3
GV483	Public Management Theory and Doctrine (0.5)
GV4C9	Globalization and Democratization in Southeast Asia (0.5)
GY403	Contemporary Debates in Human Geography (0.5)
GY409	Globalization and Regional Development (0.5)
GY410	Economics of Local and Regional Development (0.5) (not available 2020/21)
GY431	Cities, People and Poverty in the South (0.5) #
GY432	Urban Ethnography (0.5) (not available 2020/21)
GY447	The Economics of Regional and Urban Planning (0.5) #
GY459	Urban Theory and Policy in the Global South (0.5) #
GY473	Economic Development and the Environment (0.5) #
GY474	Politics of Environment and Development (0.5)
GY480	Remaking China: Geographical aspects of Development and Disparity (0.5) (not available 2020/21)
MG402	Public Management: A Design-Oriented Approach (0.5)
MG460	Emergencies Management: Humanitarian Intervention and Digital Innovation (0.5)
MG4B7	Organisational Change (0.5) (not available 2020/21)
SP415	Urbanisation and Social Policy in the Global South (0.5) #
SP436	Basic Education for Social Development (0.5) # (not available 2020/21)
Another course with the approval of the supervisor/course tutor.	
Paper 4	DV410 Research Design and Dissertation in International Development (1.0)
	MY410 Fundamentals of Research Design for International Development (0.0)
	DV445 Cutting Edge Issues in Development Thinking & Practice (0.0)

Prerequisite Requirements and Mutually Exclusive Options

- 1: GI407 can not be taken with GI409, GI420
 2: GI409 can not be taken with GI420, GI407
 3: GI420 can not be taken with GI407, GI409

LSE-Sciences Po Double Degree in Urban Policy

Students take the first year at Sciences Po and the second year at LSE. At LSE students will follow the programme regulations for **either** the MSc in Local Economic Development; **or** MSc in Regional and Urban Planning Studies; **or** MSc in Urbanisation and Development as follows:

Programme Code: TMURPO

Department: Geography & Environment

For students starting this programme of study in 2020/21

MSc in Local Economic Development

Full-year programme. Students must take courses to the value of three full units as shown and a dissertation (1 unit). A total of 4 units.

Papers 1 & 2 Courses to the value of 2.0 unit(s) from the following:

GY404	Inclusive Growth (0.5) #
GY409	Globalization and Regional Development (0.5)
GY410	Economics of Local and Regional Development (0.5) (not available 2020/21)
GY413	Regional Development and Policy (0.5) #
GY415	Local Capacity and Economic Development Policy (0.5)

Paper 3 Courses to the value of 1.0 unit(s) from the following: Any course not already taken under Papers 1 & 2, from the Papers 1 & 2 options list below

EU439	Political and Fiscal Integration and Disintegration in EU Member States (0.5) (not available 2020/21)
EU477	Labour Markets and the Political Economy of Employment in Europe (0.5) # (not available 2020/21)
GY400	The Economics of Urbanisation (0.5) # (not available 2020/21)
GY420	Environmental Regulation: Implementing Policy (1.0)
GY428	Applied Quantitative Methods (0.5) #
GY431	Cities, People and Poverty in the South (0.5) #
GY438	Cities and Social Change in East Asia (0.5) #
GY447	The Economics of Regional and Urban Planning (0.5) #
GY455	Economic Appraisal and Valuation (0.5)
GY460	Techniques of Spatial Economic Analysis (0.5) #
GY465	Concepts in Environmental Regulation (0.5)
GY470	Urban Africa (0.5) (not available 2020/21)
GY475	Issues in Environmental Governance (0.5)
GY480	Remaking China: Geographical aspects of Development and Disparity (0.5) (not available 2020/21)

MY452 Applied Regression Analysis (0.5) #

A relevant course from another programme as approved by the Programme Director.

Papers 1 & 2 options list

Paper 4	GY486 Dissertation - MSc Local Economic Development (1.0)
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MSc in Regional and Urban Planning Studies

Full-year programme. Students must take courses to the value of three full units and a dissertation. Additionally all students are required to take GY450 Planning Practice and Research.

This programme is externally accredited by the RICS. Further information is available on the Geography and Environment Department lse.ac.uk/collections/geographyAndEnvironment/ website (see Quick Links to Regional and Urban Planning Studies).

Paper 1	GY447 The Economics of Regional and Urban Planning (0.5) #
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Paper 2	GY448 Urban Planning: Society, Market and Sustainability (0.5)
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Paper 3	GY454	Urban Policy and Planning (0.5) #
Paper 4	Courses to the value of 1.5 unit(s) from the following:	
	GI409	Gender, Globalisation and Development: An Introduction (0.5)
	GI420	Globalisation, Gender and Development: Theorising Policy and Practice (0.5)
	GY400	The Economics of Urbanisation (0.5) # (not available 2020/21)
	GY403	Contemporary Debates in Human Geography (0.5)
	GY409	Globalization and Regional Development (0.5)
	GY410	Economics of Local and Regional Development (0.5) (not available 2020/21)
	GY413	Regional Development and Policy (0.5) #
	GY415	Local Capacity and Economic Development Policy (0.5)
	GY421	Gender and Development: Geographical Perspectives (0.5) # (withdrawn 2020/21)
	GY431	Cities, People and Poverty in the South (0.5) #
	GY432	Urban Ethnography (0.5) (not available 2020/21)
	GY438	Cities and Social Change in East Asia (0.5) #
	GY439	Cities, Politics and Citizenship (0.5)
	GY441	The Politics of Housing (0.5)
	GY446	Planning for Sustainable Cities (0.5)
	GY449	Urban Futures (0.5)
	GY455	Economic Appraisal and Valuation (0.5)
	GY460	Techniques of Spatial Economic Analysis (0.5) #
	GY462	Real Estate Finance (0.5)
	GY465	Concepts in Environmental Regulation (0.5)
	GY467	Global Migration and Development (0.5) (withdrawn 2020/21)
	GY470	Urban Africa (0.5) (not available 2020/21)
	GY479	Urban Transformations (0.5)
	GY480	Remaking China: Geographical aspects of Development and Disparity (0.5) (not available 2020/21)
	SO465	City-Making: the Politics of Urban Form (0.5)
	SO480	Urban Inequalities (0.5)
	A half-unit course from another programme at the discretion of the Programme Director, by special permission only.	
Paper 5	GY450	Planning Practice and Research (0.0) A
Paper 6	GY484	Dissertation - MSc Regional and Urban Planning Studies (1.0)

MSc in Urbanisation and Development

Full-year programme. Students must take courses to the value of four full units.

Paper 1	GY452	Urban Research Methods (0.5)
	GY459	Urban Theory and Policy in the Global South (0.5) #
Paper 2	Courses to the value of 1.0 unit(s) from the following:	
	DV400	Development: History, Theory and Policy (1.0) #
	DV407	Poverty (0.5) B
	DV411	Population and Development: an Analytical Approach (0.5) (not available 2020/21)
	DV418	African Development (0.5)
	DV420	Complex Emergencies (0.5)
	DV421	Critical Perspectives on Global Health and Development (0.5) C
	DV433	The Informal Economy and Development (0.5)
	DV442	Key Issues in Development Studies (0.5)

In exceptional cases it may be possible to make alternative choices for Papers 2 & 3 with the approval of the Programme Director.

Paper 3	Courses to the value of 1.0 unit(s) from the following:	
	GY400	The Economics of Urbanisation (0.5) # (not available 2020/21)
	GY421	Gender and Development: Geographical Perspectives (0.5) # (withdrawn 2020/21)
	GY431	Cities, People and Poverty in the South (0.5) #
	GY432	Urban Ethnography (0.5) (not available 2020/21)
	GY438	Cities and Social Change in East Asia (0.5) #
	GY439	Cities, Politics and Citizenship (0.5)
	GY441	The Politics of Housing (0.5)
	GY446	Planning for Sustainable Cities (0.5)
	GY449	Urban Futures (0.5)
	GY455	Economic Appraisal and Valuation (0.5)
	GY467	Global Migration and Development (0.5) (withdrawn 2020/21)
	GY470	Urban Africa (0.5) (not available 2020/21)
	GY479	Urban Transformations (0.5)
	SO480	Urban Inequalities (0.5)
	Other urban and/or development courses available in the School as approved by the Programme Director.	
Paper 4	GY488	Dissertation - MSc Urbanisation and Development (1.0)

Papers 1 & 2 options list

GY404	Inclusive Growth (0.5) #
GY409	Globalization and Regional Development (0.5)
GY410	Economics of Local and Regional Development (0.5) (not available 2020/21)
GY413	Regional Development and Policy (0.5) #
GY415	Local Capacity and Economic Development Policy (0.5)

Footnotes

A: GY450 is non-assessed but compulsory.

B: DV407 is a capped course with priority for International Development students so admission is not guaranteed.

C: DV421 is a capped course with priority for International Development students so admission is not guaranteed.

LSE-Sciences Po Double Degree in Urban Policy

Students take the first year at Sciences Po and the second year at LSE. At LSE students will follow the programme regulations for **either** the MSc in Local Economic Development; **or** MSc in Regional and Urban Planning Studies; **or** MSc in Urbanisation and Development as follows:

Programme Code: TMURPO

Department: Geography & Environment

For students starting this programme of study in 2019/20

MSc in Local Economic Development

Full-year programme. Students must take courses to the value of three full units as shown and a dissertation (1 unit). A total of 4 units.

Papers 1 & 2	Courses to the value of 2.0 unit(s) from the following:	
	GY404	Inclusive Growth (0.5) #
	GY409	Globalization and Regional Development (0.5)
	GY410	Economics of Local and Regional Development (0.5) (not available 2020/21)
	GY413	Regional Development and Policy (0.5) #
	GY415	Local Capacity and Economic Development Policy (0.5)

Paper 3	Courses to the value of 1.0 unit(s) from the following: Any course not already taken under Papers 1 & 2, from the Papers 1 & 2 options list below	
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EU439	Political and Fiscal Integration and Disintegration in EU Member States (0.5) (not available 2020/21)
EU477	Labour Markets and the Political Economy of Employment in Europe (0.5) # (not available 2020/21)
GY400	The Economics of Urbanisation (0.5) # (not available 2020/21)
GY420	Environmental Regulation: Implementing Policy (1.0)
GY428	Applied Quantitative Methods (0.5) #
GY431	Cities, People and Poverty in the South (0.5) #
GY438	Cities and Social Change in East Asia (0.5) #
GY447	The Economics of Regional and Urban Planning (0.5) #
GY455	Economic Appraisal and Valuation (0.5)
GY460	Techniques of Spatial Economic Analysis (0.5) #
GY465	Concepts in Environmental Regulation (0.5)
GY470	Urban Africa (0.5) (not available 2020/21)
GY475	Issues in Environmental Governance (0.5)
GY480	Remaking China: Geographical aspects of Development and Disparity (0.5) (not available 2020/21)
MY452	Applied Regression Analysis (0.5) # A relevant course from another programme as approved by the Programme Director.

Papers 1 & 2 options list

Paper 4	GY486	Dissertation - MSc Local Economic Development (1.0)
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MSc in Regional and Urban Planning Studies

Full-year programme. Students must take courses to the value of three full units and a dissertation. Additionally all students are required to take GY450 Planning Practice and Research.

This programme is externally accredited by the RICS. Further information is available on the Geography and Environment Department lse.ac.uk/collections/geographyAndEnvironment/ website (see Quick Links to Regional and Urban Planning Studies).

Paper 1	GY447	The Economics of Regional and Urban Planning (0.5) #
Paper 2	GY448	Urban Planning: Society, Market and Sustainability (0.5)
Paper 3	GY454	Urban Policy and Planning (0.5) #
Paper 4	Courses to the value of 1.5 unit(s) from the following:	
	GI409	Gender, Globalisation and Development: An Introduction (0.5)
	GI420	Globalisation, Gender and Development: Theorising Policy and Practice (0.5)
	GY400	The Economics of Urbanisation (0.5) # (not available 2020/21)
	GY403	Contemporary Debates in Human Geography (0.5)
	GY409	Globalization and Regional Development (0.5)
	GY410	Economics of Local and Regional Development (0.5) (not available 2020/21)
	GY413	Regional Development and Policy (0.5) #
	GY415	Local Capacity and Economic Development Policy (0.5)
	GY421	Gender and Development: Geographical Perspectives (0.5) # (withdrawn 2020/21)
	GY431	Cities, People and Poverty in the South (0.5) #
	GY432	Urban Ethnography (0.5) (not available 2020/21)
	GY438	Cities and Social Change in East Asia (0.5) #

GY439	Cities, Politics and Citizenship (0.5)
GY441	The Politics of Housing (0.5)
GY446	Planning for Sustainable Cities (0.5)
GY449	Urban Futures (0.5)
GY455	Economic Appraisal and Valuation (0.5)
GY460	Techniques of Spatial Economic Analysis (0.5) #
GY462	Real Estate Finance (0.5)
GY464	Race and Space (0.5) (withdrawn 2019/20)
GY465	Concepts in Environmental Regulation (0.5)
GY467	Global Migration and Development (0.5) (withdrawn 2020/21)
GY470	Urban Africa (0.5) (not available 2020/21)
GY479	Urban Transformations (0.5)
GY480	Remaking China: Geographical aspects of Development and Disparity (0.5) (not available 2020/21)
SO465	City-Making: the Politics of Urban Form (0.5)
SO480	Urban Inequalities (0.5)
A half-unit course from another programme at the discretion of the Programme Director, by special permission only.	
GY450	Planning Practice and Research (0.0) A
GY484	Dissertation - MSc Regional and Urban Planning Studies (1.0)

MSc in Urbanisation and Development

Full-year programme. Students must take courses to the value of four full units.

Paper 1	GY452	Urban Research Methods (0.5)
	GY459	Urban Theory and Policy in the Global South (0.5) #
Paper 2	Courses to the value of 1.0 unit(s) from the following:	
	DV400	Development: History, Theory and Policy (1.0) #
	DV407	Poverty (0.5) B
	DV411	Population and Development: an Analytical Approach (0.5) (not available 2020/21)
	DV418	African Development (0.5)
	DV420	Complex Emergencies (0.5)
	DV421	Critical Perspectives on Global Health and Development (0.5) C
	DV433	The Informal Economy and Development (0.5)
	DV442	Key Issues in Development Studies (0.5)
In exceptional cases it may be possible to make alternative choices for Papers 2 & 3 with the approval of the Programme Director.		
Paper 3	Courses to the value of 1.0 unit(s) from the following:	
	GY400	The Economics of Urbanisation (0.5) # (not available 2020/21)
	GY421	Gender and Development: Geographical Perspectives (0.5) # (withdrawn 2020/21)
	GY431	Cities, People and Poverty in the South (0.5) #
	GY432	Urban Ethnography (0.5) (not available 2020/21)
	GY438	Cities and Social Change in East Asia (0.5) #
	GY439	Cities, Politics and Citizenship (0.5)
	GY441	The Politics of Housing (0.5)
	GY446	Planning for Sustainable Cities (0.5)
	GY449	Urban Futures (0.5)
	GY455	Economic Appraisal and Valuation (0.5)
	GY464	Race and Space (0.5) (withdrawn 2019/20)
	GY467	Global Migration and Development (0.5) (withdrawn 2020/21)
	GY470	Urban Africa (0.5) (not available 2020/21)
	GY479	Urban Transformations (0.5)

	SO480	Urban Inequalities (0.5)
	Other urban and/or development courses available in the School as approved by the Programme Director.	
Paper 4	GY488	Dissertation - MSc Urbanisation and Development (1.0)

Papers 1 & 2 options list

GY404	Inclusive Growth (0.5) #
GY409	Globalization and Regional Development (0.5)
GY410	Economics of Local and Regional Development (0.5) (not available 2020/21)
GY413	Regional Development and Policy (0.5) #
GY415	Local Capacity and Economic Development Policy (0.5)

Footnotes

A: GY450 is non-assessed but compulsory.

B: DV407 is a capped course with priority for International Development students so admission is not guaranteed.

C: DV421 is a capped course with priority for International Development students so admission is not guaranteed.

Taught Master's Course Guides

AC411 Half Unit

Accounting, Strategy and Control

This information is for the 2020/21 session.

Teacher responsible: Prof Wim Van der Stede OLD 2.18, supported by various professors who teach blocks of materials on the course.

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MBA Exchange, MRes/PhD in Accounting (AOI) (Accounting, Organisations and Institutions Track), MSc in Accounting and Finance and MSc in Accounting, Organisations and Institutions. This course is available with permission as an outside option to students on other programmes where regulations permit. Other students may be admitted only with the agreement, in writing, of the MSc Programme Director, if they have sufficient relevant background knowledge.

Course content: This course provides an advanced overview of current theoretical and practical developments in the area of organisational control, which is an essential function of management to ensure that the organisation's objectives and strategies are carried out effectively. Good management control increases the probability of organisational success.

Specifically, the course discusses what it means to have an organisation be in control, what alternatives managers have for ensuring good control, and how managers should choose from among various control system alternatives. Then the course turns to focusing on each of the elements of financial control systems, which provide the dominant form of control in the vast majority of decentralised organisations. These elements include financial target setting, performance measurement and evaluation and the assignment of various forms of organisational rewards, such as bonuses and promotions. The latter part of the course extends these key notions of management control from the intra-organisational level to the inter-organisational level, highlighting some of the difficulties involved in organisational control of new, fluid, inter-organisational settings and configurations, such as joint-ventures and various types of alliances, often involving global alliance partners.

The course will cover the following topics:

- Strategy and the design of management control systems, including strategic and operational plans and budgets
- Management control alternatives, including results controls, and organisational architecture
- Decision rights and results accountability in decentralised organisations
- Incentive compensation systems, including short-term and long-term incentive plans
- Performance measurement and evaluation, including objective and subjective performance evaluations
- Management control in inter-organisational relationships, including joint-ventures

As a final note, the discipline of management accounting is often partitioned into (1) management control systems and (2) cost and management accounting systems, where the latter is the key focus of another course, AC415. AC411 can, but is not required, to be taken with AC415. Students can take either AC411 or AC415, or both.

Teaching: Teaching is delivered in two weekly 90-minute sessions over 11 weeks across Michaelmas Term. Each session contains a variety of conceptual material, discussion, and application through pertinent examples or cases. This year, some or all of this teaching may be delivered using virtual classes as an alternative to face-to-face teaching.

Specifically, AC411 consists of 10 principal topics delivered in two sessions of 1.5 hours each week. The first session each week typically provides an introduction, conceptual analysis, and discussion of the key facets of the topic. The second session offers a further discussion and expansion of the issues through case study analysis and real-world applications. The case study discussions permit the exploration of management control issues

in a broad range of settings. The case method of instruction requires good advance preparation by the students, and thus students are expected to have done the recommended readings and to have read and thought about the case before the session. Blocks of sessions are taught by various professors who are experts in the relevant topic areas and the subject of management controls generally.

Formative coursework: Students are expected to prepare for each session in advance, having done the assigned readings and having prepared the assigned cases.

Indicative reading: A detailed reading list is laid out for each session on the syllabus.

Reference textbook: Merchant & Van der Stede, *Management Control Systems: Performance Measurement, Evaluation and Incentives*, 4e (Prentice Hall, 2017). Thinking, Fast and Slow

- Ashraf, N., Bandiera, O. and Jack, B.K. 2014. "No margin, no mission? A field experiment on incentives for public service delivery." *Journal of Public Economics* 120 (December): 1-17
- Ashraf, N., Camerer, C. F. and Loewenstein, G. 2005. "Adam Smith, Behavioral Economist." *Journal of Economic Perspectives* 19(3): 131-145.
- Glennerster, R. and Takavarasha, K. 2013. *Running randomized evaluations: a practical guide*. Princeton: Princeton University Press.
- Hirschman, A 1997. *The passions and the interests: political arguments for capitalism before its triumph* (20th anniversary edition). Princeton: Princeton University Press.
- Kamenica, E. 2012. "Behavioral Economics and Psychology of Incentives." *Annual Review of Economics* 4(1): 427-452.

Assessment: Exam (60%, duration: 2 hours) in the January exam period.

Essay (20%) in the MT.

Project (20%) in January.

Students are required to complete two essays during MT (totalling 20% of the mark for the course), a group project, due in late January (20%), and a final exam in LT week 0 in early January 2021 (60%),

AC412 Half Unit

Accountability, Organisations and Risk Management

This information is for the 2020/21 session.

Teacher responsible: Prof Michael Power KSW.3.12 and Dr Tommaso Palermo KSW.3.07

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MBA Exchange, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Accounting and Finance, MSc in Economy, Risk and Society, MSc in Public Administration and Government (LSE and Peking University), MSc in Public Policy and Administration and MSc in Risk and Finance.

This course is available with permission as an outside option to students on other programmes where regulations permit.

Other students may be admitted only with the agreement, in writing, of the MSc (Accounting) Programme Director.

Pre-requisites: Students must have completed FM422E and FM423E.

Course content: This is an advanced course focusing on the organisational and institutional settings within which risk is managed.

First, the course explores the intersections of risk and corporate governance, by focusing on the risks that arise at the top management and board of directors level, including risks of misconduct, gatekeeper failure, performance-insensitive executive pay and non-diverse board composition. Second, the course deals with key issues in organisational responses to risk and uncertainty, including the impact of disasters and accidents, and the growing

formalisation and standardisation of risk management practice and the increasing emphasis on resilience.

The overall purpose of the course is to provide students with a critical appreciation of the management of risk as an organisational and social process. The course is necessarily cross-disciplinary, drawing on scholarship within accounting, organisational sociology and regulation studies. The course content is updated yearly to reflect topics of contemporary relevance. Recent examples are risk culture in the financial sector, safety culture in aviation, cybersecurity risks and responses to pandemic crisis.

This course is recommended for students who wish to develop the critical-thinking skills to make strategic decisions about risks, uncertainty and corporate governance, especially those targeting roles in consulting, business management or regulatory agencies. It is equally applicable to develop the skills needed for further academic studies in different areas of the social sciences such as accounting, management, sociology, public administration.

- Interest rate modelling and derivatives
- Credit risk
- Credit derivatives and risk management

Teaching: 30 hours of seminars in the LT.

This course has a reading week in Week 6 of LT.

Formative coursework: Two pieces of written work will be assessed during the term. The grades for this work will not count towards the overall course assessment.

Indicative reading: No single book covers the entire course. Key readings include: Bebchuk & Fried, *Pay Without Performance* (Harvard, 2004); Coffee, *Gatekeepers: The Professions and Corporate Governance* (Oxford, 2006); Hutter & Power (eds) *Organizational Encounters with Risk*, (Cambridge, 2005); Power, *Organized Uncertainty: Designing a World of Risk Management* (Oxford, 2007); Vaughan, *The Challenger Launch Decision*, (Chicago, 1997); Short & Clarke (eds) *Organizations, Uncertainties and Risks* (Westview, 1992); Weick & Sutcliffe, *Managing the Unexpected: Assuring High Performance in an Age of Complexity* (Jossey-Bass, 2007). Power, *Riskwork: Essays on the Organizational Life of Risk Management*, (Oxford, 2016).

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

AC415 Half Unit Management Accounting for Decision Making

This information is for the 2020/21 session.

Teacher responsible: Dr Henry Eyring OLD 3.10

Availability: This course is available on the Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MSc in Accounting and Finance and MSc in Accounting, Organisations and Institutions. This course is available with permission as an outside option to students on other programmes where regulations permit. This course cannot be taken concurrently with **AC490**

Management Accounting, Decisions and Control.

Other students may be admitted only with the agreement, in writing, of the MSc (Accounting) Programme Director if they have sufficient relevant background knowledge.

The course is capped to two sections of around 50 students; ie, 100 total. Enrolment on this course is constrained by section size and the number of sessions available. Students are admitted on the course on a first-come-first-served basis. If the course is over-subscribed, students on the waiting list will continue to be admitted on a first-come-first-served basis as places become available, but MSc students on the Accounting programmes will only then be given priority although cannot be guaranteed a place if no places become available. Therefore, to avoid frustration and possibly being unable to take the course, students wishing to reduce the risk of non-admittance on the course should prioritise their courses and register early for their preferred, "must have" courses. Late registration or changes to earlier course choices

may be unsuccessful.

Pre-requisites: Students must have completed Corporate Finance (FM422E) and FM423E.

Course content: This course is focused on management accounting, which is a key function in organisations that involves developing and using financial and non-financial information to support decision making, not only in a technical sense, but bearing in mind that the way in which management accounting systems are designed and implemented often determines whether employees will be motivated to act in ways that are congruent with the objectives of the organisation.

The discipline of management accounting is often partitioned into (1) cost and management accounting systems and (2) management control systems, where the latter is the key focus of another course, AC411. AC415 can, but is not required to, be taken with AC411. Students can take AC411 or AC415, or both.

Returning to AC415, while financial accounting requires that product cost information be accumulated in particular ways for external reporting, the focus in AC415 is on cost and other accounting and non-accounting information systems that aid managerial decision making. This includes the study of management accounting systems in widespread use today as well as an analysis of the problems associated with these systems in today's business environment (such as their tendency to provide distorted product cost information), as well as approaches to mitigate these problems (eg, activity-based costing; use of non-financial information).

With the above brief overview in mind, this course analyses key concepts which form the discipline of management accounting:

- Product costing and pricing
- Activity-based costing/management (ABC/ABM)
- Profitability and variance analysis
- Transfer pricing including tax considerations for international transactions
- Performance measurement and incentive compensation systems
- Portfolio optimization and the Black-Litterman model
- Dynamic Investment Strategies
- Selecting and Monitoring Portfolio Managers: Mutual funds and hedge funds
- Transactions Costs and Liquidity Risk

Teaching: 30 hours of seminars in the LT.

That is, AC415 is delivered in two sessions of 1.5 hours each week. Each session is conducted in groups of circa 55 students and is almost exclusively taught by way of the case method of instruction. Case studies permit the exploration of management accounting issues in a broad range of settings. The case method of instruction, however, requires good advance preparation by the students, and every person should be ready to contribute to the case discussion when called upon. Students should expect to be "cold called" and not count on being able to hide behind classmates who volunteer to participate.

There is a reading week in week 6 of LT.

Formative coursework: Students are expected to come to each session prepared having done the assigned readings and having prepared the assigned cases.

Indicative reading: A detailed reading list is laid out for each session on the syllabus.

Bhimani, A., C.T. Horngren, S.M. Datar, and M.V. Rajan ("BHDR"), 2019, *Management and Cost Accounting*, (Pearson, 7th Edition); Merchant, K.A., and W.A. Van der Stede, 2017, *Management Control Systems: Performance Measurement, Evaluation, and Incentives* (Pearson, 4th Edition).

Assessment: Exam (75%, duration: 2 hours) in the summer exam period.

Case assignment (25%) in the LT.

AC416 Half Unit

Topics in Financial Reporting

This information is for the 2020/21 session.

Teacher responsible: Dr Maria Manuel Correia OLD 3.30

Availability: This course is available on the Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MSc in Accounting and Finance and MSc in Accounting, Organisations and Institutions. This course is available with permission as an outside option to students on other programmes where regulations permit. Other students may be admitted if they have knowledge of financial accounting acquired at undergraduate level, and only with the agreement, in writing, of the MSc (Accounting and Finance) Course Tutor.

The course is capped to four sections of around 50 students; ie, 200 total. Enrolment on this course is constrained by section size and the number of sessions available. Students are admitted on the course on a first-come-first-served basis. If the course is over-subscribed, students on the waiting list will continue to be admitted on a first-come-first-served basis as places become available, but MSc students on the Accounting programmes will only then be given priority although cannot be guaranteed a place if no places become available. Therefore, to avoid frustration and possibly being unable to take the course, students wishing to reduce the risk of non-admittance on the course should prioritise their courses and register early for their preferred, "must have" courses. Late registration or changes to earlier course choices may be unsuccessful.

Pre-requisites: Prior knowledge of financial accounting is assumed. AC480 (Qualitative Methods in Accounting and Finance) is a pre-requisite for students with no/little prior knowledge of financial accounting.

Course content: Corporate financial statements are a key source of information about the economic activities of a firm. This course is intended to enhance the student's ability to relate economic events to financial statements and disclosures. It also seeks to aid in developing a coordinated set of concepts and principles to serve as a framework for analysing a wide variety of financial reporting issues. The goal is to enable students to understand the mapping between underlying economic events and the information in financial statements, and how this mapping affects inferences about the economic activities and position of the firm. The course also explores the regulatory environment and political climate, and how these link with the introduction of new standards and their underlying theories. Students are encouraged to relate economic events to diverse practices in financial statements, and to think critically of ongoing controversies and debates.

The emphasis of this course is on understanding and critical thinking, rather than bookkeeping. The course draws heavily on academic literature on the suggested topics.

The course objectives are achieved through teaching a variety of financial reporting issues and topics including the following: standard setting with respect to the conceptual frameworks; accounting for business combinations; accounting for value creation with special emphasis on cash flows statements and revenue recognition; capital markets efficiency; corporate disclosure; and corporate governance. Most topics are covered from an International Financial Reporting Standards and/or United States Generally Accepted Accounting Principles perspective. Detailed choice of subjects will be determined by those lecturing on the course and may vary to some extent from year to year. Knowledge of basic accounting is assumed.

- Financial Analysis of Firms and Corporate Transactions
- Mergers, Acquisitions and Leveraged Buyouts
- Distress, Bankruptcy and Corporate Restructuring

Teaching: 30 hours of seminars in the MT.

Teaching is delivered in two one and a half hour sessions each week. Sessions contain a variety of technical content, practical exercises, and case analyses. This year, some or all of this teaching may be delivered using virtual classes as an alternative to face-to-face teaching.

Formative coursework: Students will be expected to produce 2 problem sets in the MT.

Indicative reading: Detailed reading lists are handed out at the start of the course. Relevant books covering specific parts of the course are:

- Financial Reporting and Analysis, by Revsine, Collins, Johnson, and Mittelstaedt, and Soffer (McGraw Hill, 7th ed.);
- Financial Accounting: An Introduction to Concepts, Methods and Uses, by Stickney, Weil, Schipper and Francis (Thomson Learning, South-Western, 14th ed.).

Assessment: Exam (60%, duration: 2 hours) in the January exam period.

Continuous assessment (10%) and group project (30%) in the MT. Continuous assessment consists of a set of quizzes to be submitted online. The group project will require students to search the press for issues of relevance to the topic they have been assigned and produce a five-page report which they will present. These presentations may be virtual.

AC417 Half Unit

Corporate Financial Disclosure and Investor Relations

This information is for the 2020/21 session.

Teacher responsible: Dr Ken Lee OLD 3.29 and Dr Pascal Frantz OLD 3.07

Availability: This course is available on the Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MSc in Accounting and Finance and MSc in Accounting, Organisations and Institutions. This course is available with permission as an outside option to students on other programmes where regulations permit. Other students may be admitted if they have knowledge of financial accounting and finance acquired at undergraduate level, and only with the agreement, in writing, of the MSc (Accounting and Finance) Course Tutor.

The course is capped to two sections of around 55 students; ie, 110 total. Enrolment on this course is constrained by section size and the number of sessions available. Students are admitted on the course on a first-come-first-served basis. If the course is over-subscribed, students on the waiting list will continue to be admitted on a first-come-first-served basis as places become available, but MSc students on the Accounting programmes will only then be given priority although cannot be guaranteed a place if no places become available. Therefore, to avoid frustration and possibly being unable to take the course, students wishing to reduce the risk of non-admittance on the course should prioritise their courses and register early for their preferred, "must have" courses. Late registration or changes to earlier course choices may be unsuccessful.

Pre-requisites: Students must have completed FM422E and FM423E.

Students will be expected to show some familiarity with calculus (including stochastic calculus) and statistics.

Course content: Investors view firms through the lens of financial accounting and reporting. This course aims to examine this lens by covering topics on the interaction of financial accounting and reporting with capital markets with a focus on corporate disclosure and communication strategies. The course views corporate financial reporting as an information system and reviews the theories and empirical regularities on the demand for and supply of accounting information in capital markets while also assessing the stock market impact of communication strategies.

Some of the topics covered in the course include: Determinants of accounting choices; Capital markets and the earnings game; Voluntary disclosure theory and practices; The signalling role of accounting information; Capital market consequences of accounting and disclosure choices; Financial reporting and corporate governance; Communication challenges during a corporate crisis; Communication with capital markets during

equity offerings. The course is based on a number of theories, empirical applications, and case studies, so that students gain an understanding of a firm's corporate information environment and communication strategies.

Detailed choice of subjects to be covered will be determined by those lecturing on the course and may vary to some extent from year to year. Knowledge of basic accounting and finance is assumed.

Teaching: 33 hours of seminars in the LT.

Teaching is delivered in three hour sessions each week. Each session is conducted in groups of about 50 students, often involving case study analyses, application exercises and group presentations and discussions. This mode of teaching requires good advance preparation by the students; hence, every student should be ready to contribute to the discussion when called upon. Active participation is expected and encouraged.

Formative coursework: Formative assessment will be in the form of class exercises and case-studies on topics covered during the course. Students will be expected to hand in two assignments in the LT.

Indicative reading: The course relies mostly on journal articles and chapters from relevant books supplied in study packs. In the first part of the course the relevant books are:

- Gibbons, R (1992) 'A Primer in Game Theory';
 - Scott, W (2011) Financial Accounting Theory (Prentice Hall)
- In the second part of the course the key text is:
- Laskin, A (2018) 'The Handbook of Financial Communication and investor relations' (Wiley)

Assessment: Exam (60%, duration: 2 hours) in the summer exam period.

Group exercise (40%) in the LT.

The group exercise will consist of class participation and group work.

AC424

Accounting, Organisations and Institutions

This information is for the 2020/21 session.

Teacher responsible: Prof Michael Power KSW 3.12

Availability: This course is compulsory on the MSc in Accounting, Organisations and Institutions. This course is not available as an outside option.

This course is not available to other students except in special circumstances and with the written permission of the Course Director.

Pre-requisites: There are no specific accounting pre-requisites. This course does not require a background in accounting and both the programme and this course are open to specialists and non-specialists alike. Pre-session training in the form of various intensive sessions prior to the start of term will be offered for those who need a brief 'technical' preparation for the Programme.

Course content: The objective of the course is to provide students with an advanced, social science- based critical understanding of the changing role and position of accounting practices in organisations, both public and private, and in societies more generally. Students will be exposed to advanced thinking and case materials about how accounting practices are more than a collection of routine self-evident techniques but are shaped by their institutional contexts, have behavioural consequences and can represent different values. We will focus on how the fundamental assumptions of internal and external accounting practices are institutional in nature and are shaped by social and political aspirations. The role of accountants and other agents involved in the production and consumption of accounting numbers will also be addressed.

The course will equip students to understand the inter-relations between technical, organisational and institutional issues. While some technical accounting knowledge may be helpful, it is not essential and each lecture will provide the necessary technical foundations.

Indicative topics, " include:

Foundations: Reporting, Calculation and Transparency; Quantification and Measurement; Accounting and the Notion of "Entity"; Audit and Assurance: The Audit Society; Organisational Boundaries, Structure and Control; Accountability, Incentives and Performance; Accounting for Sustainability; Organisational Failure. Risk Management, Accountability and Corporate Governance;-Disasters, Accidents and Errors; Organisations and the Management of Uncertainty; The Risk Management Process; Mapping and Communicating Risk in Organisations; Organisations, Security and Resilience; Corporate Governance: Board Functioning, Gatekeepers, Executive Compensation, Regulation.

- Hedging in equity and fixed income markets
- Market Risk, Value at Risk and Expected Shortfall
- Endogenous Risk and Limits to Arbitrage
- Credit risk and structured products

Teaching: Teaching will be delivered in the form of two weekly 90-minute sessions over 11 weeks across both Michaelmas and Lent Terms. Each session contains a variety of technical content, practical exercises, and case analyses. This year, some or all of this teaching may be delivered using virtual classes as an alternative to face-to-face teaching.

This course has a reading and feedback week in Week 6 of both MT and LT so there is 30 hours of teaching per term.

Formative coursework: Students will be required to produce two pieces of written work per term. This may take the form of either an essay, or the analysis of a case, and may also include in-class presentation and team-based work. This work will be assessed, but the grades will not count towards the overall course assessment.

Indicative reading: Chapman, Cooper & Miller (eds.), Accounting, Organizations and Institutions (Oxford, 2009); Hopwood & Miller (eds.), Accounting as Social and Institutional Practice (Cambridge, 1994); Power, The Audit Society (Oxford, 1999); Power, Organized Uncertainty: Designing a World of Risk Management (Oxford, 2007); Hutter & Power (eds.), Organizational Encounters with Risk (Cambridge, 2005);Coffee, Gatekeepers: The Professions and Corporate Governance (Oxford, 2006); Bebchuk & Fried, Pay Without Performance (Harvard, 2004); Power, Riskwork: Essays on the Organizational Life of Risk Management (Oxford, 2016)

Assessment: Exam (50%, duration: 2 hours) in the summer exam period.

Essay (50%, 6000 words) in the ST.

AC425

MSc Accounting, Organisations and Institutions: Pre-session course

This information is for the 2020/21 session.

Teacher responsible: Prof Michael Power KSW 3.12

and Dr Kenneth Lee, OLD 3.29

Availability: This course is compulsory on the MSc in Accounting, Organisations and Institutions. This course is not available as an outside option.

This course is compulsory on the MSc in Accounting, Organisations and Institutions. This course is not available as an outside option.

The course is only available to MSc Accounting, Organisations and Institutions students. The purpose of this pre-session is to acquaint students, both with and without any prior, or little, background in accounting, to the critical approach to be adopted on the core course AC424. Students with some prior background in accounting will find the session to be useful as a "refresher" about accounting fundamentals. Any student with a proven accounting background who intends to take AC416 Topics in Financial Reporting is also required to take AC480 Quantitative Methods in Accounting and Finance.

Pre-requisites: Students must have completed FM422E and FM423E.

Course content: Introduction to Accounting, Organizations and Institutions

- Evaluating and executing Private Equity Deals
- Business Plans, Venture Capital, and Entrepreneurial Finance
- Private Equity as an asset class and the private equity landscape

Teaching: The sessions are held in September before the start of MT.

Formative coursework: Study materials for the pre-sessional will be made available by means of selected handouts

Indicative reading: Ulf Axelsson, Tim Jenkinson, Per Strömberg, and Michael S. Weisbach. *Leverage and Pricing in Buyouts: An Empirical Analysis*. August 28, 2007; Steven N. Kaplan and Per Strömberg. *Leveraged Buyouts and Private Equity*, Social Science Research Network, June 2008; Cendrowski, Harry. *Private Equity: Governance and Operations Assessment*. Hoboken: John Wiley & Sons. 2008; Lerner, Joshua. *Venture Capital and Private Equity: A Casebook*. New York: John Wiley & Sons. 2000; Acharya V V; Franks J R & Servaes H (2007) "Private Equity: Boom and Bust?" *Journal of Applied Corporate Finance*, 19(4) , Fall 2007, 44-53.

Assessment:

There is no assessment.

AC444 Half Unit

Valuation and Security Analysis

This information is for the 2020/21 session.

Teacher responsible: Dr Xi Li, OLD 2.16 (Business analysis component)

Dr Kenneth Lee, OLD 3.29 (Valuation component)

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Accounting and Finance, MSc in Accounting, Organisations and Institutions, MSc in Management and Strategy and MSc in Risk and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit.

Other students may be admitted to the course if they have a strong knowledge of financial accounting and finance acquired at undergraduate or equivalent level, and only with the agreement, in writing, of the teacher responsible for this course.

Enrolment on this course is constrained by section size and the number of sessions available. Students are admitted on the course on a first-come-first-served basis. If the course is over-subscribed, students on the waiting list will continue to be admitted on a first-come-first-served basis as places become available, but MSc students on the Accounting programmes will only then be given priority although cannot be guaranteed a place if no places become available. Therefore, to avoid frustration and possibly being unable to take the course, students wishing to reduce the risk of non-admittance on the course should prioritise their courses and register early for their preferred, "must have" courses. Late registrations or late changes to this course choice may be unsuccessful.

Pre-requisites: Students will be assumed to have a solid understanding of corporate finance as well as financial accounting principles, techniques and methods. Completion of AC416 in Michaelmas term is strongly recommended for this course. Attendance at the "Modelling skills" workshop typically held on a Saturday in Michaelmas term is also strongly recommended. Further details will be provided nearer the time.

Course content: The aim of this course is to introduce students to security analysis and valuation from both academic and practical perspectives. The course materials include many real-world cases, where students are placed in the role of investors to conduct financial statement analysis and make investment decisions. At the end of the course, students are furthermore provided with an opportunity to apply their skills by analysing and valuing, in small groups, from the point of view of a "sell-side analyst", a firm's equity of their choice. The course should appeal to students interested in equity research, investment banking, and fund management. The course is presented in two parts. The first part, financial

analysis, focuses on past and present performance evaluation, which is used by financial analysts to generate expectations about future performance (prospective analysis). The second part, security valuation, focuses on the determination of intrinsic security prices, which, in efficient markets, reflect prospective performance. This second part provides students with a valuation 'toolkit' which they can draw on when valuing equities in a variety of contexts such as banking, asset management, research, accountancy or consulting.

• Financing

• Valuation

Teaching: 30 hours of seminars in the LT.

Student group project presentations in week 11 of Lent Term.

Teaching is delivered in two 90-minute sessions per week. Each session is conducted in groups of about 55 students, often involving both lecturing and case study analyses and discussions. In the case study sessions, students break into small groups to work and collaborate as a team. This mode of teaching requires good advance preparation by the students; hence, every student should be ready to contribute to the discussion when called upon. Active participation is expected and encouraged.

Formative coursework: Regular classworks will be completed, handed in and marked as part of formative assessment for this course.

Indicative reading: There is no required textbook for this course.

However, we recommend the following book for reading and additional exercises: K Palepu, P. Healy and E. Peek, *Business Analysis & Valuation*, 4th IFRS edition, CENGAGE Learning, 2016. For the valuation section the recommended text is *Company Valuation under IFRS*, N. Antill, K. Lee and D. Taylor, 3rd Edition, 2019, Harriman House publishing.

Assessment: Exam (50%, duration: 2 hours) in the summer exam period.

Project (40%) in the LT.

Class participation (10%).

AC470 Half Unit

Accounting in the Global Economy

This information is for the 2020/21 session.

Teacher responsible: Dr Andrea Mennicken KSW 3.09

Availability: This course is available on the CEMS Exchange, Diploma in Accounting and Finance, Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MBA Exchange, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MRes/PhD in Accounting (AOI) (Accounting, Organisations and Institutions Track), MSc in Accounting and Finance, MSc in Accounting, Organisations and Institutions, MSc in Development Management, MSc in Economy, Risk and Society, MSc in Management and Strategy, MSc in Regulation and MSc in Risk and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit.

The course is capped to one section of 55 students. Students on the waiting list will be admitted on a first-come first-served basis.

Pre-requisites: There are no specific pre-requisites and the course does not require a background in accounting.

Course content: This course examines the fast changing practices and institutions of accounting in the global economy, with a particular emphasis on the roles of accounting in global financial governance. International accounting and auditing standards have been advocated as a way of enhancing global financial stability, so as to stimulate the flow of cross-national investment, expand the scope for market-oriented development, and integrate local enterprises into global financial markets. This course critically examines dynamics of accounting regulation, including international standard-setting and consequences for financial statement users, business entities and wider local and global

stakeholders.

Topics include:

Political, institutional and economic influences in changing national and international financial reporting frameworks. The political economy of accounting standard-setting. The work of the International Accounting Standards Board (IASB), the European Union, national accounting bodies, and their political and economic environments.

The effects of national financial reporting requirements and International Financial Reporting Standards (IFRS) on business entities and economic development, particularly developing and emerging economies (including the BRIC countries: Brazil, Russia, India, China). The enforcement of financial reporting requirements through auditors, securities regulators, the World Bank and others. Specific technical challenges (for example, impairment tests, derivatives and other financial instruments, fair value accounting and intangible assets).

The course explores issues from different theoretical perspectives through comparative empirical analysis.

- Investments and Securities Valuation
- Portfolio choice and performance evaluation
- Derivatives

Teaching: Teaching is delivered in two weekly 90-minute sessions over 10 weeks across Lent Term. Each session draws on a variety of academic readings, practical exercises, and case analyses. This year, some or all of this teaching may be delivered using virtual classes as an alternative to face-to-face teaching.

This course has a reading week in Week 6 of LT.

An essay workshop and one-to-one essay feedback sessions will be held in week 11 of LT.

It is further intended to run a small number of additional sessions with invited speakers who are centrally involved at a senior level in the setting, enforcement and convergence of international accounting regulations. Further details will be provided at the start of the session.

Formative coursework: Students are expected to come to each session prepared having done the assigned readings and having prepared the assigned class discussion questions. In addition, students are required to write an assessed essay of 3,500-4,000 words, to be submitted after the Easter break. The word limit excludes the bibliography. This written work forms 50% of the overall assessment. A workshop will be held in preparation for the essay assignment. Individual feedback will be given on essay outlines. Further readings, exercises and case studies are set for class discussion each week.

Indicative reading: Detailed reading lists will be given out at the start of the session, and are largely based on academic journal articles. Other readings include policy briefings, regulatory documents, green and white papers, World Bank reports (ROSC). Relevant books: Aerts & Walton, *Global Financial Accounting and Reporting* (Cengage, 2017); Camfferman & Zeff, *Aiming for Global Accounting Standards, 2001-2011* (Oxford University Press, 2018); Botzem, *The Politics of Accounting Regulation* (Edward Elgar, 2012); Ramanna, *Political Standards: Corporate Interest, Ideology and Leadership in the Shaping of Accounting Rules for the Market Economy* (University of Chicago Press, 2015); Djelic & Quack, *Transnational Communities: Shaping Global Economic Governance* (Cambridge University Press, 2010); Nobes & Parker, *Comparative International Accounting* (Pearson, 2020); Nobes *International Classification of Financial Reporting* (Routledge 2018); Walter, *Governing Finance: East Asia's Adoption of International Standards* (Cornell University Press, 2008).

Assessment: Exam (50%, duration: 1 hour and 30 minutes) in the summer exam period.

Essay (50%) in the ST.

Essay: (50%, 3,500-4,000 words) is submitted in ST (after the Easter break). The 4,000 words exclude the bibliography.

AC480

Quantitative Methods in Accounting and Finance

This information is for the 2020/21 session.

Teacher responsible: Dr Stefano Cascino OLD 3.32, Dr Aneesh Raghunandan OLD 2.15 and Dr Maria Manuel Correia OLD 3.30

Availability: This course is available to students on the MSc in Accounting and Finance and students on the MSc in Accounting, Organisations and Institutions with prior knowledge of accounting and finance wishing to take AC416 Topics in Financial Reporting. This course is not available as an outside option.

Course content: The objective of the course is to provide students with the necessary background required for core accounting and finance courses. The course is organised in two sections:

Section 1 - "Accounting: Disclosure Principles and Practice" provides an overview of fundamental accounting concepts, practices and the main financial statements. This section emphasises users' perspective rather than preparers' perspective on financial reporting (eg, for valuation purposes).

Section 2 - "Finance: Quantitative Methods" provides the basic quantitative tools needed for technical MSc courses. This section consists of an introduction to Basic Calculus, Probability and Statistics.

Teaching: Teaching takes place over a 9-day period before the start of MT.

Formative coursework: Feedback on class participation.

Indicative reading: A detailed reading list will be provided at the beginning of the course.

Assessment: This course is not assessed. However, students will be given a number of application exercises to complete on their own or in groups.

AC490 Half Unit

Management Accounting, Decisions and Control

This information is for the 2020/21 session.

Teacher responsible: Prof Alnoor Bhimani OLD 3.08

Availability: This course is available on the CEMS Exchange, Diploma in Accounting and Finance, Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MBA Exchange, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Accounting, Organisations and Institutions, MSc in Economics and Management, MSc in Management and Strategy, MSc in Management of Information Systems and Digital Innovation and MSc in Regulation. This course is available with permission as an outside option to students on other programmes where regulations permit.

This introductory course may also be taken by MSc students who have not previously studied accounting subjects. Students in the MSc Accounting and Finance programme are not permitted to enrol in this course or in AC491. This course cannot be taken concurrently with **AC415 Management Accounting for Decision Making**.

The course is capped at 115 students.

Course content: Enterprises must today tackle markets that are affected by global economic and business forces and advances in internet-based technologies. They face intense competition from ever-changing corporate strategies of their competitors and new business models. At the same time, the interface between business decisions and management accounting has become more complex but significantly impacts corporate performance. This course provides students with an introduction to how accounting information and cost management techniques shape managerial decision making and performance measurement. It discusses inter-relationships between management accounting and technology, corporate strategy, e-business and marketing. The course includes both qualitative and quantitative material and is

not purely calculations based.

The course will cover:

- established managerial accounting concepts such as cost-volume-profit relationships, overhead cost allocations, activity based costing, the balanced scorecard, target cost management and quality costing;
- how flexible organisational technologies such as just-in-time systems, enterprise resource planning, computer integrated system and 3-D manufacturing influence accounting information;
- operational, marketing and corporate strategy issues including cost management, e-business and internet-based business models;
- organisational arrangements such as functional and multidivisional firms and virtual enterprises;
- comparative international management accounting systems;
- accounting controls associated with responsibility centres, financial performance measurement, variance analysis, and incentives;
- strategic accounting tools and practices.

The course will provide participants with:

- an understanding of strategic, market and technological links to management accounting and control practices;
- the ability to apply modern management accounting techniques within competitive business environments;
- a knowledge of interrelationships between behavioural, organisational and cultural issues and management accounting systems.

Teaching: 20 hours of lectures and 9 hours of seminars in the LT. There will be a reading week in week 6 of LT. A 2-hour revision lecture will be held in ST or extra office hours will be held.

Formative coursework: Students are expected to produce several pieces of written work, including accounting exercises, analyses of case studies, and essays. At least two pieces of written work will be collected for feedback during the course. Students are also required to participate actively in a variety of discussions and debates as part of the class activities.

Indicative reading: A detailed reading list will be given out at the start of the course. The following two books will be extensively used: Bhimani A, Horngren C, Datar S and Rajan M Management and Cost Accounting (Pearson, 2019) and Bhimani A, Financial Management for Technology Start-ups, Kogan Page, 2017.

Assessment: Exam (100%, duration: 2 hours and 15 minutes, reading time: 15 minutes) in the summer exam period. The first 15 minutes will be reading time.

AC491 Half Unit

Financial Accounting, Reporting and Disclosure

This information is for the 2020/21 session.

Teacher responsible: Prof Ane Miren Tamayo OLD 2.20

Availability: This course is available on the CEMS Exchange, Diploma in Accounting and Finance, Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MBA Exchange, MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Accounting, Organisations and Institutions, MSc in Management and Strategy and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

The course may also be taken by MSc students who have not previously studied accounting subjects to a significant extent. Students on the MSc Accounting and Finance programme are not permitted to enrol in this course or in AC490.

This course cannot be taken in conjunction with **AC416 Topics in Financial Reporting**.

The course is capped at 115 students.

Course content: This course provides students with an introduction to financial accounting, and highlights aspects of reporting that are important to users of financial information. The course covers the preparation of key financial statements and accounting issues related to intangible assets, equity, debt, intercorporate investments and consolidation. Students are introduced to the basics of financial statement analysis and research on the use of accounting information in financial markets.

Teaching: 20 hours of lectures and 8 hours of seminars in the MT. This year, some or all of this teaching may be delivered using virtual classes as an alternative to face-to-face teaching. There will be a reading week in week 6 of MT.

Formative coursework: Students are expected to complete a series of accounting exercises.

Indicative reading: A detailed reading list will be made available at the start of the course. Illustrative texts:

Harrison, Horngren, Thomas, Tietz and Swardy, Financial Accounting (IFRS), 11th ed., Pearson Higher Education/Prentice Hall; Weetman P, Financial Accounting: an Introduction, 8th ed., Pearson Higher Education.

Assessment: Exam (80%, duration: 2 hours) in the January exam period.

Problem sets (20%) in the MT.

The 20% is based on students completing one problem set rather than multiple problem sets.

AC493 Half Unit

Financial and Management Accounting for Managerial Decision Making

This information is for the 2020/21 session.

Teacher responsible: Dr Henry Eyring, OLD 3.10 and Dr Kenneth Lee (Financial Accounting component), OLD 3.29

Availability: This course is compulsory on the MSc in Management (1 Year Programme). This course is not available as an outside option.

Course content: This course covers introductions to both financial accounting and management accounting. The first part of this course provides students with an introduction to financial accounting, and highlights aspects of financial reporting that are important to users of financial information. It covers the preparation of key financial statements and the frameworks of accounting regulation. The second part to the course provides students with an introduction to management information and cost management, managerial decision making and performance measurement.

Specifically, then, the first half of AC493 is focused on financial accounting, which aims to familiarise students with the principles and some of the techniques of financial accounting and financial reporting as well as some aspects of current regulatory debates on the subject. After the first half of the course, students should be able to:

- Distinguish between cash accounting and accrual accounting, and explain traditional accounting concepts and conventions.
- Draw up simple balance sheets, and income statements as well as to develop an understanding of cash flow statements and group accounts, and understand how they are affected by different accounting treatments.
- Use these financial statements to perform financial analysis.
- Discuss the issue of "creative accounting", asset valuation and other contemporary issues in accounting.
- Discuss market influences of accounting information and theories of accounting choice.

The second half of AC493 focuses on management accounting, which is a key function in organisations that involves developing and using financial and non-financial information to support decision making, not only in a technical sense, but bearing in mind that the way in which management accounting systems are designed and implemented often determines whether employees

will be motivated to act in ways that are congruent with the objectives of the organisation. The discipline of management accounting is often partitioned into (1) cost and management accounting systems and (2) management control systems, and both components are covered in the second part of the course. While financial accounting (covered in the first part of the course) requires that product cost information be accumulated in particular ways for external reporting, the focus in the second half of the course is on cost and other accounting and non-accounting information systems that aid managerial decision making. This includes the study of management accounting systems in widespread use today as well as an analysis of the problems associated with these systems in today's business environment (such as their tendency to provide distorted product cost information), as well as approaches to mitigate these problems (e.g., activity-based costing; use of non-financial information). Through the second half of the course, students should be able to:

1. Analyse key concepts which form the discipline of management accounting;

- Product costing and pricing;
- Activity based costing/management (ABC/ABM);
- Profitability and variance analysis;
- Performance measurement and evaluation;
- ROI, EVA, and other performance metrics.

2. Possess the skills necessary to use management accounting information to make business decisions.
3. Illustrate how management accounting information can be used to formulate and implement strategy in a variety of organisational settings.
4. Understand how the design and use of management accounting systems affect human behaviour in organisations.

Teaching: 33 hours of lectures in the LT.

This course consists of 11 principal weeks with topics delivered in sessions of 1½ hours twice a week. Each session is conducted in groups of about 65 students. Most sessions make use of class exercises, case study analyses and real-world applications to bring the materials to life and to apply conceptual knowledge to problems faced in practice. The case study analyses and discussions permit the exploration of accounting issues in broader management perspectives (e.g., large and small firms, manufacturing and service firms, multinational firms, startups). The case method of instruction, however, requires good advance preparation by students, and every student should be ready to contribute to the case discussion when called upon. Students should expect to be 'cold called' and not count on being able to hide behind classmates who volunteer to participate.

Formative coursework: Students are expected to be prepared for the cases and/or other tasks for each session as indicated on the syllabus. Two of these will be collected and graded as shown below under Assessment.

Indicative reading: Reference Textbook:

Lee, K. and Taylor, D. 2018, Financial Statement Analysis under IFRS (FE Publishing, 6th Edition). Bhimani, A., C.T. Horngren, S.M. Datar, and M.V. Rajan. 2015, Management and Cost Accounting (Pearson, 6th edition). Supplementary Textbook Resources: Weetman, P. 2010, Financial Accounting: An Introduction (Financial Times/Prentice Hall, 5th edition). Bhimani, A. 2013, Strategic Finance (Strategy Press). Merchant, K.A., and W.A. Van der Stede. 2017, Management Control Systems: Performance Measurement, Evaluation, and Incentives (Financial Times/Prentice Hall, 4th edition).

Assessment: Exam (80%, duration: 2 hours) in the summer exam period.

Coursework (10%) in the LT Week 4.

Coursework (10%) in the LT Week 8.

AC499

Dissertation

This information is for the 2020/21 session.

Teacher responsible: Prof Ane Miren Tamayo OLD 2.20

Availability: This course is available on the MSc in Accounting and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit. Students will normally elect to take this as an option in paper 3 or 4. Permission to select the long essay option must be obtained from the Programme Director by the end of the third week of MT. Students wishing to select this option must first identify and secure agreement from a member of faculty who is willing to provide supervision for the dissertation. Approval for this option will not be granted if such an agreement is not obtained from an academic staff member.

Course content: The dissertation usually consists of an empirical investigation of a selected problem. Occasionally, the dissertation may consist of a survey and critical evaluation of the relevant literature.

The dissertation must identify relevant issues, sustain reasoned argument, and draw supportable conclusions. It must be arranged in an organised manner and include a full bibliography.

Teaching: There is no teaching associated with the dissertation, but students who select this option are encouraged to attend the dissertation workshop sessions organised by the Teaching and Learning Centre.

Arrangements for supervision

Students writing a dissertation will be supervised by a member of faculty who will not necessarily be their academic supervisor. Students are responsible for identifying an appropriate member of staff to supervise their dissertation essay, and for ensuring the member of staff agrees to provide supervision. As a general rule, supervisors of dissertations will not comment on the work after a discussion of the first draft.

Assessment: Dissertation (100%, 10000 words) in the ST.

Two typewritten copies of the dissertation must be submitted to the MSc Programme Manager, due by 31 May. The dissertation should be double-spaced, on A4 paper, with a maximum word limit of 10,000 words, not including Appendices. Mark penalties will apply if the word limit is exceeded.

AN402

The Anthropology of Religion

This information is for the 2020/21 session.

Teacher responsible: Dr Michael Scott OLD 6.16

Dr Yazan Doughan

Availability: This course is compulsory on the MSc in Social Anthropology (Religion in the Contemporary World). This course is available on the MRes/PhD in Anthropology, MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in China in Comparative Perspective, MSc in Law, Anthropology and Society and MSc in Social Anthropology. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course covers current approaches to and reconsiderations of classic topics in the anthropology of religion, such as: myth, ritual, belief and doubt, supernatural experience, ethical self-cultivation, asceticism, sacrifice, authority and charisma. In the Michaelmas term, students will be introduced to debates concerning the ways in which 'religion' is said to influence or shape personal experience and collective public life in both western and non-western contexts. Students will explore some of the key concepts that inform contemporary understandings of religion as a force in the world, the history of these concepts, how they enter into various political and ethical projects, and the extent to which they predefine 'religion' as an object of anthropological study. Specific areas of focus may include: the relationship between 'religion' and 'secularism'; conceptions of 'religious freedom';

conversion; inter-religious conflict; the ethnography of religious minorities; the anthropology of religious movements; and the comparative anthropology of 'religions'. In the Lent term, students will be asked to rethink the category of 'religion' entirely and its role in anthropological analysis. Topics facilitating this project may include: shamanism, cargo cults, initiation, witchcraft and sorcery, cosmology, and human-nonhuman relations, primarily with reference to ongoing transformations of the indigenous traditions of Melanesia, Africa, Amazonia, Australia, and the circumpolar north. Recurring themes will be: transformations in the definition of 'religion' in relation to 'science'; the nature of rationality; and the extent to which anthropology itself can be either – or both – a religious and a scientific quest to experience the wonder of unknown otherness.

Teaching: 10 hours of lectures and 15 hours of seminars in the MT. 10 hours of lectures and 15 hours of seminars in the LT. 1 hour of lectures in the ST.

This year, some or all of this teaching will be delivered through a combination of virtual lectures, classes and online interactive activities. The contact hours listed above are the minimum expected. This course has a reading week in Week 6 in MT and LT.

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

Indicative reading: Talal Asad 2009, *Genealogies of Religion: Discipline and Reasons of Power in Christianity and Islam*; Tomoko Masuzawa 2005, *The Invention of World Religions: Or, How European Universalism Was Preserved in the Language of Pluralism*; Hussein A. Agrama 2012, *Questioning Secularism: Islam, Sovereignty, and the Rule of Law in Modern Egypt*; Mayanthi Fernando 2014, *The Republic Unsettled: Muslim French and the Contradictions of Secularism*; Webb Keane 2007, *Christian Moderns: Freedom and Fetish in the Mission Encounter*; W. F. Sullivan, E. S. Hurd, et al. (eds.) 2015, *Politics of Religious Freedom*; Courtney Bender 2010, *The New Metaphysicals: Spirituality and the American Religious Imagination*; Leigh Eric Schmidt 2000, *Hearing Things: Religion, Illusion, and the American Enlightenment*; S. J. Tambiah 1992, *Buddhism Betrayed?: Religion, Politics, and Violence in Sri Lanka*; A. Abramson and M. Holbraad (eds.) 2014, *Framing Cosmologies: The Anthropology of Worlds*; G. Bateson and M. C. Bateson 1987, *Angels Fear: Towards an Epistemology of the Sacred*; B. Kapferer (ed.) 2002, *Beyond Rationalism: Rethinking Magic, Witchcraft and Sorcery*; L. Lévy-Bruhl 1926, *How Natives Think*; P. Ingman, T. Utrianinen, et al. (eds.) 2016, *The Relational Dynamics of Enchantment and Sacralization: Changing the Terms of the Religion Versus Secularity Debate*; D. C. Posthumus 2018, *All My Relatives: Exploring Lakota Ontology, Belief, and Ritual*; H. Whitehouse and J. Laidlaw (eds.) 2007, *Religion, Anthropology, and Cognitive Science*; R. Willerslev 2007, *Soul Hunters: Hunting, Animism, and Personhood among the Siberian Yukaghirs*; D. E. Young and J-G. Goulet (eds.) 1994, *Being Changed: The Anthropology of Extraordinary Experience*. Detailed reading lists provided at the start of each term.

Assessment: Exam (100%, duration: 3 hours) in the summer exam period.

AN404

Anthropology: Theory and Ethnography

This information is for the 2020/21 session.

Teacher responsible: Prof Mathijs Pelkmans OLD 5.08 and Prof Laura Bear OLD 6.07

Availability: This course is compulsory on the MSc in Social Anthropology. This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in China in Comparative Perspective, MSc in Law, Anthropology and Society and MSc in Social Anthropology (Religion in the Contemporary World). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The aim of this course is to examine the

relationship between theory and ethnography in social and cultural anthropology in the context of colonial and post-colonial history. During the Michaelmas term the course focuses on the development of anthropology before circa 1980 in the British, French and American schools. It will explore anthropological epistemology or the discipline's forms and methods of knowledge production. Rather than outlining theoretical schools and their demise, it will explore the creation of key concepts that are the foundations for current debates. The course moves through time with a genealogical method or by tracing the 'birth' of concepts that shape the present and future of our discipline. It will also bring from the margins forgotten ancestors and their heterodox ideas, which are not usually part of the canon. The emergence of key concepts will be linked to intellectual projects, fieldwork encounters and historical events. The unique quality of anthropology is that it is a qualitative social science committed to a 'radical empiricism' (Jackson) or 'realism' (Herzfeld) (unlike economics or sociology for example). In other words its concepts are driven primarily from dissonant encounters with the social and cultural world 'at home' and in 'the field.' Some of the key concepts we will explore will be: participant observation and evidence; culture and race; postcoloniality; relativism and surrealism; totemism and animism; magic, art and science, ritual; inequality; personhood, agency and ethics; kinship and gender.

The second term covers topics which may include structuralism; practice theory; interpretive anthropology; postmodernism, affect and actor network theory. The precise emphasis and distribution of topics may vary from year to year.

Teaching: 10 hours of lectures and 15 hours of seminars in the MT. 10 hours of lectures and 15 hours of seminars in the LT. 2 hours of workshops in the ST.

This year, some or all of this teaching will be delivered through a combination of virtual lectures, classes and online interactive activities. The contact hours listed above are the minimum expected. The course has a reading week in Week 6 of MT and LT.

Formative coursework: Formative coursework consists of participation in weekly seminars, and the opportunity to discuss one formative essay in each of the MT and LT with the course convener or the student's academic mentor, as per normal departmental arrangements.

Indicative reading:

- A. Callinicos, 2007, *Social Theory*; a historical introduction;
- A Kuper, 2005, *The Reinvention of Primitive Society: transformations of a myth*;
- H L Moore and T Sanders (eds.), 2006, *Anthropology in Theory: Issues in Epistemology*;
- D McLellan, 1977, *Karl Marx: Selected Writings*;
- A. Giddens, 1971, *Capitalism and Modern Social Theory*;
- A. W Runciman, 1978, *Weber: Selections in Translation*;
- S Lukes, 1973, *Emile Durkheim: His Life and Work*;
- B Malinowski, 1922, *Argonauts of the Western Pacific*;
- EE Evans-Pritchard, 1971, *Nuer Religion*;
- E Leach, 1954, *Political Systems of Highland Burma*;
- M Gluckman, 1958, *Analysis of a Social Situation in Modern Zululand*;
- M Bloch, 1983, *Marxism and Anthropology*;
- C Lévi-Strauss, 1966, *The Savage Mind*;
- M Sahlins, 2000, *Culture in Practice*;
- P Bourdieu, 1972, *Outline of a Theory of Practice*;
- C Geertz, 1973, *The Interpretation of Cultures*;
- B. Latour. 2005. *Reassembling the Social*;
- H. Moore, 2011, *Still Life: hopes, desires, and satisfactions*;
- Y. Navaro-Yashin. 2012. *The Make-Believe Space: Affective Geography in a Postwar Polity*.

Detailed reading lists are provided at the beginning of the course.

Assessment: Exam (100%, duration: 3 hours) in the summer exam period.

AN405

The Anthropology of Kinship, Sex and Gender

This information is for the 2020/21 session.

Teacher responsible: Dr Nicholas Long and Dr Catherine Allerton

Availability: This course is available on the MRes/PhD in Anthropology, MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in China in Comparative Perspective, MSc in Gender, MSc in Law, Anthropology and Society, MSc in Social Anthropology and MSc in Social Anthropology (Religion in the Contemporary World). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course provides an examination of the cultural frameworks and social aspects of kinship systems, gender roles, personhood and human sexuality, analysed through ethnographic examples from a diverse range of settings. It aims to equip students with the analytical tools to engage in theoretical debates concerning core concepts such as 'kinship', 'marriage', 'gender', 'sex', 'the person', and the relationship between 'nature' and 'culture', as well as exploring how the experiences of kinship, sex and gender vary according to the regimes of politics, law and materiality in which they are embedded. The course charts the history of anthropological debates on kinship, relatedness, sex and gender, and familiarises students with a range of contemporary approaches to these themes, placing ethnographic materials into a critical dialogue with recent developments in feminist theory, queer theory, the anthropology of colonialism, cognitive science, and psychoanalysis.

Teaching: 10 hours of lectures and 15 hours of seminars in the MT. 10 hours of lectures and 15 hours of seminars in the LT. This year, some or all of this teaching will be delivered through a combination of virtual lectures, classes and online interactive activities. The contact hours listed above are the minimum expected. This course has a reading week in Week 6 in MT and LT.

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

Indicative reading: Carsten, J. *After Kinship* (2003); Chodorow, N. *The Power of Feelings: Personal Meaning in Psychoanalysis, Gender and Culture* (1999); Donnan, H. and Magowan, F. *The Anthropology of Sex* (2010); Levi-Strauss, C. *The Elementary Structures of Kinship* (1969); Moore, H. L. *A Passion for Difference: Essays in Anthropology and Gender* (1994); Schneider, D. *A Critique of the Study of Kinship* (1984); Stone, L. *Kinship and Gender: An Introduction* (2006).

Assessment: Essay (50%, 4000 words) in the LT. Essay (50%, 4000 words) in the ST.

AN419 Half Unit

The Anthropology of Christianity

This information is for the 2020/21 session.

Teacher responsible: Dr Fenella Cannell OLD 5.07

Availability: This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in Social Anthropology and MSc in Social Anthropology (Religion in the Contemporary World). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The ethnography of local Christianities in the light of differing cultural and social situations including colonial conditions. The relationship between Christianity and the discipline of anthropology. The course examines a number of anthropological and historical studies of local forms of Christianity, from a range including local forms of Catholicism, Mormonism, contemporary and historical Protestantisms including American Protestant forms and 'heretical' and other unorthodox Christianities. The course asks why anthropologists shied away from analysing Christianity long after studies of other world religions, such as Islam, Hinduism and Buddhism, had become widely established. It looks at the

relationship between Christianity and the history of anthropological thought, and locates the place of Christianity in the writings of Mauss, Durkheim, Foucault and others, in order to defamiliarise the religion which Europeans and Americans especially often take for granted. Issues examined may include the nature and experience of belief, conversion and the appropriation of Christian doctrines by local populations, the problems of writing about religion, Christianity and the state, the nature of religious confession, Christian texts, and Scriptural reading practices, Christian objects and materialities, Christianity and women's religious and social experience (from Medieval women mystics to women priests), inquisitions and heretical beliefs, priests and alternative forms of mediation with divine power, miraculous saints, incorrupt bodies and 'non-eaters' and changing ideas about death, Heaven and Hell. Where possible, the course will include a student fieldwork weekend and forms of reflection and reporting on that experience. Please check with the course teacher in any given year whether this is planned as part of the year's programme.

Teaching: 10 hours of lectures and 15 hours of seminars in the LT. This year, some or all of this teaching will be delivered through a combination of virtual lectures, classes and online interactive activities. The contact hours listed above are the minimum expected. There will be a reading week in Week 6 of the LT.

Formative coursework: Students are expected to prepare discussion material for presentation in the seminars. Students will be expected to produce 1 essay in the LT.

Indicative reading:

- M Bloch, *From Blessing to Violence: History and Ideology in the Circumcision Ritual of the Merina of Madagascar*;
- F Cannell, *Catholicism, Spirit Mediums and the Ideal of Beauty in a Bicolano Community, Philippines* (PhD thesis, University of London);
- W Christian, *Person and God in a Spanish Valley* (reprint 1988);
- J Comaroff, *Body of Power, Spirit of Resistance*;
- J de Pina Cabral, *Sons of Adam, Daughters of Eve: the Peasant World View in the Alto Minho*;
- R Iletto, *Pasyon and Revolution: Popular Movements in the Philippines, 1840-1910*;
- J Nash, *We Eat the Mines and the Mines Eat us: Dependency and Exploitation in Bolivian Tin Mines*;
- M Taussig, *The Devil and Commodity Fetishism in South America*.

Detailed reading lists are provided at the beginning of the course.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

AN420 Half Unit Not available in 2020/21

The Anthropology of Southeast Asia

This information is for the 2020/21 session.

Teacher responsible: Dr Nicholas Long OLD 6.14

Availability: This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in Social Anthropology and MSc in Social Anthropology (Religion in the Contemporary World). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course will introduce students to selected theoretical and ethnographic issues in the history and contemporary life of Southeast Asia (including Burma/Myanmar, Cambodia, Indonesia, Laos, Malaysia, Singapore, Thailand, The Philippines, and Vietnam).

The alleged distinctiveness of Southeast Asian gender relations, political leadership, and experiences of self and emotion have led to ethnographic studies of the region making major contributions to the anthropology of the state, sovereignty, globalisation, gender, identity, violence, and mental health. By providing a strong grounding in regional ethnographic materials, this course will equip students to critically evaluate such contributions and to consider possible further contributions that studies of Southeast Asia might make to anthropological debates. The course will also examine

how anthropologists have responded to the interpretive challenges presented by selected aspects of Southeast Asia's social and political life, such as the legacies of mass violence (e.g. the Cambodian genocide, the Vietnam War, or Indonesia's massacre of suspected communists), its ethnic and religious pluralism, and the impact of international tourism.

The course also contains a strong visual anthropology element: each week's lecture will be paired with a film screening, and students will be encouraged to examine whether and how this visual material contributes to, or indeed reframes, the theoretical debates at hand.

Upon successful completion of the course, students will be able to:

1. Describe the key features of Southeast Asian social and cultural systems, and identify their similarities and differences with social and cultural systems in other world regions.
2. Describe key events and patterns in Southeast Asia's history, and evaluate the extent to which these influence contemporary social phenomena in the region.
3. Describe and evaluate the most influential paradigms that have been developed in anthropological studies of Southeast Asia over the past 60 years.
4. Apply anthropological concepts and theories to ethnographic materials from Southeast Asia, and evaluate the results.
5. Apply anthropological research findings and theories to social and policy issues in Southeast Asia.
6. Locate and use research findings from Southeast Asia in order to participate in, or advance the terms of, wider disciplinary debates.

Teaching: 10 hours of lectures and 10 hours of seminars in the MT. 1 hour of lectures in the ST.

Film screenings will also take place throughout the term. There will be a reading week in Week 6 of the MT.

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

Indicative reading: Useful histories of Southeast Asia / Southeast Asian anthropology. M.C. Ricklefs, B. Lockhart, A. Lau, P. Reyes, and M.A. Thwin, *A New History of Southeast Asia* (2010); V.T. King and W.D. Wilder, *The Modern Anthropology of South-East Asia: An Introduction* (2003). Ethnographies. Barker, J., E. Harms, and J. Lindquist, eds. 2014. *Figures of Southeast Asian Modernity*. Honolulu: University of Hawai'i Press. Hinton, A. L. 2005. *Why Did They Kill? Cambodia in the Shadow of Genocide*. Berkeley: University of California Press. Keeler, W. 1987. *Javanese Shadow Plays, Javanese Selves*. Princeton: Princeton University Press. Langford, J. M. 2013. *Consoling Ghosts: Stories of Medicine and Mourning from Southeast Asians in Exile*. Minneapolis: University of Minnesota Press. Long, N. J. 2013. *Being Malay in Indonesia: Histories, Hopes and Citizenship in the Riau Archipelago*. Copenhagen: NIAS Press. Peletz, M. G. 2009. *Gender Pluralism: Southeast Asia since Early Modern Times*. London & New York: Routledge. Schwenkel, C. 2009. *The American War in Contemporary Vietnam: Transnational Remembrance and Representation*. Bloomington: Indiana University Press. Scott, J. C. 2009. *The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia*. New Haven & London: Yale University Press. Sloane, P. 1999. *Islam, Modernity and Entrepreneurship among the Malays*. Basingstoke: Macmillan. Detailed reading lists are provided at the beginning of the course.

Assessment: Coursework (100%, 5000 words) in the LT. Students will be asked to write a research essay on a topic covered in the course, and a synoptic essay speaking to themes that connect multiple weeks of the course. Each of these should be up to 2500 words in length, and each of these essays will comprise 50% of the final mark.

AN424 Half Unit Not available in 2020/21

The Anthropology of Melanesia

This information is for the 2020/21 session.

Teacher responsible: Dr Michael W Scott, OLD 6.16

Availability: This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in Social Anthropology and MSc in Social Anthropology (Religion in the Contemporary World). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course provides an introduction to selected themes in the anthropology of the region in the Southwest Pacific Ocean known as Melanesia. It gives students a grounding in the contemporary anthropology of the region, primarily through a close reading of three book-length ethnographies.

The three ethnographies, which are all new since 2013, are Christopher Wright's *The Echo of Things*, an account of what photography means to people in the western Solomon Islands; Alice Street's *Biomedicine in an Unstable Place*, an analysis of how persons and diseases are made visible or invisible in a hospital on the north coast of Papua New Guinea; and Alex Golub's *Leviathans at the Gold Mine*, a study of the relationship between indigenous landowners and a large international gold mining operation in their valley in the highlands of New Guinea.

These ethnographies not only provide students with focused accounts of three very different contexts in Melanesia, they also address histories, dynamics, and concerns familiar to people living throughout the region. Furthermore, because the three authors draw on different intellectual antecedents and disciplinary traditions, their work provides an entree into the most influential theoretical debates animating Pacific anthropology today.

Topics to be traced throughout the course include personhood and bodies, kinship and sociality, religion and cosmology, technology and infrastructure, development, globalization, and the state. Engagement with these three books will be enhanced and supplemented by other readings (including works by Pacific Islanders), ethnographic films, and a visit to the British Museum.

Teaching: 10 hours of lectures and 15 hours of seminars in the LT. This course has a reading week in Week 6 of LT.

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

Indicative reading: Christopher Wright, *The Echo of Things: The Lives of Photographs in the Solomon Islands* (2013); Alice Street, *Biomedicine in an Unstable Place: Infrastructure and Personhood in a Papua New Guinean Hospital* (2014); Alex Golub, *Leviathans at the Gold Mine: Creating Indigenous and Corporate Actors in Papua New Guinea* (2014). Detailed reading lists are provided at the beginning of the course.

Assessment: Essay (100%, 4000 words) in the ST.

The assessed essay must be between 3,500 – 4,000 words in length.

AN436 Half Unit

The Anthropology of Development

This information is for the 2020/21 session.

Teacher responsible: Prof Katherine Gardner

Availability: This course is compulsory on the MSc in Anthropology and Development and MSc in Anthropology and Development Management. This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in China in Comparative Perspective, MSc in Comparative Politics, MSc in Human Rights, MSc in Human Rights and Politics, MSc in International

Development and Humanitarian Emergencies, MSc in Social Anthropology and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course explores how anthropologists have evaluated, criticised and contributed to development. Focussing on both 'Big D' development (schemes of improvement or projects) and 'little d' development (change which occurs as the result of economic growth or modernisation) the course shows how anthropological insights have been used to change practices from within as well as critique development from the outside. From anthropological work which seeks pragmatic engagement to that which deconstructs development as an oppressive and power laden discourse, the course aims to give students a broad background to the field. Topics covered include the role of the state, participation and farmer first approaches; gender and development; development as discourse and 'aidnography'; neo liberalism and global capital; corporate social responsibility; markets and micro credit; and the relationship between 'tradition' and modernity. Throughout, the course will draw upon a broad range of ethnographic examples.

- To provide students with an understanding of basic features of pharmaceutical markets and how pharmaceutical markets work and how competition manifests itself in different parts of pharmaceutical markets.
- To illustrate to students how the pharmaceutical market is linked to the health care market, why it is often the focus of much regulation, and to help students understand the multidimensional goals of pharmaceutical policies.
- To introduce students to the economic and policy problems encountered in managing pharmaceutical markets and how to evaluate the impact of alternative policy approaches. The course will also give students some experience in critically evaluating the impact of policy on market outcomes.
- To facilitate consideration of various country-specific political, cultural and economic factors that may drive governments' approaches to pharmaceutical regulation. In this context, this course will help students consider the extent to which policies may be transferable.
- To enable students to analyse pharmaceutical markets from the perspectives of several main actors: governments, third party payers, the pharmaceutical industry, doctors, patients, pharmacists and wholesalers. Literature from Health Economics, Industrial Organisation and Health Policy will be incorporated into lectures, discussions and seminars.
- To introduce students to the economics of pricing and reimbursing pharmaceutical products, to explore different models of pricing and reimbursing medicines in OECD countries, including rate of return regulation, value-based pricing, cost-plus pricing, external price referencing and internal reference pricing, among others.

Teaching: 10 hours of lectures and 15 hours of seminars in the MT.

This year, some or all of this teaching will be delivered through a combination of virtual lectures, classes and online interactive activities. The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of MT.

Formative coursework: Students are expected to prepare discussion material for presentation in the seminars based on the core ethnographies of the course. Formative work will include a mock exam question.

Indicative reading: Gardner and Lewis 2015, *Anthropology and Development: Twenty First Century Challenges*; Ferguson, J. 1990 *The Anti-Politics Machine: Development, Depoliticisation and Bureaucratic Power in Lesotho*; Cambridge University Press; Li, T. 2014 *Land's End: Capitalist Relations on an Indigenous Frontier*; Karim, L., 2011 *Micro-Finance and its Discontents: Women and Debt in Bangladesh*; Elyachar, J. 2005; *Markets of Dispossession: NGOs, the Market and the State in Cairo*; Scherz, C. 2014. *Having People, Having Heart: Charity, Sustainable Development, and Problems of Dependence in Central Uganda*; Scott, J. 1998, *Seeing Like a State: How Certain Schemes to Improve the Human*

Condition have Failed.

Detailed reading lists are provided at the beginning of the course.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

AN442

Supervised Reading Course and Fieldwork Preparation

This information is for the 2020/21 session.

Teacher responsible: Members of staff of the Anthropology Department (students' supervisors).

Availability: This course is compulsory on the MRes/PhD in Anthropology. This course is not available as an outside option.

Course content: The programme of supervised reading aims to give students a detailed knowledge of the regional ethnographic literature relevant to their proposed research project, as well as providing them with a firm grounding in the theoretical literature relevant to their research objectives. The programme also aims to aid students in the practical organization of their field research (eg organizing language training, obtaining research permits and academic affiliations) through their supervisors' personal guidance. The programme of supervised reading will be specific to each student. It will be agreed with his/her supervisors at the beginning of the academic year and it will be closely reviewed during the course of the academic year.

Teaching: Students should expect to meet with at least one of their supervisors at 2-3 weekly intervals during term time, and to submit essays relevant to the preparation of their Research Proposal (AN443).

Formative coursework: Students will be required to write essays for their supervisors throughout the academic year.

Indicative reading: Donabedian, A. (1966). "Evaluating the quality of medical care." *The Millbank Memorial Fund Quarterly* 44(3): 166-203. Hackman, J. Richard, and Ruth Wageman (1995), "Total Quality Management: Empirical, Conceptual, and Practical Issues," *Administrative Science Quarterly* 40 (2): 309-342. Garvin, David A. "Competing on the Eight Dimensions of Quality." *Harvard Business Review* 65, no. 6 (November-December 1987). *Going Lean in Health Care*. IHI Innovation Series white paper. Cambridge, MA: Institute for Healthcare Improvement; 2005. Langley, Moen, Nolan et al., 2009, *The Improvement Guide*, 2nd Edition (Wiley). Morton, A. and J. Cornwell (2009). "What's the difference between a hospital and a bottling factory?" *British Medical Journal* 339: 428-430. *Crossing the Quality Chasm* - Institute of Medicine, 2001. S Spear and H Kent Bowen; *Harvard Business Review*, Sept- Oct 1999; 97-106; *Decoding the DNA of the Toyota Production system To Err is Human* - Institute of Medicine, 2000. *Understanding variation* - D Wheeler, 1993. *The Machine that changed the world* - Womack JP, Jones DT and Roos D, 2007. M.E. Porter and T. H. Lee; *Harvard Business Review*, Oct 2013; *The Strategy That Will Fix Health Care*

Assessment: Fieldwork notes (100%) in the MT.

Students' progress will be monitored by their supervisors through verbal discussion of the submitted written work. The work they undertake for this course is expected to feed directly into the preparation of the Research Proposal (AN443) and will be formally examined through it.

AN443

Research Proposal

This information is for the 2020/21 session.

Teacher responsible: Members of staff of the Anthropology Department

Availability: This course is compulsory on the MRes/PhD in Anthropology. This course is not available as an outside option.

Course content: All students must prepare a formal Research Proposal of 8,000-10,000 words (excluding references) for submission to the Department on or before the deadline in June. The proposal is written under the guidance of their supervisors (as set out in AN442), and will normally draw on material studied as part of AN471 Qualitative and Quantitative Methods for Anthropologists and AN472 Evidence and Arguments in Anthropology and Other Social Sciences. It will be expected to demonstrate knowledge of the regional ethnography, and theoretical and methodological literatures, relevant to the proposed research.

Teaching: This course will be delivered online over a period of five weeks in Lent Term as a combination lectures and seminars, totalling a minimum of 20 hours. Students will have access to lecture material delivered as short online videos. Seminars will take place online and students will work in small groups to present topics and lead discussion.

Formative coursework: The formative assessment will be a 750 word draft of the first section of the essay

Indicative reading: Papanicolas I and Smith PC (Eds), *Health System Performance Comparison: An agenda for policy, information and research*. Maidenhead: Open University Press, 2013. PC Smith, E Mossialos, I Papanicolas S. Leatherman (Eds), *Performance measurement for health system improvement: experiences, challenges and prospects*. Cambridge University Press, 2010; Institute of Medicine, *Crossing the Quality Chasm: A New Health System for the 21st Century*. Washington, DC, National Academies Press, 2001; OECD, *Measuring up: improving health system performance in OECD countries*. Paris: OECD, 2002. World Health Organization (WHO), (2000) *The world health report 2000: Health systems: Improving performance*, Geneva: WHO Publications. Students will be given access to essential readings before the course begins through the pre-session reading programme on Moodle, which they will be expected to read prior to the first day of class.

Assessment: Research proposal (100%).

AN444 Half Unit Not available in 2020/21

Investigating the Philippines - New Approaches and Ethnographic Contexts

This information is for the 2020/21 session.

Teacher responsible: Dr Fenella Cannell OLD6.07

Availability: This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in Social Anthropology and MSc in Social Anthropology (Religion in the Contemporary World). This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Graduates taking this course will normally have taken or be taking a foundational course in anthropology. However, topics may be of interest to those in several disciplines. Exemptions may therefore be sought from the lecturer, e.g. for students external to the department, who wish to explore what anthropology can bring to bear on their own fields.

Course content: This course offers the chance to look at the ethnography of one country in more detail than is usual for regional courses. It considers topics taken from the ethnography of the lowland and highland Philippines, with a focus on exciting new high quality writing, drawing on the recent renaissance in Philippine Studies. The course will balance works by expert non-Filipino ethnographers with the new writing of 'native ethnographies' by Filipino scholars resident both in the Philippines themselves and in the US.

The course will be framed within the colonial, religious and social history of the archipelago, and will consider both new interpretations of Philippine history, and topics on contemporary social issues, as well as using classic works on the Philippines. Teaching each week will normally be organised around the reading

of one outstanding ethnography, allowing students to look closely at particular cases. Topics in any year are likely to be drawn from the following list (although obviously only ten topics can be offered in one year) ; Migration, 'mail-order' brides, and the Philippine diaspora ; New religious movements: Philippine colonialism and the processes of conversion: Healing, spirit possession, midwifery and local medicine: The contemporary Catholic Church; Violence in the Philippines; Ecology, landscape and environmental politics: Kinship and its transformations; Gender, Philippine queer theory and Philippine transvestitism: Ritual, drama and local performance traditions: Philippine architecture and material culture.: Philippine cinema: Colonial politics, tribal politics and issues of self-representation: Magic, sorcery and "anitismo"; Tourism, symbolic economies and the impact of international capitalism.

Teaching: 10 hours of lectures and 15 hours of seminars in the LT. There will be a reading week in Week 6 of the LT.

Formative coursework: Students may be required to prepare discussion material for seminars. Students will be expected to produce one essay in the LT.

Indicative reading: Detailed reading lists are provided at the beginning of the course, these are an indicative selection: Michell Rosaldo, *Knowledge and Passion*; Vicente Rafael, *Contracting Colonialism*; Fenella Cannell, *Power and Intimacy in the Christian Philippines*; Sally-Ann Ness, *Where Asia Smiles*; Heather L Claussen, *Unconventual Sisterhood*; M F Manalansan, *Global Divas: Filipino Gay Men in the Diaspora*; Vicente Rafael, *White Love and Other Events in Filipino History*; Nicole Constable, *Maid to order in Hong Kong*; Albert Alejo, *Generating Energies in Mount Apo*.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

Students will be given clear guidance on how to prepare for the exam and should note that the format requires two topics to be covered from a choice of seven, allowing plenty of scope in topic choice. A revision session will be arranged in ST if requested by students. Students are also welcome to bring any individual questions to the course teacher in office hours.

AN447

China in Comparative Perspective

This information is for the 2020/21 session.

Teacher responsible: Dr Johannes Steinmuller OLD 5.06A, Dr William Matthews OLD 6.16 and Prof Stephan Feuchtwang

Availability: This course is compulsory on the MSc in China in Comparative Perspective. This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in International and Asian History and MSc in Social Anthropology. This course is available with permission as an outside option to students on other programmes where regulations permit.

Places are limited and priority is given to MSc China in Comparative Perspective students.

Course content: The main object of the course is to help students develop ways of putting the politics, economy and social life of China into a framework in which they can compare and juxtapose it with other major examples. Main topics include China's imperial bureaucracy, Chinese religion, the great divergence debate, as well as current issues such as urban life, the family, the rule of law, and contentious politics. Students will bring whatever theoretical approaches they have already learned and are continuing to learn in the disciplines they bring to the course. They will be expected to demonstrate and explain how they are using them as well as to listen to other approaches and disciplinary perspectives.

Teaching: 15 hours of lectures and 10 hours of seminars in the MT. 15 hours of lectures and 10 hours of seminars in the LT. 1 hour and 30 minutes of lectures and 1 hour of seminars in the ST. This year, some or all of this teaching will be delivered through a combination of virtual lectures, classes and online interactive activities. The contact hours listed above are the minimum

expected. This course has reading week in Week 6 of both MT and LT.

Formative coursework: Formative coursework consists of participation in weekly seminars, and the opportunity to discuss one formative essay in each of the MT and LT with the course convener or the student's academic mentor.

Indicative reading:

- Fei Xiaotong 1992 [1948]. *From the Soil, the Foundations of Chinese Society: A Translation of Fei Xiaotong's Xiangtu Zhongguo*, with an Introduction and Epilogue, transl. Gary Hamilton and Wang Zheng, Berkeley: University of California Press.
- Harrison, Henrietta 2001. *China (Inventing the Nation)*. London: Arnold.
- Stockman, Norman 2001. *Understanding Chinese Society*. Cambridge: Polity.
- Spence, Jonathan D. 1991. *The search for modern China*. New York: Norton.
- Weber, Max 1951. *The Religion of China: Confucianism and Taoism*, transl. Hans H. Gerth, New York: The Free Press.
- Yan Yunxiang 2003. *Private Life under Socialism. Love, Intimacy, and Family Change in a Chinese Village 1949-1999*. Stanford, CA: Stanford University Press.

Assessment: Exam (100%, duration: 3 hours) in the summer exam period.

AN451 Half Unit Anthropology of Politics

This information is for the 2020/21 session.

Teacher responsible: Dr Mukulika Banerjee OLD 5.09

Availability: This course is available on the MRes/PhD in Anthropology, MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in China in Comparative Perspective, MSc in Comparative Politics, MSc in Development Studies, MSc in Law, Anthropology and Society, MSc in Regulation, MSc in Social Anthropology and MSc in Social Anthropology (Religion in the Contemporary World). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course focuses on the notion of power and its cross-cultural application. Using Marxist, Weberian, and Foucauldian approaches it explores how power travels through different socio-cultural contexts, paying attention to issues such as domination and resistance, patron-client relations, the mafia, revolution and violence. A recurring theme throughout the course concerns the state. How should the state be studied anthropologically? Processes of state formation and disintegration, nationalism in its various guises, and state-society relations will be reviewed in order to understand how European, post-colonial, and post-socialist societies are governed.

Teaching: 10 hours of lectures and 15 hours of seminars in the MT.

This year, some or all of this teaching will be delivered through a combination of virtual lectures, classes and online interactive activities. The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of MT.

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

Indicative reading: Anderson, B, 1991 [1983], *Imagined communities: reflections on the origin and spread of nationalism*; Asad, Talal, 1973, *Anthropology and the Colonial Encounter*; Barth, F, 1965, *Political leadership among Swat Pathans*; Blok, Anton, 1988, *The Mafia of a Sicilian Village 1860-1960: a study of violent peasant entrepreneurs*; Evans-Pritchard, EE and Fortes, M, 1940, *African Political Systems*; Evans-Pritchard, EE, *The Nuer*; Gledhill, John, 1994, *Power and its disguises*; Hansen, T B and Stepputat F (eds), 2001, *States of Imagination: Ethnographic Explorations of the Postcolonial State*; Leach, Edmund, 1954, *The Political Systems of Highland Burma*; Mbembe, A, 2001, *On the Postcolony*; Navaro-

Yashin, Yael, 2002, *Faces of the state: secularism and public life in Turkey*; Vincent, J, 2002, *The Anthropology of Politics*; Wolf, E, 1999, *Envisioning Power: Ideologies of Dominance and Crisis*.

Assessment: Essay (100%, 4000 words) in the LT.

AN456 Half Unit

Anthropology of Economy (1): Production and Exchange

This information is for the 2020/21 session.

Teacher responsible: Dr Alpa Shah OLD 6.17A

Availability: This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MRes/PhD in Anthropology, MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in China in Comparative Perspective, MSc in Development Studies, MSc in Inequalities and Social Science, MSc in Law, Anthropology and Society, MSc in Regulation, MSc in Social Anthropology, MSc in Social Anthropology (Religion in the Contemporary World) and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: What is the economy? We will explore how the history of capitalism has been inextricably tied to producing an idea of the economy as a distinctive domain of life and how anthropologists have persistently challenged this understanding, showing how economic life is inextricably tied to religion, politics and kinship, for instance. We will show the radical possibilities of social relations that anthropologists have offered by studying communities that appear to be 'the original affluent society', seemingly not affected by capitalist societies, or incorporated on their own terms. At the same time, we will examine the impact of capitalism and the inequalities it has brought on diverse people around the world, looking at the role of colonialism and empire, industrialisation and neoliberalisation, which includes regimes of production, accumulation and dispossession. Central to our examination will be understanding processes and experiences of exploitation, oppression and domination. We will unveil the invisible work of the many that is never valued but gets hidden in precarity, by migration regimes and within households. We will highlight the ways in which gender, race, ethnicity, caste and class need to be central to any analysis of the economy. At all times, we will look for people's creative responses to the situations they find themselves in, whether it is through acquiescence, reincorporation, religious conversion, weapons of the weak or outright rejection and revolt.

Arrangements for supervision

Teaching: 10 hours of lectures and 15 hours of seminars in the MT. 1 hour of lectures in the ST.

This year, some or all of this teaching will be delivered through a combination of virtual lectures, classes and online interactive activities. The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of MT.

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

Indicative reading:

A few ethnographies to whet your appetite: Bronislaw Malinowski (1964) *Argonauts of the Western Pacific*; Marshall Sahlins (1974) *Stone Age Economics*; Marcel Mauss (1990 [1925]). *The Gift: the form and reason for exchange in archaic societies*; Sidney Mintz (1985) *Sweetness and Power: The Place of Sugar in Modern History*; June Nash (1979) *We Eat the Mines and the Mines Eat Us: dependency and exploitation in Bolivia's tin mines*; Michael Taussig (1980) *The Devil and Commodity Fetishism in South America*; Jonathan Parry (2020) *Classes of Labour in a Central Indian Steel Town*; Maria Mies (1982) *The Lace Makers of Narsapur: Indian*

Housewives produce for the World Market; Carol Stack (1974) *All Our Kin*; Claude Meillassoux (1981) *Maidens, Meat and Money: capitalism and the domestic community*; Jan Breman (1974) *Patronage and Exploitation: changing agrarian relations in South Gujarat India*; Alpa Shah, Jens Lerche, Richard Axelby, Brendan Donegan, Dale Benbabaali, Jayaseelan Raj and Vikramaditya Thakur (2018) *Ground Down by Growth: Tribe, Caste, Class and Inequality in 21st Century India*; Tania Murray Li (2014) *Land's End: Capitalist Relations on the Indigenous Frontier*.

A few general overview texts: James G. Carrier and Don Kalb (eds) (2015) *Anthropologies of Class: Power, Practice, and Inequality*; Richard Wilk and Lisa Cliggett (1996) *Economies and Cultures: Foundations of Economic Anthropology*; James Carrier (ed) (2005) *A Handbook of Economic Anthropology*

Other general introductory texts: Stephen Gudeman (2001) *The Anthropology of Economy*; Chris Hann and Keith Hart (2011) *Economic Anthropology*; Susana Narotzky (1997) *New Directions in Economic Anthropology*; Jonathan Parry and Maurice Bloch (Eds) (1989) *Money and the Morality of Exchange*; Stuart Plattner (ed) (1989) *Economic Anthropology*; James Carrier (2019) *A Research Agenda for Economic Anthropology*

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

AN457 Half Unit

Anthropology of Economy (2): Transformation and Globalisation

This information is for the 2020/21 session.

Teacher responsible: Prof Laura Bear OLD 6.07

Availability: This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MRes/PhD in Anthropology, MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in China in Comparative Perspective, MSc in Development Studies, MSc in Inequalities and Social Science, MSc in Law, Anthropology and Society, MSc in Regulation, MSc in Social Anthropology, MSc in Social Anthropology (Religion in the Contemporary World) and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course explores the limits and potentials of contemporary global capitalism. We all know that we live in a global economy, but how has this come into being? What are its political, social and cultural consequences? Why is the global economy so volatile? How does it produce inequality for many and abundance for some? Is globalisation dead in an era of 'de-coupling' and populism? What might the futures of global capitalism be? Through the term we will answer these questions in relation to classic themes of production, social reproduction, circulation and consumption. However our theoretical approaches will be expanded to explore the emerging anthropology of: logistical power, the commodification of intimacy, algorithmic interactions, global branding, media spectacles, the security state, financialisation and speculation. Importantly the course will demonstrate that globalisation does not have a single logic nor is it a towering force. Instead, our focus on ethnography takes us inside the local processes through which the durable capture of accumulation and power are created. Significantly too we will be examining globalisation from the perspective of global elites, the middle classes and the precarious poor. By taking an anthropological approach to globalisation we will move away from an economic or 'economistic' theory of capitalism. Instead we will see the significance of desire, kinship, affect, political dreams, ethics and culture to the intimate economy of capitalism. At the end of the course we will have a better understanding of recent

global changes, but also a set of theoretical tools that can help us to rethink approaches to capitalism in general.

Teaching: 10 hours of lectures and 15 hours of seminars in the LT. 1 hour of lectures in the ST.

This year, some or all of this teaching will be delivered through a combination of virtual lectures, classes and online interactive activities. The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of LT.

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

Indicative reading: Yanagisako, S. and L. Rofel (2019) *Fabricating Transnational Capitalism: a collaborative ethnography of Italian-Chinese Global Fashion*, Duke University Press. Cowen D (2014) *The Deadly Life of Logistics: Mapping Violence in Global Trade*. Minneapolis: University of Minnesota Press. Dua, Jatin. (2019) *Captured at Sea: Piracy and Protection in the Indian Ocean*. University of California Press. Allison, A. (2009). *Nightwork: Sexuality, pleasure, and corporate masculinity in a Tokyo hostess club*. University of Chicago Press. C. Upadhyay (2015) *Re-engineering India: Work, Capital and Class in an Offshore Economy*, Oxford University Press. Amooore, Louise, and Volha Piotukh, eds. (2015) *Algorithmic life: Calculative devices in the age of big data*. Routledge. Nakassis, Constantine V. (2016) *Doing style: Youth and mass mediation in South India*. University of Chicago Press. Fillitz, Thomas, and Paul van der Grijp, eds. (2018) *An Anthropology of Contemporary Art: Practices, Markets, and Collectors*. Bloomsbury Publishing. Stout, N. (2019) *Dispossessed: how predatory bureaucracy foreclosed on the American Middle Class*. University of California Press. Maguire, Mark and Setha Low (2019) *Spaces of Security: Ethnographies of Securityscapes, Surveillance, and Control*. NYU Press. Zeynep Tufekci (2017) *Twitter and tear gas: The power and fragility of networked protest*. Yale University Press. Coleman, Gabriella (2014) *Hacker, hoaxer, whistleblower, spy: The many faces of Anonymous*. Verso books. Bear, Laura (2015) *Navigating Austerity: Currents of Debt Along a South Asian River*. Stanford University Press.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

AN458 Half Unit Not available in 2020/21

Children and Youth in Contemporary Ethnography

This information is for the 2020/21 session.

Teacher responsible: Dr Catherine Allerton OLD 6.13

Availability: This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in Law, Anthropology and Society and MSc in Social Anthropology. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course explores the paradoxes and contexts of social science work on children and youth through an intensive focus on contemporary ethnographies exploring children's social worlds. This ethnographic work is multi-disciplinary (emerging from anthropology, geography, sociology, media studies), and builds both on earlier ethnographies of childhood from the mid-twentieth-century onwards, and on growing theoretical interest in cross-cultural understandings of 'the child' and their competencies. In the first half of the course, we investigate 5 central paradoxes that emerge through a consideration of children and childhood. These are: 1) Universal/ Constructed; 2) Being/ Becoming; 3) Structure/ Agency; 4) Protection/ Participation; and 5) Representation/ Reality. These paradoxes allow us to consider important questions such as: What does it mean to see childhood as a 'construction'? How has ethnographic work questioned universal frameworks for child development? How should we understand children's agency? How successfully can 'child rights' be achieved in different cultural contexts? Why should children's

perspectives be taken more seriously in the social sciences? In the second half of the course, we turn to 5 key contexts for ethnographic analyses of children's lives. These are: the street, school, work, play and war. How have the lives of 'street children' been approached and understood? What do critical ethnographies of schooling tell us about its role in reproducing inequalities? What, if anything, is the difference between beneficial child work and harmful 'child labour'? How can we recognise and theorise children's play? And how have ethnographic accounts documented both trauma and resilience in the context of 'child soldiering'?

- Describe the epidemiological trends in cardiovascular disease
- Summarise the primary components of quality in health care
- Explain the main limitations of the literature evaluating quality improvement interventions
- Define the principal threats to validity in studies evaluating quality
- Design an evaluation strategy for a quality improvement policy or intervention in a group setting
- Critically evaluate empirical evaluations of quality and outcomes in health care research in oral and written form

Teaching: 10 hours of lectures and 15 hours of seminars in the LT. This course has a reading week in Week 6 of LT. 4 hours of film screenings in LT.

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

Indicative reading: R.A. LeVine and R.S. New (eds) 2008. Anthropology and child development: a cross-cultural reader; N. Scheper-Hughes and C. Sargent (eds) 1998. Small wars: the cultural politics of childhood; K.F. Olwig and E. Gullov (eds) 2003. Children's places: cross-cultural perspectives. D. Durham & J. Cole (eds) 2006. Generations and globalization: youth, age and family in the new world economy; M. Liebel. 2004. A will of their own: cross cultural perspectives on working children; V. Amit-Talai and H. Wulff (eds) 1995. Youth cultures: a cross-cultural perspective; A. James. 1993. Childhood identities: self and social relationships in the experience of the child. A. de Waal and N. Argenti (eds) 2002. Young Africa: Realising the rights of children and youth; J. Boyden and J. de Berry (eds) 2004. Children and youth on the frontline: ethnography, armed conflict and displacement; Levinson, B. D. Foley & D. Holland. (eds) 1996. The cultural production of the educated person: critical ethnographies of schooling and local practice; H. Montgomery. 2009. An introduction to childhood: anthropological perspectives on children's lives;

Assessment: Coursework (100%, 4000 words) in the ST.

AN461 Half Unit Not available in 2020/21

Anthropological Approaches to Questions of Being

This information is for the 2020/21 session.

Teacher responsible: Dr Michael Scott OLD 6.16

Availability: This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in Social Anthropology and MSc in Social Anthropology (Religion in the Contemporary World). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: In Western thought, the study of the nature of being itself (Greek *ontos*), including theories about how things come into being and how they are related to one another, is known as ontology. Building on, but broadening the scope of this Western tradition, the growing anthropological literature on questions of being seeks to convey ethnographically and conceptualize theoretically the many different ontologies, or lived realities, that shape social practices in diverse historical, geographic, and cultural contexts. This literature also urges us to reconsider reflexively what anthropology is, does, and might become.

Twenty-first century anthropology has seen an 'ontological turn' or 'turns', or more broadly, the emergence of anthropologies of ontology. Increasingly, a variety of anthropological discourses

invoking the concept of ontology have come into dialogue, yet ontology-oriented approaches remain diverse. Over the past decade, these discourses have been sites of divisive debate, strong contestation, pointed polemic, and at times personal critique. While this has generated a lot of interest, arguably these debates have created more heat than light. In the wake of these debates, and keeping them in view, this course aims to illuminate current work around ontology by reading three recent and influential books, each of which takes a distinctive anthropological approach to questions of being.

Morten Axel Pedersen's ethnography, *Not Quite Shamans* (2011), explores spirits, shamans – or the relative lack of shamans – and postsocialism among the Darhad people of northern Mongolia. Pedersen focuses on the ontological uncertainties that can attend sweeping social transformations; in so doing, he challenges us to rethink the assumptions about being that inform mainstream anthropological analyses.

Marisol de la Cadena's ethnography, *Earth Beings* (2015), offers a person-centred, conversation-driven account of people, place, and indigenous cosmopolitics in the Andes. De la Cadena engages with the Quechua people's political struggles in ways that prompts us to question modernity's dominant nature/human dualism. Giving us access to a context where mountains are wilful actors, she invites us to reconceptualize politics as ontological disagreement.

Stuart McLean's book, *Fictionalizing Anthropology* (2017), develops a comparative approach to anthropology by juxtaposing diverse folkloric, historical, literary, and ethnographic accounts – primarily from the North Atlantic. McLean seeks to persuade us that storytelling is a mode of 'ontological poesis'; it does not simply reflect – or even reflect on – aspects of the world as given; it participates in the very making of worlds. In the same way, he suggests, the stories anthropologists tell and the comparisons they make may be ontologically generative, part of the becoming of new possibilities for human and other-than-human being.

These three works – focused on very different contexts, using very different modes of research, and written in very different styles – introduce students to the central questions, dynamics, and debates that constitute anthropological approaches to questions of being.

Teaching: 10 hours of lectures and 15 hours of seminars in the MT.

There will be a reading week in Week 6 of the LT.

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

Indicative reading: Morten Axel Pedersen, *Not Quite Shamans: Spirit Worlds and Political Lives in Northern Mongolia* (2011); Marisol de la Cadena, *Earth Beings: Ecologies of Practice across Andean Worlds* (2015); Stuart McLean, *Fictionalizing Anthropology: Encounters and Fabulations at the Edges of the Human* (2017).

Assessment: Coursework (100%, 4000 words) in the LT.

AN463 Half Unit

Borders and Boundaries: Ethnographic Approaches

This information is for the 2020/21 session.

Teacher responsible: Prof Mathijs Pelkmans OLD 5.08

Availability: This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management and MSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit.

Course content: How do territorial borders influence human behaviour and thinking, and how, in turn, do people create, manage and manipulate such borders? These questions have become pressing with the intensification and politicisation of global interconnectedness. While a few decades ago the tearing down of the Berlin Wall seemed to herald a border-less world, today the loudest politicians promise to create "huge, great, great, beautiful walls." This course studies the numerous tensions accompanying global interconnectedness. Why is it so difficult to make borders

impermeable? How do smuggling networks operate? What does the world look like from the perspective of undocumented migrants? What are the effects of new border fortification technologies? What is it like to live in a gated community? Are people boundary-drawing creatures? Why do borders play a central role in images of utopia? Why is it silly yet productive to ask: where is the border between Europe and Asia? These and other questions will be discussed by situating ourselves ethnographically in the borderlands, potentially making us realise that "the frontier is all around us."

Learning outcomes:

- Describe the rationale for adopting a systematic approach to literature review
- Define the principal threats to validity both in individual randomized controlled trials and collections of randomized controlled trials
- Critically evaluate the internal validity of randomized controlled trials
- Assess heterogeneity in a collection of randomized controlled trials
- Critically appraise a systematic review and meta-analysis evaluating a health care intervention in a group setting
- Describe the opportunities and challenges of using systematic review and meta-analysis findings for decision making

Teaching: 10 hours of lectures and 15 hours of seminars in the MT.

This year, some or all of this teaching will be delivered through a combination of virtual lectures, classes and online interactive activities. The contact hours listed above are the minimum expected.

This course has a reading week in Week 6 of MT.

Formative coursework: Students are expected to prepare discussion material for presentation in the seminars. Students will be expected to produce 1 essay in the MT.

- Course convener will provide written feedback on project outlines

Indicative reading:

- Andersson, R. (2014). *Illegality, Inc.: Clandestine migration and the business of bordering Europe*;
- Brubaker, R. (2004). *Ethnicity without groups*;
- Berdahl, D. (1999). *Where the world ended: Re-unification and identity in the German borderland*;
- Ingold, T. (2007). *Lines: a brief history*;
- De León, Jason (2015) *The land of open graves: Living and dying on the migrant trail*;
- Low, S. (2004). *Behind the gates: Life, security, and the pursuit of happiness in fortress America*;
- Pelkmans, M. (2006). *Defending the border: identity, religion, and modernity in the Republic of Georgia*;
- Wilson, T. and H. Donnan (eds) (2012) *A Companion to Border Studies*;
- Reeves, M. (2014). *Border work: spatial lives of the state in rural Central Asia*;
- Van Schendel, W. and I. Abraham, eds. (2005) *Illicit flows and criminal things: States, borders, and the other side of globalization*.

Assessment: Take-home assessment (100%) in the MT.

The take home exam will be held the week following the end of the MT.

AN467 Half Unit Not available in 2020/21 The Anthropology of South Asia

This information is for the 2020/21 session.

Teacher responsible: Dr Mukulika Banerjee OLD 5.09

Availability: This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in Social Anthropology and MSc in Social Anthropology (Religion in the Contemporary World). This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: You need to be enrolled in a degree that requires analytical and qualitative research skills. You may be asked to submit written work to determine your ability for this course.

Course content: This course will aim to address issues of citizenship, inequality and social justice, religious faith and practices, migration and labour and consumption patterns in rural and urban South Asia. The course will cover both classic and current literature and weekly sessions will be organised thematically. We will start by looking at the history of South Asia's democracies and consider the challenges posed to them. South Asia is an ideal setting to examine many paradoxes that exist elsewhere - alongside some of the highest rates of economic growth there is growing inequality, there is a growing middle class but high rates of precarious poverty, the countries remain largely rural yet they will hold the largest urban population in the world in less than ten years and so on. In order to understand these paradoxes, it is essential that issues of macro economic policy, social inequality, infrastructural development, political mobilisation and popular culture, mobilisation along religious lines in each country and the rise of the 'threatened majorities' that behave like minority populations - be examined in greater detail. Using a rich body of anthropological research on South Asia, this course will examine several of these issues and more in this course. The literature on India is the largest available but every attempt will be made to cover the anthropological literature on Pakistan, Nepal, Sri Lanka and Bangladesh alongside.

All these issues and more will be addressed in this course through the rich corpus of anthropological literature on the subject alongside examples from India's vibrant media and popular culture.

Teaching: 10 hours of lectures and 15 hours of seminars in the LT.

Attendance at film screenings are essential for this course.

Sessions will be scheduled at the start of term for a weekday evening (3 hours). The course has a reading week in Week 6 of the LT.

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

Indicative reading: Please do at least TWO of the following background reading before the start of the course and certainly by the end of the second week of the course.

Sunil Khilnani *The Idea of India*. Ramachandra Guha *India After Gandhi*. Sen *The Argumentative Indian*. Corbridge, S. and Harris, J. 2000, *Reinventing India: Liberalization, Hindu Politics and Popular Democracy*. London: Polity Press. Rana Dasgupta *Capital Fiction*:

Vikram Seth *A Suitable Boy*. Rohinton Mistry *A Fine Balance*

Assessment: Take-home assessment (100%) in the LT.

AN469 Half Unit Not available in 2020/21 The Anthropology of Amazonia

This information is for the 2020/21 session.

Teacher responsible: Dr Harry Walker OLD 5.06B

Availability: This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management and MSc in Social Anthropology. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The course will introduce students to selected themes in the anthropology of Amazonia. It will provide a grounding in the ethnographic literature of the region while seeking to engage with current theoretical debates, highlighting their potential importance to the discipline of anthropology. Topics to be covered include history, indigenous social movements; sexuality and gender; trade and inter-ethnic relations; politics and power; illness, well-being and death. Students will be encouraged to reflect on the broader relationship between ethnography and theory, to challenge common stereotypes of Amazonia and its inhabitants, and to explore ways in which the region has inscribed itself on the imagination of anthropologists and laypersons alike.

Teaching: 10 hours of lectures and 15 hours of seminars in the MT.

This course has a reading week in Week 6 of MT.

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

Indicative reading: Clastres, Pierre. 1987. *Society Against the State: Essays in Political Anthropology*. Overing, Joanna. & Alan Passes (eds). 2000. *The Anthropology of Love and Anger: The Aesthetics of Conviviality in Native Amazonia*. Walker, Harry. 2012. *Under a Watchful Eye: Self, Power and Intimacy in Amazonia*. Descola, Philippe. 1994. In the *Society of Nature: A Native Ecology in Amazonia*. Gow, Peter. 2002. *An Amazonian Myth and its History*. Fisher, William H. 2000. *Rainforest Exchanges: Industry and Community on an Amazonian Frontier*. Seeger, Anthony. 2004. *Why Suyá Sing: A Musical Anthropology of an Amazonian People*. Gregor, Thomas. 1985. *Anxious Pleasures: The Sexual Lives of an Amazonian People*. Lévi-Strauss, Claude. 1984. *Tristes Tropiques*. Conklin, Beth. 2001. *Consuming Grief: Compassionate Cannibalism in an Amazonian Society*.

Assessment: Take-home assessment (100%) in the MT. The take home exam will be held the week following the end of the MT.

AN471

Qualitative and Quantitative Methods for Anthropologists

This information is for the 2020/21 session.

Teacher responsible: Prof Deborah James OLD 6.06 and Prof Mathijs Pelkmans OLD 5.08

Availability: This course is compulsory on the MRes/PhD in Anthropology. This course is not available as an outside option.

Course content: The twofold aim of this course is to provide students with insights into the process by which anthropological knowledge is produced, and to train them in the collection and analysis of qualitative and quantitative data. In doing so it offers students a methodological framework for conceptualising and designing their own PhD research projects. The course discusses the nature of ethnographic data and evidence, its implications for research, and ways of incorporating empirical data in ethnographic texts.

Teaching: 40 hours of seminars in the MT.

This year, some or all of this teaching will be delivered through a combination of virtual lectures, classes and online interactive activities. The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of MT.

Formative coursework: Students will be expected to produce 1 piece of coursework in the MT.

Indicative reading: A. Robben and A. Sluka (eds.) 2007. *Ethnographic Fieldwork: An anthropological reader*; P. Atkinson. 2015. *For Ethnography*; R. H. Bernard. *Research Methods in Cultural Anthropology: Qualitative and Quantitative Approaches*. Fifth Edition. A. Cerwonka and L. Malkki. 2007. *Improvising Theory: Process and Temporality in Ethnographic Fieldwork*. K. Narayan. 2012. *Alive in the Writing: Crafting Ethnography in the Company of Chekhov*.

Assessment: Essay (30%, 3000 words), coursework (15%, 1000 words), coursework (15%, 1000 words), presentation (15%) and class participation (25%) in the MT.

AN472

Evidence and Arguments in Anthropology and Other Social Sciences

This information is for the 2020/21 session.

Teacher responsible: Dr Nicholas Long

Availability: This course is compulsory on the MRes/PhD in

Anthropology. This course is not available as an outside option.

Course content: This seminar course considers research practices across a range of social and natural sciences in order to explore methodological issues that are specifically relevant to ethnography. In particular, it focuses on the relationship between evidence and the kinds of inferences and conclusions which are drawn by researchers in different social science fields. For one part of the course, case-studies taken from different disciplines will be considered in relation to the research practices of ethnographers. The disciplines covered may include: cognitive science & developmental psychology; psychoanalysis; moral and political philosophy; photographic theory; archival research; quantitative sociology; economics; demography; ecology; development studies; linguistic anthropology; STS; and literary criticism. For another part of the course, students will present their own draft research proposals to other both in written and oral form, focusing on (1) the questions they hope to explore in their dissertations; (2) the kinds of evidence they will need in order to adequately explore these questions; (3) the methods they will adopt in order to collect this evidence.

Teaching: 40 hours of seminars in the LT.

This year, some or all of this teaching will be delivered through a combination of virtual lectures, classes and online interactive activities. The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of LT.

Formative coursework: Students will be expected to produce 1 case study in the LT.

This will allow students to practice and receive feedback on the direct application of different disciplinary perspectives to a body of data, in preparation for their summative assessment and for their future research.

Indicative reading: Angrist, J. D. and Pischke, J-S. (2014) *Mastering 'Metrics: The Path from Cause to Effect*. Princeton University Press. Gertler, Paul J., Sebastian Martinez, Patrick Premand, Laura B. Rawlings, and Christel M. J. Vermeersch. (2016) *Impact Evaluation in Practice*, second edition. Washington, DC: Inter-American Development Bank and World Bank. doi:10.1596/978-1-4648-0779-4. License: Creative Commons Attribution CC BY 3.0 IGO. Cartwright, N. & Hardie, J. (2012). *Evidence-Based Policy: A practical guide to doing it better*. Oxford, UK: Oxford University Press. HM Treasury. 2011. *The Magenta Book. Guidance for evaluation*.

Assessment: Essay (50%, 2500 words), presentation (25%) and class participation (25%) in the LT.

AN473 Half Unit Not available in 2020/21

Anthropological Approaches to Value

This information is for the 2020/21 session.

Teacher responsible: Prof David Graeber OLD 6.10

Availability: This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in China in Comparative Perspective, MSc in Social Anthropology and MSc in Social Anthropology (Religion in the Contemporary World). This course is available as an outside option to students on other programmes where regulations permit.

Course content: In this course we will first take stock of the current anthropological theories of value in contemporary anthropology. After a critical appraisal of such theories, we will explore what an anthropological theory of value might actually look like. After a brief exploration of Kluckhohn's "values project", the formalist-substantivist arguments, and debates about the nature of the social role of money, up to the recent neoliberal resurgence in anthropological theory, we'll be looking at the contrasting legacies of Karl Marx and Marcel Mauss. Looking at these as two very different approaches to many of the same problems will provide enormous opportunities for creative synthesis. The course will include some fairly extended case studies (of Tiv fetishism, wampum, and anthropological studies of consumption), to investigate how useful all this theory can actually be in throwing

new light on familiar problems.

Teaching: 15 hours of lectures and 15 hours of seminars in the MT.

This course has a reading week in Week 6 of MT.

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

Students registered for Anthropology degrees may submit formative tutorial essays on the course content and receive feedback from their academic advisors. Students who are not registered for Anthropology degrees will be given the option of submitting essays to the course teacher and receiving feedback on them.

Indicative reading: Graeber, D. (2001) *Toward an Anthropological Theory of Value: The False Coin of Our Own Dreams*. Graeber, D. (2011) *Debt: The First Five Thousand Years*. Godbout, J. & Caillé, A. (1998) *The World of the Gift*. De Angelis, M. (2007) *The Beginning of History: Value Struggles and Global Capitalism*. Appadurai, A. (2013) *The Future as Cultural Fact: Essays in the Global Condition*. Turner, T. (1984) "Value, production and exploitation in simple non-capitalist societies". Munn, N. (1986) *The fame of Gawa: A symbolic study of value transformation in a Massim (Papua New Guinea) society*

Assessment: Take-home assessment (100%) in the MT.

The take home exam will be held the week following the end of the MT.

AN475 Half Unit Not available in 2020/21 The Anthropology of Revolution

This information is for the 2020/21 session.

Teacher responsible: Dr Alpa Shah OLD 6.17A

Availability: This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management and MSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit.

Optional for MSc students in Anthropology. Also available to students on other degree programmes as an outside option.

Course content: This course will focus on the study of revolution from an anthropological perspective. It will concentrate on three different types of revolutionary struggle, in three different continents, through three different types of ethnographies: the Zapatista indigenous movement in Mexico, the Zimbabwean anti-colonial struggle, and the Maoist movement in South Asia. In each case, students will be encouraged to critically consider the varying degrees of involvement of the anthropologist in the movements concerned, the theoretical premises of the anthropologists and how these affect the politics and ethics of writing. In this process, students will deepen their understandings of the theoretical debates around production and reproduction, social transformation, religion and secularism, activism and anthropology, and violence and ethics in radical social change. The course will demonstrate that although anthropologists were once criticised for 'missing the revolution' on their doorstep, in fact their long term engagement with communities who come to be affected by revolutionary struggles has much to offer to the theoretical and practical work of radical social transformation.

Teaching: 6 hours of lectures, 6 hours of seminars and 8 hours of workshops in the LT.

This course has a reading week in Week 6 of LT.

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

Indicative reading: This course will be based on the close reading of the following three ethnographic monographs: Earle, Duncan, & Simonelli, Jeanne. (2005). *Uprising of Hope: Sharing the Zapatista Journey to Alternative Development*. Walnut Creek: Altamira Press. Lan, David. (1985). *Guns and Rain: guerrillas and spirit mediums in Zimbabwe*. Berkeley: University of California Press. Shah, Alpa (2018) *Nightmarch: Among India's Revolutionary Guerrillas*. London: Hurst Publishers

Assessment: Take-home assessment (100%) in the LT.

The take home exam will be held the week following the end of the LT.

AN476 Half Unit Not available in 2020/21 Anthropology and the Anthropocene

This information is for the 2020/21 session.

Teacher responsible: Dr Gisa Weszkalnys

Availability: This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management and MSc in Social Anthropology. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: In August 2016, scientists participating in the Anthropocene Working Group put forward an official recommendation to rename our present time interval 'the Anthropocene'. It postulates that humans now exert recognisable influences on the earth's bio- and geophysical systems sufficient to warrant the naming of a distinct geological epoch encompassing the earth's present, recent past, and indefinite future. The Anthropocene thus echoes contemporary anxieties about climate change, the deterioration of global ecologies, and other environmental crises on unprecedented scales, as well as humans' capacity to devise adequate solutions to the problems they face. The scholarly and popular debate on the Anthropocene has exploded in recent years, with anthropologists contributing both theoretical and important ethnographic insight into how people apprehend and deal with the repercussions of anthropogenic environmental change. It now seems that the continued successful existence of humanity on this planet will require us to live differently both with each other and with the earth: 'We will go onwards in a different mode of humanity or not at all' (Val Plumwood 2007).

In this course, we will approach the Anthropocene as a contested category, with evident political and ethical implications. We will begin by examining the dramatic changes in the relationship between humans and their natural environments brought about by industrialisation, specifically, the increased exploitation of natural resources as well as the production and use of fossil fuels on a large scale. We will attend to the practices and cosmologies of people who in their everyday lives – for example, by digging, polluting, and wasting – participate in the work of anthropogenic alterations, drawing on case studies from across the world.

We will consider alternative labels, such as the Capitalocene, Plantationocene, Plasticene, Eurocene, Misanthropocene, and Neologocene, each of which tells a different origin story for what Donna Haraway has called 'the trouble'. However, we then move to ask whether the Anthropocene might be less a marker of an epochal transformation than a signal of a profound anti-political shift in discussions about the future of the planet. We will inspect the scientific and non-scientific controversies the Anthropocene has provoked, and the particular forms of power, authority, reason, imagination, and subjectivity it has generated.

Students will be expected to engage with a variety of resources, including online publications, blogs, documentary and feature films, and other media, and an emergent interdisciplinary literature, spanning the social and natural sciences, which we will read in relation to a more long-standing engagement with the environment within the anthropological discipline. This will lead us to interrogate established binaries of human/nonhuman, subject/object, and nature/culture, and, significantly, to ask about the critical valence of anthropologists' enquiry into the 'anthropos' for an age so profoundly shaped by humans. What methods and modes of analysis are required to comprehend the diverse human/non-human interactions and seemingly incommensurable scales that the Anthropocene invokes? What types of collaboration, knowledge, and mutual care does an anthropocenic outlook make possible? How can we anchor the manifold theoretical proposals that have been put forward not just in ethnographic examples but

also in own 'experiments for living'?

Teaching: 7 hours of lectures, 7 hours of seminars, 6 hours of seminars and 4 hours of workshops in the LT.

The course is comprised of three cycles of three weeks plus an additional, concluding week. Each cycle consists of two weeks taught in the traditional lecture/seminar format, and a third week with a two-hour seminar bringing together the entire course cohort. While the one-hour seminars will focus on core readings set by the lecturer, the two-hour seminar will, in addition, offer space for viewing other resources (films, online material), discussing students independently researched material, student presentations, etc.

Formative coursework: Students will be expected to produce 1 essay, 1 presentation and 6 other pieces of coursework in the LT.

Indicative reading: J. Cruikshank (2005) *Do Glaciers Listen? Local Knowledge, Colonial Encounters, and Social Imagination*. P. Descola and G. Pálsson (1994) *Nature and Society: Anthropological Perspectives*. D. Haraway (2016) *Staying with the Trouble: Making Kin in the Chthulucene*. E. Kohn (2013) *How Forests Think: Toward an Anthropology beyond the Human*. D. McDermott Hughes (2017) *Energy without Conscience: Oil, Climate Change, and Complicity*. N.C. Kawa (2016) *Amazonia in the Anthropocene: People, Soils, Plants, Forests*. R. Scranton (2015) *Learning to Die in the Anthropocene: Reflections on the End of a Civilization*. Strauss et al. (2013) *Cultures of Energy: Anthropological Perspectives on Powering the Planet*. A. Tsing (2015) *The Mushroom at the End of the World: On the Possibility of Life in Capitalist Ruins*.

Assessment: Take-home assessment (100%).

The take home exam will be held the week following the end of the LT.

AN477 Half Unit

Topics in the Anthropology of sub-Saharan Africa

This information is for the 2020/21 session.

Teacher responsible: Prof Karin Barber and Dr Leo Hopkinson

Availability: This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management and MSc in Social Anthropology. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: It is preferred that students will normally have done preliminary courses in Anthropology or have a Social Science background, but there is some flexibility. Students should consult the course lecturer.

Course content: This course gives students a critical understanding of ethnographic and theoretical writing on sub-Saharan Africa. Grounded in some classic debates around tradition and modernity (kinship-based polities vs states; studies on occult knowledge vs rationally-oriented political economy approaches; relationality and communality vs developmentally-oriented progress; 'objective' class vs forms of identification such as tribe or race), it explores questions about how the sub-continent's societies orient themselves, and respond to new precarities, in a postcolonial and neoliberal age. How are changing urban realities experienced and expressed in popular culture? How are the politics of land and belonging being reshaped? Do youth have a future of work in post-industrial Africa - and what new gender identities are they developing? Are there specifically African forms of knowledge? What is postcolonial about the 'postcolony'? Is Europe 'evolving towards Africa', as has been maintained?

- Describe the rationale for adopting a systematic approach to literature review
- Explain the principal threats to validity both in individual studies and collections of studies
- Critically evaluate the quality of randomised and non-randomised

studies

- Assess heterogeneity in a collection of studies
- Design and perform a systematic review and meta-analysis evaluating a health care intervention in a group setting
- Describe the opportunities and challenges of using systematic review and meta-analysis findings for decision making

Teaching: 10 hours of lectures and 15 hours of seminars in the LT.

This year, some or all of this teaching will be delivered through a combination of virtual lectures, classes and online interactive activities. The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of LT.

Formative coursework: Students will be expected to produce 1 piece of coursework in the LT.

Students will be asked to write one formative review during termtime, to be discussed with and evaluated by the course lecturer. The formative review will allow for students' individuality and expression and allow them to bring their own interest in current debates into interplay with course materials.

- Students will receive feedback from the course instructor on their systematic review and meta-analysis protocol.
- The word-limit for the protocol (to be developed individually) is 1,000 words.
- This protocol is based on a non-assessed presentation delivered by a group of students at the last day of class and feedback received on this presentation by the course instructor and members of other groups. This protocol closely parallels PRISMA protocols that need to be developed and registered prior to starting a systematic review and meta-analysis focused on health care subjects.

Indicative reading: Adebawale, Wale. 2017. *The Political Economy of Everyday Life in Africa: Beyond the Margins*. Oxford: James Currey. Comaroff, J and JL. 2012. *Theory from the South or, How Euro-America is Evolving Toward Africa* Anthropological Forum 22 (2). Englund, Harri. 2006. *Prisoners of Freedom. Human Rights and the African Poor*. Berkeley: UC Press. Geschiere, Peter. 2013. *Witchcraft, Intimacy and Trust: Africa in comparison*. Chicago: University of Chicago Press. Guyer, Jane. 2014. *Marginal Gains: monetary transactions in Atlantic Africa*. Chicago: University of Chicago Press. Mbembe, A. 2001. *On the Postcolony*. Berkeley, University of California Press. Moore, H. L. 2013. *Still life: hopes, desires and satisfactions*. London, John Wiley & Sons. Piot, Charles 1999. *Remotely Global: village modernity in West Africa*. Chicago: University of Chicago Press

- Petticrew, Mark, and Helen Roberts. *Systematic reviews in the social sciences: A practical guide*. John Wiley & Sons, 2008.
- Cochrane Handbook for Systematic Reviews of Interventions (version 5.1.0, updated March 2011).
- Institute of Medicine. *Finding what works in health care: standards for systematic reviews*. 23 March 2011.
- Sutton AJ et al. *Methods for Meta-analysis in Medical Research*. Wiley, Chichester, UK, 2000.
- Parkhurst, Justin. *The politics of evidence: from evidence-based policy to the good governance of evidence*. Routledge, 2016.

Assessment: Take-home assessment (100%) in the LT.

The take home exam will be held the week following the end of the LT.

- Systematic review and meta-analysis report resembling an original article submission to a peer-reviewed journal.

AN478 Half Unit Not available in 2020/21

Anthropology and Global History

This information is for the 2020/21 session.

Teacher responsible: Prof David Graeber OLD 6.10

Availability: This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in China in Comparative Perspective, MSc in Social Anthropology and MSc in Social Anthropology (Religion in the Contemporary World). This course is available with permission as an outside option to students on other programmes where

regulations permit.

Course content: This course is about what anthropology can tell us about history and also, what a knowledge of history and historical context and process can tell us about particular ethnographic case studies. The first half of the course largely covers broad questions of global history, beginning with the surprising history of the birth of evolutionism in the Enlightenment - the latter being, it argues, is in large part an appropriation of, and evolutionism largely a response to an explicit indigenous critique of European civilisation - and covering such classic issues as divine kingship, money and cycles of economic history, and the concept of "civilization" itself, to demonstrate what anthropological understandings can bring to bear on the broad sweep of human history. Over the course of this discussion various debates on the nature of history itself will be considered, ranging from infra structuralist Marxism and Autonomist class-struggle oriented Marxian approaches, world-systems analysis, culturalist approaches, and theories of narrative agency.

The second half applies these tools to the existing literature on the Nuer, Balinese and Malagasy (both Caribbean pirates and their interactions with Malagasy in the 18th century, and present-day Malagasy villagers) approaching a series of classic anthropological case studies from a broader historic point of view. Historiographical debates over the role of narrative and interpretation take life here as we examine how political action largely consists of action designed to be narrativised by others; mainstream, economic theories of historical action are found inadequate to explain the long-term gender dynamics that lie behind the creation of these apparently free-standing events. All this poses a set of conceptual challenges: what is an event? What is historical agency? What is the relation of cosmological conceptions, or narrative structures, to historical process? Must historical accounts always take a mythic form? Having begun by arguing Enlightenment forms of knowledge are really an appropriation of and reaction to non-Western ideas, it ends by examining a current non-Western political struggle - the Kurdish freedom movement - engaged in an explicit attempt to decolonize, recapture, and reformulate these terms; a project in which the rewriting of history on a world scale is seen as fundamental to transformative action.

Teaching: 15 hours of lectures and 10 hours of seminars in the MT.

This year, some or all of this teaching will be delivered through a combination of virtual lectures, classes and online interactive activities. The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of MT.

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

Indicative reading: Graeber, David. 2011. *Debt the First Five Thousand Years*. Melville House. Graeber, David, and Marshall Sahlins. 2016. *On Kings*. University of Chicago Press. Sahlins, Marshall. 1988. "Cosmologies of Capitalism. the Trans-Pacific Sector of 'The World System'" in *Proceedings of the British Academy*. Kandiaronk. 2001. *Are you delusional? Kandiaronk on Christianity*. Wengrow, David, and David Graeber. 2005. "Farewell to the Childhood of Man: Ritual, Seasonality, and the Origins of Inequality." Graeber, David. 2006. *Lost People: Magic and the Legacy of Slavery in Central Madagascar*. Johnson, Douglas. 1979. "Colonial Policy and Prophets: the 'Nuer Settlement,' 1929-30." Geertz, Clifford. 1989. *Negara: The Theatre State in Nineteenth Century Bali*. Ocalan, Abdullah. 2015. *Manifesto for a democratic Civilization: Civilization: The Age of Masked Gods and Disguised Kings*. Abu-Lughod, Janet. 1989. *Before European Hegemony: the World System 1250-1350*.

Assessment: Coursework (100%, 4000 words) in the LT.

AN479 Half Unit Anthropology of Law

This information is for the 2020/21 session.

Teacher responsible: Dr Andrea Pia OLD 6.09

Availability: This course is available on the MRes/PhD in Anthropology, MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in China in Comparative Perspective, MSc in Social Anthropology and MSc in Social Anthropology (Religion in the Contemporary World). This course is available as an outside option to students on other programmes where regulations permit.

This course will be of particular benefit to anthropology students who are interested in political and legal developments as well as political economy perspectives in anthropology. It will also be interesting to law students with an interest in socio-legal, critical, criminological and anthropological approaches to the study of law. Students from other departments are encouraged to take this course if they wish to learn more about the anthropology of law. The course complements the Anthropology of Politics (which already runs as a stand-alone half term unit) but it stands as an independent half unit.

Course content: The aim of this course is to introduce students to major developments and debates in legal anthropology both across time and space. The course is divided into three parts. The first part introduces students to the origins and early developments of the discipline. Students will learn about legal anthropology's encounter with colonialism, its post-colonial critics and the legacy these debates have left on the sub-discipline today. The second part moves on to core debates in contemporary legal anthropology, including on human rights, citizenship and violence and law. In the third part of the course, you will learn about the limits of the law and law's relationship to other social, economic and political domains. Topics will include the policing of the migrant crisis, the criminalisation of poverty and indigenous peoples' struggles over cultural recognition.

Teaching: 10 hours of lectures and 15 hours of seminars in the LT. 1 hour of lectures in the ST.

The course will be taught through a combination of weekly lectures and seminars. This year, some or all of this teaching will be delivered through a combination of virtual lectures, classes and online interactive activities. The contact hours listed above are the minimum expected. During reading week (week 6), students will also be asked to conduct a court visit and to write up a short ethnographic project. This will be discussed in seminar after reading week.

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

Indicative reading: Some useful background/overview readings include: Roberts, Simon 2013. *Order and Dispute: An Introduction to Legal Anthropology*. New York: Penguin. Fuller, Chris 1994. *Legal Anthropology, Legal Pluralism and Legal Thought*. In *Anthropology Today* 10(3): 9-12. Just, Peter 1992. *History, Power, Ideology and Culture: Current Directions in the Anthropology of Law*. In *Law and Society Review* 26(2): 373-412. Moore, S.F. 2001. *Certainties Undone: Fifty Turbulent Years of Legal Anthropology, 1949 - 1999*. In *Journal of the Royal Anthropological Institute* 7(1): 95 - 116. Snyder, Francine 1993. *Law and Anthropology: A Review*. Florence: European University Institute. Working Papers in Law 93/4. There are also a number of edited collections that are useful: Moore, Sally Falk 2005. *Law and Anthropology: A reader*. Malden: MA Blackwell. Mundy, Martha 2002. *Law and Anthropology*. Aldershot: UK Ashgate. Starre, June and June F. Collier 1989. *History and Power in the Study of Law: New Directions in Legal Anthropology*. Ithaca, NY: Cornell University Press. Lazarus-Black, M. and Susan Hirsch, 1994. *Contested States: Law, Hegemony and Resistance*. After the Law. New York and London: Routledge.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

AN480 Half Unit Not available in 2020/21

Public Anthropology

This information is for the 2020/21 session.

Teacher responsible: Dr Andrea Pia

Availability: This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in China in Comparative Perspective, MSc in Social Anthropology and MSc in Social Anthropology (Religion in the Contemporary World). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: What and how does anthropology contribute to public life? Do anthropologists have a responsibility to meaningfully contribute to communities beyond the academy that make the study of anthropology possible? This module explores the challenges, difficulties, and stakes of having ethnographic research encounter various publics, ranging from journalists, legal experts, and policymakers to activist groups, local populations, and other scholars. Students of this module engage critically with a variety of media (books, newspaper articles, documentaries, podcasts, social platforms and interactive digital tools) with a view of analysing the ways in which anthropological ideas are conveyed to broader audiences, reflecting on how to improve their representation and effectiveness, and proposing new ways of disseminating these ideas to different publics.

Teaching: 6 hours of lectures, 3 hours of seminars, 8 hours of classes and 12 hours of workshops in the LT.

The course is divided into ten weeks, consisting of a combination of lectures/movie workshops/classes. Each week students read excerpts from selected ethnographic texts across geographical areas that have spurred public interest for the sensitiveness of their subject matter or the questionability of their research ethics. Workshops introduce students to the public buzzes generated by these studies and ask them to reflect on the politics and situatedness of ethnographic research and on the relatability of its findings. In some of the seminars a 'local expert' will be present to serve as a resource in the discussion of the issues. The focus of this module is on the relationship between anthropological theory, the power fields in which it is inserted and its diverse publics. The types of questions this module address are both of critical and applied nature: to what extent can ethnographic studies of the food production system, waste management and water and energy provisions make global social infrastructures fairer? To what extent structure/agency debates in anthropology (and cognate disciplines) may move public perceptions of criminality and marginality towards more sympathetic positions? How effective have ethnographic-based critiques of trickle-down economics and social mobility really been, and why? How can anthropological accounts of systemic inequality take root into public representations of otherness?

The course ends by examining recent anthropological proposals within academia for a more vocal and engaged anthropology. It asks student to critically reflect on whether the discipline's colonial past may still weigh on today's attempts at engaging new publics. What disciplinary benchmarks of successful engagement should anthropologists set up for their own scholarship?

Formative coursework: Students will be expected to produce 1 project and 1 presentation in the LT.

Formative assessment consists in a series of dedicated methodological seminars (two sessions in total) where students familiarise with non-traditional methods of communicating ethnographic insights. In preparation of seminars (on week 4 and 8) students submit a draft proposal of their research in progress and present related research materials in small groups.

Indicative reading:

- Low, Setha and Sally Engle Merry 2010. Engaged Anthropology: Diversity and Dilemmas, *Current Anthropology* 51(2): S203-226.
- Sanford, Victoria and Asale Angel-Ajani 2006. Engaged Observer: Anthropology, Advocacy, and Activism. Rutgers.
- Scheper-Hughes, Nancy 2009. Making anthropology public. *Anthropology Today* 25(3): 1-3.

- Beck, Sam and Carl Maida 2015 *Public Anthropology in a Borderless World*. Berghahn Books.
- Fassin, Didier 2017. *If Truth Be Told: The Politics of Public Ethnography*. Duke University Press.
- Borofosky, Rob. 2005. *Yanomami: The Fierce Controversy and What We Can Learn from It*. University of California Press.
- Pachirat, Timothy 2013. *Every Twelve Seconds: Industrialized Slaughter and the Politics of Sight*. Yale University Press.
- Lora-Wainwright, Anna 2017. *Resigned Activism: Living with Pollution in Rural China*, MIT Press.
- Powell, Dana 2018. *Landscapes of Power: Politics of Energy in the Navajo Nation*. Duke University Press.
- Von Schnitzler, Antina 2016. *Democracy's Infrastructure: Techno-Politics and Protest after Apartheid*. Princeton University Press.
- Goffman, Alice 2014. *On the Run: Fugitive Life in an American City*. University of Chicago Press.
- Fassin, Didier 2013. *Enforcing Order: An ethnography of Urban Policing*. Blackwell's.

Assessment: Research project (100%) in the LT.

The course is assessed via a research essay (100%) at the end of LT

For the research essay, students carry out independent research to produce a document of a maximum of 5000 words which relates anthropological scholarships to a public issue of their choice.

AN481 Half Unit Not available in 2020/21

Health and Welfare: Anthropological Perspectives

This information is for the 2020/21 session.

Teacher responsible: Dr Clara Devlieger OLD 6.08

Availability: This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in China in Comparative Perspective, MSc in Law, Anthropology and Society, MSc in Social Anthropology and MSc in Social Anthropology (Religion in the Contemporary World). This course is available as an outside option to students on other programmes where regulations permit.

Course content: This course will focus on the study of health and welfare from an anthropological perspective. The course departs from a focus on biomedicine, examining how anthropologists have analysed the individualising medical gaze and the consequences of biopolitics. We consider how understandings of illness, care and healing are socially defined in different socio-cultural contexts, paying attention to issues such as disease, old age, disability, and mental health. Such issues of health are increasingly shifting towards broader conceptions of 'well-being'. As we progress, therefore, we turn to examine how such ideas of health increasingly intersect with the policies and values of welfare, as the political management of well-being. Welfare is both a description of life, as well as a form of intervention that aims to improve those lives. We therefore consider how ethnographic approaches to redistributive work touch on issues concerned with what it means to fare well and how that might be secured in a world defined by inequalities. Ethnographic case studies here may include ethnographies of austerity, dependency and sharing.

Teaching: 10 hours of lectures and 15 hours of seminars in the LT. This course has a reading week in Week 6 of LT.

Formative coursework: Students will be expected to produce 1 presentation and 1 other piece of coursework in the LT.

Indicative reading: Corsín Jiménez, Alberto, ed. 2008. *Culture and Well-Being: Anthropological Approaches to Freedom and Political Ethics*. London; Ann Arbor, MI: Pluto Press. English-Lueck, J.A. 2010. *Being and Well-Being: Health and the Working Bodies of Silicon Valley*. Stanford University Press. Ferguson, James. 2013. "Cosmologies of Welfare." In *Radical egalitarianism: local realities, global relations*, edited by Felicity Aulino, Miriam Goheen and S. J. Tambiah, New York: Fordham University Press. Jasarevic, Larisa. 2017. *Health and Wealth on the Bosnian Market*. Indiana

University Press. Langer, Susanne and Susanne Højlund. 2011. "An Anthropology of Welfare: Journeying Towards the Good Life." *Anthropology in Action* 18, no. 3 1–9. Livingston, Julie. 2005. *Debility and the Moral Imagination of Botswana*. Indianapolis, IN: Indiana University Press. Mathews, Gordon and Carolina Izquierdo, eds. 2009. *Pursuits of Happiness: Well-Being in Anthropological Perspective*. New York: Berghahn Books. Mattingly, Cheryl. 2014. *Moral Laboratories: Family Peril and the Struggle for a Good Life*. Oakland, CA: University of California Press. Song, Jesook. 2009. *South Koreans in the Debt Crisis: The Creation of a Neoliberal Welfare Society*. Durham, NC: Duke University Press. Widlok, Thomas. 2016. *Anthropology and the Economy of Sharing*. London: Routledge.

Assessment: Essay (100%, 5000 words) in the LT.

AN497

Dissertation: Religion in the Contemporary World

This information is for the 2020/21 session.

Teacher responsible: Dr Mukulika Banerjee OLD 5.09 and Dr Gisa Weszkalnys OLD 6.14

Availability: This course is compulsory on the MSc in Social Anthropology (Religion in the Contemporary World). This course is not available as an outside option.

Pre-requisites: As for the Programme.

Course content: The dissertation will address a topic in the social sciences of Religion in the Contemporary World. This will normally be a library-based dissertation, but may be supplemented by minor original research elements in consultation with the academic adviser. The topic should make central use of concepts in the study of religion in the social sciences drawn from approved courses on the programme, particularly from the core course, and should demonstrate a good understanding of those concepts and their implications. The dissertation may draw on empirical topics suggested by the taught core and option courses of this programme, but must demonstrate an element of originality in analysis, content or both. The dissertation will normally contain an inter-disciplinary element which may be in the combination of material, the combination of critical, analytical or theoretical concepts, or both. Guidance on standards of presentation etc will be given in the MSc handbook, and will conform to the current standard laid down for the dissertations in MSc social anthropology.

Teaching: 1 hour of lectures in the MT. 3 hours of lectures in the LT. 3 hours of workshops in the ST.

There will be lecture on note taking and avoiding plagiarism in the MT. In addition to the two lectures in the LT and the dissertation workshop in the ST, students will discuss their projects and receive guidance during meetings with their mentors in MT, LT, and ST. This year, some or all of this teaching will be delivered through a combination of virtual lectures, classes and online interactive activities. The contact hours listed above are the minimum expected.

Formative coursework: Small group tutorials, individual mentoring, discussion of abstracts: please see Programme Proposal. Presentations and class discussions in all programme courses will also contribute towards the formative preparation for the dissertation.

Indicative reading: Angrist JD and Pischke J-S (2014). *Mastering Metrics: The Path from Cause to Effect*. Princeton University Press. Cartwright N and Hardie J (2012). *Evidence-Based Policy: A practical guide to doing it better*. Oxford, UK: Oxford University Press. Patton, MQ (2005). *Qualitative research*. John Wiley & Sons Ltd. Ovreteit, John. *Evaluating health interventions: an introduction to evaluation of health treatments, services, policies and organizational interventions*. McGraw-Hill International, 1998.

Assessment: Dissertation (100%, 10000 words) in August. The dissertation must not exceed 10,000 words including text and footnotes (but excluding bibliography and appendices) to be

submitted to the Department in late August.

AN498

Dissertation- MSc China in Comparative Perspective

This information is for the 2020/21 session.

Teacher responsible: Dr Johannes Steinmuller OLD 5.06A

Availability: This course is compulsory on the MSc in China in Comparative Perspective. This course is not available as an outside option.

Course content: The dissertation must demonstrate an adequate knowledge of relevant social science literature and empirical material from China and elsewhere. It should elaborate a theoretical framework to compare Chinese and non-Chinese data. The topic should have been discussed with and approved by the academic adviser. Note that the dissertation must be based on published sources rather than primary research undertaken by the student.

Teaching: 1 hour of workshops in the MT. 1 hour of workshops in the LT.

There will be a lecture on note taking and avoiding plagiarism in the MT.

Students attend a one-hour dissertation workshop at the end of Lent Term. After deciding on a topic during the Lent term, in consultation with their academic advisers (and other members of staff where appropriate), students submit a one-page abstract in the first week of the Summer term. Each student attends a one-on-one dissertation tutorial with his/her academic mentors in the ST. During these, abstracts will be evaluated and commented upon. Students continue to consult their academic mentors during the Summer Term.

This year, some or all of this teaching will be delivered through a combination of virtual lectures, classes and online interactive activities. The contact hours listed above are the minimum expected.

Formative coursework: Students will be expected to produce 1 piece of coursework in the ST.

Student will receive detailed feedback on their project report outlines. Feedback received on the project outline will be helpful when developing the final project report.

Indicative reading:

- William R.. Shadish, Thomas D. Cook, and Donald Thomas Campbell. *Experimental and quasi-experimental designs for generalized causal inference*. Wadsworth Cengage learning, 2002.
- Imbens, Guido W., and Donald B. Rubin. *Causal inference in statistics, social, and biomedical sciences*. Cambridge University Press, 2015.
- Bärnighausen, Till, et al. "Quasi-experimental study designs series—paper 1: introduction: two historical lineages." *Journal of clinical epidemiology* 89 (2017): 4-11.
- Bernal, James Lopez, Steven Cummins, and Antonio Gasparrini. "Interrupted time series regression for the evaluation of public health interventions: a tutorial." *International journal of epidemiology* 46.1 (2017): 348-355.
- O'Keeffe, Aidan G., et al. "Regression discontinuity designs: an approach to the evaluation of treatment efficacy in primary care using observational data." *Bmj* 349 (2014): g5293.
- Kreif, Noémi, et al. "Examination of the synthetic control method for evaluating health policies with multiple treated units." *Health economics* 25.12 (2016): 1514-1528.

Assessment: Dissertation (100%, 10000 words).

The dissertation must not exceed 10,000 words including text and footnotes (but excluding bibliography and appendices) to be submitted to the Department in late August.

AN499

Dissertation

This information is for the 2020/21 session.

Teacher responsible: Dr Mukulika Banerjee OLD 5.09 and Dr Gisa Weszkalnys

Availability: This course is compulsory on the MSc in Anthropology and Development, MSc in Anthropology and Development Management and MSc in Social Anthropology. This course is not available as an outside option.

Course content: The dissertation must demonstrate an adequate knowledge of relevant theoretical literature and the ethnography of one or more contexts. It should attempt to consolidate a theme introduced during the course, developing a sustained research focus on one specific issue in anthropology, using existing ethnographic literature as appropriate. Note that the dissertation must be based on published sources rather than fieldwork undertaken by the student. For the MSc Social Anthropology, the problem should be framed with reference to literature from within the discipline of anthropology (drawn from mainstream journals or ethnographic texts). For the MSc Anthropology and Development and the MSc Anthropology and Development Management, the topic should span the fields of both Social Anthropology and Development Studies - it may cover, but need not be restricted to, the area of overlap, i.e. the anthropology of development as narrowly defined. For the MSc Social Anthropology (Learning and Cognition), the dissertation should draw not only on specifically anthropological literatures and engage with anthropological themes, but also make judicious use of non-anthropological literature from cognitive science, and therefore from related disciplines such as psychology and/or philosophy.

Teaching: 1 hour of lectures in the MT. 3 hours of lectures in the LT. 3 hours of workshops in the ST.

There will be lecture on note taking and avoiding plagiarism in the MT. In addition to the two lectures in the LT and the dissertation workshop in the ST, students will discuss their projects and receive guidance during meetings with their mentors in MT, LT, and ST. This year, some or all of this teaching will be delivered through a combination of virtual lectures, classes and online interactive activities. The contact hours listed above are the minimum expected.

Formative coursework: Students will be expected to produce 1 piece of coursework in the ST.

A draft protocol. Students will be asked to submit a short 1,000 word draft protocol within 3-4 weeks after the end of the course.

The draft protocol will serve as an outline of the final research protocol, which will account for 100% of the final mark.

While some aspects of their work may still be work in progress (e.g. using bullet points), students will be expected to write up one section of their protocol in a more detailed way. The outlines will be graded and feedback given to students. This allows students to get valuable experience of writing at MSc level at LSE, and they will also understand more specifically the expectations of the summative assessment. Students will be able to use this feedback in their writing of the summative work.

Indicative reading:

- Glennerster, R., & Takavarasha, K. (2013). *Running Randomized Evaluations* (STU - Student edition ed.): Princeton University Press.
- Gerber, A. S., & Green, D. P. (2012). *Field Experiments: Design, Analysis and Interpretation*. New York, NY: Norton.
- Ustun, T. B., Chatterji, S., Mechbal, A., & Murray, C. J. L. (2005). Quality assurance in surveys: standards, guidelines and procedures. In W. H. S. W. Collaborators (Ed.), *Household Sample Surveys in Developing and Transition Countries*.
- Glennerster, R. (2017). *The Practicalities of Running Randomized Evaluations: Partnerships, Measurement, Ethics, and Transparency*. In E. Duflo & A. Banerjee (Eds.), *Handbook of Field Experiments*: North Holland.
- Dupas, P., & Miguel, E. (2017). Impacts and Determinants of Health Levels in Low-Income Countries. In E. Duflo & A. Banerjee (Eds.), *Handbook of Field Experiments*: North Holland.

Assessment: Dissertation (100%, 10000 words) in August.

The dissertation must not exceed 10,000 words including text and footnotes (but excluding bibliography and appendices) to be submitted to the Department in late August.

DV400

Development: History, Theory and Policy

This information is for the 2020/21 session.

Teacher responsible: Prof James Putzel CON.8.03 and Dr Rajesh Venugopal CON.6.08

Availability: This course is compulsory on the MSc in Development Studies and MSc in Political Economy of Late Development. This course is available on the MPhil/PhD in Development Studies, MSc in Anthropology and Development, MSc in Empires, Colonialism and Globalisation, MSc in Environment and Development, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available with permission as an outside option to students on other programmes where regulations permit. Students will be allocated places to courses with priority to ID and joint-degree students. If there are more ID and joint-degree students than the course can accommodate, these spots will be allocated randomly.

Non-ID/Joint Degree students will be allocated to spare places by random selection with the preference given first to those degrees where the regulations permit this option.

Pre-requisites: None

Course content: The course integrates the concepts and perspectives of a range of disciplines to consider: major trends of development and change in modern history and interpretations of them in the social sciences and contemporary economic and social theory and their bearing on the policy and practice of development. During Michaelmas Term the course critically discusses concepts of 'development' and the historical evolution of paradigms of development thinking and policy. With reference to comparative historical experience, we explore the role of states and markets in development and/underdevelopment, colonial legacies, the political economy of growth and redistribution, and the role of politics and power in development. We examine key issues in development such as: the record of pro-market reforms; the experience of "developmental states"; and the challenges to development thinking and practice presented by feminist theory, environmental sustainability, globalisation and new patterns of global inequality. (Key issues may change from year to year) The Lent Term builds on these foundations to consider cutting edge debates about policy and practice usually including: aid, social policy; industrialisation and international trade; agriculture and land in the context of climate change and the impact of conflict and "state fragility". We will look at controversies such as those around new approaches to business and the role of new technologies, as well as problems and prospects in the use of data, and project and programme evaluation.

Teaching: 20 hours of lectures and 15 hours of seminars in the MT. 18 hours of lectures and 15 hours of seminars in the LT.

A three hour revision session in the final week of LT

There will be a Reading Week in week 6 of MT and LT.

- Departmental expectations for a dissertation;
- Developing a research question;
- Critical appraisal of the literature;
- Overview of different methodological approaches;
- Scientific writing workshop;
- Communication of dissertation findings: policy and practice implications

Formative coursework: One 1,500 word essay with written feedback submitted in Michaelmas Term and at least two seminar presentations on literature (one in Michaelmas and one in Lent).

Indicative reading: The following are recommended basic readings for the course:

- A. Kohli, *State-Directed Development: Political Power and Industrialization in the Global Periphery* (Cambridge, 2004).
- A Sen, *Development as Freedom* (Anchor, 1999).
- HJ Chang,

Kicking Away the Ladder: Development Strategy in Historical Perspective (Anthem, 2002). HJ Chang, Economics: The User's Guide (Penguin, 2014). D Rodrik, One Economics, Many Recipes: Globalization, Institutions, and Economic Growth (Princeton University Press, 2008). J. Ferguson, The Anti-Politics Machine: 'Development', Depoliticisation and Bureaucratic Power in Lesotho (Cambridge, 1990). M. Jerven, Poor Numbers: How we are misled about African development statistics and what to do about it (Cornell, 2013). United Nations, "Transforming Our world: the 2030 Agenda for Sustainable Development" (SDGs) A/RES/70/1 (25 September 2015).

- Dunleavy, P. (1986) Studying for a Degree in the Social Sciences, Macmillan. (See Chapter 5: Writing a Dissertation)
- Denscombe, M. (2007) The Good Research Guide: for small-scale social research projects. Maidenhead: Open University Press. H61 D41
- Kotz, D. and Cals J.W.L. (2013) Effective writing and publishing scientific papers – part 1: how to get started. Journal of Clinical Epidemiology. Vol 66, no 4, p 397.
- Grix, J. (2004) The Foundations of Research. Houndmills: Palgrave Macmillan LB2369 G87
- Rudestam, K. and Newton, R. (2001) Surviving Your Dissertation: a comprehensive guide to content and process. 160 London: Sage. LB2369 R91

Assessment: Exam (80%, duration: 3 hours) in the summer exam period.

Essay (20%, 2000 words) in the LT.

DV407 Half Unit Poverty

This information is for the 2020/21 session.

Teacher responsible: Dr Sohini Kar CON.6.14

Availability: This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in Development Management, MSc in Development Studies, MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies, MSc in Political Economy of Late Development, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Places will be allocated with priority to ID and joint-degree students. If there are more ID and joint-degree students than DV407 can accommodate, these places will be allocated randomly. Non-ID/Joint Degree students will be allocated to spare places by random selection with the preference given first to those degrees where the regulations permit this option.

Course content: The course is an interdisciplinary analysis of poverty. With attention to both the macro-level political economy of poverty and the micro-level lived experiences of the poor, we will examine how and why poverty persists in developing countries and analyse policy interventions and their outcomes. The course is interdisciplinary in focus, drawing on a range of methodological approaches to poverty, and does not require any prior mathematical or statistical qualification.

The course begins with an examination of the definition and measurement of poverty. We will then consider social mobility, followed by the spatial dimensions of poverty, including urban and rural poverty. We will then turn to issues of work and employment, social protection, and the politics of poverty, followed by weeks on environmental poverty, and private sector involvement, including the question of financial inclusion. The course will end with focus on successful cases of pro-poor development.

Teaching: 20 hours of lectures and 15 hours of seminars in the LT.

Formative coursework: Students will give one class presentation, and submit one formative essay of 1500 words.

Indicative reading: Javier Auyero, Patients of the State: The Politics of Waiting in Argentina (Duke University Press 2012); Abhijit Banerjee and Esther Duflo, Poor Economics: A Radical

Rethinking of the Way to Fight Global Poverty (Public Affairs/ Penguin 2011); Anirudh Krishna, Broken Ladder: The Paradox and Potential of India's One Billion (Cambridge University Press 2017); Tania Li Land's End: Capitalist Relations on an Indigenous Frontier (Duke University Press 2014); Rob Nixon, Slow Violence and the Environmentalism of the Poor (Harvard University Press 2011); Poverty Capital: Microfinance and the Making of Development (Routledge 2010)

Assessment: Essay (100%, 4000 words) in the ST.

DV410

Research Design and Dissertation in International Development

This information is for the 2020/21 session.

Teacher responsible: Dr Diana Weinhold CON 7.10

Availability: This course is compulsory on the MSc in Development Management, MSc in Development Studies, MSc in Health and International Development and MSc in International Development and Humanitarian Emergencies. This course is not available as an outside option.

Course content: DV410 and MY410 together provide students a coordinated introduction to research design and to a selection of research methods used in development research. The objective is to enable students (a) to critically assess the quality and validity of academic research findings in development research and policy, including analyses they will read in their courses and for their dissertation; and (b) to independently design their own research proposal. Students will learn about the challenges of research design, including how to generate a research question and how to select a research method, the relative strengths and weaknesses of alternative research methods, and some of the practical and ethical dos and don'ts of doing fieldwork. Students will then apply these skills to prepare for and write an original dissertation.

Teaching: DV410: 6 hours of lectures in the MT. 8 hour workshop MY410: 15 hours of lectures and 15 hours of seminars in the MT. The development of the dissertation is conducted via a coordinated, joint collaboration between the individual student, his or her academic mentor in ID, instructors and seminar leaders in MY410, and dissertation workshop leaders. Additional support and feedback is also available from other ID faculty via the Department's open-door policy, and from individual and group sessions provided through LSE Life throughout the academic year. In the MT students will attend both MY410 lectures and seminars on research design, as well as three DV410 lectures on LSE Life and library resources, and ethics issues for MSc research. Students will also meet with their academic mentor at least twice per term. In MT week 11 students will submit a 1000-word research proposal#1 for summative assessment.

In LT week 3 students will receive a mark and written feedback on research proposal#1. Throughout the term they are expected meet with their academic mentor, other ID faculty, and/or MY410 Fellows on a regular basis as they develop their longer 3000-word dissertation proposal#2. In either LT or ST students will attend a full day dissertation workshop and receive oral feedback on their draft dissertation proposal#2. In ST they will submit their (revised) 3000-word dissertation proposal#2 for summative assessment. Students will receive a provisional mark and written feedback on their dissertation proposal#2 by the end of ST.

There will be a reading week in Week 6.

Formative coursework: Formative oral feedback of dissertation ideas and proposals are provided throughout the academic year from students' academic mentor and ID faculty. Formative coursework and feedback will be provided in MY410 seminars, and formative oral feedback on dissertation proposal#2 will be provided in the dissertation workshop.

Every student will have to complete the ethics review process by end of ST7. Where appropriate, students requiring travel risk assessment will have to complete this by end of ST7.

Indicative reading: Chalkidou, K., Tunis, S., Lopert, R., Rochaix, L., Sawicki, P. T., Nasser, M., & Xerri, B. (2009). Comparative Effectiveness Research and Evidence-Based Health Policy: Experience from Four Countries. *Milbank Quarterly*, 87(2), 339-367. Banta, H. D., & Luce, B. R. (1993). Health care technology and its assessment: an international perspective. Drummond, M. F., Schwartz, J. S., Jönsson, B., Luce, B. R., Neumann, P. J., Siebert, U., & Sullivan, S. D. (2008). Key principles for the improved conduct of health technology assessments for resource allocation decisions. *International journal of technology assessment in health care*, 24(03), 244-258. Sorenson, C., Drummond, M., & Kanavos, P. (2008). Ensuring value for money in health care: the role of health technology assessment in the European Union (No. 11). WHO Regional Office Europe. Sorenson, C. (2010). Use of comparative effectiveness research in drug coverage and pricing decisions: a six-country comparison. *Issue Brief (Commonwealth Fund)*, 91, 1-14.

Assessment: Dissertation (70%, 10000 words) in the ST. Coursework (30%) in the MT and LT.

MY410 component (30%).

Students will attend compulsory MY410 lectures and seminars and submit one dissertation proposal and one annotated bibliography:

- Annotated bibliography (33%) in the MT.

- Research proposal (67%) in the LT.

DV410 component (70%, Dissertation of 10000 words).

DV411 Half Unit Not available in 2020/21

Population and Development: an Analytical Approach

This information is for the 2020/21 session.

Teacher responsible: Prof Tim Dyson, CON.8.04

Availability: This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in China in Comparative Perspective, MSc in Development Management, MSc in Development Studies, MSc in Global Population Health, MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies, MSc in Political Economy of Late Development, MSc in Social Research Methods, MSc in Urban Policy (LSE and Sciences Po), MSc in Urbanisation and Development and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

Students will be allocated places to courses with priority to ID and joint-degree students. If there are more ID and joint-degree students than the course can accommodate, these spots will be allocated randomly.

Non-ID/Joint Degree students will be allocated to spare places by random selection with the preference given first to those degrees where the regulations permit this option.

Course content: Using the demographic transition as its framework, the course examines different analytic approaches to the main interrelationships between population change and socio-economic development. It draws on a variety of theoretical and historical experiences to address and explore these interconnections. It aims to provide balance between theoretical understanding, knowledge of empirical evidence and basic causal processes, and implications for policy.

The course begins by providing an overview of the world's current demographic situation at both the global and the regional levels. It then addresses Malthusian and anti-Malthusian perspectives on the basic relationships linking population growth and economic growth. These contrasting perspectives are considered in the context of both historical and contemporary experience. The course

then proceeds to assess demographic transition theories and their relationships to theories and processes of economic development, urbanisation and socio-structural change. Urban growth, migration, and urbanization receive special attention. The implications of population change for issues of employment, savings and investment are considered, as are issues relating to energy, food production and security, carbon emissions and climate change. Contemporary neo-Malthusian arguments, with their environmental components are also considered, as are issues relating to women's empowerment, democratization, and population aging. Further details will be provided at the start of the session.

Teaching: 15 hours of lectures and 13 hours and 30 minutes of seminars in the MT. 1 hour and 30 minutes of lectures in the LT. There will be a reading week in Week 6.

Formative coursework: Students will be given the opportunity to undertake a 'mock examination'. This will be graded and accompanied by written feedback within two weeks of its submission.

Indicative reading: A focussed reading list will be provided.

However, relevant readings include: Tim Dyson *Population and Development - The Demographic Transition*, Zed Books 2010; Tim Dyson 'A partial theory of world development: The neglected role of the demographic transition in shaping modern society' in *International Journal of Population Geography*, 7, 2001; Nancy Birdsall, A C Kelley and S Sinding (eds) *Population Matters: Demographic change, Economic Growth, and Poverty in the Developing World*, Oxford University Press 2001; M Livi-Bacci *A Concise History of World Population*, Blackwell Publishers, Oxford 2001; T Dyson, *Population and Food: Global Trends and Future Prospects*, Routledge, 1996; R H Cassen (Ed), *Population and Development: Old Debates, New Conclusions*, Overseas Development Council, Washington DC, 1994; World Bank, *Population Change and Economic Development*, Washington DC, 1985. and various contributions to G. McNicoll, J. Bongaarts and E. P. Churchill (eds.) *Population and Public Policy : Essays in Honor of Paul Demeny - Supplement to Population and Development Review* 38 (2012) which is available open access.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

DV413 Half Unit

Environmental Problems and Development Interventions

This information is for the 2020/21 session.

Teacher responsible: Prof Timothy Forsyth CON.8.05

Availability: This course is available on the MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Accounting, Organisations and Institutions, MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in China in Comparative Perspective, MSc in Development Management, MSc in Development Studies, MSc in Environment and Development, MSc in Global Politics, MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies, MSc in International Relations (Research), MSc in Political Economy of Late Development, MSc in Public Administration and Government (LSE and Peking University), MSc in Public Policy and Administration, MSc in Regulation and MSc in Social Innovation and Entrepreneurship. This course is available with permission as an outside option to students on other programmes where regulations permit.

Also available to students taking MSc International Relations or MSc International Political Economy as part of the LSE-Sciences Po Double Degree in Affaires Internationales programme.

Students will be allocated places to courses with priority to ID and joint-degree students. If there are more ID and joint-degree students than the course can accommodate, these spots will be allocated randomly.

Non-ID/Joint Degree students will be allocated to spare places by random selection with the preference given first to those degrees where the regulations permit this option.

This course is capped at 72 students.

Pre-requisites: None

Course content: This course is for MSc students who wish to study social and political aspects of environmental change and its implications for international development. The aim is to summarise the key current debates about 'environment and development' from perspectives of social and political theory with special reference to institutional theory, livelihoods, and inclusive policy interventions.

The course is structured to analyse the challenges of making well-informed environmental interventions in the face of poverty and vulnerability, and then seeking practical solutions to these dilemmas. The course first considers the nature of environmental problems within a 'development' context, and what this means for environmental science and norms as applied in developing countries. Themes include assessing environmental science and expertise in concerning adaptation to population growth, resource scarcity, deforestation, desertification, vulnerability to 'natural' disasters, and risks associated with climate change, including questions of gender and environment. As the course progresses, it considers debates about policy interventions such as common property regime theory; theories of the state and environment (including resistance and social movements); community-based natural resource management and Sustainable Livelihoods; adaptation to climate change; forests; and urban environmental policy (these latter themes involve debates on multi-level, multi-actor governance involving the connections of local development and global climate change policy).

Learning outcomes:

- Describe the rationale for adopting a systematic approach to literature review
- Define the principal threats to validity both in individual randomized controlled trials and collections of randomized controlled trials
- Critically evaluate the internal validity of randomized controlled trials
- Assess heterogeneity in a collection of randomized controlled trials
- Design and perform a systematic review and meta-analysis evaluating a health care intervention in a group setting
- Describe the opportunities and challenges of using systematic review and meta-analysis findings for decision making

Teaching: 15 hours of lectures and 15 hours of seminars in the MT. 1 hour and 30 minutes of lectures in the LT.

There is a ninety minute revision session in the LT.

There will be a reading week in Week 6

Formative coursework: Students will have the opportunity to produce 1 essay in MT

- Course convener will provide feedback on group presentations on the last day of the in-person teaching session
- Course convener will also provide written feedback on project outlines.

Indicative reading: A detailed weekly reading list will be provided at the first course meeting. Students are not advised to buy a single textbook for this course but to read selectively and critically from various sources. The following books might be useful introductions. Adams, W.M. 2019. Green Development: environment and sustainability in a developing world. 4th edition. London: Routledge. Forsyth, T. 2003. Critical Political Ecology: the politics of environmental science, London, Routledge. Jones, S. and Carswell, G. 2004. The Earthscan reader in environment, development and rural livelihoods. London ; Sterling, VA : Earthscan. Kohler, P. (2019) Science Advice and Global Environmental Governance: Expert Institutions and the Implementation of International Environmental Treaties, London and New York: Anthem Press. Neumann, R. 2005. Making Political Ecology, London: Hodder Arnold. Nightingale, A. (ed) 2019. Environment and Sustainability in a Globalizing World, London: Routledge. Ostrom, E., Stern P.C., Diet, T., Dulsak, N. and Stonich, S.

(eds.) 2002 The Drama of the Commons: Understanding Common Pool Resource Management. Washington, D.C.: National Academy Press. L Schipper and I Burton (eds) (2008) The Earthscan Reader on Adaptation to Climate Change, London: Earthscan.

Assessment: Exam (80%, duration: 2 hours) in the summer exam period.

Essay (20%, 2000 words) in the LT.

DV415 Half Unit

Global Environmental Governance

This information is for the 2020/21 session.

Teacher responsible: Prof Kathryn Hochstetler

Availability: This course is available on the MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Accounting, Organisations and Institutions, MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in China in Comparative Perspective, MSc in Development Management, MSc in Development Studies, MSc in Environment and Development, MSc in Environmental Policy and Regulation, MSc in Global Politics, MSc in International Development and Humanitarian Emergencies, MSc in International Relations (Research), MSc in Political Economy of Late Development, MSc in Public Administration and Government (LSE and Peking University), MSc in Public Policy and Administration and MSc in Regulation. This course is available with permission as an outside option to students on other programmes where regulations permit.

Students will be allocated places to courses with priority to ID and joint-degree students. If there are more ID and joint-degree students than the course can accommodate, these spots will be allocated randomly.

Non-ID/Joint Degree students will be allocated to spare places by random selection with the preference given first to those degrees where the regulations permit this option.

Course content: This course is for any MSc student who wishes to study the politics of global environmental policy from the perspective of environmental governance and international development. The aim is to summarise debates about 'global' environmental problems and to review the contributions of debates about 'governance' to political solutions. The main theoretical focus of the course is on understanding the evolution of environmental policy regimes at multiple scales and with multiple actors. The guiding empirical focus is on the role of developing countries in global environmental governance and the effects of environmental policy regimes on their development strategies and outcomes. Some of this draws upon debates within International Relations, but this course also considers other literatures about environmental politics. Only part of global environmental governance takes place in formal spheres specifically devoted to environmental topics. Economic institutions like trade and financial institutions also play a key role and are covered here.

To make the course focused, it will consider primarily anthropogenic climate change, biodiversity and forests, and human movement in response to environmental change. In addition, these topics will be analysed from the perspective of the role of states and inter-state agreements; business actors and non-governmental organisations (NGOs); the regulation of trade; and the evolution of financial assistance, including from the World Bank.

Teaching: 20 hours of lectures and 15 hours of seminars in the LT. 2 hours of lectures in the ST.

There will be a Reading Week in week 6.

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

Indicative reading: A detailed reading list will be presented at the beginning of the term. There is no single textbook for this course, but we recommend the following as a basic background reading list: Betsill, M. and Corell, E. (eds). 2007. NGO Diplomacy:

The Influence of Nongovernmental Organizations in International Environmental Negotiations, MIT Press. Biermann, F. Pattberg, P. and Zelli, F. (eds). 2010. Global Climate Governance Beyond 2012: Architecture, Agency and Adaptation, Cambridge University Press. Ciptet, D., J.T. Roberts, and M.R. Khan. 2015. Power in a Warming World: The New Global Politics of Climate Change and the Remaking of Environmental Inequality. MIT Press. Gallagher, K.S. 2014. The Globalization of Clean Energy Technology: Lessons from China. MIT Press. Humphreys D. 2009. Logjam: Deforestation and the Crisis of Global Governance, Earthscan. Lewis, J.I. 2014. The Rise of Renewable Energy Protectionism: Emerging Trade Conflicts and Implications for Low Carbon Development. Global Environmental Politics 14(4): 10-35. Najam, A. 2005. Developing Countries and Global Environmental Governance: From Contestation to Participation to Engagement. International Environmental Agreements 5: 303-321. Newell, P. and J.T. Roberts (eds). 2016. The Globalization and Environment Reader. Wiley. Raustiala, K. and D. Victor. 2004. The Regime Complex for Plant Genetic Resources. International Organization 58(2): 277-309.

Assessment: Essay (20%, 2000 words) and take-home assessment (80%) in the ST.

DV418 Half Unit African Development

This information is for the 2020/21 session.

Teacher responsible: Dr Eyob Balcha Gebremariam CON. 6.18A (Convenor)

Availability: This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in Development Management, MSc in Development Studies, MSc in Global Politics, MSc in Health and International Development, MSc in Human Rights, MSc in Human Rights and Politics, MSc in International Development and Humanitarian Emergencies, MSc in Political Economy of Late Development, MSc in Urban Policy (LSE and Sciences Po), MSc in Urbanisation and Development and Master of Public Administration. This course is not available as an outside option.

Please note that in case of over-subscription to this course priority will be given to students from the Department of International Development and its joint degrees (where their regulations permit).

Course content: The major concern of the course is with the politics of development in the African context. The course will examine processes of historical, economic, political, social and cultural change in Sub-Saharan Africa. It provides critical analysis of key development interventions and processes. It seeks to combine general theoretical overviews with country case studies illustrating the variety of experiences and trajectories. It does not aim to provide comprehensive coverage of development issues or of regions. Course content will vary from year to year, depending on the specialities of staff.

Attention is paid to legacies of the colonial encounter; the constraints and opportunities presented by African countries' positions in the global economy; the political economy of industrialisation and agrarian transformation, resource mobilisation; trade diversification; urbanisation, demographic transition, institutional reforms and state capacity. Attention will also be paid to social policy with special focus on issues such as social protection and welfare, youth employment, education, health, horizontal inequality and conflict.

Teaching: 20 hours of lectures and 15 hours of seminars in the LT. 1 hour and 30 minutes of lectures in the ST.

The first 30 minutes of each seminar will be student-led presentation and discussion. Students will make a 10-12 minute

presentation in a maximum group of three and lead a discussion based on a set of questions provided on the theme of the week. There will be a ninety-minute revision session in early ST. There will be a reading week in Week 6.

Formative coursework: Students will write a 1,500-word essay chosen from class questions and in discussion with the course leader, to be submitted by the Wednesday at 12:00 of the reading week.

Indicative reading: A detailed weekly reading list will be provided at the first meeting. The following readings provide an introduction to the course:

1. Botchwey, K. and Stein, H., 2012. Good growth and governance in Africa: Rethinking development strategies. Oxford University Press.
2. Mkandawire, Thandika. (2017). State Capacity, History, Structure, and Political Contestation in Africa. In M. A. Centeno, A. Kohli, D. J. Yashar, & D. Mistree (Eds.), (pp. 184-216).
3. Adesina, J.O., Graham, Y. and Olukoshi, A. eds., 2006. Africa and development challenges in the new millennium: The NEPAD debate (No. 5). Zed Books.
4. Mkandawire, Thandika. 2014. "The Spread of Economic Doctrines and Policymaking in Postcolonial Africa." African Studies Review 57(01):171-98.
5. Mkandawire, Thandika. 2015. "Neopatrimonialism and the Political Economy of Economic Performance in Africa: Critical Reflections." World Politics:1-50.
6. Thandika Mkandawire and Charles Soludo, Our Continent, Our Future: African Perspectives on Structural Adjustment. Dakar/Trenton, NJ: CODESRIA / African World Publications, 1999.
7. Ndulu, B.J., Azam, J.P., O'Connell, S.A., Bates, R.H., Fosu, A.K., Gunning, J.W. and Nijinkeu, D. eds., 2008. The political economy of economic growth in Africa, 1960-2000 (Vol. 2). Cambridge University Press.
8. Geda, A. and Shimeless, A., 2006. Openness, inequality and poverty in Africa. UN, Department of Economic and Social Affairs.
9. Geda, A., 2019. The Historical Origin of the African Economic Crisis: From Colonialism to China. Cambridge Scholars Publishing.
10. Eastwood, R. & M. Lipton, 2011. Demographic transition in sub-Saharan Africa: How big will the economic dividend be? Population Studies: A Journal of Demography, 65(1), 9-35.
10. Handley, Antoinette (2008) Business and the State in Africa: Economic Policy-Making in the Neo-Liberal Era Cambridge: Cambridge University Press. Chapter 7: Conclusion, the Business of Economic Policy-making, Comparatively Speaking, pgs. 242-263.
11. Herbst, Jeffrey. 2000. States and Power in Africa: Comparative Reasons in Authority and Control. Princeton NJ: Princeton University Press
12. Hickey, S. 2008. "Conceptualising the Politics of Social Protection in Africa," in Social Protection for the Poor and the Poorest: Concepts, Policies and Politics, eds. A. Barrientos and D. Hulme, Chapter 13. Houndmills: Palgrave Macmillan.
13. Mahmood Mamdani, Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism. London: James Currey, 1996.
14. Mann, L., 2018. Left to other peoples' devices? A political economy perspective on the big data revolution in development. Development and Change, 49(1), pp.3-36.
15. Murphy, J. T., Carmody, P., and Surborg, B. (2014) "Industrial transformation or business as usual? Information and communication technologies and Africa's place in the global information economy" Review of African Political Economy 41(140): 264-283.
16. Ndikumana, Leonce and James Boyce. 2010. "Africa's revolving door: external borrowing and capital flight in sub-Saharan Africa," in The Political Economy of Africa. Vishnu Padayachee ed. London: Abingdon, pp. 132-51.
17. Nick Van de Walle, African Economies and the Politics of Permanent Crisis. Cambridge: Cambridge University Press, 2001.
18. Paul Nugent, Africa Since Independence: A Comparative History. Basingstoke, Palgrave Macmillan: 2004.
19. Ricardo Rene Laremont (ed), Borders, Nationalism and the African State. Boulder: Lynne Rienner Publishers, 2005.

20. Steven Radelet, *Emerging Africa: How 17 Countries Are Leading the Way*. Washington, DC: Center for Global Development, 2010.
21. Ulriksen, M. S. (2012). "Welfare Policy Expansion in Botswana and Mauritius: Explaining the Causes of Different Welfare Regime Paths." *Comparative political studies* 45(12): 1483-1509.
22. UNCTAD. *Economic Development in Africa: From Adjustment to Poverty Reduction: What is New?* Geneva: United Nations, 2002.
23. Vishnu Padayachee (ed), *The Political Economy of Africa*. London: Routledge, 2010.
24. White, Howard and Tony Killick. *African Poverty at the Millennium: Causes, Complexities, and Challenges*. Washington, DC: World Bank, 2001.
25. Whitfield, L., et al. (2015). *The Politics of African Industrial Policy: A Comparative Perspective*. Cambridge, Cambridge Univ Press.
26. Whitfield, L., Therkildsen, O., Buur, L., & Kjar, A. M. (2015). *The Politics of African Industrial Policy: A Comparative Perspective*. Cambridge: Cambridge Univ Press.
27. World Bank (200) *Can Africa Claim the 21st Century?* Washington, DC: World Bank, 2000.

Assessment: Exam (60%, duration: 2 hours) in the summer exam period.

Essay (30%, 2000 words) in the ST Week 1.

Continuous assessment (10%).

Presentation & Class Participation (10%)

DV420 Half Unit

Complex Emergencies

This information is for the 2020/21 session.

Teacher responsible: Prof David Keen CON.6.06

Availability: This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in Development Management, MSc in Development Studies, MSc in Global Politics, MSc in Health and International Development, MSc in Human Rights, MSc in Human Rights and Politics, MSc in International Development and Humanitarian Emergencies, MSc in Political Economy of Late Development, MSc in Urban Policy (LSE and Sciences Po), MSc in Urbanisation and Development and Master of Public Administration. This course is not available as an outside option.

Places will be allocated with priority to ID and joint-degree students. If there are more ID and joint-degree students than DV420 can accommodate, these places will be allocated randomly. Non-ID/Joint Degree students will be allocated to spare places by random selection with the preference given first to those degrees where the regulations permit this option.

Course content: The course examines the consequences and causes of humanitarian disasters. It looks at the changing nature of civil conflicts, at the famine process, and at the benefits that may arise for some groups from war and famine. It examines some of the roots of violence in civil wars, as well as the information systems that surround and help to shape disasters. The course is interdisciplinary and looks at political, economic and psychological functions of violence.

Teaching: 15 hours of lectures and 13 hours and 30 minutes of seminars in the LT. 1 hour and 30 minutes of lectures in the ST. There will be a ninety-minute revision session at the beginning of ST.

There will be a reading week in Week 6.

Formative coursework: Students will have the opportunity to receive feedback on formative work, in the form of a practice-assessed essay.

Indicative reading: A detailed weekly reading list will be provided at the first course meeting. A useful text, which is designed in large part around the course, is David Keen, *Complex Emergencies* (Polity, 2008). Other texts of interest include David Keen, *Useful Enemies: When Waging Wars is More Important than Winning Them* (Yale University Press, 2012); Stathis Kalyvas, *The Logic of Violence in Civil War* (Cambridge University Press, 2006); David Keen, *Conflict and Collusion in Sierra Leone* (James Currey, 2005); David Keen, *Endless War? Hidden Functions of the 'War on Terror'* (Pluto, 2006); Michael Mann, *The Dark Side of Democracy: Explaining Ethnic Cleansing* (Cambridge University Press, 2005); Amartya Sen, *Poverty and Famines* (Oxford University Press, 1981); Frances Stewart and Valpy FitzGerald (eds.), *War and Underdevelopment, Volumes 1 and 2* (Oxford University Press, 2001); and Jeremy Weinstein, *Inside Violence: The Politics of Insurgent Violence* (Cambridge University Press, 2007); Tim Allen, *Trial Justice: The International Criminal Court and the Lord's Resistance Army* (Zed Press, 2006), Chris Dolan, *Social Torture: The Case of Northern Uganda, 1986-2006* (Berghahn, 2009); Zoe Marriage, *Not Breaking the Rules, Not Playing the Game: International Assistance to Countries in Conflict* (Hurst and Co., 2006); Christopher Cramer, *Civil War is Not a Stupid Thing: Accounting for Violence in Developing Countries* (Hurst and Co., 2006); Mats Berdal and David Malone, *Greed and Grievance: Economic Agendas in Civil Wars* (Lynne Rienner, 2000); Hugo Slim, *Killing Civilians: Method, Madness and Morality in War* (Hurst and Co., 2008).

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

DV421 Half Unit

Critical Perspectives on Global Health and Development

This information is for the 2020/21 session.

Teacher responsible: Dr Philipa Mladovsky CON.6.13

Availability: This course is available on the MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Development Management, MSc in Development Studies, MSc in Global Health Policy, MSc in Global Politics, MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies, MSc in Political Economy of Late Development, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available with permission as an outside option to students on other programmes where regulations permit. Places will be allocated with priority to ID and joint-degree students. If there are more ID and joint-degree students than DV421 can accommodate, these places will be allocated randomly. Non-ID/Joint Degree students will be allocated to spare places by random selection with the preference given first to those degrees where the regulations permit this option.

Course content: The course is concerned with health and international development in its social, cultural, historical and political context. Students will learn to think critically about how global health policy and practice reproduce and/or change power relations - between states, communities and individuals. The course does this by exploring the history of global health, interrogating taken-for granted concepts and understanding how they have been socially constructed and suggesting alternative perspectives. Drawing on anthropological, sociological and other literature, it investigates how global health policies reproduce, change or are changed by values, morals, ethics and people's identity and subjectivity. Themes that run through the course include: legacies of colonialism; the critique of neoliberalism; and interrogating positivism in global health research. Case studies are drawn mainly from sub-Saharan Africa, Latin America, and Asia and typically focus on specific diseases, conditions or parts of the health system. Drawing on theories of power such as structural

violence and governmentality, the course will enable students to question mainstream global health policy initiatives which might seek to promote equity and human rights, but may instead create new exclusions and marginalised populations.

Teaching: 20 hours of lectures and 10 hours of seminars in the LT. There will be a reading week in Week 6.

Formative coursework: Students are expected to prepare at least one class presentation and submit one essay.

Indicative reading: A detailed weekly reading list will be provided at the first lecture. The readings for this course are from journals and select book chapters mainly but not exclusively in the fields of anthropology and sociology. Readings will also include case studies from various countries and reports, papers and articles published by international organisations, think-tanks, and a variety of other sources. Farmer, P., Kim, J.Y., Kleinman, A. and Basilio, M., 2013. Reimagining global health: an introduction. Univ of California Press. Biehl, J. and Petryna, A. eds., 2013. When people come first: critical studies in global health. Princeton University Press. Adams, V., 2016. Metrics: What counts in global health. Duke University Press. Geissler, P.W., Rottenburg, R. and Zenker, J. eds., 2014. Rethinking biomedicine and governance in Africa: Contributions from anthropology (Vol. 15). transcript Verlag. Baer, H.A., Singer, M. and Susser, I., 2003. Medical anthropology and the world system. Greenwood Publishing Group. Dry, S. and Leach, M. eds., 2010. Epidemics: "Science, Governance and Social Justice". Routledge. Packard RM. 2016. A history of global health: interventions into the lives of other peoples. JHU Press

Assessment: Take-home assessment (100%) in the ST. The take-home assessment will take the form of a take-home essay (100%, 3,000 words) due at the start of Summer Term.

DV423 Half Unit

Global Political Economy of Development

This information is for the 2020/21 session.

Teacher responsible: Prof Robert Wade CON.7.07

Availability: This course is available on the Global MSc in Management, Global MSc in Management (MBA Exchange), MPA in International Development, MSc in Development Management, MSc in Development Studies, MSc in Environment and Development, MSc in Global Politics, MSc in International Development and Humanitarian Emergencies and MSc in Political Economy of Late Development. This course is not available as an outside option.

Students will be allocated places to courses with priority to ID and joint-degree students. If there are more ID and joint-degree students than the course can accommodate, these spots will be allocated randomly.

Non-ID/Joint Degree students will be allocated to spare places by random selection with the preference given first to those degrees where the regulations permit this option.

Pre-requisites: Undergraduate economics gives a big advantage, but is not pre-requisite.

Course content: The course examines the political economy of 'North-South' or 'core-periphery' relations, focusing on how changes in international organisations and the international policy framework affect developing countries' economic trajectories and national-level strategies (eg in production, trade, FDI, finance) for interaction with the global economy. It covers the performance of the world economy as a whole (trends in growth and shrink, inequality, poverty); international systems of production, trade, and finance; the rules or regimes which govern interaction between economies, states and firms (regimes such as Bretton Woods, and the Post Bretton Woods dollar standard); and several international organisations (such as the World Bank, IMF, UNCTAD, G20). Along the way it analyses the major financial/economic crises of 1997-99 and 2007-09. In contrast to much writing in International Political Economy, it looks at these things from the perspective of the low and middle-income countries (in the spirit of the Swahili proverb, "Until lions have their own historians, tales of hunting will always

glorify the hunters"), and does not assume that the G7 states provide a generally benign ('win-win') environment for development in the rest of the world (as in the G7 mantra "free trade and free entry for FDI benefits us all").

Teaching: 15 hours of lectures and 13 hours and 30 minutes of seminars in the MT. 1 hour and 30 minutes of lectures in the LT. There will be a reading week in Week 6.

Formative coursework: Students have the option of writing one essay of 2,000 words in MT.

Indicative reading: Core text: John Ravenhill (ed), Global Political Economy, 5th edition, OUP, 2017.

Assessment: Take-home assessment (100%) in the LT. The paper will be released via the course Moodle site. Please note that as this is a 48 hour take-home examination in LT (Week 0), extensions for disabilities will apply only in exceptional circumstances. Students who cannot commit to be available for the exam period may NOT register for this course.

DV424 Half Unit

International Institutions and Late Development

This information is for the 2020/21 session.

Teacher responsible: Prof Kenneth Shadlen CON.6.07

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MBA Exchange, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Development Management, MSc in Development Studies, MSc in Global Politics, MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies, MSc in International Political Economy, MSc in Media, Communication and Development and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit. Please note all students are asked to submit a brief statement of 150 words (max) on why they want to take the course.

2/3 of the spaces should go to ID and joint degree students, distributed on a random basis.

1/3 go to non-ID/joint students, distributed on a random basis.

Everyone else goes on the waitlist, and as spots open the course leader will allocate these, without regard to degree/dept, on the basis of the brief statements.

Course content: This course examines the politics of the international economy. We analyse the overarching rules and regulations that structure the international economy, and thereby provide context for development policy, and we assess the role of a range of actors (e.g. governments, firms, non-state actors) in shaping and reshaping the international economic order. We are particularly interested in understanding the ways that developing countries respond to and participate in international regimes and organisations, and how changes in global economic governance affect opportunities for economic development. The first week, which synthesises a variety of explanations of the role that international organisations play in global politics, establishes the theoretical spine for the course. We then examine governance in international sovereign debt and finance, public and private. We analyse the politics of debt relief for the poorest and most heavily-indebted countries, where most of the debt is owed to public creditors; and we analyse the politics of debt restructuring for middle-income countries where significant shares of the debt is owed to private/commercial creditors. The course then turns to the politics of international trade, investment, and intellectual property. This cluster of five sessions is organised around a dialogue between multilateral and regional frameworks for integration into the global economy, with the World Trade Organisation (WTO) serving as our principal point of reference. We examine the emergence of the WTO, both in terms of the substance of the Uruguay Round agreements and as an inter-governmental

organisation with its own set of procedures for agenda-setting, rule-making, and dispute-settlement. We then examine emerging arrangements for global governance in the areas of foreign investment and intellectual property. And, then we focus explicitly on the resurgence of new, North-South, bilateral and regional trade agreements, considering the implications of such agreements for development and the factors that contribute to their proliferation. In concluding the course, taking a step back and reviewing the term's material from a "birds-eye view," we analyse contrasting trajectories of change in two development regimes, one regarding "industrial transformation" and mobility in the international division of labour, and another regarding "humanitarianism" and poverty reduction.

Teaching: 20 hours of lectures and 13 hours and 30 minutes of seminars in the LT. 2 hours of lectures in the ST. This includes a 2 hour revision session in the ST. There will be a reading week in Week 6.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: A detailed reading list is presented at the beginning of term. The Conduct of Hostilities under the Law of International Armed Conflict Documents on the Laws of War (Just and Unjust Wars) Law and War (War and Law Since 1945

Assessment: Exam (60%, duration: 2 hours) in the summer exam period.

Essay (15%, 1500 words) and essay (25%, 1500 words) in the LT. 2 essays (15% and 25%, each 1,500 words) in the LT. The larger weight goes to the essay receiving a higher mark, thus allowing the first to serve as "formative" for the second.

Essays are based on – and linked to – the questions discussed in the weekly seminars. Details distributed at the start of term.

DV428 Half Unit

Managing Humanitarianism

This information is for the 2020/21 session.

Teacher responsible: Dr Stuart Gordon CON.8.10

Availability: This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in Conflict Studies, MSc in Development Management, MSc in Development Studies, MSc in Environment and Development, MSc in Gender, Peace and Security, MSc in Global Politics, MSc in Health and International Development, MSc in Human Rights, MSc in Human Rights and Politics, MSc in Inequalities and Social Science, MSc in International Development and Humanitarian Emergencies, MSc in International Migration and Public Policy and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Places will be allocated with priority to ID and joint-degree students. If there are more ID and joint-degree students than DV428 can accommodate, these places will be allocated randomly. Non-ID/Joint Degree students will be allocated to spare places by random selection with the preference given first to those degrees where the regulations permit this option.

Generally, we provide sufficient places for all students who wish to take the course and register an interest in the first week of term.

Course content: The course looks at international, national and local responses to conflict and natural disasters. Building on an analysis of the causes, construction and consequences of humanitarian disasters, this course focuses on humanitarian actors (including aid workers, journalists, medics, government officials, soldiers, politicians and peace negotiators). It considers the principles and the politics of humanitarian action, exploring the overlaps and tensions between practices of humanitarian assistance and humanitarian intervention and how humanitarian institutions shape and are shaped by global governance and state power. It asks how humanitarianism relates to ideas about human rights and justice, and the politics of securitisation. It

considers why humanitarian organisations and governments respond to some crises and not to others as well as the critique of humanitarian assistance and the ways in which the UN and NGO communities have sought to professionalise their activities. The course also looks at how recipients of humanitarian aid respond to these programmes, and in some cases subvert or transform them into quite different projects. Case studies will be drawn primarily from Africa, Central and South Asia and Latin America. However, there is also likely to be discussion of ongoing humanitarian emergencies, wherever they are located.

Teaching: 32 hours of lectures and 15 hours of seminars in the MT.

The course will be taught in the Michaelmas Term and will consist of 10 lectures of 120 minutes each and ten seminars of one-and-a-half hours (various days and times). There be a Revision Lecture in MT.

Five or Six 'Voice of Experience' lectures of up to two hours (from 18:00 on Mondays or Tuesdays depending on speaker availability). There will be a reading week in Week 6.

Formative coursework: Students will receive feedback on seminar group presentations and have the option to write a formative essay, not exceeding 1,500 words. Essay topics will relate to seminar discussions and lecture material covered to date.

Students will receive an indicative grade and written feedback within three weeks of submission (if submitted on time). Students submit optional formative papers within two weeks of the seminar presentation.

Indicative reading: Stuart Gordon and Antonio Donini 'Romancing Principles and Human Rights - Are Humanitarian Principles Salvageable?' International Review of the Red Cross / Volume 97 / Issue 897-898 / June 2015, pp 77-109; M. Barnett, (2011). Empire of Humanity: A History of Humanitarianism, Ithaca: Cornell University Press; M. Barnett, M. Barnett & T. G. Weiss (Eds.), 2008. Humanitarianism in Question Politics Power and Ethics, Ithaca: Cornell University Press; A. De Waal, 1997. Famine Crimes: Politics and the Disaster Relief Industry in Africa. Oxford: James Currey; G. Loescher, (2001). The UNHCR and World Politics, Oxford University Press; D. Rieff, (2002). A Bed for the Night: Humanitarianism in Crisis, Vintage/Random House.

Assessment: Take-home assessment (100%) in the LT.

The exam paper will be released in week 11 of the Michaelmas Term. The course is assessed through the submission of two 2000-word essays by Tuesday of week 1 of the Lent Term.

DV431

Development Management

This information is for the 2020/21 session.

Teacher responsible: Dr Mahvish Shami CON.8.24 and Mr Jonathan Weigel CON.8.14

Availability: This course is compulsory on the MSc in Anthropology and Development Management and MSc in Development Management. This course is available on the MSc in Political Science and Political Economy. This course is not available as an outside option.

Course content: Why are some countries rich and others poor? Why are some governed well and others badly? This course employs a political economy approach to examine the causes of development, identify the underlying obstacles to development, and evaluate potential solutions. It focuses on the principles governing the institutions, politics, and organisations through which policies, programmes and projects are produced and implemented. Attention is given to the different kinds of authority, incentives and accountability mechanisms that govern the relationships between leaders, managers and recipients. It reviews ongoing debates about the best ways of designing state agencies, private firms and NGOs, by showing how centralised bureaucracies, markets, participatory and solidaristic agencies operate to provide services in practice. It explores the dynamics of different forms of democratic and authoritarian states, the

determinants of good and poor governance, and how social, political and economic forces interact to drive change and stability. In order to enable students to make practical judgments about institutional reform programmes in various contexts, competing approaches to development are critically and constructively analyzed in light of case studies. The course is divided into several parts: Analytical Assumptions, Government and Governance, Private Sector, and Civil Society. On completing the course students should be able to: (i) use theory to identify the causes of actual development challenges, (ii) identify and assess relevant case study material to inform development practice; and (iii) employ the insights developed throughout the course to formulate policy recommendations and plans of action for improving development.

Teaching: 20 hours of lectures, 15 hours of seminars and 10 hours of workshops in the MT. 18 hours of lectures, 13 hours and 30 minutes of seminars and 8 hours of workshops in the LT. 3 hours and 30 minutes of lectures in the ST.

There will additionally be an introductory workshop at the start of MT. Students are expected to attend all these sessions. Lectures will focus on the theoretical debates driving current policy practice in the development community, while seminars will relate these to practical problems of implementation, drawing on case studies, class exercises, and the personal experience of participants. Seminars will discuss topics covered in the lecture, and will be conducted on the basis either of a student presentation or a class exercise.

MSc in Development Management and MSc in Anthropology and Development students (only) will also take part in and be assessed on the Development Management Project, a live consultancy exercise for real development agencies in consultation with International Development staff. Workshops will be organised to assist student groups to formulate their proposals and negotiate their projects with their commissioning agencies. These students will also be offered mandatory special sessions specifically on practical and professional aspects of the consultancy projects, development management workshops, and a development policy debate. There will be a revision session in early ST.

Formative coursework: In the Michaelmas Term, all students are expected to produce one short essay on a topic agreed with an individual tutor, to prepare them for the final exam. In addition, MSc in Political Science and Political Economy students are expected to produce a formative case study analysis presentation in MT, to prepare them for their assessed presentation in LT.

Indicative reading: A detailed weekly reading list is provided at the first course meeting. Background readings include: Brett, E.A. (2009) *Reconstructing Development Theory*; Faguet, JP. 2012. *Decentralization and Popular Democracy: Governance from Below in Bolivia*. Ann Arbor: University of Michigan Press; Chang, H. 2003, *Rethinking development economics*, Anthem Press; London, *Intermediate Technology*; Kohli, A. 2004 *State-directed development: political power and industrialization in the global periphery*, Cambridge, Cambridge University Press; Linz, J. & A. Stepan, *Problems of democratic transition and consolidation*, Johns Hopkins; Olson, M. 1982 *The rise and decline of nations*, Yale University Press; North, D. 1990. *Institutions, Institutional Change and Economic Performance*. Cambridge University Press. Putnam, R. D. 1993. *Making Democracy Work: Civic Traditions in Modern Italy*. Princeton: Princeton University Press; Rodrik, D. (Ed.). 2003. *In Search of Prosperity: Analytical Narratives on Economic Growth*. Princeton University Press; Sen, A., 1999 *Development as Freedom*. Oxford University Press; Stiglitz, J. 2002 *Globalization and its discontents*, Allen Lane, 2002; World Bank, *World Development Report, 2004, Making services work for poor people*, Washington, World Bank. *International Human Rights Law: Cases, Materials, Commentary* Human Rights Law Review

Assessment: Assessment path 1
Exam (20%, duration: 1 hour) in the summer exam period.
Project (40%) and presentation (5%) in the LT.
Take-home assessment (35%) in the ST.
Assessment path 2
Exam (25%, duration: 1 hour) in the summer exam period.

Take-home assessment (55%) in the ST.
Presentation (20%) in the LT.

Assessment Path 1 (for MSc in Development Management and MSc in Anthropology and Development Management students)
Assessment Path 2 (for MSc in Political Science and Political Economy students):

Students are required to pass the final exam in the main exam period in order to pass the course. A fail in the exam cannot be condoned by a pass in other elements of assessment.

DV432 Half Unit

China in Developmental Perspective

This information is for the 2020/21 session.

Teacher responsible: Prof Jude Howell CON. 8.02

Availability: This course is available on the CEMS Exchange, MBA Exchange, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in China in Comparative Perspective, MSc in Development Management, MSc in Development Studies, MSc in International Development and Humanitarian Emergencies, MSc in International and Asian History and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Students will be allocated places to courses with priority to ID and joint-degree students. If there are more ID and joint-degree students than the course can accommodate, these spots will be allocated randomly.

Non-ID/Joint Degree students will be allocated to spare places by random selection with the preference given first to those degrees where the regulations permit this option.

Pre-requisites: Excellent reading and speaking skills ~(IELTS 7 minimum).

Course content: This course looks at China from a comparative developmental perspective, locating the discussion of China within the interdisciplinary field of development studies. It examines China's developmental trajectory since 1949, explaining the fundamental shift in developmental path from late 1978 onwards. It considers China's role in low-income countries, as a model of innovation, as a voice for developing country concerns and as an important aid donor. It reflects on China's recent achievements in reducing poverty and places these in comparative context. The course considers the governance challenges posed by rapid economic reform, the attempts to reform the Party-state and to manage social tensions. It examines the social dimensions of rapid economic reform and the implications for social policies. It looks at the emergence of NGOs and other forms of civil society organising and considers changing state-society relations. Finally it considers China's role as aid donor and its emergence as a global economic and political power. The course will enable students to obtain an understanding of key developmental issues and discussions about China and to link these discussions to broader debates and theories in development studies.

Teaching: 20 hours of lectures and 15 hours of seminars in the MT. In addition, one introductory seminar session in MT, one essay preparation session in MT and two exam revision sessions in MT.

Formative coursework: Students have the opportunity to receive feedback on a formative essay of 1,500 words. Students will also receive feedback on their seminar performance. Students are welcome to come to course convenor's office hours to discuss any issues.

Indicative reading:

- Ang Yuen Yuen, 2016, *How China Escaped the Poverty Trap*, Cornell University
- Friedman, Eli 2014, *Insurgency Trap. Labour Politics in Post-Socialist China*. Cornell University Press.
- Harneit-Sievers, A., Marks, S., and Naidu, S., 2010, *Chinese and African perspectives on China in Africa*, Pambazuka Press;
- Howell, Jude, 2003, *Governance in China*. Rowman and Littlefield

Inc., Lanham;

- Heilmann, Sebastian and Elizabeth Perry, 2011, *Mao's Invisible Hand: The Political Foundations of Adaptive Governance in China*, Harvard University Press
- Hung, Ho-fung (ed) (2009) *China and the Transformation of Global Capitalism*. Baltimore, John Hopkins University Press;
- Lardy, Nicolas, 2014, *Markets Over Mao. The Rise of Private Business in China*, Washington, Peter Institute for International Economics;
- Leung, Joe C.B. and Yuebin Xu, 2015, *China's Social Welfare*. Polity Press, Cambridge.
- Yao Shujie, 2005, *Economic Growth, Income Distribution and Poverty Reduction in Contemporary China*, RoutledgeCurzon, London and New York;
- White, Gordon, Jude Howell and Shang Xiaoyuan, 1996, *In Search of Civil Society. Market Reform and Social Change in Contemporary China*. Oxford University Press, Oxford;
- M.H. Whyte (ed), 2009, *One Country, Two Societies. Rural/Urban Inequality in China*. The European Convention on Human Rights Law of the European Convention on Human Rights Cases and Materials on the European Convention on Human Rights Constitutional Review under the UK Human Rights Act Public Law after the Human Rights Act Principles of Human Rights Adjudication

Assessment: Essay (30%, 2500 words) and take-home assessment (70%) in the LT.

This course will be assessed by a 6 hour take-home exam and 2500 word essay.

DV433 Half Unit

The Informal Economy and Development

This information is for the 2020/21 session.

Teacher responsible: Dr Kate Meagher CON 7.11

Availability: This course is available on the CEMS Exchange, MBA Exchange, MSc in Development Management, MSc in Development Studies, MSc in International Development and Humanitarian Emergencies, MSc in Political Economy of Late Development, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available with permission as an outside option to students on other programmes where regulations permit. Students will be allocated places to courses with priority to ID and joint-degree students. If there are more ID and joint-degree students than the course can accommodate, these spots will be allocated randomly.

Non-ID/Joint Degree students will be allocated to spare places by random selection with the preference given first to those degrees where the regulations permit this option.

Course content: Contrary to standard development thinking, the informal economy has expanded rather than contracted in the face of liberalisation and globalisation, and now creates more jobs than the formal economy in most developing countries. Accounting for more than 50% of non-agricultural employment across much of the developing world, the informal economy is attracting growing policy attention. Practitioners, policy makers and academics seek a clearer understanding of its impact on poverty, employment, social exclusion, and governance. In a globalising environment, are large informal economies a poverty trap or an engine of growth? Do they stimulate entrepreneurship and popular empowerment, or promote criminality and exploitation? How does a greater understanding of the size and organization of informal economies affect policy on urban service provision, social protection or taxation? What are the implications of the informal economy for social cohesion and popular politics in developing countries?

This course will explore how high levels of informality in developing countries are shaping processes of growth and governance in the Global South. The effect of informality on new policy narratives of inclusive growth will be a central theme in the course. Using

a comparative institutional approach, we will examine informal economies in a range of regional contexts, including Africa, the Middle East, South and East Asia, and Latin America, highlighting variations in activities, relations with the state, global integration and development outcomes. Key issues covered in the course include the impact of the informal economy on labour markets, weak states, gender empowerment, urban services, social enterprise, social protection, taxation, and popular politics. Attention will be focused on the potential as well as risks of large informal economies in the face of contemporary development challenges, drawing on empirical evidence and comparative case studies from across the developing world.

Teaching: 15 hours of lectures and 15 hours of seminars in the LT. 1 hour and 30 minutes of lectures in the ST.

There will be a ninety minute revision session in Summer Term.

There will be a Reading Week in Week 6.

Formative coursework: Formative coursework will involve a 2,000 word essay during the term and at least one presentation.

Indicative reading:

1. Portes, Alejandro, Manuel Castells and Lauren A. Benton, eds. (1989) *The Informal Economy: Studies in Advanced and Less Developed Countries*. Baltimore: John Hopkins University Press.
2. Perry et al. (2007) *Informality: Exit and Exclusion*, World Bank (available on Google Books).
3. ILO (2013) *The Informal Economy and Decent Work: A Policy Resource Guide*, Geneva.
4. Guha-Khasnobis, Basudeb, Ravi Kanbur and Elinor Ostrom. 2006. *Linking the Formal and Informal Economy: Concepts and Policies*. London: Oxford University Press.
5. Breman, J. (2013). *At work in the informal economy of India: a perspective from the bottom up*. OUP Catalogue.
6. Kuruvilla, S., Lee, C. K., & Gallagher, M. (2011). *From iron rice bowl to informalization: Markets, workers, and the state in a changing China*. Cornell University Press.
7. Meagher, K. (2010) *Identity Economics: Social Networks and the Informal Economy in Nigeria*, Oxford: James Currey.
8. Fernandez-Kelly, P. and J. Shefner, eds. (2006) *Out of the Shadows: Political Action and the Informal Economy in Latin America*. Philadelphia: Penn State University Press.
9. Cooper, Neil and Michael Pugh, with Jonathan Goodhand (2004) *War Economies in a Regional Context: The Challenges of Transformation*. Boulder: Lynne Rienner.
10. Kinyanjui, Mary Njeri (2014) *Women in the Informal Economy in Urban Africa: From the Margins to the Centre*. London: Zed Books.
11. Kabeer, Naila (2008) *Mainstreaming Gender in Social Protection for the Informal Economy*. London: Commonwealth Secretariat.
12. Levy, Santiago (2008) *Good Intentions, Bad Outcomes: Social Policy, Informality and Economic Growth in Mexico*. Brookings Institution.
13. Lindell, I. (2010) *Africa's Informal Workers: Collective Agency, Alliances and Transnational Organizing in Urban Africa*. London: Zed Books.
14. Murphy, J. T., & Carmody, P. (2015) *Africa's information revolution: technical regimes and production networks in South Africa and Tanzania*. John Wiley & Sons. *Principles and Practice Judging Civil Justice Getting to Yes: Negotiating an Agreement Without Giving In Dispute Processes: ADR and the Primary Forms of Dispute Resolution*

Assessment: Exam (70%, duration: 2 hours) in the summer exam period.

Essay (30%, 3000 words) in the ST.

DV434 Half Unit Not available in 2020/21

Human Security

This information is for the 2020/21 session.

Teacher responsible: Dr Iavor Rangelov

Availability: This course is available on the MSc in Conflict Studies, MSc in Development Management, MSc in Development Studies, MSc in Global Politics, MSc in International Development and

Humanitarian Emergencies, MSc in International Migration and Public Policy, MSc in Political Economy of Late Development, MSc in Social Research Methods and MSc in Women, Peace and Security. This course is available with permission as an outside option to students on other programmes where regulations permit. Places will be allocated with priority to ID and joint-degree students. If there are more ID and joint-degree students than DV434 can accommodate, these places will be allocated randomly. Non-ID/Joint Degree students will be allocated to spare places by random selection with the preference given first to those degrees where the regulations permit this option.

Course content: This inter-disciplinary course will introduce students to the concept of human security. Human security refers to the security of individuals and communities as opposed to the security of the state. It combines physical security and material security; freedom from fear and freedom from want. The course will introduce students to the debates about the concept and its relevance in the contemporary era. It will combine political, military, legal and economic approaches to human security implementation. The course will cover topics including: intellectual foundations and debates over the concept of human security; new and old wars; persistent conflict; just war thinking and whether it can be applied to human security; international humanitarian law and human rights law; humanitarian intervention and the Responsibility to Protect; international capabilities for human security; counterinsurgency, stabilisation, and statebuilding; transitional justice.

Teaching: 15 hours of lectures and 15 hours of seminars in the MT. 1 hour and 30 minutes of lectures in the ST.

One Day Conference where group projects will be presented to peers and invited external experts

Formative coursework: Students will be expected to undertake class essays, class presentations, and a case study based group project. Students will receive feedback on all of these.

Indicative reading: Mary Kaldor, *New and Old Wars: Organised Violence in a Global Era*, Polity Press, 3rd edition 2012; Shannon Beebe and Mary Kaldor, *The Ultimate Weapon is no Weapon: Human Security and the New Rules of War and Peace*, Public Affairs, 2010; Christine Chinkin and Mary Kaldor, *New Wars and International Law*, Cambridge University Press 2017; Ruti Teitel, *Humanity's Law*, Oxford University Press, 2011; Marlies Glasius and Mary Kaldor, eds, *A Human Security Doctrine for Europe*, Routledge, 2005; World Development Report 2011: Conflict, Security, and Development, World Bank, 2011; Human Security Report 2005, University of British Columbia, 2005; Human Security Now: Report of the Commission on Human Security, Co-Chairs S Ogata and A Sen, United Nations, 2003; A Human Security Doctrine for Europe: From Hybrid Peace to Human Security: Rethinking EU Strategy Towards Conflict The Berlin Report of the Human Security Group 2016; G. Evans, M. Sahnoun, et al., *The Responsibility to Protect: Final Report of the International Commission on Intervention and State Sovereignty*, Ottawa, 2001; Independent International Commission on Kosovo, *The Kosovo Report*, Oxford University Press, 2001.

Assigned reading will be given for each session.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

DV435 Half Unit African Political Economy

This information is for the 2020/21 session.

Teacher responsible: Prof Catherine Boone

Availability: This course is available on the CEMS Exchange, MBA Exchange, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Comparative Politics, MSc in Development Management, MSc in Development Studies, MSc in International Development and Humanitarian Emergencies and MSc in Political Economy of Late Development. This course is available with permission as an outside option to

students on other programmes where regulations permit.

Course content: This is an introduction to the study of contemporary African political economy, with a focus on sub-Saharan Africa. The goal of DV435 is to set major questions of state, national economy, and development in historical, geographic, and international context. Course readings and lectures stress marked unevenness in national and subnational trajectories and in the political-economic character of different African countries, drawing attention to causes of similarity and difference across and within countries. Students completing DV435 will come away with a better understanding of the economic and social underpinnings of order and conflict in African states.

There is a research-driven component to DV435: each student will read secondary literature, grey literature, and other sources to develop particular knowledge of two countries. These will be used as "case studies" in assessed coursework to evaluate general arguments concerning the political economy of Africa, and to compare/contrast the historical trajectories of different African states.

Teaching: 20 hours of lectures and 15 hours of classes in the MT. There will be a reading week in Week 6.

Formative coursework: Optional formative essay or similar written exercise due at end of October.

Indicative reading: Celestin Monga and Justin Yifu Lin, eds., *The Oxford Handbook of Africa and Economics*, Vol. 2, Politics and Practices (OUP 2015). Morten Jerven, *Poor Numbers: How we are misled by African development statistics and what we can do about it* (Cornell U. Press, 2011). Catherine Boone, *Property and Political Order in Africa* (Cambridge University Press, 2014). David E. Bloom, Jeffrey D. Sachs, Paul Collier, Christopher Udry, "Geography, Demography, and Economic Growth in Africa," *Brookings Papers on Economic Activity*, vol. 1988/ 2 (1998): 207-295. Leigh Gardner, *Taxing Colonial Africa: The Political Economy of British Imperialism* (Oxford U. Press, 2012), Fouad Makki, "Postcolonial Africa and the World Economy: The Long Waves of Uneven Development," *Journal of World-Systems Research*, 21/1 (2014): 124-146. Benno J. Ndulu al, *The Political Economy of Economic Growth in Africa: 1960-2000* (Cambridge University Press, 2008). Fred Cooper, *Africa Since 1940* (Cambridge University Press [2002], 2019). Marlous van Waijenburg. (2018) "Financing the African Colonial State: The Revenue Imperative and Forced Labor." *J. of Economic History* 78(1): 40-80. Keith Hart, *The Political Economy of West African Agriculture* (Cambridge University Press, 1982). Samir Amin, "Underdevelopment and Dependence in Black Africa: Origins and Contemporary Forms," *Journal of Modern African Studies*, 10.4 (1972): 503-24. Mahmood Mamdani, *Citizen and Subject: Africa and the Legacy of late Colonialism* (Princeton University Press, 1996). Said Adejumobi, ed. *National Democratic Reforms in Africa: Changes and Challenges* (Palgrave Macmillan, 2015). Kate Meagher, *Identity Economics, Social Networks and the Informal Economy in Africa* (James Currey 2010). M. Anne Pitcher, *Party Politics and Economic Reform in Africa's Democracies* (CUP, 2012). Thandika Mkandawire, "Thinking about Developmental States in Africa," *Cambridge Journal of Economics*, 25 (2001): 289-313. Honwana, Alcinda, *The Time of Youth: Work, Social Change, and Politics in Africa*. Kumarian Press, 2012.

Assessment: Essay (70%, 4000 words) in the LT Week 1.

Paper (30%) in the MT Week 8.

Summative short paper (30%, 1000 words) due Week 8 of MT, Essay (70%, 4,000 words) in the first week of LT.

DV442 Half Unit Key Issues in Development Studies

This information is for the 2020/21 session.

Teacher responsible: Dr Elliott Green CON.8.07

Availability: This course is compulsory on the MSc in Health and International Development and MSc in International Development and Humanitarian Emergencies. This course is available on the MSc in Anthropology and Development, MSc in Environment and

Development, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is not available as an outside option.

Not available to students enrolled on DV400 & DV431.

Course content: The course integrates the concepts and perspectives of a range of disciplines to consider major trends of development and change in modern history and key issues and debates in international development. With reference to comparative historical experience, we explore the role of states and markets in development and/underdevelopment, colonial legacies, the political economy of growth and redistribution, and the role of politics and power in development. We examine key issues in development such as: the record of pro-market reforms; the experience of "developmental states"; and the challenges to development thinking and practice presented by feminist theory, environmental sustainability, globalisation and new patterns of global inequality (key issues may change from year to year).

Teaching: 20 hours of lectures and 15 hours of seminars in the MT. 1 hour and 30 minutes of lectures in the LT.

There will be a reading week in Week 6.

Formative coursework: Students will give at least one class presentation, and submit one formative essay of 2000 words.

Indicative reading: The following are recommended basic readings for the course: A. Deaton, *The Great Escape: Health, Wealth and the Origins of Inequality* (Princeton University Press, 2013). D. Acemoglu and J. Robinson, *Why Nations Fail: The Origins of Power, Prosperity and Poverty* (Profile, 2012). A Sen, *Development as Freedom* (Anchor, 1999).

Assessment: Exam (80%, duration: 2 hours) in the summer exam period.

Essay (20%, 2000 words) in the LT.

DV444 Half Unit

Global Health Challenges: Epidemics, Disease, and Public Health Response

This information is for the 2020/21 session.

Teacher responsible: Dr Arjan Gjonca CON.7.08

Availability: This course is available on the MSc in China in Comparative Perspective, MSc in Development Management, MSc in Development Studies, MSc in Global Health Policy, MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies, MSc in Political Economy of Late Development and MSc in Social Research Methods. This course is available with permission as an outside option to students on other programmes where regulations permit.

Places will be allocated with priority to ID and joint-degree students. If there are more ID and joint-degree students than DV444 can accommodate, these places will be allocated randomly. Non-ID/Joint Degree students will be allocated to spare places by random selection with the preference given first to those degrees where the regulations permit this option.

Pre-requisites: No pre-requisites are required for this course.

Course content: This course aims at looking at some of the major global health challenges in the 21st century. It analyses health challenges from a multidisciplinary approach including public health, demography and development studies. The relationship between epidemics, diseases and the public health policies are core to the content of the course. The course takes an interest on population consequences of diseases and epidemics. It also addresses the social and environmental determinants of epidemics and disease in low and middle income countries. Moreover, the course does this in a comparative perspective to high income countries. The course uses both evidence-based and theoretical approaches. Another important aspect of the course is that it sheds light on the future of global health challenges as a result of anticipated population health changes.

Some of the main topics covered are: Epidemics and pandemics in historical perspective; the effects of pandemics in the overall health and mortality patterns of populations; Covid 19 pandemic

- characteristics and the public health response to it; obesity and undernourishment as public health challenges; The increased global burden of mental health, environmental challenges and the impact on health; the relationship of migration and health and its effect on urban population.

Teaching: 15 hours of lectures and 15 hours of seminars in the MT. 1 hour and 30 minutes of lectures in the ST.

Formative coursework: One 1,500 word formative essay in MT.

Indicative reading: McMichael T (2001) *Human Frontiers, environment and disease*. Cambridge: Cambridge University Press
Merson, MH, Black, ER, Mills, AJ. (2012) *Global Health: Diseases, Programmes, Systems, and Policies*, London: Jones & Barlett Learning
Caldwell JC. Taubenberger, J.K. and Morens, D.M. (2006) "1918 Influenza: the Mother of All Pandemics"; *Emerging Infectious Diseases*, Vol. 12, No. 1, January 2006, pp. 15-22. Patel, V., et al. (2018). "The Lancet Commission on global mental health and sustainable development." *THE LANCET* 392(10157): 1553-1598. [Open access, available at <https://www.thelancet.com/commissions/global-mental-health>]. Popkin, B.M. (2001) *The Nutrition Transition and Obesity in the Developing World*. *Journal of Nutrition* 131(3). Murray CJL and Lopez AD (1996). *The global burden of disease: a comprehensive assessment of mortality and disability from diseases, injuries, and risk factors in 1990 and projected to 2020*, Cambridge, MA. Montgomery MR. (2008) *The health of urban populations in developing countries*. New York, New York, United Nations, Department of Economic and Social Affairs, Population Division

Assessment: Essay (100%, 4000 words) in the LT.

DV445

Cutting Edge Issues in Development Thinking & Practice

This information is for the 2020/21 session.

Teacher responsible: Prof Duncan Green and Prof James Putzel

Availability: This course is compulsory on the MSc in Development Management, MSc in Development Studies, MSc in Health and International Development and MSc in International Development and Humanitarian Emergencies. This course is available on the MSc in Political Economy of Late Development. This course is available as an outside option to students on other programmes where regulations permit.

It is a compulsory course for all ID students.

Course content: The objectives of the course are: a) to introduce students to the practical world of development, which will both facilitate their 'career paths' and also prepare them for the consultancy projects by becoming more familiar with how such organisations think and work; b) to introduce students to the interface between policy practice and development academe. Each week speakers from different development organisations or research institutes will speak to students about a "hot topic" in development policy and research work and how their organisation uses research and for what purposes. Previous speakers have included senior economists, serving and former Government Ministers, NGO chief executives and senior staff, innovative academic researchers and consultants, among others.

Teaching: 16 hours of lectures in the MT. 10 hours of lectures in the LT.

Lectures followed by open discussion and debate. There will be a reading week in Week 6.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading:

- P. Wood. *Law and Practice of International Finance*, Sweet & Maxwell, 2008 (ca. £40, soft bound). This book is the first building block of the Basic Reading. Students might consider buying it.
- J. Benjamin, *Financial Law*, Oxford University Press 2007. Ca. £200. This volume is available at a heavily discounted price (ca. £100 for hardcover) at the Waterstones bookshop on the LSE

campus only.

- For an understanding of the underlying market aspects: S. Valdez, Ph. Molyneux, *An Introduction to Global Financial Markets*, 7th ed., Palgrave-McMillan 2013, ca. £29.-P. Wood. *Law and Practice of International Finance*, Sweet & Maxwell, 2008 (ca. £40, soft bound). This book is the first building block of the Basic Reading. Students might consider buying it.

- J. Benjamin, *Financial Law*, Oxford University Press 2007. Ca. £200. This volume is available at a heavily discounted price (ca. £100 for hardcover) at the Waterstones bookshop on the LSE campus only.

- For an understanding of the underlying market aspects: S. Valdez, Ph. Molyneux, *An Introduction to Global Financial Markets*, 7th ed., Palgrave-McMillan 2013, ca. £29.- P. Wood. *Law and Practice of International Finance*, Sweet & Maxwell, 2008 (ca. £40, soft bound). This book is the first building block of the Basic Reading. Students might consider buying it.

- J. Benjamin, *Financial Law*, Oxford University Press 2007. Ca. £200. This volume is available at a heavily discounted price (ca. £100 for hardcover) at the Waterstones bookshop on the LSE campus only.

- For an understanding of the underlying market aspects: S. Valdez, Ph. Molyneux, *An Introduction to Global Financial Markets*, 8th ed., Palgrave-McMillan 2013, ca. £29.

Assessment: This course is not assessed

DV447 Half Unit Not available in 2020/21 Youth and Gendered Violence

This information is for the 2020/21 session.

Teacher responsible: Prof Alcinda Honwana and Dr Naomi Pendle

Availability: This course is available on the MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Development Studies, MSc in Gender (Sexuality), MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Students will be allocated places to courses with priority to ID and joint-degree students. If there are more ID and joint-degree students than the course can accommodate, these spots will be allocated randomly.

Non-ID/Joint Degree students will be allocated to spare places by random selection with the preference given first to those degrees where the regulations permit this option.

Pre-requisites: Previous study of the social sciences or humanities is preferred.

Course content: The framework for this course considers the economic, social and political aspects of international development as reference points to examine structural inequalities affecting young men and women. It will consider young people's socio-economic and political exclusion as well as their challenging transitions into adulthood. The course will address issues concerning education, health, labour markets, the household, family, marriage and social reproduction. Youth social and political engagement and participation will be studied through the lenses of military mobilisation, social movements, political protests and contributions to processes of social change. The course will also examine the gendered constructions of young women and young men's places in the public and domestic spheres. It will interrogate assumptions about young people's lives and bodies made by development and public policy and the ways in which such are challenged or reinforced. The course will discuss diverse forms of violence – structural, organised, physical and sexual – perpetrated against and by youth in contexts of war, conflict and radicalisation. The course will also discuss ways of understanding war and conflict as a foundation to then critically considering

how masculinities and femininities, as well as ideas of youth, are remade during times of conflict and complex emergencies.

A particular focus will be given to the agency young people by exploring issues of identity, religion, culture and power and the way these permeate private and public life.

- the future of English law as reference law for international finance after Brexit
- financial markets and modern trends in conflict-of-laws
- the legal characteristics of the various types of networks used in financial markets (central, decentral, distributed)
- the disruption of law caused by 'blockchain' technology and FinTech
- the legal challenges flowing from the increasing use of 'big data' and artificial intelligence in financial services
- the future role of commercial law in managing risk
- the nature of so-called smart contracts and their role in standard documentation, risk management and due diligence
- legal issues associated with cryptocurrencies and crypto-money

Teaching: 15 hours of lectures and 15 hours of classes in the MT. There will be a ninety-minute revision session in late LT or early ST. There will be a Reading Week in week 6.

Formative coursework: Students will be expected to write a short paper of 800-1000 words on the topic on which they will lead a class.

Indicative reading: Enloe, C. (1998) 'All the men are in the militias, all the women are victims: the politics of masculinity and femininity in nationalist wars'. In L.A. Lorentzen and J.E. Turpin (eds.) *The Women and War Reader*. New York University Press, New York, NY. pp. 50–62. Honwana, Alcinda. (2012). *The Time of Youth: Work Social Change and Politics in Africa*. Bolder and London: Kumarian Press, Lynne Rienner. Chapter 2: Waithood; Chapter 3: Aspirations; and Chapter 4: Getting By. Sommers, Marc. (2011). *Stuck: Rwandan Youth and the Struggle for Adulthood*. Atlanta: University of Georgia Press. Chapter 5: *Striving for Adulthood*, pp. 115-139. Mannheim, Karl. 1952 (1927). *The problem of generations*. In *Essays on the Sociology of knowledge*. Edited by Paul Kecskemeti. London: Routledge. Jeffrey, Craig. (2010). *Timepass: Youth, class, and time among unemployed young men in India*. *American Ethnologist*, Vol. 37, No. 3, pp. 465–48. Thieme, Tatiana, (2018). *The hustle economy: Informality, uncertainty and the geographies of getting by*. *Progress in Human Geography*, Vol. 42(4) 529–548. Honwana, Alcinda (2013). *Youth and Revolution in Tunisia*. London: Zed Books

Assessment: Case study (80%) in the LT. Other (20%) in the MT.

The course will be assessed by a short paper linked to the seminar presentation and a researched developed case study.

DV453 Half Unit International Development Consultancy Project

This information is for the 2020/21 session.

Teacher responsible: Dr Stuart Gordon CON.8.10

Availability: This course is available on the MSc in Development Studies, MSc in Health and International Development and MSc in International Development and Humanitarian Emergencies. This course is not available as an outside option.

Places for MSc Development Studies students requesting to take this course as an option are strictly limited (10 places). MSc Development Studies students must take either DV458 or DV428 to be able to apply for a place on DV453.

Course content: Students will gain practical experience of dealing with current policy issues and best practice in the fields of humanitarian assistance or international development by working on a live consultancy team project for a real client. The consultancies are based around an experiential learning format. Students receive guidance through a structured supervision process and work on the consultancy report in Michaelmas Term and Lent Terms with support from a staff coach.

Students are allocated to consultancy teams comprising between three and five people. Students are able to express preferences for particular clients but may not be allocated to one of these. Past project sponsors have included the UK Department of International Development (DFID), UNHCR, UNICEF, UN OCHA, the ICRC, MSF, the Disasters and Emergency Committee (DEC), Christian Aid, the UK Stabilisation Unit and NATO.

The consultancy project begins in Michaelmas Term with client reports due at the end of Lent Term. The client report and final presentation form part of the assessment.

Consultancy Skills Workshops - There will be up to three basic skills-oriented lectures and one group work session lasting up to three hours.

Teaching: 9 hours of lectures and 3 hours of workshops in the MT. There will be a reading week in Week 6.

Formative coursework: Students will contribute to the Group inception and final reports/presentations and will be given feedback and indicative grades for each of these. At the end of Michaelmas Term there is a progress board for each consultancy group.

Indicative reading:

- John Rowley and Frances Rubin, 'Effective Consultancies in Development and Humanitarian and Humanitarian Programmes' (Oxfam: Oxford: 2006);
- Michael Bamberger, Jim Rugh and Linda Mabry, 'Real World Evaluation: working Under Budget, Time, Data and Political Constraints' (Sage: London, 2012);
- Michael Quinn Patton, 'Utilization Focused Evaluation' 4th Edition (Sage: London, 2008);
- Michael Edwards and Alan Fowler, 'NGO Management' (Earthscan: Oxford, 2002);
- Eric James 'Managing Humanitarian Relief: An Operational Guide for NGOs' (Practical Action Publishing: Rugby, 2008).

Assessment: Project (80%, 10000 words), reflective learning report (10%) and group presentation (10%) in the LT.

Consultancy group project report (6000 minimum-10000 maximum words depending on the client's terms of reference and student group size), submitted at the end of Lent Term (80%).

The reflective learning report - individual mark element - is based on personal performance assessed through 360-degree reporting and coach assessment (10%).

Consultancy group presentation to clients: (10%) at the end of Lent Term.

Final client presentations are at the end of the Lent Term and are scheduled by the students in consultation with academic staff AND the clients. Students should be aware that presentations to clients MAY have to take place during the first week of Easter Vacation. They will be informed as soon as possible, but should not make any travel plans until presentation dates are confirmed.

where the regulations permit this option.

Course content: One of the longest running debates within the feminist literature, and one that has also played out in the field of gender and international development, relates to the relationship between women's access to labour market opportunities and their position within the family and community: the exploitation versus emancipation argument. These debates have been given fresh lease of life in the development literature as a result of the growing feminisation of labour markets in recent years in most regions of the Global South. They have been further complicated by additional claims (which have had a great deal of traction in policy circles) that greater gender equality in the labour market has enormous growth potential. At the same time, a great deal of contemporary feminist literature as well as international campaigns have highlighted the extremely exploitative terms on which most women take up paid work, contested the view that increased access to paid work has been empowering for women and questioned the instrumentality of the 'gender is good for growth' argument.

This course will be loosely organized around these debates. It will seek to equip students with the ability to analyse and assess these competing claims about what is a very critical issue in the field of international development by providing them with a firm grounding in theory, evidence and policy debates relating to gender and labour markets in the Global South. It will meet this objective through three components which will build on each other.

The first will focus on the different positions taken within these debates and the rationales put forward to justify these claims. It will examine key concepts and theories relating to gender, households and labour markets which provide the theoretical underpinning to these claims. In particular, it will distinguish between the concepts of capabilities, empowerment and economic citizenship as ways of capturing changes associated with work. It will also consider the different definitions of 'work' which feature in these theories and the extent to which they capture the labour market and livelihood strategies of households in different regions of the Global South.

The second component will draw together the empirical literature to consider the evidence relating to gendered patterns of labour market participation in different regions of the world. It will start out with a broad-brush account of the changes that have taken place in domestic and global labour markets over the last few decades. It will then consider in greater detail how these markets function in low-and middle-income countries and the intersectional segmentation of occupations and tasks that they generate. It will analyse how market forces are restructuring some of the intimate aspects of family relations through the commodification of reproductive and sexual services that were previously provided as part of the marital contract. It will conclude by considering what these changing dynamics of the labour market tell us about women's position within their families and the wider society and revisit the arguments about gender and growth.

The third component will evaluate various forms of public action by policy, corporations and civil society actors that have been taken up in response to their positions with regard to the gender dynamics in the economy. These include policy measures to promote greater gender equality in the labour market, including minimum wage legislation, social protection and corporate responsibility. They will also include new forms of unionism and collective action that have sought to promote economic citizenship and the rights of women workers at global and local levels.

Teaching: 15 hours of lectures and 13 hours and 30 minutes of seminars in the LT.

There will be a reading week in Week 6.

Formative coursework: Students will be required to submit a 1500 essay which will not count towards their final marks but which will allow them to receive feedback on their ability to read critically, to synthesise arguments and to ensure that their writing style meets the standards required by the school. It will also address learning outcomes 1 and 4.

Indicative reading: Beneria, L., G. Berik and M.S. Floro (2016) Gender, Development and Globalization: Economics as if people mattered London: Routledge. World Bank (2012) World

DV454 Half Unit

Gender, labour markets and social change in the Global South: theory, evidence, public action

This information is for the 2020/21 session.

Teacher responsible: Prof Naila Kabeer

Availability: This course is available on the MSc in Development Management, MSc in Development Studies, MSc in Gender, Development and Globalisation, MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Students will be allocated places to courses with priority to ID and joint-degree students. If there are more ID and joint-degree students than the course can accommodate, these spots will be allocated randomly.

Non-ID/Joint Degree students will be allocated to spare places by random selection with the preference given first to those degrees

Development Report, 2012: Gender Equality and Development Washington: World Bank. Kudva, N. and L. Beneria (eds.), Rethinking Informalization: Precarious Jobs, Poverty and Social Protection. Ithaca, NY: Internet-First University Press. Available at D-Space Repository at Cornell University, <http://hdl.handle.net/1813/3716>. Goyal, P. and V. Yadav (2014) 'To be or not to be a woman entrepreneur in a developing country?' Psychosociological Issues in Human Resource Management Vol 2 (2): 68-78. Dunway, W. (2014) Gendered commodity chains: seeing women's work and households in global production Stanford University Press: Stanford. Parreñas, Rhacel Salazar (2015) Servants of globalization: migration and domestic work Stanford University Press. Dolan, C. and D. Rakak (2015) The anthropology of corporate social responsibility Berghahn Books. UN Women (2015) Transforming economies, realizing rights New York: UN Women. Kabeer, Naila, Kirsty Milward and Ratna Sudarshan. (2013). Organizing Women Workers in the Informal Economy. Beyond the Weapons of the Weak. Zed Press, London. Elson, D. (1999) Labor market as gendered institutions: Equity, Efficiency and Empowerment Issues World Development Vol 23 (11): 611-627. ILO (2018) Care Work and Care Jobs: for the future of decent work. Geneva: ILO. FAO, ILO and IFAD (2010) Gender dimensions of agricultural and rural employment: differentiated pathways out of poverty Rome: FAO

Assessment: Essay (100%, 4000 words) in the ST.

DV455 Half Unit

Advocacy, Campaigning and Grassroots Activism

This information is for the 2020/21 session.

Teacher responsible: Prof Duncan Green and Mr Thomas Kirk
Dr Duncan Green is Professor in Practice in the International Development Department, and Senior Strategic Adviser at Oxfam GB, an international NGO. His blog, From Poverty to Power (<http://oxfamblogs.org/fp2p/>) is one of the most widely read international development blogs. His most recent book, How Change Happens (OUP, 2016) is the core text for this course.

Dr Thomas Kirk is a researcher and consultant based at the London School of Economics and Political Science. Interests include the provision of security and justice in conflict affected regions, social accountability, civil society, local governance and public authority. Lived and worked in Afghanistan, Pakistan, India, Timor-Leste, the DRC and Kenya.

Availability: This course is available on the MSc in Development Management, MSc in Development Studies, MSc in Health and International Development, MSc in Inequalities and Social Science, MSc in International Development and Humanitarian Emergencies and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

The course will be offered in Lent term and capped at 75 students. Selection criteria: applicants will be asked to submit 200 words on their background and why they want to take the course, to be assessed against interest, experience and passion. If there are any spare spaces, the course is available as an outside option.

Course content: There are two blocks in this course:

1. Understanding How Change Happens, including systems thinking and power analysis.
2. The analytical frameworks used by INGOs and other change agents to inform and design their advocacy.

This course introduces students to some of the analytical frameworks and practical techniques used by INGOs such as Oxfam (where the course leader is senior strategic adviser), Plan International and Crisis Action, along with other activists (broadly defined, including 'change agents' in governments and the private sector) in influencing political, social and economic policy and practice.

Lectures will introduce the importance of systems thinking and power analysis in understanding and influencing processes of change and the role of civil society and advocacy in driving such change.

These will be used to explore how activists and activist organizations use these as organizing tools for influencing, through both 'insider' or 'outsider' strategies.

The course is designed for students who have been, or intend to become, active in driving change, whether as members of civil society organizations, in government, in aid donors or in the private sector. You will develop your understanding both of endogenous change processes in developing countries, and the design and limitations of deliberate efforts to bring about political, social and economic change.

Students will be asked to come with an initial idea for an influencing exercise that they would personally like to design and implement (for example a campaign, policy reform, or effort to shift public attitudes) and will apply the coursework to that case study, developing a project proposal at the end of the term that will be assessed.

Students will be required to produce a blog post or vlog (video blog) summarizing their individual project, which will also be summatively assessed (students will receive a 'blogging for beginners' lecture on writing for impact).

Working in small groups, students will analyse past case studies of change, and be assessed against both their written assignment and their presentation of initial findings to their seminar group.

Teaching: 20 hours of lectures and 10 hours of seminars in the LT. Teaching will consist of a combination of lecture presentations, involving powerpoint, video and group discussion, and seminar discussions. There will be one lecture of 120 minutes each week of term. This will be followed up by 60 minutes of seminar work. Reading week will occur in week 6, during which time there will be extended office hours available.

Formative coursework: Students will be asked to submit initial formative proposals (1000 words max) for their individual assignments in week 6, for feedback from the course leader. Following feedback, students will present their individual proposals to the seminar groups for further discussion.

First drafts of the group assignment will be presented in seminars in weeks 7 & 8 for verbal group/tutor feedback and an assessment of their presentations.

Indicative reading: Course Text: Green, D. 2016. 'How Change Happens'. Oxford University Press. M. Andrews, L. Pritchett and M. Woolcock, Building State Capability, (Oxford: OUP, 2017). R. Chambers, Revolutions in Development Inquiry (London: Earthscan, 2008). M. Edwards, Civil Society, 3rd edition (Cambridge: Polity, 2014). J. Ferguson, The Anti-Politics Machine: Development, Depoliticization and Bureaucratic Power in Lesotho, (University Of Minnesota Press, 1994). J. Gaventa and R. McGee, Citizen Action and National Policy Reform: Making Change Happen (London: Zed Books, 2010). J. Heimans and H. Timms (2018) New Power: How Power Works in Our Hyperconnected World—and How to Make It Work for You. New York: Doubleday. J. Howell and Pearce, J. (2001) Civil Society and Development: A Critical Exploration. London: Lynne Rienner Publishers. N. Kabeer, R. Sudarshan, and K. Milward. Organizing Women Workers in the Informal Economy: Beyond the Weapons of the Weak. (London, Zed Books, 2013). Chapter 5. R. Krznaric, How Change Happens: Interdisciplinary Perspectives for Human Development. R. Pascale, J. Sternin, and M. Sternin, The Power of Positive Deviance: How Unlikely Innovators Solve the World's Toughest Problems (Cambridge, MA: Harvard Business Press, 2010). D. Meadows and D.H. Wright, Thinking in Systems: A Primer (Abingdon: Routledge, 2009). S. Popovic, Blueprint for Revolution: How to Use Rice Pudding, Lego Men, and Other Nonviolent Techniques to Galvanize Communities, Overthrow Dictators, or Simply Change the World (New York: Spiegel & Grau, 2015). A. Rao, J. Sandler, D. Kelleher, and C. Miller, Gender at Work: Theory and Practice in 21st Century Organizations (Abingdon, Oxford: Routledge, 2016). J. Rowlands, Questioning Empowerment: Working with Women in Honduras (Oxford: Oxfam UK and Ireland, 1997). A. de Waal, Advocacy in

Conflict: Critical Perspectives on Transnational Activism (London: Zed Books, 2015).

Assessment: Project (50%, 2500 words), coursework (40%) and blog post (10%) in April.

Individual Project (40%, 2000 words) and blog post (10%) in April; Group Project (40%, 4,000 words) in April and group presentation (10%) in February/March.

The summative assessment will consist of both individual and group assignments:

a) Individual project proposals for an influencing project (individual) will be formatively assessed and feedback given. This will then inform the final project that will be summatively assessed in April. A blog or Vlog of the project will also be produced and summatively marked.

b) Historical case study (as groups of 3 or 4). Group membership will be assigned in advance. Students will select an agreed historical change episode. Assessment will be in two parts - a joint group presentation based on the group project and a written assignment, summatively marked.

DV456 Half Unit

Population, Health and Development: Evidence and Projections

This information is for the 2020/21 session.

Teacher responsible: Dr Tiziana Leone CON 8.11

Availability: This course is available on the MSc in Development Management, MSc in Development Studies, MSc in Global Health Policy, MSc in Global Population Health, MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies, MSc in Political Economy of Late Development and MSc in Social Research Methods. This course is available with permission as an outside option to students on other programmes where regulations permit.

Places will be allocated with priority to ID and joint-degree students. If there are more ID and joint-degree students than DV456 can accommodate, these places will be allocated randomly. Non-ID/Joint Degree students will be allocated to spare places by random selection with the preference given first to those degrees where the regulations permit this option.

Pre-requisites: Some familiarity with personal computers is required, but a high degree of technical proficiency is not required. Familiarity with excel (basic functions) needed otherwise attend a course at LSE Life. For more details on whether the course might be suitable for you please visit moodle.Fundamentals of International Commercial Arbitration

Course content: The course is practical in nature and overviews key methods used for planning in population and development with an emphasis on the health sector. Key questions which will be answered in this course are: what is the future of the world population; what are the family planning needs of couples in low income countries; what will be the number of newly HIV infected in the next 15 years; what is the future of major diseases; what is the impact of key health interventions. The focus will be both on producing information as well as on searching and understanding data provided by key international agencies and on learning how to relate the information meaningfully to policy makers. Relevance will be given to methods used for assessing the implications of high levels of mortality in developing countries with specific reference to the HIV/AIDS pandemic; as well as the assessment of high fertility levels due to low uptakes of family planning methods. During the course students will learn to apply interventions based models through the use of Spectrum to understand the impact on outcomes and on governments' health expenditure. The approach is practical and complements the more theoretical population courses giving additional skills such as an understanding of key international projections and estimates, planning for health workforce and for health supplies. Students will undertake a number of computer-based assignments (using either

Excel or Spectrum) which will follow the topics highlighted during the lectures. The course covers concepts used for population analysis; the role of population projections in the population planning and development process; the basis of projections made by international agencies such as the UN Population Division; the formulation of projection assumptions and methods of making projections; methods for projecting and assessing the impact of HIV/AIDS and the use of software such as AIM (AIDS Impact Model) as well as planning maternal and child health interventions with the use of LiST. The course will also give an overview of projections for non-communicable diseases, Malaria and TB among others. Emphasis will be given to the learning of analytical skills which include data and information searching on the internet as well as presentation of the information. Former students have found the course useful to get a foundation of how UN agencies involved in data collection work, to gain analytical skills which are transferable as well as getting a grasp of how to translate data into policy.

Teaching: 15 hours of lectures and 20 hours of seminars in the MT.

Formative coursework: Students will be expected to submit a formative assessment of 5 pages before the end of term.

Indicative reading: Relevant documents will be provided at the start of the course, mainly in the form of electronic documents. Suggested reading are Lutz "The future population of the world"; Cohen "How many people can the earth support"

Assessment: Coursework (85%) in the LT.

Continuous assessment (15%) in the MT.

Assessment will be by two forms of assessments.

Continuous assessment worth 15%: will be based on course participation, a group presentation along with homework submitted on Moodle during MT.

Coursework worth 85% - will be a 10 A4 page report. This will involve the formulation, execution and writing up of a project concerned with a model for population planning, to be agreed with the course teacher. This must be submitted by the second week of LT

DV457 Half Unit

Sexual and Reproductive Health Programmes: Design, Implementation and Evaluation

This information is for the 2020/21 session.

Teacher responsible: Prof Ernestina Coast CON.8.15

Availability: This course is available on the MSc in Development Management, MSc in Development Studies, MSc in Gender, MSc in Gender (Sexuality), MSc in Gender, Development and Globalisation, MSc in Gender, Peace and Security, MSc in Gender, Policy and Inequalities, MSc in Global Health Policy, MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies, MSc in Political Economy of Late Development and MSc in Social Research Methods. This course is available with permission as an outside option to students on other programmes where regulations permit.

Places will be allocated with priority to ID and joint-degree students. If there are more ID and joint-degree students than DV457 can accommodate, these places will be allocated randomly. Non-ID/Joint Degree students will be allocated to spare places by random selection with the preference given first to those degrees where the regulations permit this option.

Pre-requisites: Firm knowledge of contract law and/or international sales law from previous studies.

Course content: This course aims to equip students with the knowledge and skills to be able to critically appraise data and evidence for assessing sexual and reproductive health programmes. This course deals with the effectiveness of sexual and reproductive health programmes, especially those that deliver services. The key issues addressed are the design of programmes, their effective implementation, and their evaluation. The course

focuses on the critical production and consumption of data and evidence – both quantitative and qualitative – for assessing sexual and reproductive health programmes. The course takes a global approach, incorporating evidence from a range of contexts, countries and populations.

Teaching: 15 hours of lectures and 15 hours of seminars in the LT. There will be a reading week in Week 6.

Formative coursework: Students are expected to prepare a seminar presentation and an annotated bibliography during the term.

Indicative reading: Lecture and seminar electronic reading lists are available in Moodle.

Assessment: Coursework (100%) in the ST.

Coursework assignment to be a maximum of 15 A4 pages.

DV458 Half Unit

Key issues in Global Health and Development

This information is for the 2020/21 session.

Teacher responsible: Dr Tiziana Leone CON 8.11 and Dr Philipa Mladovsky CON 6.13

Availability: This course is compulsory on the MSc in Health and International Development. This course is available on the MSc in Development Management, MSc in Development Studies, MSc in Gender, MSc in Gender, Development and Globalisation, MSc in Gender, Policy and Inequalities, MSc in International Development and Humanitarian Emergencies, MSc in Political Economy of Late Development and MSc in Social Research Methods. This course is available with permission as an outside option to students on other programmes where regulations permit.

Places will be allocated with priority to ID and joint-degree students. If there are more ID and joint-degree students than DV458 can accommodate, these places will be allocated randomly. Non-ID/Joint Degree students will be allocated to spare places by random selection with the preference given first to those degrees where the regulations permit this option.

Course content: The course provides an up-to-date and comprehensive introduction to global health and health system trends in less developed societies. The course examines the main determinants of health issues as they relate to development and their principal consequences, policies and politics to improve health and development; barriers to implementing those policies; and ways of overcoming those barriers. Key topics include the politics of diseases, framing the health discourse, universal health coverage, the impacts of conflict and climate change on health, pharmaceutical governance and global health metrics. Drawing on disciplines such as political science, health policy, demography, sociology and economics, this course argues for the need to improve global health equity in order to contribute to development. It will equip students with the skills needed to work in and help to improve mainstream global health organisations such as WHO, the World Bank, Gates Foundation and MSF among others. The course is political in that it adopts a set of normative values such as equality, social justice and human rights.

Teaching: 20 hours of lectures and 15 hours of seminars in the MT.

Formative coursework: Students are expected to prepare a seminar presentation and complete a mock exam during MT.

Indicative reading: The course is supported by an electronic reading list. There is no single key text but here are some indicative readings:

- Birn, A. et al, 2017 "Textbook on global health"
- Marmot, M., 2005 "The social determinants of health"
- Shiffman, 2009, "The rise and fall of global health"
- Adams, V. 2016, "Metrics: what counts in global health"
- Marie Paule Kieny, Henk Bekedam, Delanyo Dovlo, James Fitzgerald 2017 "Strengthening health systems for universal health coverage and sustainable development"
- Watts et al 2018 "Countdown on health and climate change: from 25 years of inaction to a global transformation for public health"

Assessment: Exam (100%, duration: 2 hours) in the January exam period.

DV460 Half Unit

Bayesian Reasoning for Qualitative Social Science: A modern approach to case study inference

This information is for the 2020/21 session.

Teacher responsible: Dr Tasha Fairfield CON 6.02

Availability: This course is available on the MSc in Comparative Politics, MSc in Development Management, MSc in Development Studies, MSc in Global Politics, MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies, MSc in International Relations (Research) and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Students will be selected for DV460 based on a written statement of interest (max 150 words). Priority will be given to students on the programs listed above, if demand exceeds places.

Pre-requisites: This course has no prerequisites.

Students do not need any previous exposure to either Bayesian analysis or qualitative methods literature.

Course content: The way we intuitively approach qualitative case research is similar to how we read detective novels. We consider various different hypotheses to explain what occurred—whether the emergence of democracy in South Africa, or the death of Samuel Ratchett on the Orient Express—drawing on the literature we have read (e.g. theories of regime change, or other Agatha Christie mysteries) and any salient previous experiences we have had. As we gather evidence and discover new clues, we continually update our beliefs about which hypothesis provides the best explanation—or we may introduce a new alternative that occurs to us along the way.

Bayesianism provides a natural framework that is both logically rigorous and grounded in common sense, that governs how we should revise our degree of belief in the truth of a hypothesis—e.g., "mobilisation from below drove democratization in South Africa by altering economic elites' regime preferences," (Wood 2001), or "a lone gangster sneaked onboard the train and killed Ratchett as revenge for being swindled"—given our relevant prior knowledge and new information that we obtain during our investigation. Bayesianism is enjoying a revival across many fields, and it offers a powerful tool for improving inference and analytic transparency in qualitative research.

This course introduces basic principles of Bayesian reasoning with the goal of helping us leverage our common-sense understandings of inference and hone our intuition when conducting causal analysis with qualitative evidence. We will examine the foundations of Bayesian probability as well as concrete applications to single case studies, comparative case studies, comparative historical analysis, and multi-methods research. Students will practice applying Bayesian reasoning to assess the strength and quality of inferences in published studies, drawing on exemplars of qualitative research from various fields of socio-political analysis including development studies, comparative politics, international relations, and policy analysis. Students will also apply Bayesian principles to various aspects of their own dissertation research in progress—e.g., generating or revising hypotheses, selecting cases, identifying weaknesses in salient background literature, and assessing the inferential weight of available evidence.

Upon completing the course, students will be equipped with a concrete set of Bayesian-inspired best practices to deploy in their own research, as well as widely-applicable analytic skills that will help them to better evaluate and critique socio-political analysis.

Teaching: 15 hours of lectures and 15 hours of seminars in the LT.

Formative coursework: Students will be expected to produce 1 exercise and 1 project in the LT.

Students will receive written and oral formative assessment on in-class exercises, which will ask them to explain key Bayesian concepts (e.g., the "weight of evidence") in their own words and apply them to concrete examples (e.g. use Bayes' rule to derive an inference from several pieces of evidence).

In addition, students will receive oral feedback on the first section of their final project, which will set up rival hypotheses to be compared in light of case evidence.

Indicative reading: Methodological foundations:

Andrew Bennett, "Disciplining Our Conjectures: Systematizing Process Tracing with Bayesian Analysis," in Andrew Bennett and Jeffrey Checkel, eds, *Process Tracing in the Social Sciences: From Metaphor to Analytic Tool*, Cambridge University Press, 276–98, 2015; Tasha Fairfield and Andrew Charman, "Explicit Bayesian Analysis for Process Tracing," *Political Analysis* 25(363-380), 2017; ; Tasha Fairfield and Andrew Charman, "A Dialogue with the Data: The Bayesian Foundations of Iterative Research in Qualitative Social Science," *Perspectives on Politics* 17(1:154-167), 2019; Macartan Humphreys and Alan Jacobs, "Mixing Methods: A Bayesian Approach," *American Political Science Review* 109(4):653-673, 2015; Timothy McKeown, "Case Studies and the Statistical Worldview," *International Organization* 53(1):161-190, 1999.

Qualitative research exemplars:

Tasha Fairfield and Candelaria Garay, "Redistribution under the Right in Latin America: Electoral Competition and Organized Actors in Policymaking," *Comparative Political Studies* 50 (14) 1871-1906, 2017; Marcus Kurtz, "Reconsidering War and the 'Resource Curse' in Third World State Building," *Politics & Society* 37 (4) 479–520, 2009; Kenneth Schultz, "Fashoda Revisited" (Chapter 6) in *Democracy and Coercive Diplomacy*, Cambridge, 2001; Dan Slater, "Revolutions, Crackdowns, and Quiescence: Communal Elites and Democratic Mobilization in Southeast Asia," *American Journal of Sociology* 115 (1) 203-254, 2009; Elisabeth Wood, "An Insurgent Path to Democracy: Popular Mobilization, Economic Interests, and Regime Transition in South Africa and El Salvador," *Comparative Political Studies* 34 (8) 862-888, 2001.

Assessment: Project (100%, 3000 words) in the ST.

Students will choose a case-study article that is relevant to their dissertation topic and apply Bayesian reasoning to critique the article's inferences. This exercise entails assessing how the author's argument has been specified, identifying a plausible rival hypothesis (which may or may not be provided by the author), identifying the most salient pieces of evidence presented, and qualitatively evaluating the inferential weight the evidence provides in favour of the author's hypothesis relative to the rival.

DV461 Half Unit Not available in 2020/21

Critical Population Health Issues in High and Middle-Income Countries

This information is for the 2020/21 session.

Teacher responsible: Dr Arjan Gjonca OLD.2.45

Availability: This course is available on the MSc in Global Health Policy and MSc in Social Research Methods. This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: No pre-requisites are required for this course.

Course content: This course brings together key issues on the social and environmental determinants of population size and structure and population health in high and middle income countries from a multidisciplinary approach including a range of social science disciplines, epidemiology, demography and public health. This course reflects the developments of research in recent years on health trends and differentials. Topics addressed in this course include the relationship between health and economic change such as the effect of recession; divergent trends in Western European and former USSR states; family changes and their implications for population health; role of early-life events; social support, social capital and health; socio-demographic determinants and

consequences of ageing at the individual and population level; comparison of trends in established market economies and BRICS; policy responses to inequalities in health; prospects for mortality and morbidity change - a compression of morbidity?

Teaching: 15 hours of lectures and 13 hours and 30 minutes of seminars in the MT.

Formative coursework: One 1,500 word formative essay in MT.

Indicative reading: Merson, MH, Black, ER, Mills, AJ. (2012) *Global Health: Diseases, Programmes, Systems, and Policies*, London: Jones & Barlett Learning; Burlington, MA; London. Berkman L. F., Kawachi, I. and Glymour, M. M. (2014) *Social Epidemiology* (2nd ed.); Oxford University Press; Oxford; New York. Marmot, M. (2010) *The Marmot review final report: Fair society, healthy lives*: University College London. Wilkinson, R.G. and Pickett, K. (2009) *The spirit level: why more equal societies almost always do better*; Bloomsbury Press; London; New York. Bowling, A (2017) *Measuring Health: A Review of Subjective Health, Well-being and Quality of Life Measurement Scales*: McGraw-Hill Education.

Assessment: Exam (75%, duration: 2 hours) in the summer exam period.

Essay (25%, 2000 words) in the LT.

DV462 Half Unit

Forced Migration and Refugees

This information is for the 2020/21 session.

Teacher responsible: Dr Stuart Gordon

Availability: This course is available on the MSc in Conflict Studies, MSc in Development Management, MSc in Development Studies, MSc in Gender, Development and Globalisation, MSc in Gender, Peace and Security, MSc in Health and International Development, MSc in Human Rights, MSc in Inequalities and Social Science, MSc in International Development and Humanitarian Emergencies and MSc in International Migration and Public Policy. This course is available as an outside option to students on other programmes where regulations permit.

We anticipate being able to offer places to all students who sign up in the first week of MT.

Course content: The course deals with the global governance of forced migration with a particular focus on refugees and their experiences. The first lectures critically evaluate the ways in which the drivers of forced migration, particularly conflict and environmental change, are identified. It problematizes notions of mono-causality in favour of more complex and dynamic understandings of the reasons which may underpin individual, familial and collective experiences of forced displacement or immobility.

The next section looks at the linkage between the refugee regime, international society and global order. We explore the governance of the overall refugee regime, looking in detail at the UN organisation with a specific mandate for refugee protection and relief, the UNHCR, as well as the issue of international refugee 'burden sharing.' We also explore the intersection between human rights and refugee law; challenging the idea of a separation between the regimes and asking whether this transforms the nature and role of UNHCR. We also examine the extent to which the securitisation of refugee issues has occurred and how these processes impact on their governance and management.

The final section brings to the fore the agency of refugees and explores differing approaches to the study of refugees' own lived experiences in flight and exile. We explore the tensions between the international community's interest in fixing refugee populations in camps and refugees' own practices (often irregular) of self-settlement in towns and cities. We also devote considerable attention to a critical examination of the significance of gender and its intersection with other identities (age, generation and disability) in narratives and analyses of displacement. We explore gendered experiences of immobility and displacement, looking at the multiple ways in which processes of and responses to forced migration influence broader gender identities, roles and relations.

The final section looks at how we might 'solve' protracted refugee situations and the limitations of the current approaches. It begins by looking at why refugee return has dominated international attempts to solve crises, the problems that have arisen from this 'push to repatriate' and the types of challenges faced by returnees.

Teaching: 22 hours of lectures and 15 hours of seminars in the LT. The teaching strategy is diverse and innovative: using both conventional discussions as well as a variety of small group exercises. These will feed directly into a formative piece of work related to the summative assessment. Students will work within small study groups to develop the formative work and will then work individually on the summative tasks.

Formative coursework: Students will co-produce seminar presentations with a supporting information brief for fellow students. Students will be allocated in groups of up to 4 to these presentations.

Indicative reading: First Lecture key readings

1 Sarah Kenyon Lischer, 'Conflict and Crisis Induced Displacement' in Elena Fiddian-Qasimiyeh, Gil Loescher, Katy Long and Nando Sigona (Eds) *The Oxford Handbook of Refugees and Forced Migration Studies* (OUP: Oxford, 2014) pp 317-329.

2 Adhikari, Prakash. "Conflict-Induced Displacement, Understanding the Causes of Flight." (2011). https://digitalrepository.unm.edu/pols_etds/3 at http://scholar.google.co.uk/scholar_url?url=https://digitalrepository.unm.edu/cgi/viewcontent.cgi?article=3D1002%26context%3Dpols_etds&hl=en&sa=X&scisig=AAGBfm1fJ8FBqx8NdyNUNOIPOKV4ji5MzQ&nossl=1&oi=scholar

3 Justin Schon, 'Motivation and opportunity for conflict-induced migration: An analysis of Syrian migration timing' at justinschon.com/resources/JPR_forthcoming_main%20text.pdf

4 Williams, N.E., Ghimire, D.J., Axinn, W.G. et al. A Micro-Level Event-Centered Approach to Investigating Armed Conflict and Population Responses Demography (2012) 49: 1521. <https://doi.org/10.1007/s13524-012-0134-8> 160 160160

5 Anna Knoll and Lidet Tadesse Shiferaw, 'Tackling the triggers of violence-induced displacement: the contribution of the African peace and security architecture and African governance architecture'

6 European Centre for Development Policy Management September 2018 Discussion Paper No. 228 at www.ecdpm.org/dp228

Assessment: Take-home assessment (100%) in the ST.

Students will produce 2 x 2000 word essays during a 72 hour take home exam sat in the early part of the ST. Students unable to commit to this are not to enrol in the course.

DV463 Half Unit Not available in 2020/21

Civil society, security and development

This information is for the 2020/21 session.

Teacher responsible: Prof Jude Howell

Availability: This course is available on the MSc in China in Comparative Perspective, MSc in Development Management, MSc in Development Studies, MSc in Health and International Development and MSc in International Development and Humanitarian Emergencies. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course is an advanced seminar organised around guided critical, in-depth reading and discussion of theories, concepts and empirical manifestations of civil society in relation to international development and security. The building-blocks of the course extend over 7 weeks, with 3 weeks devoted to case-material presentations related to broad thematic questions. The presentations in the three weeks may provide a basis for the long assessed essay.

The broad content of the course is as follows:

- Week 1: Introduction to course; introduction to key theories, history and concepts of civil society

- Week 2: Civil society, welfare and democratisation.
- Week 3: Civil society, security and violence
- Week 4: Civil society and securitization: terrorism and counter-terrorism
- Week 5: International donors, aid and security
- Week 6: Reading Week
- Week 7: Authoritarianism, security and civil society
- Week 8: Student case-study presentations
- Week 9: Student case-study presentations
- Week 10: Student case-study presentations
- Week 11: Critical perspectives on civil society

Teaching: 20 hours of seminars in the MT.

Each weekly seminar session is 2 hours. This comprises an overview of the week's topic by the seminar convenor and then detailed guided reading and discussion.

There will be 2 hour essay session in week 11.

There will be a reading week in Week 6.

Formative coursework: Students may submit a formative essay of 1,000 words, excluding references, by Friday, 12 noon, Week 5. The purpose of the formative essay is to identify core issues for each student in the devising and structuring of essay, framing of argument, development of concepts and use of references. The student will receive written feedback within 3 weeks and can discuss feedback in office hours.

Indicative reading:

- Howell and Lind, 2010, Counter-terrorism, Aid and Civil Society, Palgrave, Basingstoke
- Chambers, S. and W. Kymlicka (eds) 2002, *Alternative Conception of Civil Society*. Princeton University Press: Princeton
- Evans, A.B., L.A. Henry and L.M. Sundstrom (eds) 2006, *Russian Civil Society. A Critical Assessment*, M.E. Sharpe, New York.
- Hann, C. and E. Dunn (eds), 1996, *Challenging Western Models*, Routledge, London.
- Keane, J., 1998, *Civil Society: Old Images, New Visions*, Stanford University Press, Stanford.

Two to four essential readings will be given for each weekly session. A full reading-list will be provided for the course.

The items below provide some general reading before the course starts.

- Brooker, Paul. (2000). *Non-Democratic Regimes. Theory, Government and Politics*. Basingstoke: Macmillan Press Ltd.
- Cassani, A. (2017). 'Social services to claim legitimacy: Comparing autocracies' performance'. *Journal of Contemporary Politics*, 23 (2): 348-362.
- Cohen, Jean and Arato, Andrew, 1992, *Civil Society and Political Theory*, Cambridge, Mass., MIT Press
- Gandhi, J. and A. Przeworski. (2007). 'Authoritarian institutions and the survival of autocrats'. *Comparative Political Studies*, volume 40, number 11, November: 1279-1301.
- Gough, Ian and Geoff Wood et al, 2004, *Insecurity and Welfare Regimes in Asia, Africa and Latin America. Social Policy in Development Contexts*, Cambridge University Press, Cambridge
- Howell, J. and Jeremy Lind, 2010, *Counter-terrorism, Aid and Civil Society: Before and After the War on Terror*, Palgrave Macmillan
- Howell, J. and Jeremy Lind, 2010, *Counter-terrorism, Aid and Civil Society: Before and After the War on Terror*, Palgrave Macmillan
- Huntington, S. P. (1991). *The Third Wave: Democratisation in the Late Twentieth Century*. Norman, OK: University of Oklahoma Press.
- Mazepus, H., W. Veenendaal, A. McCarthy-
- Jones and J.M.T. Vasquez. (2016). 'A comparative study of legitimization strategies in hybrid regimes'. *Policy Studies*, volume 37, number 4: 350-369.
- Keane, Jonathan, 1998, 'Despotism and Democracy', pp 35-72 in John Keane (1998), *Civil Society and the State. New European Perspectives*, Verso/University of Westminster Press.

Assessment: Essay (70%, 4000 words) in the LT Week 2. Presentation (30%) in the MT.

DV472 Half Unit**Covid-19 pandemic: health, socio-economic and political implications for development (Special Topics in International Development)**

This information is for the 2020/21 session.

Teacher responsible: Dr Arjan Gjonca

Availability: This course is available on the MSc in Development Management, MSc in Development Studies, MSc in Health and International Development and MSc in International Development and Humanitarian Emergencies. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This year the course will focus on "Covid 19 pandemic: health, socio-economic and political implications for development" and will be run by Dr Arjan Gjonca. The main epidemiological, health, socio-economic and developmental issues related to the most important global health issue of the past 100 years will be addressed in this course. Some of the main topics to be covered are: Understanding Covid-19 pandemic – trends, patterns and differentials; Understanding the data, and assumptions in modelling the pandemic – Sensitivity and accuracy of the estimates; Health system readiness and public health intervention in the case of Covid-19; Demographic and health implications of Covid-19 pandemic; The implications for sexual and reproductive health and rights; Covid 19 pandemic in conflict and crisis regions. Drug discovery, production/supply/distribution, and patents in the Covid 19 pandemic; Globalisation in a post Covid 19 Pandemic – Implications for the role of international organisation; Globalisation in a post Covid 19 Pandemic – Implications for funding in development.

Teaching: 20 hours of seminars in the MT.

This is a 20-hour seminar course, running in 10 sessions in MT. Each session is 2-hour long and will focus on a particular topic. For each session up to four readings will be given in advance of the seminar. Students will be asked to read the literature in advance and discuss their findings in an interactive debate during the seminar, monitored and led by the academic instructor. For certain topics, special designed policy-relevant tasks will be assigned and team discussion and debate will be encouraged. A general reading list for the course will be provided at the start of the course.

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

Indicative reading: A detailed reading list will be provided at the start of the course each year.

Assessment: Essay (100%, 4000 words) in the LT.

DV480 Half Unit**Revolution and Development**

This information is for the 2020/21 session.

Teacher responsible: Prof Jean-Paul Faguet CON 8.06

Availability: This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in Development Management, MSc in Development Studies, MSc in International Development and Humanitarian Emergencies, MSc in Political Economy of Late Development and MSc in Political Science and Political Economy. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is also available with permission as an outside option to students on other programmes where regulations permit. ID and joint-degree students will have priority in the allocation of places. If there are more ID and joint-degree students than the course can accommodate, places will be allocated randomly. Non-ID/Joint Degree students will be allocated available places by random selection, with preference given first to those degrees where regulations permit this option.

Pre-requisites: No specific course pre-requisites. A good social

science background will be very helpful, especially politics and economics.

Course content: Revolutions break things, but do they also build? If so, what precisely? What causes revolutions? What do revolutions cause? This course examines the successes and failures of revolution as a model of change in generating large and sustainable improvements in economic, political and social development. We begin by defining "revolution" as a discrete, analytically distinct model of change. We then examine revolutions per se – abrupt, significant, and often violent changes in governance and the distribution of power and wealth in society. Classic examples include the French, Russian, Chinese and Vietnamese Revolutions. We evaluate the immediate and long-term costs of these episodes in light of changes that resulted in each country's development trajectory. We contrast these cases with 'right-wing revolutions', such as South Korea, Taiwan and Japan, as well as more gradual processes of change ('evolutions', often called "reform"), such as Finland and New Zealand. We contrast capitalist vs. socialist models of economic growth and development. We focus on the conditions that sustained left vs. right revolutions, and also revolutionary vs. non-revolutionary processes of change. We analyse the ability of each model to generate lasting improvements in societies' economic, political and social development.

Teaching: 20 hours of lectures, 13 hours and 30 minutes of seminars and 4 hours of workshops in the MT.

Lectures will present key theoretical insights and lay out the contours of major debates from the literature. Seminars will be student-led, and will probe each week's topic in more detail, both to clarify concepts and test them against evidence, some of which students will draw up and present independently. The workshop is a different sort of exercise, intended to give thorough review to students' research proposals in a constructively critical, collegial atmosphere. Each student will present their research proposal and then receive feedback from fellow students and faculty.

Formative coursework: Students will be expected to produce 1 presentation and 1 other piece of coursework in the MT.

In preparation for their research essay, students will submit a formative research proposal, which they will present in a research workshop in MT. This will receive detailed written, and also oral, feedback intended to improve the proposal. They will then revise the proposal and re-submit as summative work.

Students will also complete seminar presentations, individually or in pairs (depending on student numbers), which will also receive formative feedback.

Indicative reading: A detailed, weekly reading list will be provided at the start of term.

- Arendt, Hannah. 2006. *On Revolution*. London: Penguin Classics.
- Boix, 160Carles. 2015. *160Political Order and Inequality: Their Foundations and their Consequences for Human Welfare*. 160Cambridge: Cambridge University Press.
- Brady, H. and D. Collier. 2010. *Rethinking Social Inquiry: Diverse Tools, Shared Standards* (second, expanded edition). Lanham, MD: Rowman & Littlefield.
- Dix, Robert H. 1983. "The Varieties of Revolution." *Comparative Politics*, 15 (3): 281-294.
- Huntington, Samuel P. 1968. *Political Order in Changing Societies*. New Haven: Yale University Press.
- Moore, Barrington. 1966. *Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World*. Boston, MA: Beacon Press.
- North, D., J. Wallis, and B. Weingast. 2009. *Violence and social orders: A conceptual framework for interpreting recorded human history*. Cambridge: Cambridge University Press.
- Procter, Margeret. *The Academic Proposal*. University College Writing Centre. University of Toronto.
- Skocpol, Theda. 1979. *States and Social Revolutions: A Comparative Analysis of France, Russia and China*. Cambridge: Cambridge University Press.
- Tilly Charles. 1995. *160European Revolutions: 1492-1992*. 160Oxford: Blackwell.
- de Tocqueville, Alexis. 1865. *The Old Regime and the Revolution*.

New York: Harper & Brothers.

- Tucker, Robert C. (Ed.). 1975. *The Lenin Anthology*. New York: W.W. Norton & Company.
- University Library. *Writing a Research Proposal*. University of Illinois at Urbana-Champaign.

Assessment: Presentation (10%) and research proposal (20%) in the MT.

Research project (70%) in the ST.

Further details:

Research paper (6,000 words, 70%) in the ST.

Research proposal (2,000 words, 20%) in MT.

Seminar presentation (10%) in MT.

DV483 Half Unit

Information Communication Technologies and Socio-economic Development

This information is for the 2020/21 session.

Teacher responsible: Dr Shirin Madon CON.8.09

Availability: This course is available on the MSc in Development Management, MSc in Development Studies, MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies, MSc in Management of Information Systems and Digital Innovation, MSc in Media, Communication and Development and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit. Students will be allocated places to courses with priority to ID and joint-degree students. If there are more ID and joint-degree students than the course can accommodate, these spots will be allocated randomly.

Non-ID/Joint Degree students will be allocated to spare places by random selection with the preference given first to those degrees where the regulations permit this option.

Course content: This is an interdisciplinary course about understanding the role played by Information & Communication Technologies (ICTs) towards achieving developmental goals. We begin by reviewing dominant theoretical perspectives on development identifying assumptions held about the role of information, communication and technologies. Using this as our critical frame of reference, we focus on a variety of current topics including global software outsourcing, e-commerce/m-commerce, mobiles for smallholder agriculture, ICT and education, e-governance, health informatics, social media and collective action, ICT and humanitarianism.

Teaching: 15 hours of lectures and 15 hours of seminars in the LT. In addition, there will be a one hour revision session in late LT. There will be a reading week in Week 6.

Formative coursework: Students will be invited to submit an abstract of their summative essay for written comments.

Indicative reading: Avgerou, C. (2010) *Discourses on ICT and Development*, Information Technologies and International Development, 6, 3, pp. 1-18. Brown, A. and Grant, G. (2010) *Highlighting the Duality of the ICT and Development Research Agenda*, Information Technology for Development, 16, 2, pp. 96-111. Leviathan *The Social Contract* *The Spirit of the Laws* *Reflections on the Revolution in France* *Democracy in America* *Constitutional Theory* *On Human Conduct* *The Constitution of Liberty*

Assessment: Essay (100%, 4000 words) in the ST.

DV490 Half Unit

Economic Development Policy I: Applied Policy Analysis for Macroeconomic Development

This information is for the 2020/21 session.

Teacher responsible: Dr Diana Weinhold

Availability: This course is available on the MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in Development Management, MSc in Development Studies, MSc in Environment and Development, MSc in Environmental Economics and Climate Change, MSc in International Development and Humanitarian Emergencies, MSc in Political Economy of Late Development and MSc in Political Science and Political Economy. This course is available with permission as an outside option to students on other programmes where regulations permit. Enrolment will be controlled through the use of a pre-quiz (see DV490 Moodle page for details).

Course content: This course explores the foundations of applied macroeconomic policy analysis by combining a rigorous but intuitive introduction to advanced econometric methods with applications to the theory and empirics of long-run growth in developing countries. Throughout the course, lectures provide analytical but non-technical overviews of broad themes in long-run growth and development policy, including growth theory, institutions and history, economic geography, globalization, inequality, balance of payments and financial crises, debt, environmental policy and international aid. There is a strong emphasis on how the body of knowledge has evolved over time via the synthesis of theoretical advances and rigorous empirical testing.

Seminars in the first half of term will introduce students to the statistical foundations of econometric analysis and build analytical skills to read, interpret, and critique econometric approaches to causal identification commonly used in the academic development literature. We engage directly with quantitative methodology and regression analysis, developing rigorous intuition rather than learning technical formulas, with the focus on teaching students from a broad range of backgrounds to understand and critically consume high-level applied research in a sophisticated manner. The seminars in the second half of term give students an opportunity to repeatedly practice and improve their analytical skills by working through methodologically-focussed problem sets based on top academic journal articles addressing issues from the lectures on macroeconomic development.

While some background in economics and/or statistics is helpful, the course is designed to be engaging and challenging for students from a broad variety of backgrounds, from those with no economics and statistics to those with more advanced skills in either one or both areas. Strong analytical skills (whether quantitative or not) and a sturdy work ethic are the best predictors of success.

Important: For students without strong skills in economics and statistics DV490 constitutes the foundational prerequisite for DV491 and/or DV492 in the Lent term. Students without a (very) strong background in economics and statistics are highly recommended to take both DV490 and either DV491 or DV492 or both, and consider them together as a full 1 or 1.5 unit course. Our experience is that the majority of students benefit most from a minimum of a full academic year of repeated practice and exposure to the techniques covered to develop their intuition and ability, and students who take only the first half unit with thus be at a distinct disadvantage. In addition, while DV490 will build a foundational knowledge, DV491 and DV492 will cover additional empirical approaches more commonly employed in micro-development economics, as well as providing an introduction to statistical programming in STATA, thus rounding out students' exposure to empirical methods more fully.

Students who would like to take DV490, DV491, or DV492 in isolation are invited to take a "Parachuter's Exam" at the beginning of MT to assess their quantitative skills. More information on the Parachuter's Exam can be found on the DV490, DV491 and/or DV492 Moodle page or from the course instructors.

Teaching: 20 hours of lectures and 15 hours of seminars in the MT. 2 hours of lectures in the ST.

There will be two hours of lectures in the ST.

There will be a Reading Week in week 6.

Formative coursework: Weekly online quizzes provide formative feedback on student progress. In addition students are expected to complete weekly unassessed problem sets and come prepared to discuss them in seminars.

Indicative reading: The bulk of the course will be taught using journal articles. A reading list will be handed out by the lecturers at the beginning of their sessions. Useful reference texts include *Mastering 'Metrics: the Path from Cause to Effect*, by Angrist & Pischke, Princeton University Press (2014); and *The Quest for Growth* by W. Easterly, MIT Press (2001)

Assessment: Exam (70%, duration: 2 hours) in the January exam period.

In-class assessment (30%) in the MT.

DV491 Half Unit

Economic Development Policy II: Microeconomic Analysis

This information is for the 2020/21 session.

Teacher responsible: Dr Sandra Sequeira

Availability: This course is available on the MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in Development Management, MSc in Development Studies, MSc in Environment and Development, MSc in Environmental Economics and Climate Change, MSc in International Development and Humanitarian Emergencies, MSc in Political Economy of Late Development and MSc in Political Science and Political Economy. This course is available with permission as an outside option to students on other programmes where regulations permit. Students will be allocated places to courses with priority to ID and joint-degree students. If there are more ID and joint-degree students than the course can accommodate, these spots will be allocated randomly.

Non-ID/Joint Degree students will be allocated to spare places by random selection with the preference given first to those degrees where the regulations permit this option.

Pre-requisites: Economic Development Policy I: Applied Policy Analysis for Macroeconomic Development (DV490) or equivalent background in statistics and economics.

For students without strong skills in economics and statistics DV490 constitutes the foundational prerequisite for DV491 in the Lent term. Students without a (very) strong background in economics and statistics are highly recommended to take both DV490 and DV491 and consider them together as a full 1 course. Our experience is that the majority of students benefit most from a minimum of a full academic year of repeated practice and exposure to the techniques covered to develop their intuition and ability, and students who take only the first half unit with thus be at a distinct disadvantage. In addition, while DV490 will build a foundational knowledge, DV491 will cover additional empirical approaches more commonly employed in micro-development economics, as well as providing an introduction to statistical programming in STATA, thus rounding out students' exposure to empirical methods more fully.

Students who would like to take DV490 or DV491 in isolation are invited to take a "Parachuter's Exam" at the beginning of MT to assess their quantitative skills. More information on the Parachuter's Exam can be found on the DV490 and/or DV491 Moodle page or from the course instructors.

Course content: This course examines the microeconomic foundations of economic policy-making in developing countries. Classes will combine economic theory and rigorous empirical analysis to better understand the impact of economic development policy on development goals. We will focus on specific examples

chosen from development cases worldwide to learn which policies have worked, which ones have not, and how a rigorous analysis of these experiences can inform the design of better economic development policies in the future

The course is structured around three main themes:

(i) Human Development: health policy, education policy and intra-household dynamics

(ii) Institutions and Markets: labour markets, state capacity for public service delivery and private sector development

(iii) Behavioural Economics and Development Policy Design: the importance of psychology in explaining economic behaviour and how it can inform better development policy design

Teaching: 20 hours of lectures, 15 hours of seminars and 9 hours of workshops in the LT.

There will be a weekly Econometrics workshop in the LT.

There will be a Reading Week in week 6.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: Cohen, J. and P. Dupas (2010) "Free Distribution or Cost-sharing? Evidence from a Randomized Malaria Prevention Program", *Quarterly Journal of Economics*. Das, Jishnu, Jeffrey Hammer and Kenneth Leonard (2008) "The Quality of Medical Advice in Low Income Countries", *Journal of Economic Perspectives*. Dupas, Pascaline. (2011). "Do teenagers respond to HIV risk information: Evidence from a Field Experiment in Kenya", *American Economic Journal: Applied Economics*. Duflo, E.; R. Hanna, S. Ryan. (2012). "Monitoring Works: Getting Teachers to Come to School", *American Economic Review*. Muralidharan, K and V. Sundararaman. (2011). "Teacher Performance Pay: Experimental Evidence from India", *Journal of Political Economy*. Duflo, E., and C. Udry. (2004) "Intrahousehold Resource Allocation in Cote d'Ivoire: Social Norms, Separate Accounts and Consumption Choices", *National Bureau of Economic Research Working Paper*. Qian, Nancy (2008) "Missing Women and the Price of Tea in China: The Effect of Sex-Specific Earnings on Sex Imbalance". *Quarterly Journal of Economics*. Olken, Ben. (2007). "Monitoring Corruption: evidence from a Field Experiment in Indonesia", *Journal of Political Economy*. Fisman, Ray (2001) "Estimating the Value of Political Connections", *American Economic Review*. Dupas, Pascaline and Jonathan Robinson. (forthcoming) "Why don't the poor save more? Evidence from Health Savings Experiments", *American Economic Review*. Morduch, Jonathan. "Microinsurance: The Next Revolution?" Chapter 22 in *Understanding Poverty*. Ardagna, S. and Annamaria Lusardi (2008) "Explaining International Differences in Entrepreneurship: The Role of Individual Characteristics and Regulatory Constraints", *NBER Working Paper No. 14012*. Guiso, L., P. Sapienza and L. Zingales, (2004) "The Role of Social Capital in Financial Development" *American Economic Review*. Nunn, N. (2008) "The Long-Term Effects of Africa's Slave Trades", *Quarterly Journal of Economics*. Chong, A., S. Duryea and E la Ferrara (2012), "Soap Operas and Fertility in Brazil", *American Economic Journal: Applied Economics*. Bertrand, Marianne, and Sendhil Mullainathan (2004). "Are Emily and Greg More Employable than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination.", *American Economic Review*. Duflo, Esther, and Petia Topalova. (2004) "Unappreciated Service: Performance, Perceptions, and Women Leaders in India."

Assessment: Exam (70%, duration: 2 hours) in the summer exam period.

In-class assessment (30%) in the LT.

DV492 Half Unit

Economic Development Policy III: Government Policy Analysis

This information is for the 2020/21 session.

Teacher responsible: Dr Joana Naritomi CON.6.12

Availability: This course is available on the MPA in International

Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in Development Management, MSc in Development Studies, MSc in Environment and Development, MSc in Environmental Economics and Climate Change, MSc in International Development and Humanitarian Emergencies, MSc in Political Economy of Late Development and MSc in Political Science and Political Economy. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to MSc and MPA students from throughout the LSE subject to space constraints; specifically we reserve the right to limit enrolment of students from outside the Department of International Development. Entry onto the course might be limited at the discretion of the instructor.

Pre-requisites: 'DV490 Economic Development Policy I: Applied Policy Analysis for Macroeconomic Development' or equivalent.

Course content: This course explores key issues in government policies in developing countries. The course will draw on specific examples chosen from development cases worldwide to learn which policies have worked, which ones have not, and how a rigorous analysis of these experiences can inform the design of better economic development policies in the future. It begins introducing concepts from public economics to discuss the scope and impacts of government interventions. In particular, the course will cover issues related to market failures, redistribution, public goods and externalities. The course will also discuss theoretical and empirical work on the economic consequences of government interventions, with particular focus economic incidence, efficiency trade-offs and unintended consequences of policies. In the second part, it focuses on challenges in raising government revenue and delivering public service in the developing world context, where limited state and fiscal capacity impose important constraints in policymaking. Beyond these topics, the course will provide background on relevant analytical tools in quantitative research, and develop skills to interpret empirical evidence in development economics. Coursework will include a combination of class discussions, problem sets, presentations and computer-lab based sessions for students to explore programming and statistical skills. Students are strongly encouraged to take DV491, as a highly complementary course that will also apply the empirical methods taught in DV490 to topics in Human Development, Institutions and Markets, Social Networks, Economic History and Cultural Economics, and Behavioural Economics and Development Policy Design.

Teaching: 20 hours of lectures and 15 hours of seminars in the LT. There will be a two hour revision session in late LT or early ST.

Formative coursework: Students will be expected to produce 1 problem sets and 1 exercise in the LT.

Indicative reading: 1. Bandiera, O., Prat, A. and Valletti, T. 2009. "Active and Passive Waste in Government Spending: Evidence from a Policy Experiment." *American Economic Review*, 99(4): 1278-1308.

2. Besley, T. and Ghatak. 2004. "Public Goods and Economic Development". in *Policies for Poverty Alleviation* (ed.) Abhijit Banerjee, Roland Benabou, and Dilip Mookherjee.

3. Cohen, J., Dupas, P. and Schaner, S. 2015. "Price Subsidies, Diagnostic Tests, and Targeting of Malaria Treatment: Evidence from a Randomized Controlled Trial" *American Economic Review*, 105(2): 609-645.

4. Duflo, E., Hanna, R. and Ryan, S. 2012. "Incentives Work: Getting Teachers to Come to School." *American Economic Review*, vol. 102(4), pp. 1241-78.

5. Chetty, R. and Looney, A. (2005) "Income Risk and the Benefits of Social Insurance: Evidence from Indonesia and the United States" in Ito, T. and Rose, A. K., *Fiscal Policy and Management in East Asia*, NBER-EASE, Volume 16, University of Chicago Press.

6. Gordon, R. and Li, W. 2009. "Tax structures in developing countries: Many puzzles and a possible explanation," *Journal of Public Economics*, 93(7), pp.855-866.

7. Gruber, J. 1994. "The Incidence of Mandated Maternity Benefits," *American Economic Review*, 84(3), 622-641.

8. Miguel, Edward, and Michael Kremer. 2004. "Worms: identifying impacts on education and health in the presence of treatment externalities." *Econometrica* 72.1: 159-217.

9. Pomeranz, Dina. 2015. "No Taxation without Information: Deterrence and Self-Enforcement in the Value Added Tax." *American Economic Review*, 105(8): 2539-69.

10. Singhal, M. and Luttmer, Erzo F.P. 2011. "Culture, Context, and the Taste for Redistribution" *American Economic Journal: Economic Policy*, 3(1):157-79. *Yale Journal of Regulation* *Modern Law Review* *European Business Law Review*

Assessment: Exam (70%, duration: 2 hours) in the summer exam period.

Coursework (30%) in the LT.

The course assessment will be based on a final exam (70%) and problem sets and study aids (30%).

EC400

Introductory Course in Mathematics and Statistics

This information is for the 2020/21 session.

Teacher responsible: Dr Francesco Nava 32L.3.20, Dr Marcia Schafgans 32L.4.12 and Dr Shengxing Zhang 32L.1.16

Availability: This course is compulsory on the MRes/PhD in Accounting (EoA) (Economics of Accounting Track), MRes/PhD in Economics, MRes/PhD in Finance, MRes/PhD in Quantitative Economic History, MSc in Economics, MSc in Economics (2 Year Programme), MSc in Economics and Management, MSc in Economics and Philosophy, MSc in Finance and Economics, MSc in Finance and Economics (Work Placement Pathway) and MSc in Quantitative Economic History. This course is available on the MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MPhil/PhD in Economic Geography, MPhil/PhD in Environmental Economics, MRes/PhD in International Development, MSc in Political Science and Political Economy and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

Students on the MRes/PhD in Economics may be exempted from EC400 at the Department's discretion.

Master of Public Administration students may only apply to take EC400 at the beginning of their second year.

Outside applications for EC400 must be made to the Department of Economics by the end of June. This applies to offer holders/students who do not have any EC4XX courses listed in their programme regulations for which EC400 is a pre-requisite.

Please contact econ.msc@lse.ac.uk for more information.

Students not on the compulsory programmes listed above who wish to continue studying Economics MSc-level courses must achieve an overall grade of 50% in EC400 with no one subject exam less than 40%. Non-MRes students wishing to study MRes-level courses must achieve an overall grade of 70% with no one subject exam less than 60%.

Pre-requisites: EC400 is an introduction to MSc level concepts in mathematics and statistics, and an undergraduate level understanding is assumed. EC400 is not intended as an introduction for students with little or no economics/mathematics background.

Course content: The aim of this introductory course is to provide students with the essential mathematical, statistical, economic and econometric background for the core Economics courses of these programmes. The course starts with Mathematics Revision sessions and progresses to sections covering Static Optimization & Fixed Points, Dynamic Optimization & Differential Equations, and Probability & Statistical Inference. All MSc Finance and Economics students are required to take mathematics for macroeconomics.

MSc Economics and Management students attend lectures on literacy in accounting instead of the mathematics for macroeconomics component.

Teaching: Approximately: 27.5 hours of lectures (delivered online through a mix of interactive live sessions and pre-recorded content) and 27.5 hours of online interactive live classes.

Formative coursework: Students will be required to complete daily sets of self-testing exercises during the course.

Indicative reading: Students will be advised of recommended readings and preparation materials in the summer.

Assessment: Students will be required to complete a set of self-testing exercises during the course. At the end of the course, students on MSc Management and Economics are examined on: Static Optimization & Fixed Points; Probability & Statistical Inference; but not on Dynamic Optimization & Differential Equations. All other students are examined on: Static Optimization & Fixed Points; Dynamic Optimization & Differential Equations; and Probability & Statistical Inference.

EC402

Econometrics

This information is for the 2020/21 session.

Teacher responsible: Dr Vassilis Hajivassiliou 32L.4.23 and Dr Rachael Meager 32L.3.13

Availability: This course is compulsory on the MRes/PhD in Accounting (EoA) (Economics of Accounting Track), MSc in Economics and MSc in Economics (2 Year Programme). This course is available on the MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MPhil/PhD in Environmental Economics, MSc in Economics and Philosophy and MSc in Quantitative Economic History. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students must have completed Introductory Course in Mathematics and Statistics (EC400).

Students should also have completed an undergraduate degree or equivalent in Economics and an introductory course in Econometrics.

In very exceptional circumstances, students may take this course without EC400 provided they meet the necessary requirements and have received approval from the course conveners (via an online* face to face meeting), the MSc Economics Programme Director and their own Programme Director. Contact the Department of Economics for more information (econ.msc@lse.ac.uk).

Course content: The course aims to present and illustrate the techniques of empirical investigation in economics.

- Regression models with fixed regressors (simple and multiple). Least squares and other estimation methods. Goodness of fit and hypothesis testing.
- Regression models with stochastic regressors.
- Asymptotic theory and its application to the regression model. Sampling error vectors. Large sample approximations.
- The partitioned regression model, multicollinearity, misspecification, omitted and added variables, measurement errors.
- Heteroskedasticity, autocorrelation, and generalized least squares.
- Exogeneity, endogeneity, and instrumental variables.
- Nonlinear regression modelling and Limited Dependent Variables models.
- An introduction to Non-classical econometric inference.
- Autoregressive and moving average representations of time series. Stationarity and invertibility.
- Vector auto-regressions.
- Unit roots and co-integration.
- Estimating causal effects in panel data: differences in difference estimator, matching methods, and regression discontinuity.

- Panel data and static models: fixed and random effect estimators, specification tests, measurement errors.
- Panel data and dynamic models: generalized method of moments.
- Binary choice models with heterogeneity.

Teaching: 30 hours of lectures and 10 hours of classes in the MT. 30 hours of lectures and 10 hours of classes in the LT.

This year at least for Michaelmas Term, some or all of this teaching may have to be delivered through a combination of virtual webinars, online videos, and virtual classes.

Formative coursework: Two marked assignments per term.

Exercises are provided each week and are discussed in classes. In order to have any chance of completing the course successfully, these exercises must be attempted. Special test exercises will be set at three points during the year. These will be carefully marked and the results made available.

Indicative reading: W H Greene, *Econometric Analysis* (6th edn), James D. Hamilton, *Time Series Analysis* (1994), J Wooldridge, *Econometric Analysis of Cross Section and Panel Data* (2002), J Angrist and J Pischke, *Mostly Harmless Econometrics* (2009)

Assessment: Exam (50%, duration: 2 hours, reading time: 10 minutes) in the January exam period.

Exam (50%, duration: 2 hours, reading time: 10 minutes) in the summer exam period.

EC411

Microeconomics

This information is for the 2020/21 session.

Teacher responsible: Dr Francesco Nava 32L. 3.20 and Prof Martin Pesendorfer 32L. 4.19

Availability: This course is compulsory on the MPhil/PhD in Environmental Economics and MRes/PhD in Accounting (EoA) (Economics of Accounting Track). This course is available on the MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MPhil/PhD in Economic Geography, MRes/PhD in Management (Marketing), MRes/PhD in Quantitative Economic History, MSc in Economics, MSc in Economics (2 Year Programme), MSc in Economics and Philosophy, MSc in Environmental Economics and Climate Change, MSc in Finance and Economics, MSc in Finance and Economics (Work Placement Pathway) and MSc in Quantitative Economic History. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students must have completed Introductory Course in Mathematics and Statistics (EC400).

In exceptional circumstances, students may enrol in the course without EC400 provided they meet the necessary requirements and have received approval from the course conveners (at a face-to-face meeting), the MSc Economics Programme Director and their own Programme Director. Contact the Department of Economics for more information (econ.msc@lse.ac.uk) regarding entry to this course.

Course content: The aim of the course is to develop the basic tools for analysing problems of resource allocation used by economists working in research, government and business. The course deals with positive and normative problems. It aims to include modern developments without being overly mathematical, and to develop a capacity to apply economic concepts to real-world problems. The first part of the course focuses on classical theories of market behaviour and strategic interaction. We begin by presenting foundations to utility maximization, by analysing the optimisation problems of price-taking consumers and firms, and by modelling market interactions and the formation of prices in perfectly competitive markets. Then we study models of decision making under uncertainty and game theoretic solution concepts. Novel developments in these fields are also discussed in lectures. The second part of the course focuses on models

of imperfect competition and information economics. We begin with an analysis of models of monopoly, oligopoly, product differentiation, and public goods. Then, we study markets with imperfect and incomplete information including search, adverse selection, auctions, signalling, screening, and moral hazard. Special emphasis will be given to economic applications.

Teaching: 20 hours of lectures and 10 hours of seminars in the MT. 20 hours of lectures and 10 hours of seminars in the LT. This year at least for Michaelmas Term, some or all of this teaching may have to be delivered through a combination of virtual webinars, online videos, and virtual classes.

Formative coursework: Two marked assignments per term.

Indicative reading: The course will draw on a variety of texts, the main ones being:

- 1 J G Riley, *Essential Microeconomics*, Cambridge;
- 2 J R Green, A Mas-Colell & M D Whinston, *Microeconomic Theory*, Oxford.

More detailed readings will be given at the beginning of the course. Some notes will be provided where textbook coverage is inadequate.

Intellectual Property Law

The Requirement for an Invention in Patent Law

Intellectual Property

The Economic Structure of Intellectual Property Law

Justifying Intellectual Property Law

Innovation and its Discontents

Assessment: Exam (50%, duration: 2 hours, reading time: 10 minutes) in the January exam period.

Exam (50%, duration: 2 hours, reading time: 10 minutes) in the summer exam period.

EC413

Macroeconomics

This information is for the 2020/21 session.

Teacher responsible: Prof Wouter Den Haan 32L.1.08A and Prof Alwyn Young 32L. 2.20

Availability: This course is compulsory on the MSc in Economics and MSc in Economics (2 Year Programme). This course is available on the MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MRes/PhD in Quantitative Economic History, MSc in Economics and Philosophy, MSc in Finance and Economics, MSc in Finance and Economics (Work Placement Pathway) and MSc in Quantitative Economic History. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students must have completed Introductory Course in Mathematics and Statistics (EC400).

In exceptional circumstances, students may take this course without EC400 provided they meet the necessary requirements and have received approval from the course conveners, the MSc Economics Programme Director and their own Programme Director. Contact the Department of Economics for more information (econ.msc@lse.ac.uk) regarding entry to this course.

Course content: The aim of the course is to give a wide-ranging overview of modern macroeconomics.

Economic growth (Michaelmas)

The Michaelmas term of EC413 is an introduction to the techniques needed to critically read and evaluate academic research in economic growth. Topics are facts about growth, the Solow growth model (theory and empirics), the Neoclassical Growth model (growth with dynamic optimization), and endogenous technical change.

Business Cycles (Lent)

During the Lent part of EC413 you will learn the main characteristics of business cycle fluctuations with a special emphasis on what happens during severe economic crises. We will consider a range of different macroeconomic models to study

business cycles. The course covers the Real Business Cycle model, the New-Keynesian model, models with frictions in labour and financial markets, agent-based models, the role of money, self-fulfilling beliefs, the role of monetary and fiscal policy (and in particular non-conventional monetary policy), and (un)sustainable sovereign debt. These models and policy studies will highlight important economic mechanisms that are relevant to analyse a range of past and current economic phenomena.

Teaching: 20 hours of lectures and 10 hours of seminars in the MT. 20 hours of lectures and 10 hours of seminars in the LT.

This year at least for Michaelmas Term, some or all of this teaching may have to be delivered through a combination of virtual webinars, online videos, and virtual classes.

Formative coursework: Two marked assignments per term.

Exercises are discussed in each class.

Indicative reading: Primary reading will be journal articles and a few chapters from Daron Acemoglu, *Introduction to Modern Economic Growth*. A full list will be available at the start of each term.

European Union Law

The Evolution of EU Law

The Past and Future of EU Law

Philosophical Foundations of EU Law

The Eurozone crisis: A Constitutional Analysis

Assessment: Exam (50%, duration: 2 hours, reading time: 15 minutes) in the January exam period.

Exam (50%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

EC417

Advanced Macroeconomics

This information is for the 2020/21 session.

Teacher responsible: Prof Benjamin Moll 32L.1.19

Dr Maarten De Ridder 32L.1.24

Availability: This course is compulsory on the MSc in Econometrics and Mathematical Economics. This course is not available as an outside option.

Pre-requisites: Students must have completed Introductory Course for MSc EME (EC451).

Course content:

Course objectives and main course elements:

1. The course will teach you the concepts used in empirical and theoretical macroeconomics.
2. The course will teach you the main empirical business cycle characteristics of developed economies and the main empirical findings regarding the growth of developed and less developed nations.
3. This course teaches you the main techniques used to analyse modern macroeconomics models. In particular, the course will focus on techniques such as dynamic programming, value function iteration, and the linearization of first-order conditions.
4. This course teaches you (prototype versions of) macroeconomic models used to analyse key questions related to business cycles and economic growth. Examples are New Keynesian models, Real Business Cycle models, Overlapping Generations models, the Solow growth model, and first-generation endogenous growth models.
5. The course will also discuss some more advanced models that have recently been developed to explain recent economic events, including models with heterogeneous agents, financial frictions and labour market frictions.

Teaching: 20 hours of lectures and 10 hours of seminars in the MT. 20 hours of lectures and 10 hours of seminars in the LT.

Some of the problem sets will consist of computer and data assignments and students will be taught some basic programming and data analysis skills.

This year, at least for MT, some of this teaching may have to be delivered through a combination of virtual webinars, online videos,

and virtual classes.

Formative coursework: Students are assigned problem sets. These problem sets focus on key elements of the lectures, but they will also promote creativity and critical thinking by going beyond the material explicitly discussed in the lectures. There will also be computer assignments. The problem sets will be discussed by the class teachers.

Indicative reading:

- Acemoglu, Daron, 2009, Introduction to Modern Economic Growth.
- Ljungqvist, Lars and Thomas J. Sargent, 2012, Recursive Macroeconomic Theory.
- Stokey, Nancy L. and Robert E. Lucas Jr., 1989, Recursive Methods in Economic Dynamics.

Assessment: Exam (50%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

Exam (50%, duration: 2 hours) in the January exam period.

EC421 Not available in 2020/21 International Economics

This information is for the 2020/21 session.

Teacher responsible: Dr Swati Dhingra, Mr Justas Dainauskas and Dr John Morrow

Availability: This course is available on the MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Econometrics and Mathematical Economics, MSc in Economics and MSc in Economics (2 Year Programme). This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students must have completed Introductory Course in Mathematics and Statistics (EC400).

In exceptional circumstances, students may take this course without EC400 provided they meet the necessary requirements and have received approval from the course conveners (via a face to face meeting), the MSc Economics Programme Director and their own Programme Director. Contact the Department of Economics for more information (econ.msc@lse.ac.uk) regarding entry to this course.

Course content: A graduate course in international economics consisting of i) the fundamentals of trade theory and its application to policy and ii) international macroeconomics.

Trade: Comparative advantage and the gains from trade. Theories of comparative advantage. Factor endowments, the international location of production, and patterns of international trade.

Empirical tests of trade models. Trade and the labour market. Intra-industry trade. Firm heterogeneity and selection into trade. Foreign direct investment. General equilibrium trade policy.

International macroeconomics: Intertemporal trade and the current account balance. Dynamics of small open economies. The real exchange rate and the terms of trade. Uncertainty and international financial markets. Monetary model of exchange rate determination: flexible and sticky prices. Introduction to currency crises models.

Teaching: 20 hours of lectures and 10 hours of seminars in the MT. 20 hours of lectures and 10 hours of seminars in the LT.

Formative coursework: Two marked assignments per term.

Indicative reading: A full reading list will be distributed at the beginning of the course. Some important items are: R Feenstra, Advanced International Trade: Theory and Evidence, Princeton, 2004; A Dixit & V Norman, Theory of International Trade, Cambridge, 1980; E Helpman & P Krugman, Market Structure and Foreign Trade, MIT, 1985; M Obstfeld & K Rogoff, Foundations of International Macroeconomics, MIT Press, 1996.

Assessment: Exam (50%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

Essay (50%, 6000 words) in the ST.

EC423 Labour Economics

This information is for the 2020/21 session.

Teacher responsible: Dr Guy Michaels 32L.2.10

Dr Rui Costa 32L.2.01

Availability: This course is available on the MSc in Econometrics and Mathematical Economics, MSc in Economics and MSc in Economics (2 Year Programme). This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students must have completed Introductory Course in Mathematics and Statistics (EC400).

In exceptional circumstances, students may take this course without EC400 provided they meet the necessary requirements and have received approval from the course conveners (via a face to face meeting), the MSc Economics Programme Director and their own Programme Director. Contact the Department of Economics for more information (econ.msc@lse.ac.uk) regarding entry to this course.

Course content: An advanced course in labour economics issues, including theory, evidence and policy. The aim of the course is to familiarise students with main theoretical and empirical issues in current labour economics, and to provide them with the tools for developing independent research interests. The course has a strong applied focus. For each major topic covered we will discuss theoretical implications, provide insights into the research methodology, discuss the advantages and limitations of existing empirical work, and where possible draw policy conclusions. The course will include hands-on experience in applying econometric tools, working with data, and thinking critically about results and their interpretation. Topics include: labour supply and welfare systems, human capital, immigration, inequality and technological change, unemployment and alternative work arrangements, gender and racial gaps, minimum wages, intergenerational mobility, labour market impacts of international trade and globalization and economics of crime.

Teaching: 20 hours of lectures and 10 hours of seminars in the MT. 20 hours of lectures and 10 hours of seminars in the LT.

This year, at least for MT, some of this teaching may have to be delivered through a combination of virtual webinars, online videos, and virtual classes.

Formative coursework: At Least two marked assignments per term.

Indicative reading: Most of the reading is from journal articles. A detailed reading list is available on Moodle.

Assessment: Exam (50%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

Essay (50%, 6000 words) in the ST.

EC424 Monetary Economics and Aggregate Fluctuations

This information is for the 2020/21 session.

Teacher responsible: Dr Kevin Sheedy 32L.1.09

Dr Saleem Bahaj 32L.4.14

Availability: This course is available on the MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Econometrics and Mathematical Economics, MSc in Economics and MSc in Economics (2 Year Programme). This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students must have completed Introductory Course in Mathematics and Statistics (EC400).

In exceptional circumstances, students may take this course without EC400 provided they meet the necessary requirements and have received approval from the course conveners (via a face to face meeting), the MSc Economics Programme Director

and their own Programme Director. Contact the Department of Economics for more information (econ.msc@lse.ac.uk) regarding entry to this course.

Course content: The course aims to develop the student's ability to undertake research in macroeconomics by studying a number of current issues both theoretical and applied.

In the MT, we begin by studying money's role as a medium of exchange and the determination of the price level using money-in-the-utility-function and cash-in-advance models. We then look more carefully at the reasons for holding money by applying search theory. We also study money's role as a unit of account and the consequences of nominal rigidities such as sticky prices. We analyse the costs of inflation and optimal monetary policy, and we also look at unconventional monetary policies when a central bank is constrained by the interest-rate lower bound. Finally, we study firms' price-setting behaviour in more detail and its implications for the size of the real effects of monetary policy.

In LT, we discuss empirical tools monetary economists use to assess the impact of policy on the economy. We also consider the different policies available to a central bank to control inflation, to prevent financial crises and to communicate with the public.

Teaching: 20 hours of lectures and 10 hours of seminars in the MT. 20 hours of lectures and 10 hours of seminars in the LT. This year at least for MT, some or all of this teaching may have to be delivered through a combination of virtual webinars, online videos, and virtual classes.

Formative coursework: Two marked assignments per term.

Indicative reading: A reading list will be handed out by the lecturers at the beginning of their sessions.

Assessment: Exam (50%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.
Essay (50%, 6000 words) in the ST.

EC426

Public Economics

This information is for the 2020/21 session.

Teacher responsible: Prof Frank Cowell 32L.2.25A, Dr Johannes Spinnewijn 32L.3.24 and Dr Xavier Jaravel 32L.3.14

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MPhil/PhD in Environmental Economics, MSc in Econometrics and Mathematical Economics, MSc in Economics, MSc in Economics (2 Year Programme), MSc in Environmental Economics and Climate Change, MSc in International Health Policy (Health Economics) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students must have completed Introductory Course in Mathematics and Statistics (EC400).

In exceptional circumstances, students may take this course without EC400 provided they meet the necessary requirements and have received approval from the course conveners (via a face to face meeting), the MSc Economics Programme Director and their own Programme Director. Contact the Department of Economics for more information (econ.msc@lse.ac.uk) regarding entry to this course.

Course content: A graduate course in the principles of public economics and topics in public economics. Principles of public economics cover: Welfare analysis; concepts of fairness, equity and efficiency; social welfare. Policy design: social insurance, income taxation. Taxation; household and firm behaviour. Public goods and externalities. Behavioural public economics; implications for welfare analysis and policy. Topics in public economics may include: Behavioural responses to taxation. Empirical strategies in public economics. Poverty, inequality and optimal low-income support. Compliance problems. Inheritance

and wealth taxation.

Teaching: 20 hours of lectures and 10 hours of seminars in the MT. 20 hours of lectures and 10 hours of seminars in the LT. This year at least for Michaelmas Term, some or all of this teaching may have to be delivered through a combination of virtual webinars, online videos, and virtual classes.

Formative coursework: Two marked assignments per term.

Indicative reading: Most of the readings will be in the form of journal articles, but some use will also be made of the following texts: A Auerbach & M S Feldstein (Eds), *Handbook of Public Economics*, Vols I-III, North-Holland; A B Atkinson & J E Stiglitz, *Lectures on Public Economics*, McGraw-Hill, 1980; G Myles, *Public Economics*, Cambridge University Press, 1995.

Assessment: Exam (50%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.
Essay (50%, 6000 words) in the ST.

EC427

The Economics of Industry

This information is for the 2020/21 session.

Teacher responsible: Prof John Sutton 32L. 4.32, Dr Pasquale Schiraldi 32L. 4.22 and Prof Martin Pesendorfer 32L.4.19

Availability: This course is available on the MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Econometrics and Mathematical Economics, MSc in Economics and MSc in Economics (2 Year Programme). This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students must have completed Introductory Course in Mathematics and Statistics (EC400).

In exceptional circumstances, students may take this course without EC400 provided they meet the necessary requirements and have received approval from the course conveners (via a face to face meeting), the MSc Economics Programme Director and their own Programme Director. Contact the Department of Economics for more information (econ.msc@lse.ac.uk) regarding entry to this course.

Course content: A graduate course in Industrial Organization, which aims to provide students with a working knowledge of current theoretical and empirical methods for industry studies. Applications of these methods are considered in industry case studies.

Topics include: Pre-requisites in Game Theory, An introduction to current developments in Oligopoly Theory. A formal analysis of conduct in concentrated industries (cartel stability, limit pricing, predatory pricing, etc), Demand estimation in homogenous and differentiated product industries, Production function estimation, Empirical techniques for oligopoly models and auction markets, Identification of conduct, Economies of Scale, R&D, Advertising, Vertical restraints. The topics will be discussed with detailed applications for selected industries and considering competition policy questions.

Teaching: 20 hours of lectures and 10 hours of seminars in the MT. 20 hours of lectures and 10 hours of seminars in the LT. This year at least for Michaelmas Term, some or all of this teaching may have to be delivered through a combination of virtual webinars, online videos, and virtual classes.

Formative coursework: Two marked assignments per term.

Indicative reading: Two books which provide a basic framework are J Tirole, *Theory of Industrial Organization*, MIT Press, 1989 and J Sutton, *Technology and Market Structure*, MIT Press, 1998. A full reading list will be supplied at the beginning of the course.

Assessment: Exam (50%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.
Essay (50%, 6000 words) in the ST.

EC428

Development and Growth

This information is for the 2020/21 session.

Teacher responsible: Prof Maitreesh Ghatak 32L.3.08A and Dr Gharad Bryan 32L.3.10

Availability: This course is available on the MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Development Studies, MSc in Econometrics and Mathematical Economics, MSc in Economics, MSc in Economics (2 Year Programme) and MSc in Environmental Economics and Climate Change. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students must have completed Introductory Course in Mathematics and Statistics (EC400).

Students should have completed courses in intermediate level microeconomics, macroeconomics and econometrics.

Course content: This course will cover a number of topics at forefront of development economics, combining theoretical and empirical analysis with a clear focus on policy implications. These include economic growth, poverty traps, inequality and occupational choice, credit markets, microfinance, property rights, land markets current methodological debates; the allocation of capital and labour across firms, space and sectors; structural change during the development process; finance; psychology and development; governance and accountability; conflict and civil war; motivation of civil servants; taxation and development; firms and markets; trade; infrastructure; energy and the environment; and climate change.

Development economics is, arguably, the fastest growing and most vibrant field within economics. The course will enable the students to apply their econometric and theoretical skills to what are some of the world's most pressing problems. The experience of applying their economic knowledge to these topics will generate analytical skills that can be used in wide variety of applied settings.

Teaching: 20 hours of lectures and 10 hours of seminars in the MT. 20 hours of lectures and 10 hours of seminars in the LT. This year at least for Michaelmas Term, some or all of this teaching may have to be delivered through a combination of virtual webinars, online videos, and virtual classes.

Formative coursework: Two marked assignments per term.

Indicative reading: Most of the reading is from journal articles which appear on reading lists distributed at the start of each part of the course.

However, the following references may serve as an introduction to material included in the syllabus.

D Ray, Development Economics, Princeton UP, 1998, Abhijit Banerjee and Esther Duflo's Poor Economics, New York: Public Affairs, 2011, and the symposium on The Agenda for Development Economics - Journal of Economic Perspectives Volume 24, Number 3, Summer 2010: Articles by Deaton, Acemoglu, Ray, Rodrik, and Rosenzweig.

Assessment: Exam (50%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

Essay (50%, 6000 words) in the ST.

theory and calculus is required.

Course content: The aim of the course is to:

- introduce the basic analytical tools that are necessary to conduct theoretical research in many fields in economics.
- give the students a full understanding of the classic Microeconomic Theory and of the modern developments of Microeconomic Theory
- enable students to address a microeconomic problem by structuring it as a mathematical model and enhance the understanding of economic issues through the use of mathematical tools.

Topics include: Consumer theory, producer theory, general equilibrium, welfare, choice under uncertainty, game theory, economics of information, agency theory, contracts, topics in mechanism design.

Teaching: 30 hours of lectures and 15 hours of classes in the MT. 30 hours of lectures and 15 hours of classes in the LT.

This year, at least for Michaelmas term, some or all of the lectures and classes may have to be delivered through a combination of virtual webinars, online videos and virtual classes. Attendance at lectures and classes is compulsory.

Formative coursework: Compulsory exercises are set for each class.

Indicative reading: The main text is Mas-Collel, Whinston & Green, Microeconomic Theory, OUP.

Other sources include:

D Fudenberg & J Tirole, Game Theory, MIT Press; D M Kreps, A Course in Microeconomic Theory, Harvester Wheatsheaf; H R Varian, Microeconomic Analysis (3rd edn), Norton; M J Osborne & A Rubinstein, A Course in Game Theory, MIT Press; G A Jehle & P J Reny, Advanced Microeconomic Theory, Longman.

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

EC442

Macroeconomics for MRes students

This information is for the 2020/21 session.

Teacher responsible: Prof Per Krusell TBA, Prof Benjamin Moll 32L.1.19, Dr Ethan Ilzetzki 32L.1.11 and Prof Ricardo Reis 32L.1.27

Availability: This course is compulsory on the MRes/PhD in Economics and MRes/PhD in Finance. This course is not available as an outside option.

Course content: The course will cover topics in advanced macroeconomics with emphasis on fundamentals and applications to recent theoretical advances:

- Economic growth: Neoclassical Growth Model, Optimizing Behaviour in dynamic models under certainty, Endogenous Technological Change, Imitation and Convergence, Growth and Development Accounting, Appropriate Technology.
- Search and Matching: The Matching Model, Efficiency Wages, Growth and Unemployment.
- Dynamic Stochastic General Equilibrium Models : Real Business Cycles, applications to models of heterogeneous agents and open economy. Fiscal policy analysis.
- Monetary Economics: models with credit frictions, sticky prices, search.

Teaching: 30 hours of lectures and 15 hours of classes in the MT. 30 hours of lectures and 15 hours of classes in the LT.

This year, at least for Michaelmas term, some or all of the lectures and classes may have to be delivered through a combination of virtual webinars, online videos and virtual classes. Attendance at lectures and classes is compulsory.

Formative coursework: Compulsory exercises are set for each class.

Indicative reading:

A good general textbook that is mostly below the level of the course is:

D Romer, Advanced Macroeconomics, McGraw-Hill Advanced

EC441

Microeconomics for MRes students

This information is for the 2020/21 session.

Teacher responsible: Prof Michele Piccione 32L.4.07 and Prof Balazs Szentes 32L.4.05

Availability: This course is compulsory on the MRes/PhD in Economics and MRes/PhD in Finance. This course is not available as an outside option.

Pre-requisites: A good undergraduate knowledge of economic

Series in Economics, New York, 1996.

For the growth part the main references are the textbooks by:

D. Acemoglu, Introduction to Modern Economic Growth, Princeton University Press, 2009; R J Barro & X Sala-i-Martin, Economic Growth, McGraw-Hill, 1997.

Other useful texts include:

L Ljungqvist & T Sargent, Recursive Macroeconomic Theory, MIT Press, 2000; N Stokey & R E Lucas, Recursive Methods in Economic Dynamics, Harvard University Press, 1989.

More economic applications, with some required readings can be found in:

M Obstfeld & K Rogoff, Foundations of International Macroeconomics, MIT Press, 2000; P Aghion & P Howitt, Endogenous Growth Theory, MIT Press 1998; C A Pissarides, Equilibrium Unemployment Theory, MIT Press 2000. References for recent theoretical advances published in the journals will be given during the course.

Assessment: Exam (75%, duration: 3 hours, reading time: 15 minutes) in the summer exam period.

Problem sets (25%) in the MT and LT.

EC443

Econometrics for MRes students

This information is for the 2020/21 session.

Teacher responsible: Dr Tatiana Komarova 32L.4.24, Dr Vassilis Hajivassiliou 32L.4.23 and Dr Yike Wang 32L.4.26

Availability: This course is compulsory on the MRes/PhD in Finance. This course is available on the MRes/PhD in Economics and MRes/PhD in Management (Marketing). This course is not available as an outside option.

Pre-requisites: Students should have completed an undergraduate level course in econometrics and statistical theory. Linear algebra and multivariate calculus will be used frequently.

Course content:

- First part [Inference, Classical- and Generalized Linear Regression] begins with methods of estimation and optimality, followed by an introduction to asymptotic theory. It proceeds with statistical inference and the trinity of classical testing (Wald, Likelihood Ratio, and Lagrange Multiplier). It then discusses the classical linear regression model and commences the discussion of violation of the classical assumptions by discussing the Generalized Linear Regression Model (heteroskedasticity and autocorrelation).
- Second part [Generalized Regression Methods] provides a further discussion of violations of the classical assumptions including measurement error, omitted variables, simultaneity, missing data; non-linear regression models and instrumental variables. It proceeds to the Generalized Method of Moments and efficient estimation methods under conditional moment restrictions. It also covers the topics of quantile regression and bootstrapping.
- Third part [Time-series, Panel-data, and Microeconomic Methods] begins with a discussion of Time-Series topics, including single equation theory for non-stationary variables; serially correlated errors with lagged dependent variables; unit roots; simultaneous equations for non-stationary variables; co-integration; and ARCH and GARCH models. It proceeds to Panel data methods such as fixed and random effects estimators and their extensions for applying to dynamic linear and non-linear panel data models. The next major topic presents models with Limited Dependent Variables.
- Final part [Specialized Econometric Methods] discusses simulation-based inference, nonlinear panel data, and duration models. Finally, it covers the topics of program evaluation, nonparametrics, kernel estimation, and differences in differences.

Teaching: 30 hours of lectures and 15 hours of classes in the MT. 30 hours of lectures and 15 hours of classes in the LT.

This year, at least for Michaelmas term, some or all of the lectures and classes may have to be delivered through a combination of

virtual webinars, online videos and virtual classes. Attendance at lectures and classes is compulsory.

Formative coursework: Compulsory exercises are set for each class.

Indicative reading: Lecture notes will be made available through the departmental website and in course-packs for each part of the course. Please note there is no set book for this course.

Recommended books are: W H Greene, Econometric Analysis, 6th edn, Pearson Education; R Davidson & J MacKinnon, Estimation and Inference in Econometrics, Oxford University Press, 1993; P. Ruud, An Introduction to Classical Econometric Theory, Oxford University Press, 2000; T Amemiya, Advanced Econometrics, Harvard University Press, 1985; J Johnston, Econometric Methods, 3rd edn, McGraw Hill; G Judge et al, A Course in Econometrics, Wiley, 1988; G Maddala, Econometrics, McGraw Hill, 1977.

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

EC451

Introductory Course for MSc EME

This information is for the 2020/21 session.

Teacher responsible: Prof Francisco Hidalgo 32L.4.20

Prof Taisuke Otsu 32L.4.25

Prof Michele Piccione 32L.4.07

Prof John Moore 32L.4.14

Availability: This course is compulsory on the MSc in Econometrics and Mathematical Economics. This course is not available as an outside option.

The course is split into three parts: Microeconomics, Macroeconomics and Econometrics.

Non-EME students wishing to take EC487 Advanced Microeconomics as part of their programme must attend Week 1 of the EC451 course, Microeconomics, and sit the EC451 Microeconomics examination.

Non-EME students wishing to take EC484 Econometric Analysis as part of their programme must attend Week 3 of the EC451 course, Econometrics, and sit the EC451 Econometrics examination. Non-EME students are not permitted to attend Week 2 of the EC451 course, Macroeconomics.

Course content:

Microeconomics (Week 1):

This introduction to microeconomic theory introduces the economic concepts of choice, preference and utility, including discussion of the revealed-preference approach to hedonics. It describes the consumer's problem and explores conditions under which consumer preferences, as well as policy preferences, can sensibly be aggregated. The course will also cover the mathematics of correspondences and fixed-point theorems.

Macroeconomics (Week 2):

The prequel of the advanced macroeconomics core course focuses on topics in modern macroeconomic theory, starting with basic national income accounting and the real-business cycle model. Then sticky prices. Followed by matching frictions in the labour market. Finally credit market imperfections.

Econometrics (Week 3):

Day 1-4 (Prof Otsu): This part introduces basic concepts and theory for mathematical statistics and probability. This part mostly focuses on linear regression model and covers the topics, such as (i) Conditional expectation and projection, (ii) Algebra of least squares, (iii) Finite sample theory, (iv) Maximum likelihood (v) Introduction to asymptotic theory, and (vi) Hypothesis testing. Also, some background mathematical results are reviewed.

Day 5 (Prof Hidalgo): Last day is devoted to introduction to MT part of EC484. Further concepts and results on convergence of variables are discussed.

Teaching: The course is taught in September. It consists of approximately 45 hours of lectures and an additional 22 hours of classes, across a 3-week period. Lectures and classes will be

delivered online through a mix of interactive live sessions and pre-recorded content.

Formative coursework: After each lecture, some exercises will be handed to students. They will be solved during the classes.

Indicative reading: Prof Bruce Hansen's lectures note at University of Wisconsin-Madison (1st year PhD level), downloadable at: <https://www.ssc.wisc.edu/~bhansen/econometrics/>
<https://www.ssc.wisc.edu/~bhansen/probability/>
 (The first link is the main reference, and the second link is a background for the course.)

Rubinstein (2012) Lecture Notes in Microeconomic Theory
 Ljungqvist, Lars and Thomas J. Sargent (2012) Recursive Macroeconomic Theory.

Romer, David (2011) Advanced Macroeconomics.

Assessment: At the end of the course, students will be examined on all three modules, microeconomics, econometrics and macroeconomics.

Students from programmes other than MSc EME wishing to continue studying MSc EME core courses must achieve at least 40% in each subject exam.

EC453

Political Economy

This information is for the 2020/21 session.

Teacher responsible: Dr Stephane Wolton

Availability: This course is available on the MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Econometrics and Mathematical Economics, MSc in Economics, MSc in Economics (2 Year Programme), MSc in Environmental Economics and Climate Change and MSc in Political Science and Political Economy. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students must have completed Introductory Course in Mathematics and Statistics (EC400).

In exceptional circumstances, students may take this course without EC400 provided they meet the necessary requirements and have received approval from the course conveners (via a face to face meeting), the MSc Economics Programme Director and their own Programme Director. Contact the Department of Economics for more information (econ.msc@lse.ac.uk) regarding entry to this course.

Students should have completed courses in intermediate level microeconomics, macroeconomics and econometrics.

Course content: This course proposes a broad overview of seminal papers and recent advances in the growing field of Political Economy. The course covers both theoretical and empirical works. Each lecture is organized around a theme, with themes changing every year as a function of recent debates in the scholarly community and current problems in the world. In the academic year 2020-21, topics will include elections in developed and developing democracies, voters (ir)rationality, media, interest groups, populism, democratic backsliding, discrimination, as well as several lectures on politics in autocracies. The course material will expand students' capacity to think about policy and about relevant issues at the intersection of economics and political science.

Teaching: 22 hours of lectures and 10 hours of seminars in the MT. 20 hours of lectures and 10 hours of seminars in the LT.

This year at least for MT, some or all of this teaching may have to be delivered through a combination of virtual webinars, online lectures, and virtual classes.

There will be a mock exam and a revision session in the ST (on-campus if possible or online).

Formative coursework: At least two written assignment for handing in per term (assignment will include some work with data sets provided by the instructor).

Indicative reading: Most of the reading is from journal articles;

lists will be supplied at the start of each term. Two books are of particular interest for students to get started: T Besley, *Principled Agents? Selection and Incentives in Politics*, Oxford University Press, 2005 and T Persson & G Tabellini, *Political Economics: Explaining Political Outcomes*, MIT Press, 2000.

Assessment: Assessment path 1

Exam (50%, duration: 2 hours) in the summer exam period.

Essay (50%, 6000 words) in the ST.

Assessment path 2

Exam (100%, duration: 3 hours) in the summer exam period.

Students taking MSc Economics must take Assessment path 1 and will be required to submit the extended essay at the beginning of the ST.

EC465

Economic Growth, Development, and Capitalism in Historical Perspective

This information is for the 2020/21 session.

Teacher responsible: Dr Jeremiah Dittmar 32L.2.22 and Dr Neil Cummins SAR.5.13

Availability: This course is available on the MSc in Econometrics and Mathematical Economics, MSc in Economic History, MSc in Economics and MSc in Economics (2 Year Programme).

This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students must have completed Introductory Course in Mathematics and Statistics (EC400).

Students should also have completed courses in intermediate level microeconomics, macroeconomics, and econometrics.

In exceptional circumstances, students may take this course without EC400 provided they meet the necessary requirements and have received approval from the course conveners (via a face to face meeting), the MSc Economics Programme Director and their own Programme Director. Contact the Department of Economics for more information (econ.msc@lse.ac.uk) regarding entry to this course.

Course content: This course will provide a rigorous introduction to the analysis of long run economic growth and development. The focus is on acquiring the necessary empirical skills to engage in advanced analysis of economic evidence, and to develop an understanding of how historical evidence can shape and inform economic theory. Topics at the forefront of economics and economic history will be covered. These include political economy, technological change, economic growth, education, demography, the economics of law and property rights, gender, culture, and the distribution of income. The emphasis will be on combining theory and data to evaluate fundamental ideas in economics concerning the determinants of well-being and the dynamics of market economies.

Teaching: 20 hours of lectures and 10 hours of seminars in the MT. 20 hours of lectures and 10 hours of seminars in the LT.

This year at least for Michaelmas Term, some or all of this teaching may have to be delivered through a combination of virtual webinars, online videos, and virtual classes.

Formative coursework: Students will be expected to produce at least 1 presentation and 1 exercise in the MT and LT. The formative coursework will consist of a combination of student presentations, written exercises, data analysis, and problems.

Indicative reading: Most of the reading is from journal articles which appear on reading lists distributed at the start of each part of the course. However, the following references may serve as an introduction to material included in the syllabus: Nunn, "The Importance of History for Economic Development" (2009); Robinson and Acemoglu, "Why Nations Fail" (2012); Acemoglu, "Introduction to Modern Economic Growth" (Princeton, 2009); Hall and Jones, "The New Kaldor Facts: Ideas, Institutions, Population, and Human Capital" (2010); Mokyr, "Lever of Riches" (1988); Piketty (2013) "Capital in the Twenty-First Century"; Clark (2007) "Farewell to Alms"; Diamond (1997) "Guns, Germs and Steel"; Clark et al.

(2014) "The Son also rises".

Assessment: Exam (50%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

Essay (50%, 6000 words) in the ST.

The summative assessment consists of an exam that reviews and synthesises all course materials and an essay. The essay will be a critical analytic essay providing an opportunity for original empirical research.

EC475

Quantitative Economics

This information is for the 2020/21 session.

Teacher responsible: Professor Mark Schankerman (Michaelmas term) 32L.4.30

Dr Xavier Jaravel (Lent term) 32L.3.14

Availability: This course is available on the MSc in Econometrics and Mathematical Economics. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students must have completed Introductory Course for MSc EME (EC451).

A knowledge is expected of econometric theory and applied econometrics corresponding to Principles of Econometrics or Methods of Economic Investigation. Students must be prepared to read journal articles with a difficult mathematical and statistical content.

Course content: The course will focus on going through modern quantitative papers which demonstrate the application of econometric techniques to modelling the behaviour of individual economic agents (households and firms) and economies. The first half of the course will focus on papers in the empirical literature on productivity, innovation and intellectual property rights, illustrating the challenges of identification in both structural and reduced form models. The lectures will cover a wide range of topics in applied micro-econometrics with a view to illustrating the interplay between models, data and methods.

The second part of the course focuses on macroeconomic questions using data and tools from applied microeconomics. We cover four styles of empirical work: (1) "reduced-form" approaches (including difference-in-differences, event studies instrumental variables and Bartik research designs); (2) structural models; (3) "sufficient statistics" research designs, at the intersection of structural and reduced-form methods; and (4) machine learning techniques.

Topics covered include the effectiveness of fiscal stimulus, measurement of inflation, directed technical change, from trade, the macroeconomic impact of financial frictions over the business cycle, the macroeconomic impact of unemployment insurance, and the effect of Artificial Intelligence on the labour market.

- The place(s) of consumers and small enterprises in the Real Economy
- Aims and justifications of regulation in consumer and SME financial markets
- Consumers, SMEs and financial stability (including prudential regulation and its interaction with consumer/SME protection)
- Access to finance (basic banking; the cashless society; fintech)
- Complexity in financial products (including product design and the regulation of contract terms; information asymmetry and disclosure regulations; behavioural perspectives and 'nudging')
- Mis-selling scandals and legal responses (including mortgage lending crises and 'responsible lending'; SME derivatives mis-selling and investor protection rules)
- Cross subsidisation, price discrimination, and fairness in financial services pricing ('the poor pay more'; the 'loyalty penalty')
- The problem of high-cost credit and usury regulation (the Wonga saga and payday loan regulation; bank overdrafts; the role of price regulation in financial markets)
- Wall Street v Main Street (dispute resolution and enforcement; financial law-making)

- Financial failure and default (entrepreneurship and bankruptcy law; over-indebtedness and consumer bankruptcy)

Teaching: 20 hours of lectures and 10 hours of seminars in the MT. 20 hours of lectures and 10 hours of seminars in the LT. This year at least for Michaelmas Term, some or all of this teaching may have to be delivered through a combination of virtual webinars, online videos, and virtual classes.

Formative coursework: During Michaelmas term, students are required to prepare a short (3-4 page) "referee report" on an assigned journal article each week. Two of these reports will be marked by the class teacher. In Lent term, there will be one marked assignment, a short research proposal (which will be developed based on the content of classes and based on feedback from the instructor).

Indicative reading: Articles in economic journals will be assigned at the start of Michaelmas and Lent terms. The course will also draw on methodological topics covered in Wooldridge, *Econometric Analysis of Cross Section and Panel Data* (2nd edition, 2010), and Angrist and Pischke, *Mostly Harmless Econometrics* (2009).

- Sir Ross Cranston, Emiliós Avgouleas, Kristin van Zwieten, Christopher Hare, and Theodor van Sante, *Principles of Banking Law* (3rd edition, OUP 2018)
- Geraint Howells, Iain Ramsay, and Thomas Wilhelmsson (eds.), *Handbook of Research on International Consumer Law*, (2 edition, Elgar 2018)
- Geraint Howells, Christian Twigg-Flesner and Thomas Wilhelmsson, *Rethinking EU Consumer Law* (1 edition, Routledge 2017).
- Iain Ramsay, 'Consumer Credit Law, Distributive Justice and the Welfare State' (1995) 15 *Oxford Journal of Legal Studies* 177.
- George A. Akerlof, 'The Market for 'Lemons'', 84 *The Quarterly Journal of Economics* 488 (1970)
- David Caplovitz, *Poor Pay More: Consumer Practices of Low-Income Families* (Free Press 1968).
- Luigi Zingales, 'Does Finance Benefit Society?' (2015) 70 *The Journal of Finance* 1327.
- Financial Conduct Authority, 'Fair Pricing in Financial Services' (FCA 2018) Discussion Paper DP18/9

Complexity in Financial Products:

Contract-as-Product

- Oren Bar-Gill, *Seduction by Contract: Law, Economics, and Psychology in Consumer Markets* (OUP Oxford 2012), Chapter 1.
- Margaret Jane Radin, *Boilerplate: The Fine Print, Vanishing Rights, and the Rule of Law* (Princeton University Press 2012), Chapters 1-4.

Consumers, SMEs, and Financial Stability:

Prudential Perspectives

- Anat Admati and Martin Hellwig, *The Bankers' New Clothes: What's Wrong with Banking and What to Do about It* (Updated edition, Princeton University Press 2014).
- Atif Mian and Amir Sufi, *House of Debt* (University of Chicago Press 2014).
- Kathleen C Engel and Patricia A McCoy, *The Subprime Virus: Reckless Credit, Regulatory Failure, and Next Steps* (OUP USA 2011)
- Sir Ross Cranston, Emiliós Avgouleas, Kristin van Zwieten, Christopher Hare, and Theodor van Sante, *Principles of Banking Law* (3rd edition, OUP 2018)
- Geraint Howells, Iain Ramsay, and Thomas Wilhelmsson (eds.), *Handbook of Research on International Consumer Law*, (2 edition, Elgar 2018)
- Anat Admati and Martin Hellwig, *The Bankers' New Clothes: What's Wrong with Banking and What to Do about It* (Updated edition, Princeton University Press 2014).
- Atif Mian and Amir Sufi, *House of Debt* (University of Chicago Press 2014).
- Kathleen C Engel and Patricia A McCoy, *The Subprime Virus: Reckless Credit, Regulatory Failure, and Next Steps* (OUP USA 2011)
- Iain Ramsay, 'Consumer Credit Law, Distributive Justice and the Welfare State' (1995) 15 *Oxford Journal of Legal Studies* 177.
- Luigi Zingales, 'Does Finance Benefit Society?' (2015) 70 *The*

Journal of Finance 1327.

- Financial Conduct Authority, 'Fair Pricing in Financial Services' (FCA 2018) Discussion Paper DP18/9

Assessment: Exam (80%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

Report (10%) in the MT.

Research proposal (10%) in the LT.

The report will be two mark referee reports due in the MT.

EC476

Contracts and Organisations

This information is for the 2020/21 session.

Teacher responsible: Prof Gilat Levy 32L.4.31 and Prof Philippe Aghion 32L.2.02

Availability: This course is available on the MSc in Econometrics and Mathematical Economics, MSc in Economics, MSc in Economics (2 Year Programme) and MSc in Environmental Economics and Climate Change. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students on the MSc Econometrics and Mathematical Economics programme must have completed the Pre-session Course for MSc EME (EC451). All other students must have completed the Introductory Course in Mathematics and Statistics (EC400).

In exceptional circumstances, students may take this course without EC400 provided they meet the necessary requirements and have received approval from the course conveners (via a face to face meeting), the MSc Economics Programme Director and their own Programme Director. Contact the Department of Economics for more information (econ.msc@lse.ac.uk) regarding entry to this course.

Course content: The course will cover topics from: social learning, reputation and career concerns, strategic information transmission, contract theory, incomplete contracts, the economics of moral hazard and adverse selection in strategic settings, dynamic theory of incentive contracts, optimal auctions and regulation, and the theory of mechanism design with multiple agents (multiple agents screening and common agency).

Teaching: 20 hours of lectures and 10 hours of seminars in the MT. 20 hours of lectures and 10 hours of seminars in the LT. This year at least for Michaelmas Term, some or all of this teaching may have to be delivered through a combination of virtual webinars, online videos, and virtual classes.

Formative coursework: Two marked assignments per term.

Indicative reading: No one book covers the entire syllabus; a list of references will be provided at the start of the course. The following textbooks provide a treatment of part of the material presented in the course: Jean-Jacques Laffont, *The Economics of Uncertainty and Information*, MIT Press; D Fudenberg & J Tirole, *Game Theory*, MIT Press; Jean-Jacques Laffont & Jean Tirole, *A Theory of Incentives in Procurement Regulations*, MIT Press; Bernard Salanié, *The Economics of Contracts: A Primer*, MIT Press, Bolton, P., and M. Dewatripont (2005), *Contract Theory*, MIT Press, Hart, O. (1995), *Firms, Contracts, and Financial Structure*, Oxford University Press.

Assessment: Assessment path 1

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

Assessment path 2

Exam (50%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

Essay (50%, 6000 words) in the ST.

MSc Econometrics and Mathematical Economics students must follow Assessment path 1.

Non-MSc Econometrics and Mathematical Economics students must follow Assessment path 2.

EC484

Econometric Analysis

This information is for the 2020/21 session.

Teacher responsible: Prof Javier Hidalgo 32L.4.20 and Prof Taisuke Otsu 32L.4.25

Availability: This course is compulsory on the MSc in Econometrics and Mathematical Economics. This course is available on the MRes/PhD in Economics and MSc in Applicable Mathematics. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students must have completed Introductory Course for MSc EME (EC451).

EC451 takes place prior to the start of Michaelmas Term, please contact econ.msc@lse.ac.uk for more information.

Course content: This course gives an advanced treatment of the theory of estimation and inference for econometric models. Part (a) Background; asymptotic statistical theory: modes of convergence, asymptotic unbiasedness, uniform integrability, stochastic orders of magnitude, convergence in distribution, central limit theorems, applications to linear regression, extensions to time series, consistency and asymptotic distribution of implicitly defined extremum estimators.

Part (b) General asymptotic theorems, nonlinear regression, quantile regression, nonparametric methods (kernel and series methods), generalized method of moments, conditional moment restriction, many and weak instruments, limited dependent variables, treatment effect, bootstrap, and time series.

Teaching: 20 hours of lectures and 10 hours of seminars in the MT. 20 hours of lectures and 10 hours of seminars in the LT.

This year at least for Michaelmas Term, some or all of this teaching may have to be delivered through a combination of virtual webinars, online videos, and virtual classes.

Formative coursework: Two marked assignments per term.

Indicative reading: No one book covers the entire syllabus; a list of references will be provided at the start of the course, and lecture notes and relevant articles will be circulated.

Assessment: Exam (50%, duration: 2 hours) in the January exam period.

Exam (50%, duration: 2 hours) in the summer exam period.

EC485

Further Topics in Econometrics

This information is for the 2020/21 session.

Teacher responsible: Prof Francisco Hidalgo 32L.4.20, Dr Tatiana Komarova 32L.4.24 and Dr Yike Wang

Availability: This course is available on the MSc in Econometrics and Mathematical Economics. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students must have completed Introductory Course for MSc EME (EC451).

In exceptional circumstances, students may take this course without EC451 provided they meet the necessary requirements and have received approval from the course conveners (via a face to face meeting), the MSc EME Programme Director and their own Programme Director. Contact the Department of Economics for more information (econ.msc@lse.ac.uk) regarding entry to this course.

Course content: The aim of the course is to introduce the student to topics at the frontier of econometric research of importance both at a theoretical and empirical level. The course consists of four series of ten lectures on **specialised topics** in econometrics. These lectures change from year to year. Presently they include: Bootstrap methods; dependence in economics: an overview; panel data models; machine learning for causal inference.

Session 2: Fund terms

Session 3: Fund structures: the limited partnership

Session 4: Private equity fund (and manager) regulation

Session 5: Venture capital investments

Session 6: Negotiating the VC deal: case study

Session 7: The buyout: structure and terms

Session 8: The buyout: corporate governance issues

Session 9: LBO debt financing

Session 10: Document review

Teaching: 20 hours of lectures in the MT. 20 hours of lectures in the LT.

This year at least for Michaelmas Term, some or all of this teaching may have to be delivered through a combination of virtual webinars, online videos, and virtual classes.

Formative coursework: Students will have the option of producing a formative essay of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: No one book covers the entire syllabus; lists of references will be provided and lecture notes circulated.

Core texts:

Assessment: Exam (50%, duration: 2 hours) in the January exam period.

Exam (50%, duration: 2 hours) in the summer exam period.

EC486

Econometric Methods

This information is for the 2020/21 session.

Teacher responsible: Dr Pasquale Schiraldi 32L 4.22

Prof Alessandro Gavazza, 32L 4.21

Availability: This course is compulsory on the MSc in Economics and Management. This course is not available as an outside option.

Course content: This course aims to present the theory and practice of empirical research in economics. Beyond the theory, the course will put a substantial amount of effort in having the students work with Stata and other econometric software in analyzing actual data sets, reproducing and criticising results in previous work and learning the actual practice of econometrics as undertaken by the best applied economists, both in general (in MT) and specifically within the IO field (in the LT). Topics include: (MT) Ordinary Least Squares, hypothesis testing, omitted and added variables, measurement error, the role of controls, and functional form. Panel data, fixed and random effects. Instrumental Variables. An introduction to the analysis of time series. The emphasis of this part is on the identification of causal effects, and applications in microeconomics (Labour Economics, Public Policy, IO, etc) are presented throughout. In LT you will learn the applications of many of these techniques to econometric questions in Industrial Organization, organizational economics and management.

Teaching: 20 hours of lectures and 8 hours of seminars in the MT. 20 hours of lectures and 10 hours of seminars in the LT. 2 hours of lectures and 2 hours of seminars in the ST.

Formative coursework: Students are required to complete answers to problem sets on a week by week basis.

Indicative reading: MT: James H. Stock and Mark W. Watson, Introduction to Econometrics; reading lists of chapters and journal articles will be supplied at the start of each term.

Assessment: Exam (60%, duration: 2 hours) in the summer exam period.

Problem sets (20%) in the MT.

Problem sets (20%) in the LT.

Two problem sets, one per term, with a weight of 20% each towards the final overall grade.

The exam includes four questions, two for each term; the students have to answer three questions, at least one for each term. Each question carries 20% of the final overall grade.

EC487

Advanced Microeconomics

This information is for the 2020/21 session.

Teacher responsible: Dr. Rafayal Ahmed and Prof. Balazs Szentes

Availability: This course is compulsory on the MSc in Econometrics and Mathematical Economics. This course is available on the MSc in Applicable Mathematics, MSc in Economics and MSc in Economics (2 Year Programme). This course is available with permission as an outside option to students on other programmes where regulations permit. Students on other programmes must get permission from the course conveners to take this course.

Pre-requisites: Students must have completed Introductory Course for MSc EME (EC451).

EC451 takes place prior to the start of Michaelmas Term, please contact econ.msc@lse.ac.uk for more information.

Course content: The aim of this course is to: (i) introduce and develop the analytical tools of graduate level Microeconomics with a special emphasis on mathematical models; (ii) provide the students with a firm grounding in classical Microeconomic Theory as well as its modern development. Topics include: Consumer theory, producer theory, general equilibrium, welfare, choice under uncertainty, game theory, oligopoly, economics of information, topics in mechanism design, topics in behavioural economics.

Teaching: 20 hours of lectures and 10 hours of seminars in the MT. 20 hours of lectures and 10 hours of seminars in the LT.

This year, at least for MT, some of this teaching may have to be delivered through a combination of virtual webinars, online videos, and virtual classes.

Formative coursework: Problem sets will be discussed in class and two marked assignments will be given in MT and LT.

Indicative reading: The main texts are A Rubinstein Lecture Notes in Economic Theory, Princeton University Press (with the most up-to-date version available for free download from the author's website) and Mas-Colell, Whinston & Green, Microeconomic Theory, OUP. Other sources include: D M Kreps, Microeconomic Foundations I: Choice and Competitive Markets, Princeton University Press; Fudenberg and Tirole, Game Theory, MIT Press.

Assessment: Exam (40%, duration: 2 hours) in the January exam period.

Exam (40%, duration: 2 hours) in the summer exam period.

Problem sets (20%) in the MT and LT.

Note that EC451 material will be covered on the exam.

EC4B5 Half Unit

Macroeconomics for MSc F&E

This information is for the 2020/21 session.

Teacher responsible: Prof Wouter Den Haan 32L.1.08A

Availability: This course is available on the MSc in Finance and Economics and MSc in Finance and Economics (Work Placement Pathway). This course is not available as an outside option.

Pre-requisites: Students must have completed Introductory Course in Mathematics and Statistics (EC400).

Course content: This course will teach you the main characteristics of business cycle fluctuations with a special emphasis on what happens during severe economic crises. We will consider a range of different macroeconomic models to study business cycles. The course covers the Real Business Cycle model, the New-Keynesian model, models with frictions in labour and financial markets, agent-based models, the role of money, self-fulfilling beliefs, the role of monetary and fiscal policy (and in particular non-conventional monetary policy), and (un)sustainable sovereign debt. These models and policy studies will highlight important economic mechanisms that are relevant to analyse a range of past and current economic phenomena.

Teaching: 20 hours of lectures and 10 hours of seminars in the LT.
• 24 August - 05 September 2020

• 14-19 December 2020

Formative coursework: Two marked assignments per term. Exercises are discussed in each class.

Indicative reading: IMF World Economic Outlook, Chapter 1: Global Prospects and Policies. Den Haan, Wouter, 2006, Macroeconomic Models without the Walrasian Auctioneer, Tinbergen Magazine 14, fall. IMF, 2013, Unconventional Monetary Policies – Recent Experience and Prospects. Nelson, Rebecca M., 2013, Sovereign debt in advanced economies: Overview and Issues for Congress. Carvalho, Vasco, 2014, From micro to macro via production networks, Journal of Economic Perspectives 28(4), 23-48. More readings will be provided at the start of the course.

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

EC4B6 Half Unit

Microeconomics for MSc F&E

This information is for the 2020/21 session.

Teacher responsible: Dr Francesco Nava 32L.3.20

Availability: This course is available on the MSc in Finance and Economics and MSc in Finance and Economics (Work Placement Pathway). This course is not available as an outside option.

Pre-requisites: Students must have completed Introductory Course in Mathematics and Statistics (EC400).

Course content: The aim of the course is to develop the basic tools for analysing problems of resource allocation used by economists working in research, government and business. The course deals with positive and normative problems. It aims to include modern developments without being overly mathematical, and to develop a capacity to apply economic concepts to real-world problems. The course focuses on classical theories of market behaviour and strategic interaction. We begin by presenting foundations to utility maximization, by analysing the optimisation problems of price-taking consumers and firms, and by modelling market interactions and the formation of prices in perfectly competitive markets. Then we study models of decision making under uncertainty and game theoretic solution concepts. Novel developments in these fields are also discussed in lectures.

Teaching: 20 hours of lectures and 10 hours of seminars in the MT.

This year, some or all of this teaching may have to be delivered through a combination of virtual webinars, online videos, and virtual classes.

Formative coursework: Two marked assignments.

Indicative reading: The course will draw on a variety of texts, the main ones being: 1 J G Riley, Essential Microeconomics, Cambridge; 2 J R Green, A Mas-Colell & M D Whinston, Microeconomic Theory, Oxford. More detailed readings will be given at the beginning of the course. Some notes will be provided where textbook coverage is inadequate.

Assessment: Exam (100%, duration: 2 hours, reading time: 10 minutes) in the January exam period.

EH401 Half Unit

Historical Analysis of Economic Change

This information is for the 2020/21 session.

Teacher responsible: Dr Leigh Gardner SAR 507

Availability: This course is compulsory on the MSc in Economic History, MSc in Economic History (Research), MSc in Political Economy of Late Development and MSc in Quantitative Economic History. This course is available on the MPhil/PhD in Economic History. This course is not available as an outside option.

Course content: The course provides an overview of the central themes and key theoretical questions in economic history and examines the ways in which economic historians collect, analyse

and interpret evidence. Specific topics evolve to reflect recent research trends, but include a range of issues such as processes of economic development; culture and economic behaviour; the role of institutions; and welfare outcomes. The course approaches these topics by considering problems of knowledge and explanation in economic history, and introduces quantitative and qualitative approaches to obtaining, analysing, and interpreting evidence. Lectures pair conceptual and theoretical reviews with historical case studies illustrating applied research on these topics.

Teaching: 20 hours of lectures and 9 hours of seminars in the MT.

This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos.

This course includes a reading week in Week 6 of Michaelmas Term.

Formative coursework: Students are expected to write one essay or equivalent pieces of written work during the term.

Indicative reading: D. North, Institutions, Institutional Change and Economic Performance (1990); A. Greif, Institutions and the Path to the Modern Economy (2006); K. Pomeranz, The Great Divergence: China, Europe and the Making of the Modern World Economy (2000); R. Allen, The British Industrial Revolution in Global Perspective (2009); D Rodrik (Ed), In Search of Prosperity (2003); E. Helpman, The Mystery of Economic Growth (2004); T Rawski (Ed), Economics and the Historian (1996); J. Tosh, The Pursuit of History (2nd Edition, 1991); D. Little, Varieties of Social Explanation (1991).

Assessment: Exam (90%, duration: 2 hours) in the January exam period.

Class participation (10%) in the MT.

EH402 Half Unit

Quantitative Analysis in Economic History I

This information is for the 2020/21 session.

Teacher responsible: Dr Olivier Accominotti SAR 5.14

Availability: This course is available on the MPhil/PhD in Economic History, MSc in Economic History, MSc in Economic History (Research), MSc in Global Economic History (Erasmus Mundus) and MSc in Political Economy of Late Development. This course is not available as an outside option.

Course content: This course is concerned with how economic historians have used quantitative methods and with how researchers design and structure a research project. In terms of quantitative methods the emphasis is on the applied and practical rather than the theoretical and will range from the use of simple summary descriptive statistics to multiple regression. The course is concerned with the problems of analysing and interpreting quantitative historical evidence. It will consider topics such as sampling and statistical distributions, correlation, simple and multiple regression, specification problems, hypothesis testing, panel data analysis and instrumental variables, although the content may vary slightly from year to year. The course will also provide students with training in using an econometrics software package. An important component of the course is the deconstruction of historical articles that have used quantitative techniques.

Teaching: 9 hours of seminars and 20 hours of computer workshops in the MT.

This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and lectures in the form of recorded live webinars. This course includes a reading week in Week 6 of Michaelmas Term.

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

Indicative reading:

- C H Feinstein and M Thomas, *Making History Count* (2002);
- P Hudson, *History by Numbers* (2002);
- C H Lee, *The Quantitative Approach to Economic History* (1977);
- G Hawthorn, *Plausible Words* (1991). Strategic Management Journal Harvard Business Review Strategic Management Journal Strategic Management Journal

Assessment: Essay (80%, 3000 words) and in-class assessment (20%).

EH404 Half Unit

India and the World Economy

This information is for the 2020/21 session.

Teacher responsible: Prof Tirthankar Roy SAR 616

Availability: This course is available on the CEMS Exchange, MBA Exchange, MRes/PhD in Quantitative Economic History, MSc in Economic History, MSc in Economic History (Research), MSc in Empires, Colonialism and Globalisation, MSc in Global Economic History (Erasmus Mundus), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: From the eighteenth century, the South Asia region played an important part in international transactions in goods, people, and money. The world economy, in turn, shaped potentials for economic growth in the region. The aim of the course is to impart an understanding of the global factors that shaped economic change in the South Asia region in the 18th through the early-20th century. It will also deal with the principal ways in which South Asia contributed to economic change in the rest of the world. The political context of globalization, especially imperialism and colonial policies, will be considered. The course will be divided into a set of topics, which together cover a large ground, but a selection from which will be discussed in the class. Lectures and seminars will centre on the readings assigned to each topic.

Topics to be covered: Introductory: India and the world economy in the eighteenth and nineteenth centuries - how each shaped the other; textiles in eighteenth century India: scale - organization - impact on global consumption and innovation - trade and territorial politics; nineteenth century market integration: de-industrialization and the artisans; nineteenth century market integration: Agricultural exports, land rights, and the peasantry - Trade and famines; Government finance in colonial setting: The drain controversy - public debt; overseas migration in the nineteenth century: Who went where, how many, and why - private gains and losses - social effects: slavery and indenture, women, nature of work and skill-formation - labour and non-labour migrants compared; foreign capital and industrialization; balance of payments and the monetary system; overview: Globalization and economic growth.

Teaching: 10 hours of lectures and 20 hours of seminars in the LT. This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos.

This course includes a reading week in Week 6 of Lent Term.

Formative coursework: Students are expected to write one essay or equivalent pieces of written work.

Indicative reading:

- G. Balachandran, ed., *India and the World Economy 1850-1950* (2003);
- C. Bates and M. Carter, 'Sirdars as Intermediaries in Nineteenth-century Indian Ocean Indentured Labour Migration,' *Modern Asian Studies* (2017);
- L. Chaudhary, B. Gupta, T. Roy and A. Swamy, eds, *A New*

Economic History of Colonial India (2015);

- D. Haynes, *Small Town Capitalism in Western India: Artisans, Merchants and the Making of the Informal Economy 1870-1960* (2012);
- P. Marshall, ed., *The Eighteenth Century in Indian History* (2004);
- T. Roy, *A Business History of India: Enterprise and the Emergence of Capitalism 1700-2015* (2018).

Assessment: Essay (100%, 5000 words) in the ST.

EH409 Half Unit Not available in 2020/21

Chinese Economy in Transition: 1850-1950

This information is for the 2020/21 session.

Teacher responsible: Dr Debin Ma SAR 612

Availability: This course is available on the MSc in Economic History, MSc in Economic History (Research), MSc in Global Economic History (Erasmus Mundus), MSc in International and Asian History and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: Course content: This course provides a broad but selective survey of over 100 years of economic change in China leading towards the rise of the new Communist regime in 1950. With emphasis on the importance of ideological and institutional changes, the course gives in-depth coverage of some major debates and case studies on historical turning points such as the opening of China in mid-19th century, the collapse of Qing in 1911, economic transformation during China's Republican period. The course showcases the critical relevance of a long-term perspective on understanding both the constraints and capacity of Chinese economy to respond to past and future challenges and offers unique historical perspectives on the origin of Chinese modernization as well as the grand economic transformation during the past three decades.

Teaching: 20 hours of seminars in the MT.

Students on this course will have a reading week in Week 6, in line with departmental policy.

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

Indicative reading:

- Naughton. B., *The Chinese economy, transitions and growth* (MIT Press);
- Rawski. T., *Economic growth in prewar China* (Univ. of Berkeley Press);
- Richardson, P. *Economic change in China, c. 1800-1950* (Cambridge University Press);
- Spence, J.D *The search for modern China* (New York : W.W. Norton);
- Brandt, Ma and Rawski "From Divergence to Convergence, Reevaluating the History Behind China's Boom" *Journal of Economic Literature* March 2014.
- Perkins, D. (ed.) (1975) *China's Modern Economy in Historical Perspective*. Stanford University Press.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

EH413 Half Unit

African Economic Development in Historical Perspective

This information is for the 2020/21 session.

Teacher responsible: Dr Leigh Gardner SAR 507

Availability: This course is available on the CEMS Exchange, MBA Exchange, MRes/PhD in Quantitative Economic History, MSc in Economic History, MSc in Economic History (Research), MSc in Empires, Colonialism and Globalisation, MSc in Global

Economic History (Erasmus Mundus), MSc in International and World History (LSE & Columbia) and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: Many of Africa's current economic challenges, from persistent poverty to the weakness of state institutions, have deep historical roots. This course provides an introduction to the economic history of sub-Saharan Africa since the medieval period. Its overall aim is to bring Africa and Africans into global economic history, allowing students to understand how Africans contributed to that history, as well as how global changes have influenced the patterns of African development.

The course addresses a number of issues which are current in studies of African development, including:

- Globalization and development
- Environmental challenges
- The structure of institutions
- Economic development and welfare outcomes

Close attention is paid to the ways in which economic development is measured and assessed in different periods with the available data. Seminars address the diverse experiences of specific countries and regions in addition to broader trends.

Teaching: 20 hours of seminars in the LT.

This course is delivered through a combination of seminars and lectures totalling a minimum of 20 hours across Lent Term. This year, some or all of this teaching may be delivered through a combination of virtual seminars or classes and/or flipped-lectures delivered as short online videos, if necessary. This course includes a reading week in Week 6 of Lent Term

Formative coursework: Students are required to complete one essay or equivalent during the term.

Indicative reading: Readings for this course reflect current trends in research on African economic history and development. Indicative work includes Emmanuel Akyeampong et al (eds), *Africa's Development in Historical Perspective* (Cambridge, 2014). Other such readings will include recent contributions in journals such as the *Economic History Review* special issue on African economic history (November 2014).

For a general overview of African history over the period, see R.J. Reid, *A History of Modern Africa* (2009), J. Iliffe, *Africans: The History of a Continent* (1995).

Assessment: Essay (100%, 5000 words) in the ST.

EH421 Half Unit

Economic History of Colonialism

This information is for the 2020/21 session.

Teacher responsible: Prof Tirthankar Roy SAR 616

Availability: This course is available on the MRes/PhD in Quantitative Economic History, MSc in Economic History, MSc in Economic History (Research), MSc in Empires, Colonialism and Globalisation, MSc in Global Economic History (Erasmus Mundus) and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: Debates about the effects of European colonial rule on the non-European world animated economic history scholarship since the 1850s when Karl Marx published essays on British rule in India in the *New York Daily Tribune*. The relationship between colonialism and economic development has an important place in a number of distinct literatures in economic history, including work on globalization, divergence, migration, global finance, environmental change, and the shaping of development policy after colonialism. The aim of the course is to introduce the key readings in these themes, build connections between the discourses, and lead students to an informed view of colonialism as a force in shaping the modern world.

The broad topics include, (a) trade and the origins of colonialism

(b) institutions and governance; (c) connections forged through trade, investment, migration, and the transfer of knowledge of institutions and technologies, including informal empire; (d) growth of corporate enterprise such as companies, factories, and plantation complexes, and the connection between state power and private enterprise, (e) decolonization, proximity between indigenous business and nationalist politics, the changing power of expatriate capital, and the appeal of new developmental ideology in the interwar period, (f) environmental change, studying a scholarship that sees European empires, alternatively, as catastrophic in their impacts on the environment and as forerunners of governmental regulation of the commons. Seminars compare and contrast the experiences of Asia and Africa.

Teaching: 20 hours of seminars in the LT.

This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Lent Term.

This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos.

This course includes a reading week in Week 6 of Lent Term.

Formative coursework: Students will be expected to complete an essay and an equivalent assignment during term.

Indicative reading: The primary reading for the course will be:

Leigh Gardner and Tirthankar Roy, *Economic History of Colonialism* (Bristol, 2020)

Other indicative readings include: Acemoglu, D., Johnson, S. and Robinson, J. A. (2001), 'The Colonial Origins of Comparative Development: An Empirical Investigation', *American Economic Review*, 91(5), pp. 1369-1401. C.A. Bayly (2008), *Indigenous and Colonial Origins of Comparative Economic Development*, World Bank Policy Working Paper #4474. <http://ideas.repec.org/p/wbk/wbrwps/4474.html>. Stanley L. Engerman, Kenneth L. Sokoloff, 'Colonialism, Inequality, and Long-Run Paths of Development', NBER Working Paper No. 11057, 2005. <http://www.nber.org/papers/w11057.pdf>

- Allman, Keith A. and Ximena Escobar De Nogales (2015). *Impact Investment: A Practical Guide to Investment Process and Social Impact Analysis*. Hoboken, New Jersey
- Bhidé, Amar V. (1996). "The Questions Every Entrepreneur Must Answer". *Harvard Business Review* November.
- Blank, Steve (2013). "Why Lean Start-Up Changes Everything". *Harvard Business Review* May
- Nicholls, Alex and Jed Emerson (2015). "Social Finance, Capitalizing Social impact". In Alex Nicholls, Rob Paton and Jed Emerson (eds) *Social Finance*. Oxford: Oxford University Press
- Stevenson, Howard H. and David E. Gumpert (1985). "The Heart of Entrepreneurship". *Harvard Business Review* March

Assessment: Essay (100%, 5000 words) in the ST.

EH423 Half Unit Not available in 2020/21

Japan and Korea as Developing Economies

This information is for the 2020/21 session.

Teacher responsible: Prof Janet Hunter SAR 604

Availability: This course is available on the MRes/PhD in Quantitative Economic History, MSc in Economic History, MSc in Economic History (Research), MSc in Global Economic History (Erasmus Mundus) and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The course will focus on selected issues of economic development that are of importance in contemporary debates and theories, and see how these issues were played out in Japan and Korea from the late 19th century to the latter half of the 20th century. The main themes discussed will be: natural endowments and climatic impact; changes in the agricultural and manufacturing sectors; the growth of market production; issues of state policy; economic institutions; colonialism and imperialism;

integration into the international economy; income levels and consumption; gender and development; culture and economy.

Teaching: 20 hours of lectures in the MT.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students are expected to write one essay or equivalent pieces of written work.

Indicative reading: A.H.Amsden, *Asia's Next Giant: South Korea and Late Industrialisation* (1989); H-J Chang, *The East Asian Development Experience* (2006); Y-I.Chung, *Korea Under Siege, 1876-1945: Capital Formation and Economic Transformation* (2006); P.G.Francks, *Japanese Economic Development* (3rd edition, 2015); C.H.Lee & I.Yamazawa (eds.), *Economic Development of Japan and Korea* (1990).

- James Austin, Howard Stevenson and Jane Wei-Skillern. (2006). 'Social and Commercial Entrepreneurship: Same, Different, or Both?' *Entrepreneurship Theory and Practice* 30(1)
- M. Tina Dacin, Peter A. Dacin and Paul Tracey (2011). 'Social Entrepreneurship: A Critique and Future Directions'. *Organization Science* 22(5): 1203-1213
- Angela Eikenberry and Jodie Drapal Kluver. (2004). 'The Marketization of the Nonprofit Sector: Civil Society at Risk?' *Public Administration Review* 64(2): 132-140
- Robert M. Grant (2010). *Contemporary Strategy Analysis*. Oxford: Wiley. Part 1 'The concept of strategy'
- A.G. Lafley and Roger Martin, (2013). *Playing to Win: How Strategy Really Works*. Cambridge, MA: Harvard Business Review Press

Assessment: Essay (100%, 5000 words) in the LT Week 1.

EH426L Half Unit Not available in 2020/21 Quantitative Analysis in Economic History II

This information is for the 2020/21 session.

Teacher responsible: Dr Natacha Postel-Vinay SAR 613 and Miss Jennifer Kohler

Availability: This course is available on the MSc in Economic History, MSc in Economic History (Research), MSc in Global Economic History (Erasmus Mundus) and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students enrolled for this course are expected to have completed at least introductory undergraduate courses in statistics and/or econometrics and economic theory. The course will begin with a revision of the main quantitative approaches but will not provide a comprehensive training in econometric methods or computer applications.

Please note: EH426L cannot be taken with EH426M.

Course content: The course will provide an overview of quantitative approaches in economic history mainly using cross-section and panel data. The course will examine the use of quantitative techniques through practical exercises and critical discussion of their application in recent literature. Techniques discussed will include multiple regression analysis, regression diagnostics, instrumental variables, limited dependent variables, sample selection corrections, and panel data analysis. The course is organised on a topic basis, with subjects chosen to illustrate particular theoretical, quantitative and methodological issues.

Teaching: 20 hours of seminars in the LT.

Students on this course will have a reading week in Week 6, in line with departmental policy

Formative coursework: Students are expected to write one essay or equivalent pieces of written work.

Indicative reading: There is no mandatory textbook for this course, but the brief overview of quantitative methods during the first four weeks will follow:

- Wooldridge, J.M. (2009), *Introductory Econometrics: A Modern Approach*, International Student Edition.

Useful background readings include:

- J.L. Van Zanden, *The Long Road to the Industrial Revolution: The European Economy in a Global Perspective, 1000-1800* (Leiden, 2009);
- K.H. O'Rourke and J.G. Williamson, *Globalization and History: The Evolution of a Nineteenth-Century Atlantic Economy* (Cambridge MA, 1998);
- C. Goldin and L.F. Katz, *The race between education and technology* (Cambridge, MA, 2008);
- D. Greasley and L. Oxley (eds.), *Economics and History: Surveys in Cliometrics* (Oxford, 2011).6).

Assessment: Essay (100%, 5000 words).

EH426M Half Unit Quantitative Analysis in Economic History II

This information is for the 2020/21 session.

Teacher responsible: Dr Natacha Postel-Vinay SAR 613 and Miss Jennifer Kohler

Availability: This course is compulsory on the MSc in Quantitative Economic History. This course is available on the MSc in Economic History, MSc in Economic History (Research), MSc in Global Economic History (Erasmus Mundus) and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students enrolled for this course are expected to have completed at least introductory undergraduate courses in statistics and/or econometrics and economic theory. The course will begin with a revision of the main quantitative approaches but will not provide a comprehensive training in econometric methods or computer applications.

Please note: EH426M cannot be taken with EH426L.

Course content: The course will provide an overview of quantitative approaches in economic history mainly using cross-section and panel data. The course will examine the use of quantitative techniques through critical discussion of their application in recent literature. Techniques discussed will include multiple regression analysis, regression diagnostics, instrumental variables, fixed and random effects, difference-in-difference analysis, regression discontinuity design, discrete choice models and limited dependent variables. The course is organised on a topic basis, with subjects chosen to illustrate particular theoretical, quantitative and methodological issues.

Teaching: 20 hours of seminars in the MT.

This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and lectures in the form of recorded live webinars. This course includes a reading week in Week 6 of Michaelmas Term.

Formative coursework: Students are expected to write one essay or equivalent pieces of written work.

Indicative reading: There is no mandatory textbook for this course, but the brief overview of quantitative methods during the first four weeks will follow:

- Wooldridge, J.M. (2009), *Introductory Econometrics: A Modern Approach*, International Student Edition.
- Useful background readings include:
- J.L. Van Zanden, *The Long Road to the Industrial Revolution: The European Economy in a Global Perspective, 1000-1800* (Leiden, 2009);
 - K.H. O'Rourke and J.G. Williamson, *Globalization and History: The Evolution of a Nineteenth-Century Atlantic Economy* (Cambridge MA, 1998);
 - C. Goldin and L.F. Katz, *The race between education and technology* (Cambridge, MA, 2008);
 - D. Greasley and L. Oxley (eds.), *Economics and History: Surveys in Cliometrics* (Oxford, 2011).6).

Assessment: Essay (100%, 5000 words).

EH427 Half Unit

Topics in Quantitative Analysis in Economic History

This information is for the 2020/21 session.

Teacher responsible: Dr Connson Locke NAB 4.16

Availability: This course is compulsory on the MSc in Quantitative Economic History. This course is available on the MSc in Economic History, MSc in Economic History (Research), MSc in Global Economic History (Erasmus Mundus) and MSc in Political Economy of Late Development. This course is not available as an outside option.

Pre-requisites: Students enrolled for this course are expected to have completed EH426 or the equivalent of undergraduate courses in econometrics and intermediate economic theory.

Course content: The course will provide an overview of quantitative approaches in economic history with a focus on time series data. The course will examine the use of quantitative methods through practical exercises and critical discussion of their application in recent literature. Techniques discussed will include filters, local projections, vector autoregressions, narrative identification, instrumental variables, textual analysis and principal components analysis.

Teaching: 20 hours of seminars in the LT.

This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and lectures in the form of recorded live webinars. This course includes a reading week in Week 6 of Lent Term.

Formative coursework: Students are expected to prepare a group presentation and an individual essay.

Indicative reading:

- Stock and Watson, *Introduction to Econometrics* (2020)
- Wooldridge, *Introductory Econometrics: A Modern Approach* (2009)
- Organizational Dynamics, *Journal of Organizational Behaviour*
- Psychological Review
- Academy of Management Executive
- Organizational Behavior and Human Decision Processes
- Journal of Experimental Social Psychology
- Organizational Culture and Leadership

Assessment: Essay (100%, 5000 words) in the ST.

EH428 Half Unit Not available in 2020/21

History of Economics: Making Political Economy into a Social Science

This information is for the 2020/21 session.

Teacher responsible: Mr Patrick Wells

Availability: This course is available on the MRes/PhD in Accounting (AOI) (Accounting, Organisations and Institutions Track), MSc in Economic History, MSc in Economic History (Research), MSc in Economics and Philosophy, MSc in Global Economic History (Erasmus Mundus), MSc in International and World History (LSE & Columbia), MSc in Philosophy of the Social Sciences and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The course aim is to understand how the nature of economics changed from the verbally argued accounts of political economy and moral philosophy in the 18th century to become a technical social science by the end of the 20th century. The course will explore the long-term changes over two hundred

years in how economists came to know things about the economy by examining the history of their notion of the laws of economics, their analytical practices, and the evidence they used. Primary texts, chosen from a variety of European and American authors, will provide material for the study of these changes. Secondary literature will provide theoretical resources from history and philosophy of science to help analyse, understand and assess these changes in the nature of economics as a science.

Teaching: 20 hours of seminars in the MT.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will be expected to write two essays or equivalent pieces of written work.

Indicative reading: The main domain of the course material is explained in "Economics" in T.M.Porter and D.Ross *The Cambridge History of Science*, Vol 7, *The Modern Social Sciences*, pp 275-305 (Cambridge University Press), while a key secondary text is Mary Morgan's "The world in the model: how economists work and think" (Cambridge University Press 2012).

A very readable introduction to the history of economics is Robert Heilbroner's "The Worldly Philosophers" (various editions, Penguin); a more detailed background text is Henry Spiegel's "The Growth of Economic Thought" (various editions, Duke University Press).

Full reading lists will be given out at the beginning of the course.

- Barr, N. (2012). *Economics of the Welfare State* (5th edition). Oxford: Oxford University Press
- Dees, G. (2012). "A Tale of Two Cultures: Charity, Problem Solving, and the Future of Social Entrepreneurship." *Journal of Business Ethics* 111(3): 321-334
- Eikenberry, A. (2009). "Refusing the Market: A Democratic Discourse for Voluntary and Nonprofit Organizations". *Nonprofit and Voluntary Sector Quarterly* 38(4): 582-596.
- Friedman, M. (1988). "The Social Responsibility of Business is to Increase Its Profits" in T. Donaldson, P. Werhane and M Cording (eds.), *Ethical Issues in Business: A Philosophical Approach*. Englewood Cliffs, N.J.: Prentice Hall. p.217-223
- Kerlin, J. (2006). "Social Enterprise in the United States and Europe: Understanding and Learning from the Differences". *Voluntas* 17(3): 246-262
- Le Grand, J. (2006). *Motivation, Agency and Public Policy: of Knights and Knaves, Pawns and Queens*. Oxford: Oxford University Press
- Salamon, L. (2014). *Leverage for Good: An Introduction to the New Frontiers of Philanthropy and Social Investment*. Oxford: Oxford University Press
- Sandel, M. (2013). *What Money Can't Buy: The Moral Limits of Markets*. London: Penguin
- Skelcher, C. and S. Rathgeb Smith (2014). "Theorizing hybridity: institutional logics, complex organizations, and actor identities: the case of nonprofits." *Public Administration* (Early View 2014)
- Yunus, M. (2010). *Building Social Business*. New York: Public Affairs

Assessment: Essay (100%, 5000 words) in the LT.

EH429 Half Unit

History of Economics: Ideas, Policy and Performativity

This information is for the 2020/21 session.

Teacher responsible: Professor Mary S. Morgan SAR 609

Availability: This course is available on the MRes/PhD in Accounting (AOI) (Accounting, Organisations and Institutions Track), MSc in Economic History, MSc in Economic History (Research), MSc in Economics and Philosophy, MSc in Global Economic History (Erasmus Mundus), MSc in International and World History (LSE & Columbia), MSc in Philosophy of the Social Sciences and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Students can take this course independently of EH428.

Course content: The course aim is to understand how economics has been used to change the world. It brings together the long tradition of analysis of economics as a policy science with more recent ideas about the performativity of economics. It draws on the literatures of economic history, history of economics, political economy and sociology of accounting and finance to explore the aims and methods used by economists to influence, shape and direct the economy. The focus of study will be on particular episodes from 20th century history in which economics features as a technical art (e.g. the transition from colonial to independent economies; the Soviet and Cuban revolutions; and the reconstruction of depressed and damaged economies).

Teaching: 20 hours of lectures in the LT.

This course is delivered through a combination of classes, lectures, and, if possible, archival visits, totalling a minimum of 20 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos.

This course includes a reading week in Week 6 of Lent Term.

Formative coursework: Students will be expected to write two essays or equivalent pieces of written work, and contribute reading notes to shared Moodle resources.

Indicative reading: Reading lists will be given out at the beginning of the course. Henry Spiegel's *The Growth of Economic Thought* (various editions, Duke University Press) provides a general background text to history of economics. T.M. Porter's *Trust in Numbers* (1995, Duke University Press) is an important item on the reading list that can be usefully read ahead of the course.

Assessment: Take-home assessment (100%) in the ST.

EH430

Monetary and Financial History

This information is for the 2020/21 session.

Teacher responsible: Dr Natacha Postel-Vinay SAR.6.13

Availability: This course is available on the MRes/PhD in Accounting (AOI) (Accounting, Organisations and Institutions Track), MSc in Economic History, MSc in Economic History (Research), MSc in Global Economic History (Erasmus Mundus) and MSc in Political Economy of Late Development. This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: There are no specific pre-requisites for this course. Nevertheless, some preliminary background in introductory macroeconomics and introductory statistics could be useful.

Course content: Where does money come from? How did financial markets first develop and integrate? What has been the impact of financial markets on economic development, growth, and business cycle fluctuations? When did financial crises first arise, and how did they develop in the twentieth century, up to the subprime and Euro crises of 2008-2015? This course offers an opportunity to delve into these questions and analyse the evolution of the role of money in Western economies over centuries, from the Middle Ages to the 2000s.

The first part of the course will allow students to acquire a broad overview of the origins of financial markets from 800 to the eve of World War 1. It will explore the creation of mints and central banks, the role of finance in processes of long-run growth such as the Industrial Revolution, how financial bubbles and banking panics first arose, and how financial markets integrated in the 19C with the Gold Standard. The second part of the course will start with a focus on the financial turmoil of the Great Depression, looking at the mechanisms leading to hyperinflation, bank failures, debt crises and capital flight on both sides of the Atlantic. It will then move on to analysing the evolution of financial institutions under Bretton Woods, sovereign debt crises, the 1990s bubbles, and the Great Recession in the US and in the Euro area. In the end, students will have a firm grasp of the evolution of financial markets

over centuries up until now.

Teaching: 10 hours of lectures and 10 hours of seminars in the MT. 10 hours of lectures and 10 hours of seminars in the LT. This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and lectures in the form of recorded live webinars.

This course includes a reading week in Week 6 of Michaelmas Term and week 6 of Lent Term.

Day 1

Day 2

Day 3

Day 4

Day 5

Formative coursework: Students are expected to write two essays or equivalent pieces of written work.

Indicative reading: Aliber, R., & Kindleberger, Charles P. (2015).

Manias, panics and crashes : A history of financial crises (Seventh ed.). Palgrave.

Eichengreen, B. (2015). *Hall of mirrors: The Great Depression, the great recession, and the uses-and misuses-of history*. New York: Oxford University Press.

Ferguson, N. (2009). *The ascent of money : A financial history of the world*. London: Penguin.

Rajan, R. (2011). *Fault lines : How hidden fractures still threaten the world economy* (1st pbk. ed.). Princeton, N.J.: Princeton University Press.

Gorton, G. (2012). *Misunderstanding financial crises : Why we don't see them coming*. New York: Oxford University Press.

Assessment: Essay (50%, 5000 words) in the MT.

Essay (50%, 5000 words) in the LT.

EH446

Economic Development of East and Southeast Asia

This information is for the 2020/21 session.

Teacher responsible: Prof Kent Deng SAR 517

Availability: This course is available on the MRes/PhD in Quantitative Economic History, MSc in China in Comparative Perspective, MSc in Development Studies, MSc in Economic History, MSc in Economic History (Research), MSc in Empires, Colonialism and Globalisation, MSc in Global Economic History (Erasmus Mundus), MSc in Global Politics, MSc in International and Asian History and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: There are no pre-requisites: knowledge of Asian history of the relevant period and region would be an advantage.

Course content: The course deals with the conditions and paths of economic development in East Asia (excluding Japan) and Southeast Asia in past centuries. The first part of the course looks at the debate on Asian economic history, including the effect of the availability of endowments, and the institutions, technology and economic structures that evolved independently in Asia to support a large population with reasonable standards of living. The second part of the course examines the reasons for the lack of indigenous modern growth in Asia, the conditions and timing of the 'growth miracle' of the Asian Tigers, ASEAN and Mainland China after World War Two, and the relationship to the growth of the world economy.

Topics covered include: traditional economic patterns in the region before the 17th century; the impact of the early European maritime traders; the impact of later Europeans traders backed by industrialisation; attempts and successes of Western colonisation; resistance to change from the core area in the East Asian Mainland; reforms and modernisation in Asia; Asia and globalisation.

Teaching: 10 hours of lectures and 10 hours of seminars in the MT. 10 hours of lectures and 10 hours of seminars in the LT. 1 hour

of lectures in the ST.

This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos.

This course includes a reading week in Week 6 of Michaelmas Term and Week 6 of Lent Term.

Formative coursework: Students are expected to write two essays or equivalent pieces of written work.

Indicative reading:

- A Booth, 'The Economic Development of Southeast Asia: 1870-1985' *Australian Economic History Review*, 31 (1);
- G Snooks et al *Exploring Southeast Asia's Economic Past* (1991);
- I Brown, *Economic Change in Southeast Asia* (1997);
- Kenneth Pomeranz, *The Great Divergence* (2000);
- J M Hobson *The Eastern Origins of Western Civilisation* (2004);
- P Dicken et al., *Globalisation and the Asia Pacific* (1999);
- S. Kim, *East Asia and Globalization* (2000);
- K.T. Lee, *Globalisation in the Asia Pacific Economy* (2002);
- Rui H and P. Nolan, *Globalisation, Transition and Development in China* (2004).

Assessment: Exam (70%, duration: 2 hours) in the summer exam period.

Essay (30%, 3500 words).

EH452 Half Unit

Latin American Development and Economic History

This information is for the 2020/21 session.

Teacher responsible: Dr Alejandra Irigoin, SAR 611

Availability: This course is available on the MSc in Economic History, MSc in Economic History (Research), MSc in Empires, Colonialism and Globalisation, MSc in Global Economic History (Erasmus Mundus), MSc in History of International Relations, MSc in International and World History (LSE & Columbia), MSc in Political Economy of Late Development and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The course will consider some of the major topics in the development and economic history of Latin America. The topics to be explored will be the role of geography, the environment and factor endowments, the role of institutions and policies, problems of taxation, spending and representation in the capacities of the state and constitutional and political developments in the 19th and 20th century, the protracted character of Latin America's inequality, the 'curse' from natural resources dependence, the macroeconomics of industrialization and the political economic nature of Latin American populism. Using reciprocal comparisons with the US, South East Asia, between Latin American countries, and across time the course will revisit the current interpretations of Latin American development in the long run and will frame the analysis of particular issues of policy-making of the present into the economic historical context.

Teaching: 20 hours of seminars in the LT.

This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Lent Term.

This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos.

This course includes a reading week in Week 6 of Lent Term.

Formative coursework: Students are required to write one essay or equivalent pieces of written work.

Indicative reading: V. Bulmer-Thomas, V (2014) *The economic history of Latin America since independence* 2nd ed Cambridge, Cambridge University Press. S. Edwards, 2010. *Left behind: Latin America and the false promise of populism*. Chicago:

The University of Chicago Press. P. Franko, 2007. *The puzzle of Latin American economic development*. Lanham: Rowman & Littlefield. J.L. Gallup, (2003) *Is geography destiny?: lessons from Latin America* Latin American development forum. Washington, DC, World Bank. Stein, Ernesto, Mariano Tommasi, Carlos G. Scartascini, and Pablo T. Spiller. 2008. *Policymaking in Latin America: how politics shapes policies*. Washington, D.C.: Inter-American Development Bank. Ocampo, JA & Ross, J (2011), *The Oxford Handbook of Latin American economics* (Oxford, Oxford University Press). Bertola, L & Ocampo, JA (2012), *The Economic Development of Latin America since Independence* (Oxford, Oxford University Press); Scartascini, Stein, GC & Tommasi, M (2010), *How democracy Works: political institutions, actors and arenas in Latin American policy making* (Washington DC IADB); CH Blake, (2007) *Politics in Latin America* 2nd edition (Houghton Mifflin Company). V. Bulmer-Thomas, JH, Coatsworth, and R. Cortes Conde, (2006) *The Cambridge economic history of Latin America* Cambridge, Cambridge University Press. Vol. I & I; AA.VV (2003) *Inequality in Latin America and the Caribbean. Breaking with history?* (Washington IRDB); Edwards, Esquivel, G & Marquez, G (2007) *The Decline of Latin American Economics: growth, institutions and crises* (Chicago University of Chicago)

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

EH454

Human Health in History

This information is for the 2020/21 session.

Teacher responsible: Dr Eric Schneider SAR.5.18 and Prof Patrick Wallis SAR.5.11

Availability: This course is available on the MRes/PhD in Quantitative Economic History, MSc in Economic History, MSc in Economic History (Research), MSc in Empires, Colonialism and Globalisation, MSc in Global Economic History (Erasmus Mundus) and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

only

Course content: This course explores how human health has changed over time and tracks how the environment, society, public health infrastructure, medical practice and health systems have influenced health. The course begins with a survey of how health has changed from the Neolithic era onwards. Subsequent thematic sets of seminars study the following topics in more detail:

- Health in the pre-Industrial world including discussion of the Black Death and American slavery
- The epidemiological and health transition with weekly topics on the germ theory of disease, medical innovations, sanitation and the developmental origins of health
- The development of health systems from the early modern period to the present
- Combating epidemic disease with particular reference to smallpox, plague and AIDS
- The influence of health on society and the economy including topics on health and economic growth, gender disparities in health and morbidity

One of the focuses of the course will be critical engagement with the sources and methods that historians have used to reconstruct health history. Students will also complete a 5,000 word research paper based on primary sources or data on a health history topic as part of the summative assessment.

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

This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos.

This course includes a reading week in Week 6 of Michaelmas Term and Week 6 of Lent Term.

Formative coursework: Students will be expected to produce four essays or equivalent pieces of work. In MT this includes a group research project to prepare students for the individual research paper that forms part of the summative assessment.

- Indicative reading:** Floud, Roderick, Robert W. Fogel, Bernard Harris and Sok Chul Hong, *The Changing Body: Health, Nutrition, and Human Development in the Western World since 1700* (Cambridge, 2011). Harrison, Mark, *Disease and the Modern World: 1500 to the Present* (Cambridge, 2004). Livi-Bacci, Massimo, *A Concise History of Population* (Chichester, 2012). Almond, Douglas and Janet Currie, 'Killing Me Softly: The Fetal Origins Hypothesis', *The Journal of Economic Perspectives*, 25, no. 3 (2011), pp. 153-172. Costa, Dora, 'Health and the Economy in the United States, from 1750 to the Present', NBER Working Paper, no. 19685 (2013). Hays, J. N., *The Burdens of Disease: Epidemics and Human Response in Western History* (New Brunswick NJ, 1998). Steckel, Richard H., 'Stature and the Standard of Living', *Journal of Economic Literature*, 33, no. 4 (1995), pp. 1903-1940. Wallis, Patrick, 'Introduction: The Growth of the Early Modern Medical Economy', *Journal of Social History*, 49, no. 3 (2016), pp. 477-483.
- Charness G, Gneezy U (2009) Incentives to exercise. *Econometrica*, 77(3), 909-931.
 - Dolan P, Galizzi MM (2015) Like ripples on a pond: behavioural spillovers and their consequences for research and policy. *Journal of Economic Psychology*, 47, 1-16.
 - Galizzi MM (2014). What is really behavioural in behavioural health policy? And, does it work? *Applied Economic Perspectives and Policy*, 36(1), 25-60.
 - Galizzi MM, Wiesen D (2017). Behavioural experiments in health: An introduction. *Health economics*, 26(S3), 3-5.
 - Galizzi MM, Wiesen D (2018). Behavioural Experiments in Health Economics. *Oxford Research Encyclopedia of Economics and Finance*. Oxford University Press.
 - Hanoch Y, Barnes AJ, Rice T (2017). *Behavioral Economics and Healthy Behaviors*. Routledge.
 - Roberto CA, Kawachi I (2016). *Behavioral Economics and Public Health*. Oxford University Press.
 - Schwartz JA, Chapman GB (1999). Are more options always better? The attraction effect in physicians' decisions about medications. *Medical Decision Making*, 19, 315-323.
 - Volpp K, Loewenstein G et al. (2008). Financial incentive-based approaches to weight loss. *Journal of the American Medical Association*, 300, 2631-2637.

Assessment: Exam (50%, duration: 2 hours) in the summer exam period.

Project (50%, 5000 words) in the LT.

The 5,000-word summative research project is an opportunity for students to conduct their own primary-source research into the history of health. Students can either use a primary source available as a dataset, or they can venture out to the archives to collect additional information as a basis for their project. The project must be historical (pre-1990) and cannot directly replicate studies in the literature using the same data. However, it can test another author's result using new sources or use the same sources to test a different question. The project can use quantitative or qualitative methods (or both) based on each student's preference.

permission as an outside option to students on other programmes where regulations permit.

Course content: This course examines living standards from roughly the industrial revolution until the millenium through the prism of the British experience. The gradual move from subsistence agriculture to advanced industrial production was accompanied by a move towards urban living and radical demographic and social change, which transformed the lives of the population within a few generations. The population of Western economies experienced an exponential increase in average real incomes, which was driven by technical progress. This transformed the living standards of the majority of the population from bare subsistence to plenty, and was accompanied by a growing role for the state in providing for those excluded from the benefits of economic progress. Over the course of these three hundred years, the path of average incomes in Western countries also diverged from those in Asia, creating profound global imbalances in income and wealth.

The course is organised roughly chronologically, but within this, it concentrates on particular aspects of living standards that have proved most controversial within the existing literature; either because of an imperfect historical record, differences in method or approach, or sometimes because of ideological differences. This course will explore topics relating to: the transformation of work; the progress of average incomes; the distribution of income and wealth; changes in food consumption and nutrition; the relationship between demographic change and living standards; the transformation of the role of the state and the reasons for divergence in living standards across time and place. It will also explore the reasons why historians disagree about these topics.

Lecture 1: Introduction

Lecture 2: Finding a Job

Seminar 1:

Lecture 3: Day to Day Work

Seminar 2:

Lecture 4:

When at Work: Trading and Investment

Seminar 3:

Lecture 5: When at Work: Complying with the Rules

Seminar 4:

Seminar 5:

Teaching: 20 hours of seminars in the LT.

This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Lent Term.

This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos.

This course includes a reading week in Week 6 of Lent Term.

Formative coursework: Students will be expected to complete two essays or equivalent pieces of work.

Indicative reading: Allen, Robert., *The British Industrial Revolution in Global Perspective* (Cambridge 2009). Atkinson, A.B. and Piketty, Thomas., *Top Incomes: A Global Perspective* (Oxford, 2014). Floud, Roderick et al, *The Changing Body: Health, Nutrition and Human Development in the Western World since 1700* (Cambridge 2011). Glennester, H, Hills, J, and Piachaud., *One Hundred Years of Poverty and Policy* (2004). Goldin, Claudia and Katz, Lawrence F., *The Race between Education and Technology* (Harvard, 2010). Muldrew, Craig., *Food, Energy and the Creation of Industriousness: Work and Material Culture in Agrarian England 1550-1780* (Cambridge 2011). Scholliers, Peter and Vamagni, Vera., (ed) *Labour's Reward: Real Wages and Economic Change in 19th and 20th Century Europe* (1995). Taylor, Arthur, J., (ed) *The Standard of Living in Britain in the Industrial Revolution* (1975). Vernon, James., *Hunger: A Modern History* (Cambridge, 2004). Williamson, Jeffrey, G., *Did British Capitalism Breed Inequality?* (1985)

Assessment: Take-home assessment (90%) in the ST.

Class participation (10%) in the LT.

The online assessment for this course will be a Take Home Exam administered via Moodle. A review session will take place in Week 1 of the ST in preparation for this assessment. Assessment questions will be administered via Moodle in Week 2 of the ST.

EH457 Half Unit

Living Standards since the Industrial Revolution: The British experience c.1750-2000

This information is for the 2020/21 session.

Teacher responsible: Prof Ian Gazeley SAR 6.05

Availability: This course is available on the MSc in Economic History, MSc in Economic History (Research), MSc in Global Economic History (Erasmus Mundus) and MSc in Political Economy of Late Development. This course is available with

Students will choose 2 of 8 questions. Answers to questions will be submitted in Week 5 of the ST.

EH463 Half Unit

The Long-Run Analysis of Firms and Industries

This information is for the 2020/21 session.

Teacher responsible: Dr Gerben Bakker SAR 509

Availability: This course is available on the MRes/PhD in Accounting (AOI) (Accounting, Organisations and Institutions Track), MRes/PhD in Quantitative Economic History, MSc in Accounting, Organisations and Institutions, MSc in Economic History, MSc in Economic History (Research), MSc in Global Economic History (Erasmus Mundus) and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course comparatively explores the history of strategies, business organisations and industries since the nineteenth century. Different approaches to analyse this evolution are discussed, as well as the history of thinking about management and organisational structure and how this affected history itself. Introductory lecture(s) set the scene, discuss key concepts and various economic approaches to analyse the evolution of organisations. Subsequently the course looks at the origins of legal forms of organisation - such as the corporation, the private limited liability company and the cooperative - at the development of organisational structures, at the history of thinking about them, and at evolution of industries.

Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.

This course is delivered through a series of seminars totalling 20 hours across Lent Term. This year, some or all of this teaching may be delivered through a combination of virtual seminars and other online activities.

This course includes a reading week in Week 6 of Lent Term.

Formative coursework: Students are expected to write two essays or equivalent pieces of written work.

Indicative reading:

- G. Boyce and S. Ville, *The Development of Modern Business* (2002);
- C. J. Schmitz, *The growth of big business in the United States and Western Europe, 1850-1939* (1993);
- S. Douma and H. Schreuder, *Economic Approaches to Organizations* (2002);
- A. Huczynski and D. Buchanan, 'Organizational Structures', part 4 in *Organizational Behaviour* (2001 or later edition);
- D. A. Wren, *The History of Management Thought* (5th ed. 2004);
- O. E. Williamson, *The economic institutions of capitalism. Firms, markets, relational contracting* (1985);
- A. D. Chandler, *Strategy and Structure: Chapters in the History of the American Industrial Enterprise* (1962);
- J. Sutton, *Technology and Market Structure: Theory and History* (1998);
- F. Knight, *Risk, Uncertainty and Profit* (1921);
- J. A. Schumpeter, 'Can Capitalism Survive?' in his *Capitalism, Socialism and Democracy* (1942);
- L. Hannah, 'Marshall's "Trees" and the Global "Forest" in N. Lamoreaux, D. Raff and P. Temin, *Learning by Doing in Markets, Firms and Nations* (1999);
- J. M. Karpoff, 'Public versus Private Initiative in Arctic Exploration: The Effects of Incentives and Organizational Structure,' *Journal of Political Economy* 109 (2001);
- E. Hilt, 'Incentives in Corporations: Evidence from the American Whaling Industry,' *Journal of Law and Economics* 49 (2006);
- M. J. Lynskey and S. Yonekura, *Entrepreneurship and Organization* (2002).

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

EH472 Half Unit

Essay in Quantitative Economic History

This information is for the 2020/21 session.

Teacher responsible: Prof Patrick Wallis

Availability: This course is compulsory on the MSc in Quantitative Economic History. This course is not available as an outside option.

Pre-requisites: No prerequisites.

Course content: The topic of the Essay is chosen by the students in close consultation with their supervisors. The purpose of the essay is to introduce students to the practice of historical research through the completion of a small, self-contained project that involves the use of quantitative methods in the analysis of historical change. It builds on competencies acquired in the core economic history and economics courses of the MSc. It must demonstrate the ability to formulate and motivate a research question, reflect adequate knowledge of the relevant literature in economic history and economics, make effective use of appropriate quantitative methods, and show critical capacity in the interpretation of the evidence and findings.

Part 1: Organisational culture: what is it, and why does it matter?

Part 2: Measuring organisational culture.

Part 3: Understanding and changing organisational culture.

Teaching: Starting in the first term, students will receive advice on choosing a topic and how to tackle it, both from the Department (in the form of a document) and, individually, from their supervisors.

There will be several taught sessions in Michaelmas Term for all students on the programme in addition to meetings with supervisors during the course of the year.

Formative coursework: Students are expected to complete a sequence of preparatory stages during the year. (1) The title must be approved by the student's supervisor; (2) an outline of the Essay must be submitted in Lent Term (3) a one-page project summary and an extended draft by the end of the Summer Term. Supervisors will not normally provide comments on drafts submitted after that date.

Formative assessment 1.

Formative assessment 2.

Indicative reading: Ashkanasy, N. M., Wilderom, C. P., & Peterson, M. F. (2000). *Handbook of organizational culture and climate*. Sage. Barney, J. B. (1986). Organizational culture: can it be a source of sustained competitive advantage? *Academy of Management Review*, 11(3), 656-665. Jacobs, R., Mannion, R., Davies, H. T., Harrison, S., Konteh, F., & Walshe, K. (2013). The relationship between organizational culture and performance in acute hospitals. *Social Science & Medicine*, 76, 115-125. Hartnell, C. A., Ou, A. Y., & Kinicki, A. (2011). Organizational culture and organizational effectiveness: a meta-analytic investigation of the competing values framework's theoretical suppositions. *Journal of Applied Psychology*, 96(4), 677. Hofstede, G. (1983). The cultural relativity of organizational practices and theories. *Journal of international business studies*, 14(2), 75-89. Hofstede, G., Neuijen, B., Ohayv, D. D., & Sanders, G. (1990). Measuring organizational cultures: A qualitative and quantitative study across twenty cases. *Administrative Science Quarterly*, 286-316. Leaver, M. P., & Reader, T. W. (2019). Safety culture in financial trading: An analysis of trading misconduct investigations. *Journal of Business Ethics*, 154(2), 461-481. Martin, J. (1992). *Cultures in organizations: Three perspectives*. Oxford University Press. O'Reilly, C. A., Chatman, J., & Caldwell, D. F. (1991). People and organizational culture: A profile comparison approach to assessing person-organization fit. *Academy of management journal*, 34, 487-516. Schein, E. H. (1984). Coming to a new awareness of organizational culture. *Sloan Management Review*, 25(2), 3-16. Reader, T., Reddy, G., & Brett, S. (2017). Impossible Decision? An investigation of risk trade-offs in the intensive care unit. *Ergonomics*. Reader, T., Noort, M. C., Shorrock, S., & Kirwan, B. (2015). Safety san frontières: an international safety culture model. *Risk Analysis*, 35, 770-789. nReader, T., Mearns, K., Lopes, C. & Kuha, J (2017). Organisational support for workforce health and employee safety citizenship behaviours: a reciprocal relationship. *Human Relations*. Schein,

E. H. (2010). *Organizational culture and leadership* (Vol. 2). John Wiley & Sons. Schneider, B., Ehrhart, M. G., & Macey, W. H. (2013). Organizational climate and culture. *Annual Review of Psychology*, 64, 361-388. Scott, T., Mannion, R., Davies, H., & Marshall, M. (2003). The quantitative measurement of organizational culture in health care: a review of the available instruments. *Health services research*, 38(3), 923-945. Webb, E., & Weick, K. E. (1979). Unobtrusive measures in organizational theory: A reminder. *Administrative Science Quarterly*, 24(4), 650-659.

Assessment: Essay (100%, 6000 words).

The essay should be no longer than 6,000 words, excluding tables, references and bibliography. Marks will be deducted for late submission or excessive length. The Essay counts for a half-unit in the four-unit MSc programme. The relevant marking criteria are set out in the Notes for Students.

EH473

Research Paper in Quantitative Economic History

This information is for the 2020/21 session.

Teacher responsible: Prof Patrick Wallis

Availability: This course is compulsory on the MRes/PhD in Quantitative Economic History. This course is not available as an outside option.

Course content: The Research Paper builds on the research training provided through the core courses of the MSc Quantitative Economic History and the MRes Quantitative Economic History, augmented by the optional economic history courses taken by students during the MRes. The topic of the Research Paper is chosen by the students in close consultation with their MRes supervisors who, normally, will be their prospective PhD supervisors. The Research Paper will present the results of an original enquiry into a clearly defined historical problem and use appropriate methods of quantitative analysis. It must demonstrate the ability to employ relevant concepts from economics and/or the wider social sciences effectively, an understanding of and critical engagement with the relevant economic history literature, an appreciation of the nature of historical explanation and analysis, and the ability to identify, collect and critically examine relevant quantitative information. Apart from it being an integral core component of the MRes programme, the Research Paper also serves as a first step towards the production of one of the three publishable papers envisaged for the students' prospective paper-based PhD thesis.

Teaching: Starting in the first term, students will receive advice on choosing a topic and how to tackle it, both from the Department (in the form of a document) and, individually, from their supervisors. There will be several taught sessions in Michaelmas Term for all students on the programme in addition to meetings with supervisors during the course of the year.

Formative coursework: Students must submit a one page summary and a substantial draft for comment by the end of the Summer Term. Supervisors will not normally provide comments on drafts submitted after that date.

Indicative reading:

- Angrist, J.D., Pischke J-S. (2015). *Mastering 'Metrics: the Path from Cause to Effect*. Princeton: Princeton University Press.
- Gerber, A.S., Green, D.P. (2012). *Field Experiments: Design, Analysis, and Interpretation*. New York: Norton & Company.
- Glennerster, R., Takavarasha, K. (2013). *Running Randomized Evaluations: a Practical Guide*. Princeton: Princeton University Press.
- Kohler, U., Kreuter, F. (2012). *Data Analysis Using Stata*. College Station, TX: Stata Press.
- Mitchell, M.N. (2015). *Stata for the Behavioural Sciences*. College Station, TX: Stata Press.
- Burtless, G. (1995). The case for randomized field trials in economic and policy research. *Journal of Economic Perspectives*,

9(2), 63-84.

- Dolan, P., Galizzi, M.M. (2014). Getting policy-makers to listen to field experiments. *Oxford Review of Economic Policy*, 30(4), 725-752.
- Dolan, P., Galizzi, M.M. (2015). Like ripples on a pond: behavioural spillovers and their consequences for research and policy. *Journal of Economic Psychology*, 47, 1-16.
- Harrison, G.W., List, J.A. (2004). Field experiments. *Journal of Economic Literature*, XLII, 1009-1055.
- List, J.A. (2006). Field experiments: a bridge between the lab and naturally occurring data. *Advances in Economic Analysis and Policy*, 6, 8.

Assessment: Research project (100%).

The Research Paper should be no longer than 10,000 words, excluding tables, references and bibliography. Marks will be deducted for late submission or excessive length. The Research Paper counts for one full unit in the four-unit MRes programme. The relevant marking criteria are set out in the Notes for Students.

EH474

Research Prospectus

This information is for the 2020/21 session.

Teacher responsible: Prof Patrick Wallis SAR.5.11

Availability: This course is available on the MRes/PhD in Quantitative Economic History. This course is not available as an outside option.

Pre-requisites: There are no pre-requisites for this course.

Course content: The Research Prospectus is a detailed, c. 5,000 words long outline 'map' of the prospective PhD thesis. It serves to demonstrate the feasibility of the thesis and, in conjunction with the results achieved in the examinable components of the MRes programme (including the Research Paper), as an indicator of the student's readiness for further graduate work in economic history at PhD level. The Prospectus is non-examinable but subject to approval by a departmental board prior to progression into the PhD programme.

The Research Prospectus is expected (1) to set out the research questions and motivation of the three publishable papers students intend to produce in their prospective PhD thesis, (2) to demonstrate the thematic connections between the three papers, (3) to outline the conceptual/ theoretical frameworks and empirical approaches to be used, (4) to identify the main (data) sources to be exploited, and (5) to delineate the relevant historical and historiographical contexts of the thesis. Insights from the student's ongoing work on the Research Paper (EH473), as a first step towards the production of one of the three papers, are expected to inform the Research Prospectus.

Teaching: Students are expected to work on the Research Prospectus throughout the year and in close consultation with their supervisors who, normally, will be their prospective PhD supervisors.

Formative coursework: One optional mock policy exercise will be provided.

Indicative reading: Readings that are specific to each policy area will be distributed at the beginning of the course

Assessment: The Research Prospectus is not formally assessed. However, it needs to be approved by the departmental Prospectus Review Board prior to progression to the PhD programme. Submission to the departmental Prospectus Review Board on a date in Summer Term to be confirmed.

EH476 Not available in 2020/21**The Economic History of War**

This information is for the 2020/21 session.

Teacher responsible: Prof Max-Stephan Schulze SAR 614

Availability: This course is available on the MRes/PhD in Quantitative Economic History, MSc in Economic History, MSc in Economic History (Research) and MSc in Global Economic History (Erasmus Mundus). This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students enrolled on this course are expected to have completed the equivalent of undergraduate survey courses on European history. Knowledge of introductory undergraduate level economics is a distinct advantage.

Course content: This course explores the economic history of war(s) from the late Middle Ages to the 20th century within a comparative framework. Key themes examined include: long-term preparation for war - from bullionism to autarchy; state formation and deformation; organising warfare - from Renaissance condottiere to security firms; resource mobilisation - finance, material inputs, human capital; resource allocation - production and consumption; human and economic consequences of war; post-war reconstructions. The historical cases studied include the Hundred Years War, the Thirty Years War, the European wars of the 18th century, the Napoleonic Wars, the American Civil War, the First and Second World Wars.

Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.

There are no lectures on this course. Teaching will consist of 20 seminars of two-hours each in MT and LT; one revision session in LT. There will be pre-circulated papers for the seminars.

Students on this course will have a reading week in Week 6 of both MT and LT, in line with departmental policy.

Formative coursework: Three 2,000 word essays and one class presentation

Indicative reading: R. Bartlett, *The Making of Europe. Conquest, Colonization and Cultural Change, 950-1350* (1993). S. Broadberry, & M. Harrison, (eds) *The Economics of World War I* (2005). J. Brewer, *The sinews of Power: War, Money and the English State, 1688-1789* (1989). R. Chickering & S. Foerster (eds), *Great War, Total War* (2000). S. Foerster & J. Nagler (eds), *On the Road to Total War: The American Civil War and the German ars of Unification* (1997). D. Diamond, *Guns, Germs and Steel: The Fates of Human Societies* (1997). J.R. Hale, *War and Society in Renaissance Europe, 1450-1620* (1998). G. Hardach, *The First World War, 1914-18* (1977). M. Harrison (ed) *The Economics of World War II* (2000). A.S. Milward, *War, Economy and Society 1939-45* (1987). A. Offer, *The First World War. An Agrarian interpretation* (1989). K. O'Rourke, 'The worldwide economic impact of the French Revolutionary and Napoleonic Wars, 1793-1815', *Journal of Global History* (2006) 1, pp123-149. R. Overly, *Why the Allies Won* (2006). G. Parker, *The Military Revolution: Military Innovation and the Rise of the West, 1500-1800* (1996). D. Stevenson, *With Our Backs to the Wall: Victory and Defeat in 1918* (2011). D. Stevenson, *Armaments and the Coming of War: Europe, 1904-1914* (1996). H. Strachan, *Financing the First World War* (2004). A. Tooze, *Wages of Destruction* (2006).

Assessment: Exam (100%, duration: 3 hours) in the summer exam period.

This course is compulsory for students at LSE for the first year of the MA Global Studies programme.

Pre-requisites: There are no formal pre-requisites, but the course is only available by prior agreement with the Executive MPA and Executive MPP Programme Directors if students haven't completed Empirical Methods for Public Policy (PP455E) and Economic Policy Analysis (PP440E).

Course content: The subject of the dissertation should relate broadly to one of the global history taught courses taken by the student. It should be either a critical survey of a well-defined problem in the literature, or a small self-contained research project using primary evidence. It must demonstrate adequate knowledge of appropriate literature in Global History and an ability to handle problems of evidence and explanation.

Teaching: Starting in the first term, students will receive advice on choosing a topic and how to tackle it, both from the Department (in the form of a document) and, individually, from their supervisors.

There will be several taught sessions in Michaelmas Term for all students on the programme in addition to meetings with supervisors during the course of the year.

Formative coursework: Students are expected to complete a sequence of preparatory stages during the year. (1) The title must be approved by the student's supervisor; (2) an outline of the Essay must be submitted in Lent Term (3) a one-page project summary and an extended draft by the end of the Summer Term. Supervisors will not normally provide comments on drafts submitted after that date.

Indicative reading: A full reading list will be distributed at the beginning of the course.

Assessment: Dissertation (100%, 6000 words) post-summer term. The dissertation should be no longer than 6,000 words, excluding tables, references and bibliography. Marks will be deducted for late submission or excessive length.

EH480**Research Dissertation in Global Economic History**

This information is for the 2020/21 session.

Teacher responsible: Prof Patrick Wallis SAR.5.11

Availability: This course is available on the MSc in Global Economic History (Erasmus Mundus). This course is not available as an outside option.

This course is compulsory for students at LSE for the second year of the MA Global Studies programme.

Pre-requisites: There are no pre-requisites for this course.

Course content: The dissertation should be an empirical study using primary source material to write on a topic in global history. The topic should relate broadly to one of the global history courses taken by the student.

Teaching: Starting in the first term, students will receive advice on choosing a topic and how to tackle it, both from the Department (in the form of a document) and, individually, from their supervisors.

There will be several taught sessions in Michaelmas Term for all students on the programme in addition to meetings with supervisors during the course of the year.

Formative coursework: Students are expected to complete a sequence of preparatory stages during the year. (1) The title must be approved by the student's supervisor; (2) an outline of the Essay must be submitted in Lent Term (3) a one-page project summary and an extended draft by the end of the Summer Term. Supervisors will not normally provide comments on drafts submitted after that date.

Indicative reading: A full reading list will be distributed at the beginning of the course.

Assessment: Dissertation (100%, 10000 words) post-summer term.

The dissertation should be no longer than 10,000 words, excluding tables, references and bibliography. The title must be approved in

EH479 Half Unit**Dissertation in Global Economic History**

This information is for the 2020/21 session.

Teacher responsible: Prof Patrick Wallis SAR.5.11

Availability: This course is available on the MSc in Global Economic History (Erasmus Mundus). This course is not available as an outside option.

advance by the student's supervisor. Marks will be deducted for late submission or excessive length.

EH481 Half Unit

Economic Change in Global History: Approaches and Analysis

This information is for the 2020/21 session.

Teacher responsible: Dr Leigh Gardner SAR 507

Availability: This course is compulsory on the MSc in Global Economic History (Erasmus Mundus). This course is available on the CEMS Exchange and MBA Exchange. This course is available with permission as an outside option to students on other programmes where regulations permit. Students at LSE following the MSc Global Economic History (Erasmus Mundus) for the second year of the two-year programme are not required to take this course.

Pre-requisites: There are no formal pre-requisites, but the course is only available by prior agreement with the Executive MPA and Executive MPP Programme Directors if students haven't completed Empirical Methods for Public Policy (PP455E) and Economic Policy Analysis (PP440E) prior to this course.

Course content: The course provides an overview of the central themes and key theoretical questions in economic history and examines the ways in which economic historians collect, analyse and interpret evidence. Specific topics evolve to reflect recent research trends, but include a range of issues such as processes of economic development; culture and economic behaviour; the role of institutions; and welfare outcomes. The course approaches these topics by considering problems of knowledge and explanation in economic history, and introduces quantitative and qualitative approaches to obtaining, analysing, and interpreting evidence. Lectures pair conceptual and theoretical reviews with historical case studies illustrating applied research on these topics.

Teaching: 20 hours of lectures and 9 hours of seminars in the MT. This course is delivered through a combination of classes and lectures (shared with EH401) totalling a minimum of 20 hours across Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos. This course includes a reading week in Week 6 of Michaelmas Term.

Formative coursework: Students are expected to write one essay or equivalent pieces of written work during the term.

Indicative reading: D. North, *Institutions, Institutional Change and Economic Performance* (1990); A. Greif, *Institutions and the Path to the Modern Economy* (2006); K. Pomeranz, *The Great Divergence: China, Europe and the Making of the Modern World Economy* (2000); R. Allen, *The British Industrial Revolution in Global Perspective* (2009); D. Rodrik (Ed), *In Search of Prosperity* (2003); E. Helpman, *The Mystery of Economic Growth* (2004); T. Rawski (Ed), *Economics and the Historian* (1996); J. Tosh, *The Pursuit of History* (2nd Edition, 1991); D. Little, *Varieties of Social Explanation* (1991).

Assessment: Exam (90%, duration: 2 hours) in the January exam period. Class participation (10%) in the MT.

EH482

The Origins of the World Economy: Europe and Asia, 1000-1800

This information is for the 2020/21 session.

Teacher responsible: Dr Jordan Claridge SAR 505 and Prof Patrick Wallis SAR 511

Availability: This course is available on the MRes/PhD in

Quantitative Economic History, MSc in China in Comparative Perspective, MSc in Economic History, MSc in Economic History (Research), MSc in Empires, Colonialism and Globalisation, MSc in Global Economic History (Erasmus Mundus), MSc in International and Asian History and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: There are no formal pre-requisites, but recommended advance readings will be distributed ahead of the course. Familiarity with the material covered in the EMPA/ EMPP Introduction to Statistics module is assumed.

Course content: This course surveys long-term processes of growth and development in pre-modern Europe and the wider world. Its central question is how and why economic performance differed between differently structured societies and across societies at the same point in time. The course raises fundamental questions about the nature of pre-industrial societies and economies and it critically examines the numerous theories put forward to explain long-run economic change.

First, it asks if stagnation and poverty were normal conditions in pre-industrial societies and growth an aberration. Were societies 'Malthusian', and what kind of growth and development did they experience? Second, it addresses debates over the timing and causes of Western economic growth and its connections with the region's expanding political and military power. Was British or European success from the 17th century the result of unique social, institutional, or cultural features? It focuses on the developments of markets and their integration, on the development of technology and on the extension of manufactory in a fundamentally agrarian world. Third, it explores the range of alternative development paths within Europe and in other regions of the world, such as premodern China and India, considering both regions' internal economic dynamics and the impact of interactions with European powers as contact grew over the course of the early modern period.

The course is not chronologically arranged but rather along core topics relevant in economic history. These are presented and discussed in an explicitly comparative way. Themes include: population, agriculture, technology, manufacturing, labour regimes, economic effects of legal, political, and constitutional structures; political economy; trade and market integration, money, finances and commercial institutions, and the causes and effects of the European expansion overseas.

Teaching: 10 hours of lectures and 10 hours of seminars in the MT. 10 hours of lectures and 10 hours of seminars in the LT.

This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos.

This course includes a reading week in Week 6 of Michaelmas Term and Week 6 of Lent Term.

Formative coursework: Students are expected to write three essays or equivalent pieces of written work.

Indicative reading: J. Abu-Lughod, *Before European Hegemony: The World System*; A. G. Frank, *ReORIENT: Global Economy in the Asian Age* (1998); P. Hoffman, *Why Did Europe Conquer the World?* (2015); J. E. Inikori, *Africans and the Industrial Revolution in England* (2002); E. L. Jones, *Growth Recurring: Economic Change in World History* (2002); J. Y. Lin, *The Needham Puzzle: Why the Industrial Revolution Did Not Originate in China* (1995); Joel Mokyr, *The Lever of Riches* (1990); K. G. Persson, *An Economic History of Europe: Knowledge, Institutions and Growth, 600 to the Present* (2010); K. Pomeranz, *The Great Divergence: China, Europe, and the Making of the Modern World Economy* (2000); J. Rubin, *Rulers, Religion and Riches: Why the West Got Rich and the Middle East Did Not* (2017); H. J. Voth and N. Voigtlander, 'Malthusian Dynamism and the Rise of Europe: Make War, Not Love', *American Economic Review* (2009); J. van Zanden, S. G. Carmichael, & T. De Moor, *Capital Women - The European Marriage Pattern, Female Empowerment and Economic Development in Western Europe 1300-1800* (2019); J. de Vries, *The*

Limits of Globalization in the Early Modern World (2010); B Wong & J L. Rosenthal, *Before and Beyond Divergence* (2014)

Assessment: Exam (70%, duration: 2 hours) in the summer exam period.

Essay (30%, 3000 words) in the LT.

EH483

The Development and Integration of the World Economy in the 19th and 20th Centuries

This information is for the 2020/21 session.

Teacher responsible: Dr Natacha Postel-Vinay SAR 613

Availability: This course is available on the MRes/PhD in Quantitative Economic History, MSc in Accounting, Organisations and Institutions, MSc in Economic History, MSc in Economic History (Research), MSc in Empires, Colonialism and Globalisation, MSc in Global Economic History (Erasmus Mundus), MSc in Global Politics and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: There are no pre-requisites, but recommended advance reading is given below.

Course content: This course aims to provide an overview of the development and integration of the world economy from 1800 to the present, giving an understanding of the origins of the challenges we face in the 21st century. The course raises fundamental questions about the sources of the unprecedented levels of economic growth in the last two centuries and the past and present challenges to economic development that have led to sharp divergences in income between countries and regions. The course explores the economic history at a global level, exploring developments in the western world as well as in Latin America, East and Southeast Asia, and Africa. Topics discussed will include fundamental transformations in economic experience, such as income and inequality, environmental change and the rise of population; sources of progress, such as technology, science, fiscal development; and explanations for divergent outcomes, for example human capital, economic policy, and management.

Teaching: 10 hours of lectures and 10 hours of seminars in the MT. 10 hours of lectures and 10 hours of seminars in the LT. 1 hour of lectures and 1 hour of seminars in the ST.

This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos.

This course includes a reading week in Week 6 of Michaelmas Term and Week 6 of Lent Term.

Formative coursework: Students are expected to write three essays or equivalent pieces of work.

Indicative reading: Broadberry, S. and O'Rourke, K.H. (eds.) (2010), *The Cambridge Economic History of Modern Europe*; Acemoglu, D., and Robinson, J.A. (2006), *Economic origins of dictatorship and democracy*; Livi-Bacci, M. (2001), *A Concise History of World Population*; Broadberry, S.N. (1998), "How did the United States and Germany Overtake Britain? A Sectoral Analysis of Comparative Productivity Levels, 1870-1990", *Journal of Economic History*; Hatton, T. and J. Williamson (1998), *The Age of Mass Migration*; Eichengreen, B. (1996), *Globalizing Capital*; Acemoglu, D., and Flandreau, M. (2008), "Bilateral Treaties and the Most-Favored Nation Clause. The Myth of Trade Liberalization in the Nineteenth Century", *World Politics*; O'Rourke, K. and Williamson, J. (1999), *Globalization and History*; Harrison, M. (1988), "Resource Mobilization for the Second World War in the USA, UK, USSR, and Germany, 1938-45", *Economic History Review*; Eichengreen, B. and Hatton, T.J. (eds.), *Interwar Unemployment in International Perspective*; Eichengreen, B., and Sachs, J. (1985), "Exchange Rates and Economic Recovery in the 1930s", *Journal of Economic History*; Taylor, A.M. (1998), "On the Costs of Inward-Looking

Development: Price Distortions, Growth, and Divergence in Latin America", *Journal of Economic History*.

Assessment: Exam (100%, duration: 3 hours) in the summer exam period.

EH486 Half Unit Not available in 2020/21

Shipping and Sea Power in Asian Waters, c 1600-1860

This information is for the 2020/21 session.

Teacher responsible: Prof Kent Deng SAR.5.17

Availability: This course is available on the MRes/PhD in Quantitative Economic History, MSc in Economic History, MSc in Economic History (Research), MSc in Empires, Colonialism and Globalisation, MSc in Global Economic History (Erasmus Mundus), MSc in International and World History (LSE & Columbia) and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: There are no pre-requisites, but recommended advance reading is given below.

Course content: This course examines the development of shipping, sea power and maritime-related industries in East and Southeast Asia, c1600-1860.

Topics include: Introduction to theories and models. Sailing conditions and sea routes in Asian waters. Strategic importance of Asian waters in the global sense. Development of shipping technology. Emergence of naval capacity. Function and pattern of long-distance trade; formation of regional markets and networks; linkages to the home economy. Migration. Investments and returns. Role of governments. Impact of modern capitalism. Regional hegemony. The context of the process and impact of globalisation in Asia.

Teaching: 10 hours of lectures and 10 hours of seminars in the LT. 1 hour of lectures and 1 hour of seminars in the ST.

Taught during the LT. 10 weekly one hour lecture followed by one hour seminar in which student papers will be presented and discussed.

Formative coursework: Students are expected to write two essays or equivalent pieces of written work.

Indicative reading: K Bjork, 'The link that kept the Philippines Spanish: Mexican merchant interests and the Manila trade, 1571-1815' in *Journal of World History*, 1 (1998), 25B50; K N Chaudhuri, *The Trading World of Asia and the English East India Company* (1978); Gang Deng, *Chinese Maritime Activities and Socioeconomic Development c2100 b.c.-1900 a.d.* (1997); Gang Deng, *Maritime Sector, Institutions and Sea Power of Premodern China* (1999); D Flynn & A Giraldez, 'Born with a "Silver Spoon": World Trade's Origins in 1571' in *Journal of World History*, Vol6, No 2 (1995); Yen-P'ing Hao, *The Commercial Revolution in Nineteenth-Century China: The Rise of Sino-Western Mercantile Capitalism* (1986); Yen-P'ing Hao, *The Compradore in Nineteenth-Century China: Bridge between East and West* (1970); L Levathes, *When China Ruled the Seas: The Treasure Fleet of the Dragon Throne, 1405-1433* (1994); W Schurz, *The Manila Galleon* (1985: originally 1938); A So, *The South China Silk District: Local Transformation and World-System Theory* (1986); M Tampoe, *Maritime Trade between China and the West* (1989).

Assessment: Exam (70%, duration: 2 hours) in the summer exam period.

Essay (30%, 2500 words).

EH496

Research Dissertation A: Contextualisation, Theory and Research Design

This information is for the 2020/21 session.

Teacher responsible: Prof Patrick Wallis SAR.5.11

Availability: This course is compulsory on the MSc in Economic History (Research). This course is not available as an outside option.

This course is taken in combination with EH497.

Pre-requisites: There are no pre-requisites for this course.

Course content: The dissertation must draw upon the research training provided through the core courses for the MSc (Research) and the generic courses taken by the student, and present the results of an original enquiry into a carefully defined problem. Students are expected to show an ability to draw on relevant social scientific concepts, an understanding of the advanced literature in one or more areas of economic history, and of the nature of historical explanation and analysis. Where appropriate, students are also expected to show the ability to use relevant quantitative techniques for data collection and analysis. The dissertation is intended as preparation for a research degree. Students expecting to continue on the MPhil/PhD programme within the Department may write their MSc dissertation on a different topic from that on which they plan to research at MPhil/PhD level.

Teaching: Co-taught with EH497.

Starting in the first term, students will receive advice on choosing a topic and how to tackle it, both from the Department and, individually, from their supervisors. There will be several taught sessions in Michaelmas Term for all students on the programme in addition to meetings with supervisors during the course of the year.

Formative coursework: Students are expected to complete a sequence of preparatory stages during the year. (1) The title must be approved by the student's supervisor; (2) an outline of the Essay must be submitted in Lent Term (3) a presentation at a dissertation workshop; (4) a one-page project summary and an extended draft by the end of the Summer Term. Supervisors will not normally provide comments on drafts submitted after that date.

Indicative reading: Readings that are specific to project work will be distributed at the beginning of the course. Useful preliminary reading includes: Charles E. Lindblom and David K. Cohen, *Social Science and Social Problem Solving* (New Haven: Yale University Press, 1979); Martha S. Feldman, *Order Without Design: Information Production and Policy-making* (Stanford, CA: Stanford University Press, 1989); Ray Pawson, *Evidence-based Policy: A Realist Perspective* (London: Sage, 2006); Office for Government Commerce *Common Causes of Project Failure* (London: OGC, 2004); *Strategy Survival Guide* (London: Prime Minister's Strategy Unit, July 2004); C. R. Cook, *Just Enough Project Management* (McGraw-Hill, 2004); J. E. McGrath and F. Tschan, *Dynamics in Groups and Teams: Groups as Complex Action Systems*, chapter three in M. S. Poole and A. H. Van de Ven (eds) *Handbook of Organizational Change and Innovation* (Oxford University Press, 2004).

Assessment: Dissertation (100%, 15000 words) post-summer term.

The final dissertation, is equivalent to two full modules (EH496 and EH497), and will be awarded two separate percentage marks. The first of these marks (EH496) will be based on the formulation of the dissertation topic, its historical and historiographical context (including critical literature survey), its creativity and originality, and overall presentation. The second mark (EH497) will relate to the student's research design and discussion of methods, their collection and evaluation of primary and secondary sources, and the quality of analysis of evidence and interpretation. The dissertation should not exceed 15,000 words, excluding tables, references and bibliography. Presentation must be in accordance with appropriate academic conventions as laid down in the MSc Handbook. Work that fails to meet appropriate academic standards of presentation, including English language, will be subject to a maximum deduction of 15% from the first percentage

mark. Marks will be deducted for late submission in accordance with the guidelines laid down in the MSc student handbook.

EH497

Research Dissertation B: Implementation, Analysis and Contribution

This information is for the 2020/21 session.

Teacher responsible: Prof Patrick Wallis SAR.5.11

Availability: This course is compulsory on the MSc in Economic History (Research). This course is not available as an outside option.

This course is taken in conjunction with EH496.

Pre-requisites: There are no pre-requisites for this course.

Course content: The dissertation must draw upon the research training provided through the core courses for the MSc (Research) and the generic courses taken by the student, and present the results of an original enquiry into a carefully defined problem. Students are expected to show an ability to draw on relevant social scientific concepts, an understanding of the advanced literature in one or more areas of economic history, and of the nature of historical explanation and analysis. Where appropriate, students are also expected to show the ability to use relevant quantitative techniques for data collection and analysis. The dissertation is intended as preparation for a research degree. Students expecting to continue on the MPhil/PhD programme within the Department may write their MSc dissertation on a different topic from that on which they plan to research at MPhil/PhD level.

Teaching: Starting in the first term, students will receive advice on choosing a topic and how to tackle it, both from the Department and, individually, from their supervisors. There will be several taught sessions in Michaelmas Term for all students on the programme in addition to meetings with supervisors during the course of the year.

Formative coursework: Students are expected to complete a sequence of preparatory stages during the year. (1) The title must be approved by the student's supervisor; (2) an outline of the Essay must be submitted in Lent Term (3) a presentation at a dissertation workshop; (4) a one-page project summary and an extended draft by the end of the Summer Term. Supervisors will not normally provide comments on drafts submitted after that date.

Indicative reading: Readings that are specific to each policy area will be distributed at the beginning of the course.

Assessment: Dissertation (100%, 15000 words) post-summer term.

The final dissertation, is equivalent to two full modules (EH496 and EH497), and will be awarded two separate percentage marks. The first of these marks (EH496) will be based on the formulation of the dissertation topic, its historical and historiographical context (including critical literature survey), its creativity and originality, and overall presentation. The second mark (EH497) will relate to the student's research design and discussion of methods, their collection and evaluation of primary and secondary sources, and the quality of analysis of evidence and interpretation. The dissertation should not exceed 15,000 words, excluding tables, references and bibliography. Presentation must be in accordance with appropriate academic conventions as laid down in the MSc Handbook. Work that fails to meet appropriate academic standards of presentation, including English language, will be subject to a maximum deduction of 15% from the first percentage mark. Marks will be deducted for late submission in accordance with the guidelines laid down in the MSc student handbook.

EH498 Half Unit Dissertation

This information is for the 2020/21 session.

Teacher responsible: Prof Patrick Wallis SAR.5.11

Availability: This course is available on the MSc in Economic History and MSc in Political Economy of Late Development. This course is not available as an outside option.

This course is the default dissertation option for students following the MSc Economic History and the MSc Political Economy of Late Development. Students wishing to write a full-unit (10,000 word) dissertation may, with the approval of their academic adviser, request to take EH499 and fewer optional courses.

Pre-requisites: There are no pre-requisites for this course.

Course content: The subject of the dissertation should relate broadly to one of the economic history taught courses taken by the student. It should be either a critical survey of a well-defined problem in the literature, or a small self-contained research project using primary evidence. It must demonstrate adequate knowledge of appropriate literature in Economic History and an ability to handle problems of evidence and explanation.

Students on the MSc in Political Economy of Late Development are encouraged to consider topics that relate to themes in development, but are still required to develop a clear historical perspective within their analysis.

Teaching: Starting in the first term, students will receive advice on choosing a topic and how to tackle it, both from the Department and, individually, from their supervisors. There will be several taught sessions in Michaelmas Term for all students on the programme in addition to meetings with supervisors during the course of the year.

Formative coursework: Students are expected to complete a sequence of preparatory stages during the year. (1) The title must be approved by the student's supervisor; (2) an outline of the Essay must be submitted in Lent Term (3) a one-page project summary and an extended draft by the end of the Summer Term. Supervisors will not normally provide comments on drafts submitted after that date.

Indicative reading: Readings that are specific to each policy area will be distributed at the beginning of the course.

Assessment: Dissertation (100%, 6000 words) post-summer term. The dissertation should be no longer than 6,000 words, excluding tables, references and bibliography. Marks will be deducted for late submission or excessive length.

EH499 Research Dissertation

This information is for the 2020/21 session.

Teacher responsible: Prof Patrick Wallis SAR.5.11

Availability: This course is available on the MSc in Economic History and MSc in Political Economy of Late Development. This course is not available as an outside option.

Students following MSc Economic History or MSc Political Economy of Late Development may, with the permission of their academic adviser, request to take this full-unit dissertation course in place of EH498. Requests must be received, and approved, before the end of Michaelmas Term.

Pre-requisites: There are no pre-requisites for this course.

Course content: The dissertation should be an empirical study using primary source material to write on a topic of economic history. The topic should relate broadly to one of the economic history courses taken.

Students on the MSc in Political Economy of Late Development are encouraged to consider topics that relate to themes in development, but are still required to develop a clear historical perspective within their analysis.

Teaching: Starting in the first term, students will receive advice on choosing a topic and how to tackle it, both from the Department

and, individually, from their supervisors. There will be several taught sessions in Michaelmas Term for all students on the programme in addition to meetings with supervisors during the course of the year.

Formative coursework: Students are expected to complete a sequence of preparatory stages during the year. (1) The title must be approved by the student's supervisor; (2) an outline of the Essay must be submitted in Lent Term (3) a one-page project summary and an extended draft by the end of the Summer Term. Supervisors will not normally provide comments on drafts submitted after that date.

Indicative reading: Readings that are specific to each policy area will be distributed at the beginning of the course.

Assessment: Dissertation (100%, 10000 words) post-summer term.

The dissertation should not exceed 10,000 words, excluding tables, references, and bibliography. The title must be approved in advance by the student's supervisor. Marks will be deducted for late submission or excessive length.

EU409 Basic Economic Concepts for European Political Economy

This information is for the 2020/21 session.

Teacher responsible: Dr Angelo Martelli CBG.6.04

Availability: This course is available on the MSc in Political Economy of Europe and MSc in Political Economy of Europe (LSE and Sciences Po). This course is not available as an outside option. Students from other programmes within the European Institute can also follow the course. This course is for students with little economic background.

Pre-requisites: There are no pre-requisites for this course.

Course content: This is a Moodle-based course offering a series of reading material and study guides on some basic economics concepts and theory that are relevant to discussions concerning the political economy of Europe that students will come across in their other courses during their MSc degree. The course is not assessed and there is no formal instruction. Students are encouraged to work in teams and to develop discussions on Moodle- which will be partially moderated by the Course Convenor. The material is designed so as to be accessible to students with no previous knowledge of economics but students with some basic economics knowledge will also benefit from it. Example topics include: current account and budget deficits ("twin deficits"), inflation and unemployment ("Phillips Curve"), trade liberalisation and tariffs ("gains from trade"), competitiveness and unit labour costs ("internal devaluation"), and others.

Teaching: This is a Moodle-based course with no formal teaching. Students can arrange one-to-one sessions with the Course Convenor during Feedback Sessions/Office Hours. Depending on student demand, a limited number of 'EU409 Surgeries' can be arranged.

Formative coursework: One mock policy exercise will be offered.

Indicative reading: J Stiglitz & J Driffill, Economics, Norton, 2000 (or later editions); P Krugman & M Obstfeld, International Economics, Addison Wesley, 2003.

Assessment: There is no examination for this course.

EU410 Interdisciplinary Research Methods and Design

This information is for the 2020/21 session.

Teacher responsible: Dr Angelo Martelli, CBG.6.04

Availability: This course is compulsory on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in Political Economy of Europe

and MSc in Political Economy of Europe (LSE and Sciences Po). This course is available on the MSc in International Migration and Public Policy. This course is not available as an outside option.

Pre-requisites: There are no pre-requisites for this course.

Course content: This series of workshops and lectures offers an introduction to research methods and design for all students taking masters degrees in the European Institute. Themes discussed include: methods in the social sciences and in the humanities; common problems of research design; advice on writing coursework essays and dissertations; advice on critical reading and interpretation of texts; the logic of comparative case-studies; comparative research and an introduction to quantitative methods and data sources. Each session will consist of short lecture elements followed by group work in which students with their different backgrounds help each other to solve specific problems of research design.

Teaching: This course is delivered via online and/or in-person teaching totalling a minimum of 10 hours spread across the Michaelmas and Lent Terms. This course includes a reading week in Week 6 of the Michaelmas and Lent Terms.

Formative coursework: One mock policy exercise will be offered.

Indicative reading: Bob Hancké, *Intelligent Research Design: A guide for beginning researchers in the social sciences*, Oxford UP 2009.

Assessment: There is no examination for this course.

EU421 Half Unit

Policy-Making in the European Union

This information is for the 2020/21 session.

Teacher responsible: Dr Eiko Thielemann CBG 7.02

Availability: This course is compulsory on the MSc in The Global Political Economy of China and Europe (LSE and Fudan). This course is available on the MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Environmental Policy and Regulation, MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in International Migration and Public Policy, MSc in Media and Communications (Media and Communications Governance), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Sciences Po), MSc in Public Administration and Government (LSE and Peking University) and MSc in Public Policy and Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: A solid knowledge of the role and functions of EU institutions is required.

Course content: This course offers the theoretically informed study of the EU policy-making across a selection of key issue areas. The principal aim of the course is to provide a detailed knowledge of how national and EU institutions interact in European policy making. To achieve this, the course starts with a short summary of the actors and institutions governing the process of EU policy-making. The main part of the course analyses the evolving role of the EU and its policy-making dynamics in key policy areas such as the single market, regional policies, agricultural and environmental policies, immigration and asylum policies, social and employment policies, economic and monetary policies.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 27.5 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of recorded lectures, flipped lectures (online discussion of lecture materials), and in-person (or, if a School closure demands it, online) seminars. This course includes a reading week in Week 6 of the Lent Term. A review session will be held at the start of the Summer Term to prepare for the online assessment.

Formative coursework: Students will be expected to submit two formative essays.

Indicative reading: H Wallace, M Pollack, & A Young, *Policy-Making in the European Union*; S Hix & B. Hoyland, *The Political System of the European Union*; M Pollack, *The Engines of Integration: Delegation, Agency and Agenda Setting in the European Union*; J J Richardson & S Mazey, *European Union: Power and Policy-making*.

Assessment: Online assessment (100%) in the ST.

The online assessment for this course will be administered via Moodle. Questions will be made available at a set date/time and students will be given a set period in the ST to complete the answers to questions and upload their responses back into Moodle.

EU425 Half Unit Not available in 2020/21

Interest Representation and Economic Policy-Making in Europe

This information is for the 2020/21 session.

Teacher responsible: Dr Robert Hancke CBG 6.02

Availability: This course is available on the MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Human Resources and Organisations (International Employment Relations and Human Resource Management), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Sciences Po) and MSc in Political Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: There are no formal pre-requisites but the course is only available by prior agreement with the Executive MPA and Executive MPP Programme Directors.

Course content: The focus of this course is on the representation of interests in Europe, and their role in Economic policy-making. Students will analyse the main theoretical issues and selected empirical questions on how interests are differently organised across countries and at the EU level, on the interplay between interest representation and electoral politics, and on the policy outcome after interest intermediation. The objective is to understand the dynamics of economic policy-making in comparative perspective, with an emphasis on the globalisation period.

Teaching: 10 hours of lectures and 15 hours of seminars in the LT. 1 hour of lectures in the ST.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: One presentation per student and one 1,500 word essay.

Indicative reading: Olson, M. (1982) *The Rise and Decline of Nations: economic growth, stagflation, and social rigidities*. New Haven, London, Yale University Press; Dahl, R. A. (1989) *Democracy and Its Critics*. New Haven and London Yale University Press. Chapter 20, pp.280-298; Bouwen, P. (2004) "Exchanging access goods for access. A comparative study of business lobbying in the European Union institutions." *European Journal of Political Research*, 43: 337-369; Streeck, W. and Schmitter, P. (1991) "From National Corporatism to Transnational Pluralism", *Politics and Society*, 19, 133-164; Patterson, Lee Ann (1997) "Agricultural Policy Reform in the European Community: A Three-Level Game Analysis." *International Organization* 51 (1): 135-65; Streeck, W. and Kenworthy, L (2005) "Theories and Practices of Neocorporatism". In Janoski, T., Alford, R. R., Hicks, A. M. and Schwartz, M. A. (eds) *The Handbook of Political Sociology*, Cambridge: Cambridge University Press, pp. 441-460; Cusack, T. R. (1997) "Partisan politics and public finance: Changes in public

spending in the industrialized democracies, 1955-1989." Public Choice 91: 374-395; Iversen, T. and D. Soskice (2006) "Electoral Institutions and the Politics of Coalitions: Why Some Democracies Redistribute More Than Others." American Political Science Review 100(2): 165-181; Avdagic, S. and Colin Crouch (2006) "Organized Economic Interests: Diversity and Change in an Enlarged Europe." In Developments in European Politics, Paul Heywood, Erik Jones, Martin Rhodes, and Ulrich Sedelmeier (Eds.) Basingstoke and New York: Palgrave, 2006, p. 196-215.

- Eugene Bardach, A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving, 4th ed. (CQ Press, 2012);
- Catherine F. Smith, Writing Public Policy: A Practical Guide to Communicating in the Policy Making Process, 3rd ed. (Oxford University Press, 2012).
- Charles Lindblom and David K. Cohen, Usable Knowledge: Social Science and Social Problem Solving (Yale University Press, 1979).
- Philip E. Tetlock, Expert Political Judgment: How Good Is It? How Can We Know? (Princeton University Press, 2006).

Assessment: Essay (25%, 2500 words) in the LT.

Online assessment (75%) in the ST.

The online assessment for this course will be administered via Moodle. Questions will be made available at a set date/time and students will be given a set period in the ST to complete the answers to questions and upload their responses back into Moodle.

- 6,000 word policy paper

EU430 Half Unit

Europeanization: The Comparative Politics of Domestic Change

This information is for the 2020/21 session.

Teacher responsible: Prof Kevin Featherstone CBG 5.04

Availability: This course is available on the MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Sciences Po) and MSc in The Global Political Economy of China and Europe (LSE and Fudan). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The course examines the effect of European Union membership on member states' policies, institutions and societies. The consequences of EU membership, as well as how and why we experience membership differently across our national political systems are increasingly important elements of the debate about the future of Europe. Crises of legitimacy, capability, and impact have been identified. Following this lead, this course evaluates the influence of European integration on member states, highlighting differences between policy mechanisms and sectors; institutional capacities and settings; and political (party and electoral) behaviour. The discussion and analysis is framed by the notion of 'Europeanization', to consider the linkages between the European and national levels.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 22.5 hours across Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of recorded lectures and student presentations, flipped lectures (online discussion of weekly topics) and in-person and online seminars. This course includes a reading week in Week 6 of the Michaelmas Term.

Formative coursework: Students will be expected to produce one formative essay (2000 words) and a presentation in the MT.

Indicative reading:

- Graziano, P. and Vink, M.P. (eds) (2006) Europeanization: New Research Agendas, Palgrave Macmillan;
- Exadaktylos, Claudio M. Radaelli (2012) Research Design in European Studies: Establishing Causality in Europeanization Palgrave;
- Bulmer, S. and Lesquesne, C. (eds) (2013) The Member States of the European Union, Oxford: Oxford University Press;
- Sanders, D (2012) The Europeanization of National Politics? Oxford University Press;
- K Featherstone & C Radaelli (Eds), The Politics of Europeanization; Oxford University Press, (2003);
- K Goetz & S Hix (Eds), Europeanised Politics? European Integration and National Political Systems, Frank Cass, (2001);
- M Green Cowles, J Caporaso & T Risse (Eds), Transforming Europe: Europeanization and Domestic Change, Ithaca, Cornell UP;
- F. Schimmelfennig and U. Sedelmeier (eds) (2005) The Europeanization of Central and Eastern Europe, Ithaca: Cornell University Press.

Assessment: Project (100%, 5000 words) in the LT.

The summative assessment is a policy project (100%, 5000 words) due in the LT.

EU432 Half Unit

The Philosophy of Europe

This information is for the 2020/21 session.

Teacher responsible: Prof Simon Glendinning CBG 7.01

Availability: This course is available on the CEMS Exchange, MBA Exchange, MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Sciences Po) and MSc in The Global Political Economy of China and Europe (LSE and Fudan). This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: None

Course content: In this course we will read and discuss texts that draw the history of Europe into relation with philosophy. In its most classical form the assertion of this relation belongs to an understanding of Europe's history as inseparable from the project of a life predicated on reason. Europe, insofar as its cultural identity is caught up with the Greek ideal of scientific rationality, is not simply the place where philosophy was first elaborated and developed. On the contrary, Europe first arises as a place only in and through the elaboration and development of philosophy. Of course, philosophy is, historically speaking, a European phenomenon - although one which concerns above all the question, in principle open to anyone, of what it is to be a human being as such. Equally, however, Europe is itself a philosophical phenomenon - its identity inseparable from the idea of a project that concerns rational animality as such, and hence humanity as a whole.

The idea that Europe has a world-wide significance in virtue of its relation to philosophical thought is strikingly expressed in Kant's prediction of "a great political body of the future" emerging in Europe, a kind of league of nations, that will probably "legislate" - that is, at least serve as a guiding example - for all humanity. Indeed, the global "cosmopolitan existence" posited by Kant as the final end of world history is not just a philosopher's idea of humanity's collective political destiny: the very idea of a global human community is essentially philosophical. On this view, the (particular) history of the peoples of "our continent" has a relation to the (universal) destiny - the liberation or emancipation - of humanity world-wide. This is not simply because of the hegemonic political and economic ambitions of imperialist Europeans, but the world-wide movement of a cosmopolitan and humanist culture. Starting with Kant's classic essay on "Idea for a Universal History

with a Cosmopolitan Purpose" we will turn to the way in which Europe is understood and elaborated within the post-Kantian tradition: in Hegel, Marx, Husserl, Valéry, Berlin, Fukuyama, and Derrida.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 27.5 hours across Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of recorded lectures, flipped lectures (online discussion of lecture materials), and in-person (or, if School closure demands it, online) seminars. This course includes a reading week in Week 6 of the Michaelmas Term. A review session will be held at the start of the Summer Term to prepare for the online assessment.

Formative coursework: Two essays of 2,000 words each

Indicative reading: Immanuel Kant 'Idea of Universal History with a Cosmopolitan Purpose', in Political Writings; Edmund Husserl 'The Vienna Lecture', in The Crisis of European Sciences and Transcendental Phenomenology; Paul Valéry, in History and Politics; Jacques Derrida, 'Of the Humanities and the Philosophical Discipline. The right to philosophy from the cosmopolitical point of view (the example of an international institution)' (online).

Assessment: Online assessment (100%) in the ST.

The online assessment for this course will be administered via Moodle. Questions will be made available at a set date/time and students will be given a set period in the ST to complete the answers to questions and upload their responses back into Moodle.

EU437 Half Unit Europe Beyond Modernity

This information is for the 2020/21 session.

Teacher responsible: Prof Simon Glendinning CBG 7.01

Availability: This course is available on the CEMS Exchange, MBA Exchange, MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in International Relations (Research), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Sciences Po), MSc in Social Anthropology (Religion in the Contemporary World) and MSc in The Global Political Economy of China and Europe (LSE and Fudan). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course engages with the deepest roots and fundamental trajectory of the contemporary European world as identified by three major thinkers of the nineteenth and twentieth centuries: Nietzsche, Heidegger and Derrida. Taking up and problematising the claim made by Emmanuel Levinas that "Europe is the Bible and the Greeks", the course explores the idea that Europe today is a cultural and political movement in deconstruction, a movement beyond its own modern self-understanding which might be summarised by Nietzsche's madman's pronouncement of the death of God. As Derrida, a leading theorist of this conception puts it, "one should, more prudently, say "Greek, Christian and beyond" to conceive the formation of the contemporary European heritage. This suggestion not only makes it possible to acknowledge many other important cultural sources in this heritage (Judaic and Islamic at the very least) but also, and above all, directs us towards what, in Nietzsche's wake, can be identified as "the passage beyond" - the movement in which the European tradition "tends of itself to break with itself". There is no suggestion that the heritage and future of Europe are disconnected in this "passage beyond", and none of the authors explored in this course seek to reject the European heritage or want simply to destroy it. On the contrary, and always in its name, the attempt is made in their writings to effect a renewal of the European world which could propel it in a new direction beyond Enlightenment modernity. The key themes in this renewal will be explored in relation to a "beyond modernity" condition becoming visible in philosophy, politics, technology and religion.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 27.5 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of recorded lectures, flipped lectures (online discussion of lecture materials), and in-person (or, if School closure demands it, online) virtual seminars. This course includes a reading week in Week 6 of the Lent Term. A review session will be held at the start of the Summer Term to prepare for the online assessment.

Formative coursework: Two 2,000 word essays; seminar presentation.

Indicative reading:

- Friedrich Nietzsche, Beyond Good and Evil
- Martin Heidegger, The Question Concerning Technology
- Jacques Derrida, "Faith and Knowledge" in Religion (eds Derrida and Vattimo)
- Robert Pippin, Modernism as a Philosophical Problem.

Assessment: Online assessment (100%) in the ST.

The online assessment for this course will be administered via Moodle. Questions will be made available at a set date/time and students will be given a set period in the ST to complete the answers to questions and upload their responses back into Moodle.

EU439 Half Unit Not available in 2020/21 Political and Fiscal Integration and Disintegration in EU Member States

This information is for the 2020/21 session.

Teacher responsible: Dr Joan Costa-Font

Availability: This course is available on the MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Sciences Po), MSc in Political Science and Political Economy and MSc in Urban Policy (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: With the expansion of processes of economic integration and disintegration in the European Union the traditional economic role of the state requires redefinition. Monolithic states progressively become more flexible structures to respond to constituents demands. This is especially the case of those policy areas that are highly relevant for European citizens such as language, culture and welfare. This course draws upon new political economy and social economics theories to study the design of formal and informal institutions in European Union member states and the European Union as a whole. Given that the European Union is progressively evolving towards some unique form of federalism, the course discusses how theories of political and fiscal federalism, constitutional political economy as well as new social economics can help to understand and inform the process. The course covers the design of both fiscal and political decentralisation process with a European perspective, and particularly it examines inter-jurisdictional competition between different levels of government and its role in giving rise to 'institutional convergence' with European Union member states. It covers the constitutional design of the European Union and the effects of European integration on the design of the welfare state. Finally, it examines the economics design of informal institutions including the economics of 'language', 'culture', 'ideas', and finally 'identity', to study the presence of 'cultural' convergence in the European Union.

Teaching: 10 hours of lectures and 15 hours of seminars in the LT.

1 hour of lectures in the ST.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Two essays of up to 1,500 words each

Indicative reading: Albert Breton (1996) *Competitive Governments. An Economic Theory of Politics and Public Finance*, New York: Cambridge University Press). Alesina, Alberto, Guido Tabellini, and Francesco Trebbi. "Is Europe an optimal political area?." *Brookings Papers on Economic Activity* (2017): 169-214.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

EU440 Half Unit Not available in 2020/21

The Balkans in Europe: Transition, Democratisation, Integration

This information is for the 2020/21 session.

Teacher responsible: Dr Spyridon Economides CBG 5.03 and Dr Vassilis Monastiriotis CBG 5.05

Availability: This course is available on the MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Conflict Studies, MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Political Economy of Europe and MSc in Political Economy of Europe (LSE and Sciences Po). This course is available as an outside option to students on other programmes where regulations permit.

Course content: An examination of South East Europe from a politics, political economy and international relations perspective, with particular emphasis on post-1989 developments. Topics include: The Balkans in Europe and Historical Legacies; the Dissolution of Yugoslavia; The Western Balkans and economic transition; the EU and the Balkans: regionalism and economic integration; Democratisation, state-building and Europeanisation in the Western Balkans; Conditionality and the mechanics of accession; the SEE2020 strategy and the structural reforms agenda; the Balkans and other external actors.

Teaching: 10 hours of lectures and 15 hours of seminars in the LT. 1 hour and 30 minutes of seminars in the ST.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: One 1,500 word essay and one group policy document review

Indicative reading:

- M. Todorova, *Imagining the Balkans*, Oxford University Press, 1997;
- M. Glenny, *Balkans 1804-1999. Nationalism, War and the Great Powers*, Granta Publishers, 1999;
- S Woodward, *Balkan Tragedy*, Brookings Institute, 1995;
- Lavigne M. (1999), *The Economics of Transition*, 2nd edition;
- Petrakos G. and Totev S. (eds) (2001), *The development of the Balkan region*, Aldershot; S. Ramet, *Thinking about Yugoslavia: Scholarly Debates about the Yugoslav Breakup and the Wars in Bosnia and Kosovo*, Cambridge University Press, 2005;
- Bartlett W. (2007), *Europe's Troubled Region: Economic Development, Institutional Reform, and Social Welfare in the Western Balkans*, Routledge; 160
- A. Elbasani, *European Integration and Transformation in the Western Balkans: Europeanization or Business as usual?*, 160 Routledge, 2013;
- Anastasakis O., Sanfey P. and Watson M. (eds) (2013), *Defining a New Reform Agenda: paths to sustainable convergence in South East Europe*, South East European Studies at Oxford, St Antony's Coppege, University of Oxford; EBRD (2013),
- *Stuck in Transition?*, Transition Report 2013, European Bank for

Reconstruction and Development, London.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

EU443 Half Unit

European Models of Capitalism

This information is for the 2020/21 session.

Teacher responsible: Dr Abigail Innes CBG.6.03

Availability: This course is available on the MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in China in Comparative Perspective, MSc in Global Politics, MSc in Human Resources and Organisations (International Employment Relations and Human Resource Management), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Sciences Po), MSc in Public Administration and Government (LSE and Peking University), MSc in Public Policy and Administration and MSc in The Global Political Economy of China and Europe (LSE and Fudan). This course is available with permission as an outside option to students on other programmes where regulations permit.

Students on the MSc in Global Politics who wish to take this course must seek approval from the teachers responsible.

Students are required to obtain permission from the teaching department to take this course.

Course content: The course consists of three parts. In the first part we will discuss the basic arguments and methodological considerations of the *Varieties of Capitalism* literature and conduct a comparative analysis of the core issue areas in the political economy of contemporary capitalism: how capital, labour and product markets are structured. The second part will build on these thematic treatments to discuss the structure of and dynamics of the main Western, Southern and Central European models of capitalism. In the final part of the course we consider the various critiques of *Varieties of Capitalism* theory and distinguish VOC from the other main theories of comparative capitalism. We close the course with an application of competing theories of comparative capitalism to the key developmental challenge of our time: climate change.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 27.5 hours across the Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of recorded lectures, flipped lectures (online discussion of lecture materials), and in-person (or, if School closure demands it, online) seminars. This course includes a reading week in Week 6 of the Michaelmas Term.

Formative coursework: Students will write a short, 500 word essay every week on a key concept as part of a small group, and the same group will also prepare a presentation on their preferred topic to be presented either online or in person when their week 'arrives'. Students will also develop their summative essay plan with the teacher late in Michaelmas term and early in Lent term

Indicative reading: Peter A Hall & David Soskice (Eds), *Varieties of Capitalism: The Institutional Foundations of Competitiveness*. Oxford University Press, 2001; Hancké, Bob, Martin Rhodes and Mark Thatcher (eds.) 2007. *Beyond Varieties of Capitalism: Conflict, contradiction and complementarities in the European Economy*. (Oxford UP 2007) (henceforth HRT); Crouch, Colin, *Capitalist Diversity and Change*, Oxford University Press, 2005; Hancké, Bob (ed.), 2009, *Debating Varieties of Capitalism: A Reader*, Oxford UP. Wolfgang Streeck, (2011) *E Pluribus Unum? Varieties and Commonalities of Capitalism*, MPIfG Discussion Paper No. 10/12; Natasha van der Zwan (2014) *Making sense of financialization*, *Socio Economic Review*, 12: 99-129; Kathleen Thelen, (2014) *Varieties of Liberalization and the New Politics of Social Solidarity*, Cambridge University Press; Colin Hay (2019) *Does Capitalism Still Come in Varieties?* *Review of International Political Economy*, Volume 27, 2020.

Assessment: Essay (100%, 5000 words) in the LT.1 A presentation to the project team and LSE Cities staff, which counts for 20% of the total mark.

2 A group project report not exceeding 5,000 words, which will count for 80% of the final grade.160160

3 Additionally, each group member must write a personal reflection on their contribution in no more than 600 words, and should include specific details of the student's contributions to the project.

EU446 Half Unit

The Political Economy of European Monetary Integration

This information is for the 2020/21 session.

Teacher responsible: Prof Paul De Grauwe CBG 6.12

Availability: This course is available on the MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Human Resources and Organisations (International Employment Relations and Human Resource Management), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Sciences Po), MSc in Political Science and Political Economy and MSc in The Global Political Economy of China and Europe (LSE and Fudan). This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: A basic understanding of macroeconomics is essential, which is why the auditing of the EU409 Moodle course is highly recommended.

Course content: The purpose of this course is to analyse the process of European monetary integration and its implications for the institutions of economic governance in the EU. There will be a strong emphasis on using the experience of the financial and economic crises since 2008 and the COVID-19 pandemic as sources of evidence to assess both the performance of EMU and the theories about monetary integration. We consider the political and economic rationale for the establishment of EMU. We study the theory of optimal currency areas and its relevance today. In particular, we study the incomplete nature of the Eurozone and how this incompleteness is a source of instability. Indicative questions addressed in this course include: how and why did the EU develop the EMU project? Did economic theories prepare us for the Euro area crisis of 2010-12? What are the challenges for member states in adjusting to the discipline of the 'Euro-zone'? How does the Euro affect the ability of member states to adjust to periods of crisis and to external shocks, in particular to a shock such as the COVID-19 pandemic? Is the sovereign debt crisis of 2010 indicative of imbalances within the EU and basic flaws in its institutional design? What are the collective action problems that explain the incompleteness of the monetary union? What is the role of the ECB in this process? Is a fiscal union necessary to make a monetary union sustainable in the long run?

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 27.5 hours across Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of recorded lectures, flipped lectures (online discussion of lecture materials), and in-person and/or virtual seminars. This course includes a reading week in Week 6 of the Michaelmas Term.

Formative coursework: One 2,000-word essay and one group essay of up to 3,000 words.

Indicative reading: Paul De Grauwe (2020) *The Economics of Monetary Union* (Oxford University Press, 13th ed.); Kenneth Dyson and Kevin Featherstone (1999) *The Road to Maastricht*, OUP; Waltraud Schelkle (2017) *The Political Economy of Monetary Solidarity, Understanding the Euro Experiment*, Oxford University

Press; Special issue (2006): 'Economic Governance in EMU Revisited', *Journal of Common Market Studies* vol.44, No.4 (November); Jean Pisani-Ferry (2014) *The Euro Crisis and Its Aftermath*, Oxford University Press.

Assessment: Online assessment (100%) in the ST.

The online assessment for this course will be administered via Moodle. Questions will be made available at a set date/time and students will be given a set period in the ST to complete the answers to questions and upload their responses back into Moodle.

EU447 Half Unit

Democracy, Ideology and the European State

This information is for the 2020/21 session.

Teacher responsible: Prof Jonathan White CBG 7.09

Availability: This course is available on the MSc in Comparative Politics, MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in European Studies (Research), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Sciences Po) and MSc in Political Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course investigates various ways in which the State's authority to act has been underpinned in Europe, both ideologically and institutionally, in the modern period. It looks at how the State has been used to give expression to the democratic principle, and the ways this has been undermined or rejected. The module aims to provide students with a deep analytical understanding of the changing role of the State in European society. There will be three parts: A) Theorising the political (including sessions on: the State; collective self-rule and the liberal-democratic compromise; ideology, public opinion and the idea of democracy), B) Democracy in post-War Europe (parties and the structuring of political conflict; the emergence and crisis of the Welfare State; 1968, 1989 and the rediscovery of 'civil society'), and C) Contemporary European trends (ideological convergence and the politics of risk and security; political participation and populism; the challenge of transnational integration: 'governance', 'output legitimacy' and the diffusion of State power). The course will conclude with an overview on possible trajectories to come, under the heading 'post-ideological, post-democratic and post-statal? - Europe today and beyond'.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 22.5 hours across Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of recorded remarks, in-person (or, if a School closure demands it, online) workshops, and online seminars. This course includes a reading week in Week 6 of the Michaelmas Term. A review session will be held at the start of the Summer Term to prepare for the online assessment.

Formative coursework: One 2,000 word unassessed essay

Indicative reading: Quentin Skinner (1989) 'The State', in Ball and Hanson (eds.) *Political Innovation and Conceptual Change*; Peter Wagner (2008) *Modernity as Experience and Interpretation*; James Tully (2002) 'The Unfreedom of the Moderns', *Modern Law Review* 63; Margaret Canovan (2005) *The People*; Michael Freeden (1996) *Ideologies and Political Theory*; Claus Offe (1996) *Modernity and the State: East and West*; Chantal Mouffe (2005) *On the Political*; Frank Furedi (2005) *Politics of Fear: Beyond Left and Right*; Nina Eliasoph (1998) *Avoiding Politics*; Peter Mair (2006), 'Ruling the Void? The Hollowing of Western Democracy', *New Left Review* 42; Jonathan White (2019), *Politics of Last Resort: Governing by Emergency in the European Union* (Oxford UP).

Assessment: Online assessment (100%) in the ST.

The online assessment for this course will be administered via Moodle. Questions will be made available at a set date/time and students will be given a set period in the ST to complete

the answers to questions and upload their responses back into Moodle.

EU449 Half Unit Not available in 2020/21

Emerging Markets, Political Transition and Economic Development in Central and Eastern Europe

This information is for the 2020/21 session.

Teacher responsible: Dr Abigail Innes CBG 6.03

Availability: This course is available on the MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Sciences Po) and MSc in Political Science and Political Economy. This course is not available as an outside option.

Pre-requisites: EU409 Basic Economic Concepts for European Political Economy or equivalent.

Course content: This course applies concepts of political economy, economics and political science to its investigation of Central and Eastern Europe's development from post-communist transition, through EU accession to their condition as highly open, FDI-dependent markets within the European Single Market. Placing the region in the comparative context of both the EU15 and comparable emerging markets, the course investigates the ongoing challenges of political and institutional consolidation and the developmental consequences of the liberalization and the consumption and FDI-led growth model of the 1990s/2000s. The course examines the emerging strengths and persistent weaknesses of these political economies and considers their implications for the region's emerging varieties of capitalism, relative international competitiveness and political stability. It also considers the comparative political economy of the 'middle income trap', corruption and nationalist populism. The lectures aim to provide analytical frameworks and an overview of the major research findings and debates about systemic transformation, the influence of EU accession and the difficulties of consolidating democratic capitalism in open emerging markets in a globalised world. The seminars link key concepts with the empirical evidence arising from comparable cases.

Teaching: 10 hours of lectures and 15 hours of seminars in the LT. 1 hour of lectures in the ST.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: One 1500 word essay

Indicative reading:

- Hilary Appell and Mitchell Orenstein, (2018) *From Triumph to Crisis: Neoliberal economic Reform in Postcommunist Countries*, Cambridge University Press;
- Jan Drahekoupil and Martin Myant (eds.) (2015) *Transition Economies after 2008: Responses to the Crisis in Russia and Eastern Europe*, Routledge.
- Rachel Epstein (2017) *Banking on Markets: The Transformation of Bank-State Ties in Europe and Beyond*, Oxford University Press;
- Nick Barr (ed.) (2005) *Labor Markets and Social Policy in Central and Eastern Europe: The Accession and Beyond*, Washington DC: The World Bank;
- Dorothee Bohle and Bela Greskovits (2012) *Capitalist Diversity on Europe's Periphery*, Ithaca: Cornell University Press;
- Hilary Appel (2011) *Tax Politics in Eastern Europe: Globalisation, Regional Integration and the Democratic Compromise*, Ann Arbor: The University of Michigan Press;
- H. Grabbe (2006); Alfred Stepan and Juan Linz (1996) *Problems of Democratic Transition and Consolidation: Southern Europe, South America and Post-Communist Europe*, London: Johns

Hopkins University Press;

- Anna Grzymala-Busse (2007) *Rebuilding Leviathan: Party Competition and State Exploitation in Post-Communist Democracies*, Cambridge, New York: Cambridge University Press;
- Stephen Haggard and Robert R. Kaufmann, (2008) *Development, Democracy and Welfare States: Latin America, East Asia and Eastern Europe*, Princeton: Princeton University Press.
- Michael Ellman (2015) *Socialist Planning*, Cambridge University Press;
- J Kornai (1992) *The Socialist System: The Political Economy of Communism*, Princeton University Press. Journals often cited: *East European Politics and Society*, *Journal of Democracy*, *Economics of Transition* and *Europe-Asia Studies*.

The reading list above is intended to encourage students to explore a few texts that they feel will inspire them, rather than to feel obliged to somehow complete all of them before arrival (too much!). These are relevant texts for the whole course and we will visit individual chapters in many of them as the course proceeds. The most useful background/preparatory reading that interested students can undertake for this course is to familiarise yourselves with the diverse historical political and economic developments of individual countries in the region from the communist era to the present day. This preparation will deepen the empirical knowledge you can deploy to critically judge the comparative theory with which the course then engages. In this respect Tony Judt's 'Postwar' is a particularly engaging text and Judt was unusual for writing with a deep knowledge of both Western and Central Europe alike.

Assessment: Essay (25%, 2000 words) in the LT.

Online assessment (75%) in the ST.

The online assessment for this course will be administered via Moodle. Questions will be made available at a set date/time and students will be given a set period in the ST to complete the answers to questions and upload their responses back into Moodle.

EU450

Engaging with Europe: Professional Skills

This information is for the 2020/21 session.

Teacher responsible: Dr Mareike Kleine CBG 6.07

Availability: This course is compulsory on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in European Studies (Research), MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Political Economy of Europe and MSc in Political Economy of Europe (LSE and Sciences Po). This course is available on the MSc in International Migration and Public Policy and MSc in The Global Political Economy of China and Europe (LSE and Fudan). This course is not available as an outside option.

Course content: This innovative programme introduces European Institute students to professional skills for a successful career that engages with Europe. The course consists of a number of workshops, seminar series and interactive simulations from which students can choose. The aim of the course is that European Institute students leave LSE with a competitive CV and connections with alumni and professionals.

Teaching: EU450 sessions are offered in both the Michaelmas and Lent Terms and will typically be held online. The teaching format and hours for each session will vary across the different workshops and seminars on offer. Details about how to sign up for a place on sessions of interest will be sent to students' LSE email accounts on a rolling basis throughout the Michaelmas and Lent Terms.

Students are not required to attend all workshops and seminars on offer. Students only need to attend those sessions for which they have signed up to attend and for which they have received a

confirmed place.

Formative coursework: Formative work will vary based on the workshops attended.

Assessment: There is no examination for this course. Students will qualify for a certificate of participation for some workshops upon completion of formative work.

EU453 Half Unit

The Political Economy of European Welfare States

This information is for the 2020/21 session.

Teacher responsible: Prof Waltraud Schelkle CBG 6.01

Availability: This course is available on the MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Human Resources and Organisations (International Employment Relations and Human Resource Management), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Sciences Po), MSc in Political Science and Political Economy and MSc in The Global Political Economy of China and Europe (LSE and Fudan). This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: None

Course content: The aim of the course is to apply concepts of economics and political economy to social policies in European welfare states. The lectures establish the theoretical context, summarise the findings of quantitative case studies and discuss European experiences in the context of broader international experience. The seminars will further develop political-economic concepts, such as market and government failure, and apply them to qualitative case studies of welfare state arrangements in member states, considering in particular the role of social policy legislation and coordination at the EU level. The course will provide students with the conceptual and empirical background to enable them to answer questions such as: What does economic theory and political economy tell us about the design of welfare states? How do social policies in European welfare states reconcile equity and efficiency? What drives or stalls reform dynamics in member states? Is the EU gradually developing into a social union, through international mobility and the portability of social entitlements?

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 27.5 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of recorded lectures, flipped lectures (online discussion of lecture materials), and in-person (or, if a School closure demands it, online) seminars. This course includes a reading week in Week 6 of the Lent Term. A review session will be held at the start of the Summer Term to prepare for the online assessment.

Formative coursework: One individual formative essay of 2,000 words.

Indicative reading:

- Barr, N. (2020) *The Economics of the Welfare State*, 6th ed., Oxford: Oxford UP;
- Pierson P. (ed) (2001) *The New Politics of the Welfare State*, Oxford: Oxford University Press

Assessment: Essay (25%, 2000 words) in the LT.

Online assessment (75%) in the ST.

The online assessment for this course will be administered via Moodle. Questions will be made available at a set date/time and students will be given a set period in the ST to complete the answers to questions and upload their responses back into Moodle.

EU455 Half Unit

Concepts in Political Economy

This information is for the 2020/21 session.

Teacher responsible: Prof Waltraud Schelkle CBG 6.01

Availability: This course is available on the MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MPhil/PhD in European Studies, MSc in European Studies (Research), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Sciences Po) and MSc in The Global Political Economy of China and Europe (LSE and Fudan). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The aim of the course is to engage students with relevant concepts in political economy and their main applications in European studies. The course will anchor the degree in historical and current debates about the nature of political economy, the role of institutions and the pros and cons of different methodological approaches taken by political economists. The aim of the lectures is to outline key political economy concepts and their theoretical background while the seminars explore the uses and limits of the respective concepts through the systematic analysis of relevant research papers.

This course is particularly recommended for students who wish to pursue a research path in political economy, but also for those who have no background in political science and therefore not familiar with conceptual debate. EU455 is also one of the three core course options for the MSc Political Economy of Europe, two of which must be chosen.

Among the topics covered are: concepts and theories in political economy; the role of ideas, interests and institutions; the tension between democracy and capitalism; rational choice versus behavioural political economy; two-level games; delegation to independent agents; accountability and legitimacy in policy-making; veto players and joint-decision traps; representation and partisanship.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 27.5 hours across Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of recorded lectures, flipped lectures (online discussion of lecture materials), and in-person (or, if a School closure demands it, online) seminars. This course includes a reading week in Week 6 of Michaelmas Term. A review session will be held at the start of the Summer Term to prepare for the online assessment.

Formative coursework: One formative essay of 1,200 words on any seminar question. Another essay of 1,500 words will consist of the analysis of the research paper that is presented in class.

Indicative reading: Caporaso, J and Levine, D (1992) *Theories of Political Economy*, Cambridge; Olson, M (2000) *The Rise and Decline of Nations*, London: Yale University Press.

Assessment: Online assessment (100%) in the ST.

The online assessment for this course will be administered via Moodle. Questions will be made available at a set date/time and students will be given a set period in the ST to complete the answers to questions and upload their responses back into Moodle.

EU457 Half Unit

Culture and Security in Global Politics

This information is for the 2020/21 session.

Teacher responsible: Dr Jennifer Jackson Preece CBG 7.05

Availability: This course is available on the MSc in Comparative Politics, MSc in Conflict Studies, MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in European Studies (Research), MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Global

Politics, MSc in Human Rights, MSc in Human Rights and Politics and MSc in The Global Political Economy of China and Europe (LSE and Fudan). This course is available with permission as an outside option to students on other programmes where regulations permit. This is a capped course. Students are required to obtain permission from the teaching department to take this course

Course content: This course will explore the relationship between culture and (in)security with a particular focus on the (in)security dilemmas of minorities and migrants within a world of nation-states. In so doing, our discussion will draw upon a variety of theoretical perspectives, including (de)securitization, ontological (in)security, human security, critical terrorism studies, postcolonial and feminist security studies.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 22.5 hours across Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of recorded remarks and student presentations, flipped lectures (online discussion of weekly topics) and in-person and/or online seminars. This course includes a reading week in Week 6 of the Michaelmas Term. A review session will be held at the start of the Summer Term to prepare for the online assessment.

Formative coursework: Essay (2000 words) due in MT

Indicative reading:

- Z. Bauman, *Wasted Lives: Modernity and Its Outcasts*, 2003;
- B. Buzan, O. Weaver and J. de Wilde, *Security: A New Framework For Analysis*, 1998;
- J. Jackson-Preece, *Minority Rights: Between Diversity and Community*, 2005;
- W. Kymlicka, *Multicultural Odysseys: Navigating the New International Politics of Diversity*, 2009;
- J. Mayall, *Nationalism and International Society*, 1990.

Assessment: Online assessment (100%) in the ST.

The online assessment for this course will be administered via Moodle. Questions will be made available at a set date/time and students will be given a set period in the ST to complete the answers to questions and upload their responses back into Moodle.

EU458 Half Unit

Public Policy and Cultural Narratives in a Global Europe

This information is for the 2020/21 session.

Teacher responsible: Dr Jennifer Jackson Preece CBG 7.05

Availability: This course is available on the MSc in Conflict Studies, MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in Human Rights, MSc in Human Rights and Politics, MSc in International Migration and Public Policy and MSc in The Global Political Economy of China and Europe (LSE and Fudan). This course is available with permission as an outside option to students on other programmes where regulations permit.

This is a capped course. Students are required to obtain permission from the teaching department to take this course.

Course content: This course is concerned with cultural and identity politics in contemporary states. Taking a narrative approach, this course will examine competing representations of minorities and migrants. Europe will be a major focus. Nevertheless, students with interests and expertise outside of Europe should feel free to include this wider perspective in their seminar discussions and assignments.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 22.5 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of recorded remarks and student presentations, flipped lectures (online discussion of weekly topics) and in-person and/or online seminars. This course includes a reading week in Week 6 of the Lent Term. A review session will be held at the start of the Summer Term to prepare for the online

assessment.

Formative coursework: Students are required to submit an essay (2000 words) in the LT.

Indicative reading:

- Z. Bauman, *Wasted Lives: Modernity and Its Outcasts*, 2003;
- B. Buzan, O. Weaver and J. de Wilde, *Security: A New Framework For Analysis*, 1998;
- J. Jackson-Preece, *Minority Rights: Between Diversity and Community*, 2005;
- W. Kymlicka, *Multicultural Citizenship*, 1995;
- C. K. Riessman, *Narrative Methods for the Human Sciences*, 2008;
- G. Rose, *Visual Methodologies: An Introduction to Researching With Visual Materials*, 2012.

A more detailed reading list is available from Dr Jackson-Preece.

Assessment: Online assessment (100%) in the ST.

The online assessment for this course will be administered via Moodle. Questions will be made available at a set date/time and students will be given a set period in the ST to complete the answers to questions and upload their responses back into Moodle.

EU464 Half Unit

International Migration: EU Policies and Politics

This information is for the 2020/21 session.

Teacher responsible: Dr Eiko Thielemann CBG 7.02

Availability: This course is available on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in International Migration and Public Policy, MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Sciences Po) and MSc in The Global Political Economy of China and Europe (LSE and Fudan). This course is available with permission as an outside option to students on other programmes where regulations permit.

This is a capped course. Students are required to obtain permission from the teaching department to take this course.

Pre-requisites: A good knowledge of EU institutions and EU policy-making is required.

Course content: This course examines the management of 'unwanted migration' to Europe. In particular, it deals with the European Union's governance of migratory flows such as asylum seekers and irregular migrants whose immigration states often seek to prevent or discourage. As the willingness of sovereign states to advance global governance in the area of immigration policy remains very low and unilateral national policy-responses are limited in their effectiveness, interest in regional governance has grown. The European Union is without any doubt the front-runner in developing such regional governance initiatives. The course provides an in-depth treatment of the origins, evolution and major policy issues within this policy field which has been the fastest growing EU policy area since the 1990s. The course will normally focus on the following three policy areas: (1) the emerging EU asylum and refugee determination system; (2) border management, detention and deportation; and (3) responsibility allocation (the 'Dublin system'), burden-sharing and solidarity. Those taking the course will learn how to systematically examine the origins and impact of EU policy instruments and judgments by the European Courts. After completion, students will be able to answer questions such as: Why have Member States intensified cooperating on asylum and immigration issues? What is the relationship between international human rights law and EU law? Given the influence of the EU's supranational institutions, do the Member States still effectively control policies on asylum and immigration? Has EU policy-making lead to a convergence of "lowest common denominator" policies or to higher human rights standards in the Member States?

For their assessment, students will have the opportunity to

conduct a policy case-study, allowing them to apply the analytical skills developed in this course to analyse a specific EU immigration policy of their choice.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 27.5 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of recorded lectures, flipped lectures (online discussion of lecture materials), and in-person and/or virtual seminars. This course includes a reading week in Week 6 of the Lent Term.

Formative coursework: A prospectus for the assessed research project (policy case study).

Indicative reading:

- Zaun N. (2019) *EU Asylum Policies: The Power of Strong Regulating States*, Palgrave;
- Chetail V. and P. De Bruycker (2016) (eds.), *Reforming the Common European Asylum System: The New European Refugee Law*, Brill;
- Peers, S (2016) *EU Justice and Home Affairs Law*, Oxford University Press;
- Geddes A and Boswell C (2010) *Migration and Mobility in the European Union*, Palgrave/Macmillan;
- Geddes A. (2008) *Immigration and European integration: Towards fortress Europe*, Manchester University Press;
- Thielemann E R (ed.) (2003) "European Burden-Sharing and Forced Migration", special issue of the *Journal of Refugee Studies*, Vol.16, No.3.

Assessment: Project (100%, 5000 words) in the ST.

The summative assessment takes the form of a research project (policy case study).

EU467 Half Unit

The Political Economy of the Neoliberal State

This information is for the 2020/21 session.

Teacher responsible: Dr Abigail Innes CBG 6.03

Availability: This course is available on the MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Sciences Po) and MSc in The Global Political Economy of China and Europe (LSE and Fudan). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course offers a political economic account of the neoliberal state. It offers critical analysis of the supply-side revolution of the last forty years – the tendency towards the strong marketization of the state – that has characterised not just strongly neoliberal advanced capitalist economies such as the UK but also, increasingly, those such as Sweden we traditionally think of as social democratic. The course begins by looking at how 'the state' is currently understood (and indeed, somewhat neglected) in comparative political economy in theory. The course then establishes the historical and analytical context in which orthodoxy around the 'optimal' role of the state in the political economy shifted: thus we look at the turn from the mixed market and Weberian states of the post-war era through to rise of neoliberalism.

Moving to the intellectual foundations of the supply-side revolution we explore the roots of reform in deductive 'public choice theory'. From a normative political theory point of view these arguments have strongly utopian qualities and to investigate these we examine the idea of the state in neoclassical economics and specifically, in the public choice analyses of state failure, and the idealised economic constitution. Given the highly utopian qualities of these arguments we then compare these operating assumptions and goals with those of Marxism Leninism: the other closed system ontology of the economy in twentieth century political economic thought. Marxism Leninism is a body of theory shares remarkable intellectual affinities with neoliberalism, from the dependence on hyper-rationality in the model for human motivation to the idealisation of a post-state utopia; from the

assumptions of a blueprint that is good for all time and places to the asserted 'automaticity' of the political economy in the post-revolutionary world. In demonstrating the common teleology of revolutionary completion and an idealised constitution the reforms of the last forty years are placed in comparative intellectual context.

The second half of the course is constituted by a theoretical and practical evaluation of supply-side reforms within the UK. This evaluates the logic of reform in the state's main functions in the political economy: welfare, regulation and the management of future public risk. The course offers a consistent methodology for this analysis: it contrasts the 'first best world' economics of the supply-side agenda with the 'second-best world' economic theory that comes from critical neoclassical economics and the more holistic rational choice institutionalism of political economy, but also from the critical political economy of Soviet Communism. One of the historical ironies of the supply-side revolution is that it not only shares conceptual and ideological affinities with Marxism Leninism but in practical terms it also replicates a remarkable number of the pathologies of the Soviet planning system, from the central planning of private enterprises (via public sector outsourcing) to the dependence on quantification, metrics, target-setting and performance measurement and a rejection of relational, pluralist, tacit-knowledge based systems of government and organisation. The course closes by considering the political-system consequences of state transformation and indeed, policy and state failure.

The findings of the course hold clear implications for emerging markets and less developed economies, where these reforms are also increasingly on the agenda, and where they pose particular risks.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 27.5 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of recorded lectures, flipped lectures (online discussion of lecture materials), and in-person (or, if School closure demands it, online) seminars. This course includes a reading week in Week 6 of the Lent Term. A review session will be held at the start of the Summer Term to prepare for the online assessment.

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

Students write a short (1500 word) formative essay during the term, submitted within two weeks of their class presentation, and this is purely to enable the student to receive feedback on their understanding of the subject matter but also on their essay writing technique more generally. This means that students receive due preparatory help for the later summative work, which is also essay based.

Indicative reading:

- Abby Innes (forthcoming) *The Neoliberal System: The political economy of the state in the supply-side revolution*
- Michael Ellman, *Socialist Planning*, (Cambridge University Press, 2014, 3rd Edition)
- Kenneth Jowitt, *The Leninist Extinction* (Berkeley, University of California Press, 2001)
- Tony Lawson, 'What is this 'school' called neoclassical economics?' *Cambridge Journal of Economics*, vol. 37, 2013: 947-983
- Paul Davidson, *Reality and Economic Theory*, *Journal of Post-Keynesian Economics*, June 1, 1996
- Deidre McCloskey, *The Trouble With Mathematics and Statistics in Economics*, *History of Economic Ideas*, Volume 13, (3) 2005: 85-202
- John Cassidy, *How Markets Fail* (London: Penguin Books, 2009)
- Patrick Dunleavy, *Democracy and Public Choice: Economic Explanations in Political Science*, (Harvester Wheatsheaf, 1991)
- Peter Self, *Government by the Market?* (Macmillan Press, 1993)
- Ruth Dixon and Christopher Hood, *A Government That Worked Better and Cost Less? Evaluating Three Decades of Reform and Change in UK Central Government* (Oxford: Oxford University Press, 2015)

Assessment: Online assessment (100%) in the ST.

Questions will be made available at a set date/time and students will be given a set period in the ST to complete the answers to questions and upload their responses back into Moodle.

EU468 Half Unit

The Political Economy of Migration and Spatial Inequality in Europe

This information is for the 2020/21 session.

Teacher responsible: Dr Angelo Martelli, CBG.6.04

Availability: This course is available on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in International Migration and Public Policy, MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Sciences Po) and MSc in The Global Political Economy of China and Europe (LSE and Fudan). This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: A basic understanding of economics and economic terms is highly recommended. Students who never had any teaching in economics should take the online Moodle Course EU409, and speak to the course convener.

Course content: This course on the Political Economy of Migration and Spatial Inequality is divided into three main sections. In the first part we rely on the main models used to explain the migration decision and explore what are the main economic effects of migration and its welfare state nexus. Subsequently we investigate the role played by public opinion and attitudes in the configuration of migration policies and support for redistribution. In the last part, we take up topical debates in the political economy of spatial inequality. From the rural-urban gap and the patterns of social mobility to the role of informality and insecurity. A G20 Simulation and the final two lectures on the need for a global migration response and climate-induced displacement will conclude the course. The course would deepen students' understanding of the role played by migration and spatial inequality in different phases of European integration and policy-making.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 27.5 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of recorded lectures, flipped lectures (online discussion of lecture materials), and in-person and/or virtual seminars. This course includes a reading week in Week 6 of the Lent Term. A review session will be held at the start of the Summer Term to prepare for the online assessment.

In addition to standard lectures and seminars, there will be a simulation of G-20 negotiations on migration near the end of LT, played over 2.5 hours. The simulation will see students working in teams to represent the interests of particular nations and international organisations involved in global migration governance. Students will be asked to tackle a major topic, and will have the opportunity to practice agenda setting. The final goal is a Master Document consisting of a set of statements on which the caucus votes one by one. To prepare for this game, students will be given detailed instructions early in the term, so that they have time to prepare.

Formative coursework: Students will be expected to produce 1 presentation and 1 short formative essay (1500 words).

Indicative reading:

- Alesina et al (2019) "Immigration and Preferences for Redistribution in Europe", IZA Discussion paper
- Borjas G. (2014) "Immigration Economics", Harvard University Press
- Dustmann, C. (2003) "Return Migration, Wage Differentials, and the Optimal Migration Duration", *European Economic Review*, Vol. 47, pp. 353-367.

- Dustmann, C., Glitz A. & Frattini T. (2008) "The labour market impact of immigration." *Oxford Review of Economic Policy* 24.3: 477-494.
- Dustmann, C., & Frattini, T. (2014). "The fiscal effects of immigration to the UK". *The economic journal*, 124(580), F593-F643.
- Facchini, Giovanni. and Anna M. Mayda (2009), 'Does the welfare state affect individual attitudes towards immigrants: Evidence across countries', *Review of Economics and Statistics*, 91, 291-314.
- Hirschman. 1978. "Exit, Voice, and the State." *World Politics*
- Kanbur, R. and H. Rappoport (2005), "Migration selectivity and the evolution of spatial inequality", *Journal of Economic Geography*.
- Roy, A. D. (1951) "Some Thoughts on the Distribution of Earnings," *Oxford Economic Papers (New Series)*, 3, 135-146.

Assessment: Essay (25%, 1500 words) in the period between LT and ST.

Online assessment (75%) in the ST.

EU469 Half Unit

The Political Economy of Finance in Europe

This information is for the 2020/21 session.

Teacher responsible: Prof Waltraud Schelkle CBG 6.01

Availability: This course is available on the MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Sciences Po) and MSc in The Global Political Economy of China and Europe (LSE and Fudan). This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: A basic understanding of economics and economic terms is highly recommended. Students who never had any teaching in economics should consult the online course EU409 and talk to the course convener.

Course content: In the first half, the course gives students insights into the post-war evolution of finance, its regulation and its relationship to the other sectors of the economy. The historical evolution, continuities and innovations, will be explored in a comparative perspective. In the second half, we take up topical debates in the political economy of finance literature. Two questions run through the course: first, how does the international experience differ from or resonate with discernible trends in European countries and the experience of European integration? And how do non-financial actors (governments, transnational firms, middle-class households) support the rise of finance even though the risks involved are not well understood and hard to manage? The course would deepen students' understanding of the core courses in the Political Economy of Europe by making them aware of the role that finance played in different phases of post-war history and in European integration.

Teaching:

- This course is delivered through a combination of seminars and lectures totalling a minimum of 27.5 hours across Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of recorded lectures, flipped lectures (online discussion of lecture materials), and in-person (or, if a School closure demands it, online) seminars.
- This course includes a reading week in Week 6 of Michaelmas Term.
- We do a simulation of G-20 negotiations on financial regulation in week 10, which has been successfully tried and tested before with MPA students. Using the report of the G20 Eminent Persons Group report on Global Financial Governance – Making the Global Financial Systems Work for All – the simulation will see students working in teams to represent the interests of particular nations and international organisations involved in global financial governance.
- A review session will be held at the start of the Summer Term to prepare for the online assessment.

Formative coursework: Students will be expected to produce one (1200 word) essay in the MT.

Students must write up two 500 word answers to a question that follows from the lecture in the MT.

Indicative reading:

- Abdelal, Ravi (2007). Capital rules. The construction of global finance. Cambridge, MA and London, England: Harvard University Press
- Epstein, Rachel A. (2017). Banking on markets: the transformation of bank-state ties in Europe and beyond Oxford: Oxford University Press
- Kindleberger, Charles P., & Aliber, Robert Z. (2011). Manias, panics and crashes. A history of financial crises (6th ed.). Houndmills, Basingstoke: Palgrave Macmillan (selected chapters)
- Krippner, Greta R. (2005). The financialization of the American economy. Socio-economic review, 3(2), 173-208.
- MacKenzie, Donald A. (2006). An engine, not a camera: how financial models shape markets. Cambridge, Mass., London: MIT Press.
- Reinhart, Carmen M., & Sbrancia, M. Belen (2015). Debt Liquidation. Economic Policy (April), 291-333.
- Story, John, & Walter, Ingo (1997). Political economy of financial integration in Europe: the battle of the systems. Manchester: Manchester University Press.
- Woll, Cornelia (2014). The power of inaction: bank bailouts in comparison. Ithaca: Cornell University Press (selected case studies)

Assessment: Online assessment (100%) in the ST.

EU475 Half Unit Not available in 2020/21 Religious Diversity and Conflict in Europe

This information is for the 2020/21 session.

Teacher responsible: TBD

Availability: This course is available on the MSc in Comparative Politics, MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in Empires, Colonialism and Globalisation, MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in History of International Relations, MSc in International Migration and Public Policy, MSc in Social Anthropology (Religion in the Contemporary World) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: Europe has never been homogenous, but it is increasingly more so heterogenous religiously, ethnically, and culturally since the World War II. We will start by discussing the making and transformation of the concepts of religion and nation in modern times. We will then talk about the importance of imperial encounter in the creation of world religions and also in post-colonial nationalisms and fundamentalisms. We will then discuss how religions became nationalized and move on to the discussion of religious qualities of nationalism and the concept of civil religion. We will discuss how religious diversity is dealt with in different countries in and around Europe such as Germany, France, U.K, Turkey, Israel, India, and Russia. Students will have a chance to discuss the concepts we explored in class in the context of a country of their choice.

Teaching: 10 hours of lectures and 15 hours of seminars in the LT. Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Weekly response papers to readings. One 15 minute presentation during the term - possibly with another student.

500 word summary of the final essay

Indicative reading:

- Brown, Wendy. 2008, Regulating Aversion: Tolerance in the Age of

Identity and Empire

- Balibar, Etienne. 1991, Is There a 'Neo-Racism'?; Stolcke, Verena. 1995, 160 Talking Culture: New Boundaries
- Shryock, Andrew. 2010, Islamophobia/Islamophilia: Beyond the Politics of Enemy and Friend
- Norton, Anne. 2013, On the Muslim Question
- Scott, Joan. 2009, The Politics of the Veil
- Bunzl, Matti. 2005, Between Anti-Semitism and Islamophobia: Some Thoughts on the New Europe
- Laurence, Jonathan. 2012, Emancipating Muslims
- Ozyurek, Esra. 2014, Being German, Becoming Muslim: Race, Religion and Conversion in Contemporary Germany.

Assessment: Essay (100%, 5000 words) in the ST.

Students will write an essay on a topic determined together with the instructor.

EU476 Half Unit Not available in 2020/21 Politics of Memory: Germany, France, UK and Turkey

This information is for the 2020/21 session.

Teacher responsible: TBD

Availability: This course is available on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in History of International Relations, MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Sciences Po) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: None

Course content: Political and social actors frequently mobilize memory to make claims about the present. All nations and groups have memories that make them proud and others they have learned lessons from and sometimes others they deny. What kinds of memories show influence bottom up and what kinds of memories are top down? How are some memories commemorated and how are some of them silenced? What is the role of memories in making identities and also resolving conflicts? What is the best way to remember atrocities? To whom do memories and responsibility belong? This course will give an overview of the literature on politics of memory and discuss how politics of imperial, national, post-colonial, and other alternative memories compete with each other with specific references to Germany, France, U.K. and Turkey.

Teaching: 10 hours of lectures and 15 hours of classes in the MT. Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework:

- Abstract and outline for essay (no longer than 500 words) 160 in MT

Indicative reading: In addition to weekly readings, the following sources are likely to enhance the benefits derived from the course: Maurice Halbwachs On Collective Memory; Esra Ozyurek Nostalgia for the Modern; Paul Gilroy Postcolonial Melancholia; Alaine Assman Cultural Memory and Western Civilization; Michael Rothberg Multidirectional Memory; James Young The Texture of Memory.

Assessment: Essay (100%, 5000 words) in the LT.

Students will write an essay on the topic they choose together with the instructor.

EU477 Half Unit Not available in 2020/21

Labour Markets and the Political Economy of Employment in Europe

This information is for the 2020/21 session.

Teacher responsible: Dr Vassilis Monastiriotis CBG 5.05

Availability: This course is available on the MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Human Resources and Organisations (International Employment Relations and Human Resource Management), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Sciences Po), MSc in Political Science and Political Economy, MSc in The Global Political Economy of China and Europe (LSE and Fudan) and MSc in Urban Policy (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: A solid background in economics and knowledge of some basic calculus is required. Attendance of EU409 'Basic Economic Concepts for Political Economy' is highly recommended irrespective of background.

Course content: The course offers an analytical treatment of key labour market issues, from unemployment and wage determination to skill formation and labour market regulation, within the context of processes of integration and governance in Europe. To do so, it combines a Labour Economics perspective on imperfect labour markets with a Political Economy perspective on EU institutions and policies. In the lectures, we address analytically policy-making questions on topics such as minimum wages, unions and collective bargaining, unemployment benefits, employment protection legislation, regulation of working hours, migration, and others. These topics are then linked in the seminars to the European policy-making context, and the challenges that this raises for labour market regulation and performance at the national and European levels. Examples of this include: EMU, optimum currency area theory, wage flexibility and internal devaluation; structural unemployment, labour market reforms, the European Employment Strategy and flexicurity; skills shortages, activation policies, European education policy and labour mobility; and others.

Teaching: 10 hours of lectures, 15 hours of seminars and 2 hours of workshops in the LT. 1 hour of lectures and 1 hour and 30 minutes of seminars in the ST.

The course will have 10 1-hour lectures and 1.5-hour seminars in weeks 1-5 and 7-11. In week 6 students will make poster presentations on a preliminary draft of their group essay.

Formative coursework: Students will be expected to produce 6 problem sets and 2 other pieces of coursework in the LT and 1 presentation in the Week 6.

Formative assessment comprises a weekly set of problem sets / exercises; brief oral presentations on pre-allocated readings in the seminars; a poster presentation on a group project during the week-6 workshop; and submission of a draft / extended outline of the group project (following the poster presentation).

Indicative reading:

- Boeri, Tito, and Jan Van Ours. The economics of imperfect labor markets. Princeton University Press, 2013.
- Ashiagbor, 160Diamond. 160The European Employment Strategy: Labour Market Regulation and New Governance, 160Oxford University Press, 2005.
- Esping-Andersen, Gøsta, and Marino Regini, eds. Why deregulate labour markets?. Oxford University Press, 2000.
- Schmid, Günther, and Bernard Gazier, eds. The dynamics of full employment: Social integration through transitional labour markets. Edward Elgar Publishing, 2002.
- Boeri, T., Castanheira, M., Faini, R. and Galasso, V. (eds.), 160Structural reforms without Prejudices, 160Oxford University Press, 2006.
- Caroleo, Floro Ernesto, and Sergio Destefanis. The European

Labour Market. Physica-Verlag Heidelberg, 2006.

- Nowotny, Ewald, and Peter Mooslechner, eds. The integration of European labour markets. Edward Elgar Publishing, 2009.
- Rogowski, Ralf, ed. The European social model and transitional labour markets: law and policy. Ashgate Publishing, Ltd., 2008.
- Hancké, Bob. Unions, central banks, and EMU: labour market institutions and monetary integration in Europe. Oxford University Press, 2013.
- Layard, Richard, Stephen Nickell, and Richard Jackman. Unemployment: macroeconomic performance and the labour market. Oxford University Press, 2005.

Assessment: Exam (50%, duration: 2 hours) in the summer exam period.

Project (50%, 4000 words) in the period between LT and ST.

One group project (50% of the final mark; approx. 4,000 words, excluding tables and appendices), due after the LT, and a two-hour exam in the ST (50% of the final mark, comprising one essay question and five short-answer questions).

EU478 Half Unit

The Culture of European Politics

This information is for the 2020/21 session.

Teacher responsible: Prof Simon Glendinning CBG.7.01

Availability: This course is available on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in European Studies (Research), MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Sciences Po), MSc in Social Anthropology (Religion in the Contemporary World) and MSc in The Global Political Economy of China and Europe (LSE and Fudan). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: Over the last three hundred years European societies have undergone a fundamental changeover from a traditional form, with a largely self-sufficient agrarian economy, into a modern, industrial and technological form based on international trade and tele-communication. This revolution developed in the seventeenth century first and only in Europe, but today, through processes of globalization that are, in some parts of the world, inseparable from colonialism, it has spread worldwide and increasingly dominates the entire planet. This course explores one of the basic dimensions of this unprecedented globalization: the culture of European politics.

We are used to speaking about globalization as a political-economic phenomenon, but its European origin makes it also an unavoidably cultural one. Europe's predominant cultural form – its double form, both Christian and secular – is not a neutral set-up, and other world cultures can find themselves alienated from and in revolt against everything that belongs to what might be called the Christianizing of the world, whether the forces in play are colonial, commercial, or ideological. International migrations and projects of European integration sharpen these concerns and add new ones. This is the background to our study of the culture of European politics, its history and heritage from ancient European empires, to the European Union and beyond.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 27.5 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of recorded lectures, flipped lectures (online discussion of lecture materials), and in-person (or, if a School closure demands it, online) seminars. This course includes a reading week in Week 6 of the Lent Term. A review session will be held at the start of the Summer Term to prepare for the online assessment.

Formative coursework: 2 essays of 2000 words

Indicative reading:

- Norman Davies, 'Introduction' to *Europe: A History*
- Anthony Pagden (ed) *The Idea of Europe*
- Roger Scruton, *The West and the Rest*.

Assessment: Online assessment (100%) in the ST.

The online assessment for this course will be administered via Moodle. Questions will be made available at a set date/time and students will be given a set period in the ST to complete the answers to questions and upload their responses back into Moodle.

EU481 Half Unit**The Future: Political Responses to a Challenge**

This information is for the 2020/21 session.

Teacher responsible: Prof Jonathan White CBG 7.09

Availability: This course is available on the MSc in Comparative Politics, MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in Global Politics, MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Sciences Po), MSc in Political Sociology and MSc in Public Policy and Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The future is unknowable, but it can be made intelligible. It raises practical and conceptual problems, as well as reasons for conflict, but also promises to resolve contradictions. This course examines how the future is conceptualised in salient domains of contemporary politics, the implications arising for theory and practice, and the contestable assumptions on which perspectives rely. It investigates the methods by which the future is ordered, anticipated, and factored into the practice of government. The course begins historically, looking at the future as an emerging theme in eighteenth-century European Enlightenment thought, the socio-cultural developments that prompted this, and some of the key features of its thematisation in the high-modern period. It goes on to examine future-oriented ideas, ideologies and practices as they arise in contemporary settings. Sessions move through the following themes: The Birth of the Future: Utopias in place and time; Sovereignty of the Living? Constitutional and political horizons; Socialism and the Future; Capitalism and the Future; In the Shadow of War; Debt, Accounting and other Practices of Quantification; Globalising and Privatising the Future: Climate change and generationalism; Planning for Emergency: Anticipation, pre-emption and preparation; In the Age of Algorithms and Tech; Democratising the Future. The course should provide students with a cross-disciplinary grasp of how present-day public affairs are shaped by the ways the future is conceived and acted upon.

Teaching: This course is delivered through a combination of seminars and lectures. This year, some or all of this teaching will be delivered through a combination of recorded remarks, in-person (or, if a School closure demands it, online) workshops, and online seminars, totalling a minimum of 22.5 hours across Lent Term. This course includes a reading week in Week 6 of the Lent Term. A review session will be held at the start of the Summer Term to prepare for the online assessment.

Formative coursework:

- One 2000-word essay, written in response to two of eight questions. This timed assessment will be administered via Moodle.
- A class presentation, on which students will receive one-to-one feedback.

Indicative reading:

- Nowotny, H. (2016), *The Cunning of Uncertainty* (Cambridge: Polity).
- Adam, B. & C. Groves (2007), *Future Matters: Action, Knowledge, Ethics* (Leiden: Brill).
- Innerarity, D. (2012), *The Future and its Enemies* (Stanford: Stanford UP).
- Beckert, J. (2016), *Imagined Futures: Fictional expectations and*

capitalist dynamics (Harvard: Harvard UP).

- González-Rico, I. & A. Gosseries (2016), *Institutions for Future Generations* (Oxford: OUP).
- Koselleck, R. (2004), *Futures Past: On the Semantics of Historical Time* (NY: Columbia).
- Forrester, K. and S. Smith (eds) (2018), *Nature, Action and the Future: Political Thought and the Environment* (Cambridge: CUP).
- Thompson, D. (2010), 'Representing future generations: political presentism and democratic trusteeship', *Critical Review of International Social & Political Philosophy* 13 (1).
- Andersson, J. (2012), 'The Great Future Debate and the Struggle for the World', *American Historical Review* 117 (5).
- Urry, J. (2016), *What is the Future?* (Polity).
- White, J. (2017), 'Climate Change and the Generational Timescape', *Sociological Review* 65 (4).

Assessment: Online assessment (100%) in the ST.

EU482 Half Unit**Europe in World Trade**

This information is for the 2020/21 session.

Teacher responsible: Dr Johann Basedow CBG 6.11

Availability: This course is available on the MSc in European Studies (Research), MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Sciences Po) and MSc in The Global Political Economy of China and Europe (LSE and Fudan). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: After decades of globalisation and trade liberalisation, the world economy faces significant protectionist challenges. The global Covid-19 pandemic, the spread of populism and the US-China trade war put considerable pressure on global value chains, the international trade regime and global governance. The purpose of this course is to provide students with the necessary knowledge to understand and analyse the EU's role in the global economy and evolving international trade regime. It familiarises students with the workings of EU trade and foreign economic policy and the World Trade Organisation. It further introduces students to different substantive trade domains including goods and services trade, trade defence instruments, the diffusion of free trade agreements, investment regulation and investor-to-state dispute settlement as well as sources of regulatory power in world markets. It also dwells on the implications of the rise of new economic powers such as China and India for EU trade and foreign economic policy and the World Trade Organisation.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 27.5 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of recorded lectures, flipped lectures (online discussion of lecture materials), and in-person (or if a School closure should demand it online) seminars. This course includes a reading week in Week 6 of the Lent Term. A review session will be held at the start of the Summer Term to prepare for the online assessment.

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

Indicative reading:

- Gstöhl, Sieglind, De Bièvre, *The Trade Policy of the European Union*. Macmillan, Basingstoke, 2018.
- Hoekman, Bernard, and Michael Kosteki. *The Political Economy of the World Trading System*. 3rd ed. Oxford: Oxford University Press, 2009.
- Krugman, Paul, Maurice Obstfeld, and Marc Melitz. *International Trade: Theory and Policy: Global Edition*. 10th edition, Pearson, 2014.

- Martin, Lisa, ed. *The Oxford Handbook of the Political Economy of International Trade*. Oxford University Press, 2015.
- Woolcock, Stephen. *European Union Economic Diplomacy: The Role of the EU in External Economic Relations*. Global Finance Series. Burlington: Ashgate, 2011.

Assessment: Online assessment (100%) in the ST.

The online assessment for this course will be administered via Moodle. Questions will be made available at a set date/time and students will be given a set period in the ST to complete the answers to questions and upload their responses back into Moodle.

EU484 Half Unit

Europe's Role in Global Migration Governance

This information is for the 2020/21 session.

Teacher responsible: Dr Natascha Zaun CBG 6.08

Availability: This course is available on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in International Migration and Public Policy, MSc in Political Economy of Europe and MSc in Political Economy of Europe (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course provides an overview of Europe's role in global migration governance. The course will address different aspects in this regard, including the externalisation of EU and European Member States' migration policies, bilateral and multilateral agreements with third countries, cross-references between regional bodies of integration as well as regional/international courts and Europe's cooperation with international organisations such as the International Organization for Migration (IOM) and the United Nations High Commissioner for Refugees (UNHCR). Students will be equipped with a variety of theories to analytically assess these areas of European activity, including theoretical frameworks such as venue-shopping, diffusion and securitisation.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 27.5 hours across Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of recorded lectures, flipped lectures (online discussion of lecture materials), and in-person and/or virtual seminars. This course includes a reading week in Week 6 of the Michaelmas Term. A review session will be held at the start of the Summer Term to prepare for the online assessment."

Formative coursework: Formative coursework consists in regular (i.e. weekly) participation in the Moodle debate and the submission of one mock exam (answering two out of eight questions) in the MT.

Indicative reading:

- Arcosta Arcazo, D. and Geddes, A. (2014): Transnational diffusion or different models? Regional approaches to migration governance in the European Union and MERCOSUR. *European Journal of Migration and Law*, 16: 1, pp. 19-44.
- Betts, A./Milner, J. (2006): The externalisation of EU asylum policy: the position of African states. Oxford: COMPAS Working Paper No. 36.
- Czaika, M. and Hobolth, M. (2016): Do restrictive asylum and visa policies increase irregular migration into Europe? *European Union Politics*, 17: 3, pp. 345-365.
- Gammeloft-Hansen (2011): The externalisation of European migration control and the reach of international refugee law. The Hague: Brill.
- Greenhill, Kelly M. (2010): Weapons of mass migration: forced displacement, coercion and foreign policy. Ithaca: Cornell

University Press.

- Lavenex, S. (2015): Multilevelling EU external governance: the role of international organizations in the diffusion of EU migration policies. *Journal of Ethnic and Migration Studies*, 42: 4, pp. 554-570.
- Lavenex, S. and Uçarer, E. (2003): *Migration and the externalities of European integration*, Lanham et al.: Lexington Books.
- Mau et al. (2015): The Global Mobility Divide: How visa policies have evolved over time. *Journal of Ethnic and Migration Studies*, 41: 8, pp. 1192-1213.
- Thouez, C. and Channac, F. (2006): Shaping international migration policy: The role of the regional consultative process. *West European Politics*, 29: 2, pp. 370-87.

Assessment: Online assessment (100%) in the ST.

The online assessment for this course will be administered via Moodle. Questions will be made available at a set date/time and students will be given a set period in the ST to complete the answers to questions and upload their responses back into Moodle.

EU485 Half Unit

Post-Conflict Justice and Reconciliation in Europe and Beyond

This information is for the 2020/21 session.

Teacher responsible: Dr Denisa Kostovicova CBG 7.03

Availability: This course is available on the MSc in Conflict Studies, MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po) and MSc in Gender, Peace and Security. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The pursuit of justice in the aftermath of mass atrocity and gross human rights violations has become a norm in a globalised post-Cold War world. It rests on the premise that states and societies ought to engage with the difficult past in order to transition from conflict to peace. Provisions including redress for human rights violations have now become the staple of peace-agreements, whether through retributive instruments such as war crimes trials or restorative instruments such as truth commissions and reparations. However, scholars and practitioners have simultaneously been confronted with the limitations of transitional justice. Instead of promoting peace and reconciliation, it has often had the opposite impact: it has further divided ethnic communities, distorted the truth about suffering, and traumatised rather than dignified the victims. With a focus on Europe's contribution to global transitional justice norm and policy, this course examines how the pursuit of post-conflict justice is theorised and tackles the puzzle of its unintended effects on peace-building in post-conflict societies.

The course starts out by introducing transitional justice as a field study and practice, with a focus on the nature of contemporary violence to contextualise human rights violations for which justice is sought. The first part of the course relates the emergence of a global norm of transitional justice to the lessons from Europe's history, such as the legacies of the Nuremberg Trials and Germany's coming to terms with the Holocaust. The second part of the course is a comparative assessment of three key mechanisms of transitional justice: international trials, truth and reconciliation commissions, and lustration, with empirical examples from Europe and beyond. The third part addresses transitional justice as public policy with a focus on the European Union. In conclusion, the course addresses the question how we know and study the effects of transitional justice, and reflects critically on theorising, methods and data in transitional justice research.

The course engages with multi-disciplinary literature and approaches to transitional justice which have defined the

emergence of this new field of study. The course provides a critical evaluation of theories of transitional justice and draws implications for policy making.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 27.5 hours across Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of recorded lectures and student presentations, flipped lectures (online discussion of lecture materials), and in-person (or, if a School closure demands it, online) seminars. This course includes a reading week in Week 6 of the Michaelmas Term.

The course will provide or mediate additional learning opportunities, such as research seminars on topics directly linked to the theme(s) covered in the course. These will serve to reinforce learning objectives by creating an opportunity for students to engage with core issues outside regular classes.

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

Indicative reading:

- Bakiner, Onur (2016) Truth Commissions: Memory, Power, and Legitimacy (Philadelphia: Pennsylvania University Press)
- Chinkin, Christine and Kaldor, Mary (2018) International Law and New Wars (Cambridge: Cambridge University Press)
- Cohen, Stanley (2000) States of Denial: Knowing About Atrocities and Suffering (Cambridge: Polity Press)
- Duyvesteyn, Isabelle and Angstrom, Jan (eds) (2005) Rethinking the Nature of War (London: Frank Cass)
- Heller, Kevin Jon (2011) The Nuremberg Military Tribunals and the Origins of International Criminal Law (Oxford: Oxford University Press).
- Hughes, James and Denisa Kostovicova (eds) (2018) Rethinking Reconciliation and Transitional Justice After Conflict (Abingdon: Routledge)
- Kerr, Rachel, Erin Mobekk (2007) Peace and Justice: Seeking Accountability after War (Cambridge: Polity Press)
- Murphy, Colleen (2017) The Conceptual Foundations of Transitional Justice (Cambridge: Cambridge University Press)
- Orentlicher, Diane (2018) Some Kind of Justice: The ICTY's Impact in Bosnia and Serbia (Cambridge: Cambridge University Press)
- O'Rourke, Catherine (2013), Gender Politics in Transitional Justice (Abingdon: Routledge)
- Roht-Arriaza, Naomi, Mariezcurrena, Javier (eds) (2006) Transitional Justice in the Twenty-First Century: Beyond Truth versus Justice (Cambridge: Cambridge University Press).
- Shall, Rosalind, Waldorf, Lars, Hazan, Pierre (eds) (2010) Localizing Transitional Justice: Interventions and Priorities after Mass Violence (Stanford: Stanford University Press).
- Teitel, Ruti (2013) Humanity's Law (Oxford: Oxford University Press)

Assessment: Essay (100%, 5000 words) in the LT.

EU486 Half Unit

Imaging Violence, Imagining Europe

This information is for the 2020/21 session.

Teacher responsible: Dr Eray Cayli CBG 7.11

Availability: This course is available on the MSc in Culture and Conflict in a Global Europe and MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: Since the late 18th century, a growing body of European cultural production has focused on raising awareness about suffering by aestheticizing it. How has this production shaped customary understandings of the relationship between violence and culture and, in so doing, imagined Europe and Europeanness? Specifically, how has it informed widespread understandings of violence and culture being mutually antithetical,

and imaginations of Europe and Europeanness premised upon this antithesis? What are the critical responses with which these understandings and imaginaries have been met, and how might they be entangled in the very object of their criticism due to their approach to the relations between power, ethics, and aesthetics? This course explores these questions through contemporary artistic practice, focusing especially on its responses to colonialism, racism, imperialism, patriarchy, and Anthropocene(s). The teaching format comprises seminars, requiring everyone to show up having read the weekly texts, having reflected on them and having prepared to discuss them at length during the seminar. As and when relevant and logistically possible, seminars may involve visits to museums and galleries in London.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 22.5 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of recorded lectures and student presentations, flipped lectures (online discussion of weekly topics) and in-person and online seminars. This course includes a reading week in Week 6 of the Lent Term.

Formative coursework: The formative component of coursework comprises the following:

- a research question and long abstract in preparation for essays, submitted at the end of reading week;
 - a new and improved research question and long abstract in preparation for essays, presented orally and in person the final week of term.
- In addition to the above, students are required to come to class every week having read the weekly texts and prepared to discuss them at length.

Indicative reading:

- Susan Sontag (1977) On Photography. New York: Picador.
- Paul Virilio (1989) War and Cinema: The Logistics of Perception. London and New York: Verso.
- John Taylor (1998) Body Horror: Photojournalism, Catastrophe and War. Manchester: Manchester University Press.
- Susan Sontag (2003) Regarding the Pain of Others. New York: Picador.
- Ariella Azoulay (2003) Death's Showcase: The Power of Image in Contemporary Democracy. Cambridge, MA: MIT Press.
- Ariella Azoulay (2008) The Civil Contract of Photography. New York: Zone Books.
- Susan Sliwinski (2011) Human Rights in Camera. Chicago: University of Chicago Press.
- Liam Kennedy and Caitlin Patrick (2014) The Violence of the Image. London: IB Tauris.
- Forensic Architecture (2014) Forensis: The Architecture of Public Truth. Berlin: Sternberg Press.
- Allen Feldman (2015) Archives of the Insensible: Of War, Photopolitics, and Dead Memory. Chicago, IL: University of Chicago Press.

Assessment: Essay (100%, 5000 words) in the ST.

EU487 Half Unit

European Integration from a Global Governance Perspective

This information is for the 2020/21 session.

Teacher responsible: Dr Mareike Kleine CBG 6.07

Availability: This course is available on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in European Studies (Research), MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Sciences Po) and MSc in The Global Political Economy of China and Europe (LSE and Fudan). This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students who have little or no background in political science, international relations, public policy or related disciplines are strongly advised to take the EU4V9 Moodle course.

Course content: Distances on a world scale are shrinking through the emergence and thickening of networks of connection – a process commonly referred to as globalization. The process is far from complete, with Europe being highly integrated and other regions lagging behind. This course engages recent positive and normative scholarship in various disciplines on governance in and beyond Europe. Putting European integration in this global and comparative perspective promises to illuminate current public and scholarly debates about nature and future of European integration. We study these questions by posing four issues: the nature of globalization; its actors, institutions and processes; the form and scope of governance; and its normative implications. For each of these themes, European integration will serve as the principal case study to be discussed in light of developments in the rest of the world. The course will give students a conceptual and thematic overview of European integration as a phenomenon of global governance. There will be no descriptive introduction to specific global governance institutions or policy fields. Instead, the course revolves around current public and academic debates about European integration and global governance that are discussed from a political science and political economy vantage point, while also engaging recent positive and normative scholarship in Comparative Politics and Political Theory.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 27.5 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of recorded lectures, flipped lectures (online discussion of lecture materials), and in-person and/or virtual seminars. This course includes a reading week in Week 6 of the Lent Term.

Formative coursework: Students are required to submit a draft and a final non-assessed research paper outline in the LT.

Indicative reading:

- Weiss, Thomas G., and Rorden Wilkinson (eds.). 2018. *International Organization and Global Governance* (2nd edition). Oxon and New York: Routledge.
- Schneider, Christina J. 2017. The political economy of regional integration. *Annual Review of Political Science* 20: 229-248.
- Slaughter, Anne-Marie. 2004. A New World Order. Princeton: Princeton University Press, pp. 1-23.
- Rodrik, Dani. 2000. How Far Will International Economic Integration Go? *The Journal of Economic Perspectives* 14 (1): 177-186.
- Keohane, Robert O., Andrew Moravcsik, and Anne-Marie Slaughter. 2000. Legalized Dispute Resolution: Interstate and Transnational. *International Organization* 54 (3): 457-488.

Assessment: Essay (85%, 4000 words) in the ST. Critical evaluation (15%) in the LT.

The summative assessment consists of one 500-word critical summary of one session's required readings in light of a current news item. In addition, students submit by the beginning of the following term a 4,000 words research essay. Deadlines to be confirmed in class.

EU488 Half Unit

European Policy-Making and International Cooperation

This information is for the 2020/21 session.

Teacher responsible: Dr Mareike Kleine CBG 6.07

Availability: This course is available on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in European Studies (Research), MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in

Political Economy of Europe, MSc in Political Economy of Europe (LSE and Sciences Po) and MSc in The Global Political Economy of China and Europe (LSE and Fudan). This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students who have little or no background in political science, international relations, public policy or related disciplines are strongly advised to take the EU4V9 Moodle course.

Course content: This course is an introduction to the causes and nature of regional integration in Europe and the EU's governance system. The topic is presented from a historical, social scientific and normative perspective. We critically examine various theories and current debates about the European Union by studying the process of regional integration through different decades and crises, its effects on its members and third states, and its constitutional character. The first part of this course analyzes different stages in the integration process and asks under what conditions states have delegated (or not) authority to EU institutions and other regional integration bodies. The second part discusses a number of big public policy questions that this transfer of authority raises. What are the consequences of the single market and currency on national institutions? What is their impact on other markets and currencies? How does the EU enforce its laws and how does its legal system compare with the legalization of world politics? What is the EU's role and power in world politics? We conclude by reflecting on current and future challenges to the EU, notably questions of its legitimacy, democratic quality and the populist challenge. At the end of this course students will have gained an overview of the process of European integration, political science theories of regional integration, the EU's governance system as a political order beyond the nation-state, as well as public and scholarly debates about the reality and ideal of European regional integration.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 27.5 hours across Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of recorded lectures, flipped lectures (online discussion of lecture materials), and in-person and/or virtual seminars. This course includes a reading week in Week 6 of the Michaelmas Term

Formative coursework: Students are required to submit a draft and a final non-assessed research paper outline in the MT. Deadline to be confirmed in class.

Indicative reading:

- Haas, Ernst B. 1961. International Integration. *The European and the Universal Process*. *International Organization* 15:3
- Moravcsik, A. (1998). *The Choice for Europe: Social Purpose and State Power from Messina to Maastricht*. Cornell University Press.
- Schneider, C. and Slantchev, B. (2018). The Domestic Politics of International Cooperation: Germany and the European Debt Crisis. In *International Organization*, 72(1), pp. 1-31.
- Hobolt, S. (2016). The Brexit Vote: A Divided Nation, A Divided Continent. In *Journal of European Public Policy*, 23(9), pp. 1259-1277.
- De Vries, C. (2018). *Euroscepticism and the Future of European Integration*. Oxford: OUP.
- Kleine, Mareike and Mark Pollack (2018). Liberal Intergovernmentalism and Its Critics. In *Journal of Common Market Studies* 56(7), pp. 1493-1509.

Assessment: Essay (85%, 4000 words) and critical evaluation (15%) in the LT.

The summative assessment consists of one 500-word critical summary of one session's required readings in light of a current news item. In addition, students submit by the beginning of the following term a 4,000 words research essay. Deadlines to be confirmed in class.

EU489 Half Unit

Analytical Politics and Policymaking in Europe

This information is for the 2020/21 session.

Teacher responsible: Prof Christopher Anderson CBG 6.05

Availability: This course is available on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in European Studies (Research), MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Sciences Po) and MSc in The Global Political Economy of China and Europe (LSE and Fudan). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course introduces students to governance in Europe at the national and European Union levels. This course has two objectives, one substantive and one methodological. First, students learn about politics and policymaking in European democracies and the European Union. Topics include the demand for and supply of policy options: e.g., public policy preferences, government formation and duration, direct democracy and accountability, and supranational policy coordination. Second, this course is intended to introduce students to a set of analytical and empirical tools and concepts for understanding how political institutions and political agents jointly generate public policy, and to apply these tools in examining political and policy outcomes in European states. Lessons about political decision making, institutions, and the policy making process will be understood from the perspective of decision makers – that is, an individual or organisation that develops strategy in order to advance policy change. The course runs for the Lent Term.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 27.5 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of recorded lectures, flipped lectures (online discussion of lecture materials), and in-person and/or virtual seminars. This course includes a reading week in Week 6 of the Lent Term. A review session will be held at the start of the Summer Term to prepare for the online assessment

Formative coursework: Students will be expected to produce 1 presentation in the LT.

Indicative reading:

- Budge, Ian. 2019. *Politics: A Unified Introduction to How Democracy Works*. Routledge.
- Powell, G. Bingham. 2019. *Ideological Representation: Achieved and Astray: Elections, Institutions, and the Breakdown of Ideological Congruence in Parliamentary Democracies*. Cambridge University Press.
- Putnam, R. (1988). Diplomacy and domestic politics: the logic of two-level games. In *International Organizations*, 42(3), pp. 427-460.
- Tsebelis, G. (2002). *Veto Players: How Political Institutions Work*. Princeton University Press.
- Pollack, M. (2015). Theorizing EU Policy-Making. In Wallace et al. (Eds.). (2015). *Policy-making in the European Union*. Oxford: OUP.
- Moravcsik, A. (1998). *The Choice for Europe: Social Purpose and State Power from Messina to Maastricht*. Cornell University Press.
- Hagemann, S., Bailer, S. and Herzog, A. (2019) 'Signals to their parliaments?: Governments' use of votes and policy statements in the EU Council, *JCMS: Journal of Common Market Studies*, 57 (3), 634-650
- Boerzel, T., Hofmann, T. Panke, D. and Sprungk, K. (2010). Obstinate and Inefficient: Why Member States Do Not Comply With European Law. In *Comparative Political Studies*, 43(11), pp. 1363-1390.
- Schneider, C. and Slantchev, B. (2018). The Domestic Politics of International Cooperation: Germany and the European Debt Crisis. In *International Organization*, 72(1), pp. 1-31.
- Hobolt, S. (2016). *The Brexit Vote: A Divided Nation, A Divided*

Continent. In *Journal of European Public Policy*, 23(9), pp. 1259-1277.

- De Vries, C. (2018). *Euroscepticism and the Future of European Integration*. Oxford: OUP.

Assessment: Essay (10%, 1000 words) in the LT.

Online assessment (90%) in the ST.

EU490 Half Unit

Evidence and Analysis in Policy-Making

This information is for the 2020/21 session.

Teacher responsible: Dr Raluca Pahontu, CBG 6.06

Availability: This course is compulsory on the MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi) and MSc in European and International Public Policy (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course aims to provide students with the knowledge and skills to collect, analyse, and communicate evidence in order to evaluate policies and interventions by international organisations, the European Union or national and local governments, as well as to explore and analyse voters' responses to such interventions. Students become familiar with research methods that will allow them to critically appraise policy interventions from the decision-making to the implementation stage as well as with the practical skills to communicate their findings professionally and effectively. The course starts by familiarising students with the principles of social science research methods and causal inference. It then covers applied policy analysis, drawing on observational and experimental approaches to evidence and discussing a policy's effectiveness. For the final project, students are expected to demonstrate conceptual understanding and practical knowledge of the methods covered in the course.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 27.5 hours across Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of recorded lectures, flipped lectures (online discussion of lecture materials), and in-person (or, if a School closure demands it, online) seminars. This course includes a reading week in Week 6 of the Michaelmas Term.

Formative coursework: One formative assessment (1,000 words or equivalent worksheet/ problem set) to demonstrate conceptual understanding and practical application of a method of analysis.

Indicative reading:

- Abma, T.A. (2006). The social relations of evaluation. In Shaw, I., Greene, J., & Mark, M. (Eds.) (2006). *The SAGE Handbook of evaluation*. Sage: London.
- Bryson, J. (2007). What to do when stakeholders matter. *Stakeholder Identification and Analysis Techniques*. In *Public Management Review* 6(1), pp. 21-53.
- Chalmers, A. F. (1982). *What is this thing called science?* (2nd ed.) Open University Press.
- Dunning, T. (2012). *Natural Experiments in the Social Sciences – A Design-Based Approach*. Cambridge: CUP.
- Gerring, J. (2007). *Case Study Research: Principles And Practices*. Cambridge: CUP.
- Gilbert, N. (2008). *Researching Social Life*. London: Sage.
- Groves, R.M., F.J. Fowler, M.P. Couper, J.M. Lepkowski, E. Singer, and R. Tourangeau (2009) *Survey Methodology*, 2nd Edition. New York: Wiley and Sons
- Hancké, B. (2009). *Intelligent research design: a guide for beginning researchers in the social sciences*. Oxford University Press.
- Kellstedt, Paul M. and Guy D. Whitten. (2008) *The Fundamentals of Political Science Research*. Cambridge University Press.
- King, G., Keohane, R. O., & Verba, S. (1994). *Designing social inquiry: Scientific inference in qualitative research*. Princeton

university press.

- Shaw, I., Greene, J., & Mark, M. (Eds.) (2006). *The SAGE Handbook of evaluation*. London: Sage.
- Versluis, E., Van Keulen, M. and Stephenson, P. (2011). *Analyzing the European Policy Process*. London: Palgrave.

Assessment: Project (100%, 5000 words) in the LT.

The summative assessment requires students to engage critically with the conceptual framework introduced in the course and demonstrate a good practical knowledge of the statistical software studied.

EU491 Half Unit

Political Economy in Theory and History

This information is for the 2020/21 session.

Teacher responsible: Dr Johann Basedow CBG 6.11

Availability: This course is compulsory on the MSc in The Global Political Economy of China and Europe (LSE and Fudan). This course is available on the MSc in European Studies (Research), MSc in Political Economy of Europe and MSc in Political Economy of Europe (LSE and Sciences Po). This course is not available as an outside option.

Course content: This course aims to provide a comprehensive coverage and analytical understanding of the evolution of the political economies of Europe within the context of the process of European integration. The course tries to understand how the relation between state and economy in both Western Europe and Central and Eastern Europe has evolved over the post-war period. We look at how capitalism and democracy were reconciled in different European socio-economic models and what role European integration played in their evolution.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 27.5 hours across Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of recorded lectures, flipped lectures (online discussion of lecture materials), and in-person (or if a School closure demands it online) seminars. This course includes a reading week in Week 6 of the Michaelmas Term. A review session will be held at the start of the Summer Term to prepare for the online assessment.

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

Indicative reading:

- Blyth M. (2013) *Austerity: the History of a Dangerous Idea*, Oxford: OUP [esp. ch's 1-3, an engaging and controversial book on a big question of our times]
- Dinan, D. (2014): *Europe Recast: A History of the European Union*, Houndmills: Palgrave Macmillan, 2nd ed. [JN30 D58 Course Coll.]. [a historical account of the beginnings that makes for a really good read]
- Dinan D. (2010), *Ever Closer Union: an introduction to European integration*, Palgrave MacMillan (4th edition) [Course collection HC241.2 D58]
- Durlauf S. and Blume L. (eds) (2008+), *The New Palgrave Dictionary of Economics Online* [see for instance entries by De Grauwe on monetary union, Gaspar and Issing on ECB monetary policy, Pelkmans on the single market, Swinbank on the CAP, etc.]
- Hall P. and Soskice D. (eds.) (2001): *Varieties of Capitalism: The institutional foundations of competitiveness*. Oxford University Press. [Introduction, a key text on the different combinations of institutions we find in European economies, an effective riposte to the claim that we all have to become the same because of globalisation]
- Hancké B., Rhodes M. and Thatcher M. (eds), (2007), *Beyond Varieties of Capitalism: Conflict, Contradictions, and Complementarities in the European Economy*, Oxford University Press.
- Hay C. and Wincott D. (2012) *The Political Economy of European Welfare Capitalism*, Basingstoke: Palgrave [an up-to-date version

of the comparative institutional analysis of Hall and Soskice, including the welfare state]

- Hemerijck A. (2012) *Changing Welfare States*, Oxford: OUP [Full of policy ideas on the welfare state]
- Majone, G. (2014) *Rethinking the Union of Europe Post-Crisis: Has Integration gone too far?*, Cambridge: CUP [One of the leading contributors to understanding of the trajectory of European integration raises awkward questions about the limits of integration]
- Wiener, Antje, and Thomas Diez. *European Integration Theory*. 2nd ed. Oxford: Oxford University Press, 2009.

Assessment: Online assessment (100%) in the ST.

The online assessment for this course will be administered via Moodle. Questions will be made available at a set date/time and students will be given a set period in the ST to complete the answers to questions and upload their responses back into Moodle.

EU492 Half Unit

Political Economy of Integration and Fragmentation in Europe

This information is for the 2020/21 session.

Teacher responsible: Dr Vassilis Monastiriotis

Availability: This course is compulsory on the MSc in The Global Political Economy of China and Europe (LSE and Fudan). This course is available on the MSc in European Studies (Research), MSc in Political Economy of Europe and MSc in Political Economy of Europe (LSE and Sciences Po). This course is not available as an outside option.

Course content: This course examines the politics and economics of the formation, governance and continuing development of the EU through the prism of Comparative and International Political Economy. Looking at particular cases of EU policy-making (EU budget, trade policy, the European social model) and instances of integration and fragmentation (such as Brexit, the management of the Eurozone crisis, the rise of economic patriotism, and others), it discusses key contemporary questions for the political economy of Europe, especially in relation to recent and past crises of economic and political integration and the attempts to complete and reform the existing union.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 27.5 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of recorded lectures, flipped lectures (online discussion of lecture materials), and in-person (or, if a School closure demands it, online) seminars. This course includes a reading week in Week 6 of the Lent Term. A review session will be held at the start of the Summer Term to prepare for the online assessment.

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

Indicative reading:

- Alesina A. and Giavazzi F. (2006) *The Future of Europe: Reform or Decline?*, Cambridge Mass.: MIT Press
- Bickerton, C. (2012) *European Integration: From Nation States to Member States*, Oxford: OUP
- Blyth M. (2013) *Austerity: the History of a Dangerous Idea*, Oxford: OUP
- De Grauwe P. (2014), *The Economics of Monetary Union*, Oxford University Press (10th edition)
- Dinan, D. (2004): *Europe Recast: A History of the European Union*, Houndmills: Palgrave Macmillan.
- Dinan D. (2010), *Ever Closer Union: an introduction to European integration*, Palgrave MacMillan (4th edition)
- Dyson K. and Featherstone K. (1999): *The Road to Maastricht, Introduction*, Oxford University Press.
- Eichengreen B. (2007), *The European Economy Since 1945: coordinated capitalism and beyond*, Princeton University Press

- Majone, G. (2014) Rethinking the Union of Europe Post-Crisis: Has Integration gone too far?, Cambridge: CUP

Assessment: Online assessment (100%) in the ST.

The online assessment for this course will be administered via Moodle. Questions will be made available at a set date/time and students will be given a set period in the ST to complete the answers to questions and upload their responses back into Moodle.

EU495

Policy Incubator

This information is for the 2020/21 session.

Teacher responsible: Prof Christopher Anderson CBG 6.05

Availability: This course is available on the MSc in European and International Public Policy and MSc in European and International Public Policy (LSE and Sciences Po). This course is not available as an outside option.

Pre-requisites: Students must have completed Engaging with Europe: Professional Skills (EU450) and Evidence and Analysis in Policy-Making (EU490).

The Policy Incubator is a project available to students on the MSc European and International Public Policy who wish to research a current policy issue instead of submitting a dissertation.

Course content: Student will work on an applied research project related to a public policy problem in lieu of a dissertation. This policy problem can be situated at the international, European, national, or sub-national level. Thematically, it can be related to a wide range of policy fields (e.g., international trade, social policy, environmental policy, or justice and home affairs and migration). The workshops will cover theories and the practice of policy-making as well as overviews of different styles and types of policy analysis writings and dissemination. Students will have regular meetings with their supervisors. While working on the Policy Incubator, students will be able to draw on the methodological skills they acquire in EU490 (Evidence and Analysis in Policy-Making) and on the practical writing and communication skills taught in EU450 (Europe: Professional Skills). Students will produce a set of two applied policy papers: a policy advocacy brief and a policy study.

Teaching: This course is delivered through workshops totalling a minimum of 5 hours across both the Michaelmas and Lent Terms. Some or all of this teaching will be delivered through a combination of online lectures and in-person and/or virtual help sessions with an assigned Supervisor, as well as student presentations. This course includes a reading week in Week 6 of the Michaelmas and Lent Terms

Formative coursework: Students will be expected to produce 1 condensed summary of the policy brief and 1 presentation in the LT.

Indicative reading: Useful preliminary reading:

Charles E. Lindblom and David K. Cohen, Social Science and Social Problem Solving (New Haven: Yale University Press, 1979); Martha S. Feldman, Order Without Design: Information Production and Policy-making (Stanford, CA: Stanford University Press, 1989); Ray Pawson, Evidence-based Policy: A Realist Perspective (London: Sage, 2006); Howard White, Theory-based Impact Evaluation: Principles and Practice (3ie, 2011); Curtis Cook, Just Enough Project Management (McGraw-Hill, 2004); J. E. McGrath and F. Tschan, 'Dynamics in Groups and Teams: Groups as Complex Action Systems', chapter three in M. S. Poole and A. H. Van de Ven (eds) Handbook of Organizational Change and Innovation (Oxford University Press, 2004).

Assessment: Policy brief (30%) in the ST Week 1. Policy paper (70%) post-summer term.

The assessment consists of two parts:

1. A 3,000 word policy brief; policy advocacy for the solution to a specific policy problem in/for the real world (not a theoretical or empirical question suitable for a conventional academic

dissertation)

2. A 7,000 word policy study; exploring policy options and engaging in policy analysis

EU499

Dissertation

This information is for the 2020/21 session.

Teacher responsible: All teachers of taught courses within the European Institute.

Availability: This course is compulsory on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in European Studies (Research), MSc in European and International Public Policy (LSE and Bocconi), MSc in International Migration and Public Policy, MSc in Political Economy of Europe and MSc in Political Economy of Europe (LSE and Sciences Po). This course is available on the MSc in European and International Public Policy and MSc in European and International Public Policy (LSE and Sciences Po). This course is not available as an outside option.

Course content: Students are required to write a 10,000-word dissertation on a topic within the field of their chosen programme. Those seeking further guidance on topic selection should approach their Academic Mentor in the first instance. A Dissertation Supervisor will be assigned later in the academic year after students have submitted a preliminary topic proposal. The dissertation should be an account of original research, but can rely on secondary sources. In preparation for the dissertation, students must submit a Preliminary Dissertation Topic Proposal, a Dissertation Prospectus and a Final Dissertation Topic Proposal, along with a research ethics review checklist. Students must submit all required documents to be able to submit the Dissertation. Students must also receive approval of their Final Dissertation Topic Approval Form before they are allowed to submit.

Students are strongly advised to attend the relevant methodology course for their programme, which will cover topics on how to conduct research and write a dissertation. Detailed information on timing, deadlines and presentation can be found in the EU499 Moodle page. Students are required to read any additional information relevant to their particular programme.

Teaching:

- Students taking MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Sciences Po), MSc in Culture and Conflict in a Global Europe, MSc Culture and Conflict in a Global Europe (LSE and Sciences Po) are expected to attend EU410 Interdisciplinary Research Methods and Design.
- Students taking MSc in European Studies (Research) are required to choose a research course from their Paper 2 options.
- Students taking MSc in International Migration and Public Policy are expected to attend SO476 Researching Migration: Research Questions and Research Methods.
- Students taking MSc in European and International Public Policy, MSc in European and International Public Policy (Sciences Po) and MSc in European and International Public Policy (LSE and Bocconi) are required to take EU490 Evidence and Analysis in Policy-Making.

Formative coursework: A written essay (prospectus) of 2,000 words is required as part of the approval process.

Assessment: Dissertation (100%, 10000 words) post-summer term.

EU4A1 Half Unit

The Politics and Policies of 'Brexit': The UK's changing relationship with the European Union

This information is for the 2020/21 session.

Teacher responsible: Prof Kevin Featherstone CBG 5.04 and Prof Antony Travers

Availability: This course is available on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Sciences Po) and MSc in The Global Political Economy of China and Europe (LSE and Fudan). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The UK's exit from the European Union (EU) represents the biggest and most complex challenge to British politics and policy for generations. At the same time, it will be a major part of the EU27's agenda: for both the negotiations process and the adaptation and implementation phase thereafter. Public and private institutions - in both the UK and the EU - will be obliged to manage the public policy consequences for years to come. This course will provide the knowledge and analytical skills relevant in this regard for those intending policy-related careers or further research. More generally, in analysing a dynamic and uncertain process in 'real time', it offers students a practical example of contemporary public policy analysis.

While 'BREXIT' is a dynamic and uncertain agenda, it prompts a series of challenges to existing knowledge that demand critical analysis of the emerging empirical evidence and modelling. Thus, the course will develop a broad disciplinary perspective - covering the political, political sociology, political economy, constitutional, and foreign policy/external relations dimensions. In doing so, it will place the key issues within the relevant theoretical and conceptual debates.

The following is an indicative outline of topics covered.

- 'Europe' in Post-War British Politics: why the reluctant partner?
- The EU Issue in Party Politics
- The Brexit Divide in Electoral Politics
- Getting to a Deal/ No Deal: the two sides in the BREXIT negotiations
- Managing BREXIT and Beyond: the impact on Whitehall
- BREXIT and foreign and security policies
- BREXIT and migration
- BREXIT and The City
- BREXIT and the UK economy
- The US: 'BREXIT' and Europe.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 22.5 hours across Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of recorded lectures and remarks, flipped lectures (online discussion of weekly topics) and in-person (or, if School closure demands it, online) seminars. This course includes a reading week in Week 6 of the Michaelmas Term.

Formative coursework: An early formative essay will address a challenging interpretive question of a historical nature or of current political behaviour. Thereafter, group work/presentations will be part of the learning process for the the origination of an individual, extended policy paper (summative). The group work will have explored the issues and implications of a particular policy area; tutor support will be provided for the subsequent individual papers (design; coverage; sources; analytical frame).

Indicative reading:

- D. Dinan et al, eds. (2017) *The European Union in Crisis*; London: Palgrave.
- A. Geddes (2013) *Britain and the European Union*; London: Palgrave.
- B. Simms (2016) *Britain's Europe: A Thousand Years of Conflict and Cooperation*. London: Allen Lane.
- S. Wall (2008) *A Stranger in Europe: Britain and the EU from Thatcher to Blair*. Oxford: OUP.
- H. Young (1998) *This Blessed Polot: Britain and Europe from Churchill to Blair*. London: Macmillan.
- K. Armstrong (2017) *BREXIT Time: Leaving the EU -why, how and when?* Cambridge: Cambridge University Press.

- H. Clarke, M. Goodwin and P. Whiteley (2017) *BREXIT: Why Britain voted to leave the European Union*. Cambridge: Cambridge University Press.
- E. O. Eriksen and J. E. Fossum (2015) *The European Union's Non-Members: independence under hegemony?* London: Routledge.
- S. Hobolt (2016) 'The BREXIT vote: a divided nation, a divided continent', *Journal of European Public Policy*, 23, 9. And 'Debate Section': 'British exit from the EU - legal and political implications', in the same issue.
- L. Halligan and G. Lyons (2017), *Clean BREXIT: Why leaving the EU still makes sense*; London: Biteback Publishing.
- The LSE project: 'Generation BREXIT'.

Assessment: Project (100%, 5000 words) in the LT.

The summative assessment for this course is a Policy Project which requires students to prepare an extended analysis of a specific policy issue that has arisen from the 'BREXIT' process.

EU4A2 Half Unit

Globalisation, Conflict and Post-Conflict Reconstruction

This information is for the 2020/21 session.

Teacher responsible: Dr Denisa Kostovicova CBG 7.03

Availability: This course is available on the MSc in Comparative Politics, MSc in Conflict Studies, MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in European Studies (Research), MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Gender, Peace and Security, MSc in Global Politics, MSc in Human Rights, MSc in Human Rights and Politics and MSc in International Development and Humanitarian Emergencies. This course is available with permission as an outside option to students on other programmes where regulations permit.

Priority will be given to students on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE and SciencesPo), MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and SciencesPo), MSc in European and International Public Policy & Politics (LSE and Bocconi), MSc in European Studies (Research) and MSc in Conflict Studies.

This course has limited availability (is capped), and requires that students (regardless of Department or MSc programme) apply for access via the Graduate Course Choice process.

Course content: The course offers a theoretically informed account of the challenges faced by countries transitioning from conflict to peace in the era of globalisation, and examines them empirically in reference to examples from the Balkans, the Caucasus and the Middle East. The regions chosen are those which have experienced particular difficulties with a peaceful transition to democracy, market economy and integration in a multilateral system. The course will start with an introduction to theories of globalisation, a comparative analysis of the legacy of totalitarianism and authoritarianism and an overview of conflict analysis. The course is structured around three issue areas: political ideologies and state breakdown; transition economy and organised crime; post-totalitarian society. It looks at nationalism linked to global diasporas and fundamentalist networks, new wars in the context of international intervention, and international protectorates. Transition economy includes an introduction to transition strategies (privatisation, liberalisation and macro-economic stabilisation) and to perverse effects of illegal economic networks and organised crime stemming both from the totalitarian past and the impact of globalisation. The last block of questions investigates post-conflict reconstruction from the perspective of transitional justice, (un)civil societies and new minorities. While analysing these issues accompanied with relevant regional illustrations particular attention is made to grasp unique aspects of

post-totalitarianism triggered by the simultaneity of transition and globalisation. The course concludes by examining the European Union state-building policies in relation to critical approaches to post-conflict reconstruction.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 27.5 hours across Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of recorded lectures and student presentations, flipped lectures (online discussion of lecture materials), and in-person (or, if a School closure demands it, online) seminars. This course includes a reading week in Week 6 of the Michaelmas Term.

Formative coursework: All students are expected to produce one written essay, plus one short presentation on topics assigned to them.

Indicative reading:

- Mary Kaldor, *New and Old Wars: Organised Violence in a Global Era*, Polity, 1999;
- Vesna Bojicic-Dzelilovic, James Ker-Lindsay and Denisa Kostovicova (eds) *Civil Society and Transitions in the Western Balkans*, Palgrave Macmillan, 2013;
- Miles Kahler and Barbara F. Walter (eds) *Territoriality and Conflict in an Era of Globalization*, Cambridge University Press, 2009;
- Anthony Giddens, *Runaway World: How Globalisation is Reshaping our Lives*, Profile, 2002;
- Ruti Teitel, *Humanity's Law*, Oxford University Press, 2011;
- Cohen Stanley, *States of Denial: Knowing About Atrocities and Suffering*, Cambridge, UK, Polity, Malden, MA, Blackwell Publishers, 2001;
- R Naylor, *Wages of Crime: Black Markets, Illegal Finance and the Underworld Economy*, Cornell University Press, 2002;
- Richard Caplan, *International Governance of War-Torn Territories: Rule and Reconstruction*, Oxford University Press, 2005;
- Petr Wallensteen, Kopecky & Cas Mudde (eds), *Uncivil Society?: Contentious Politics in Post-Communist Europe*, Routledge, 2002;
- David Chandler, *International Statebuilding: The Rise of Post-Liberal Governance*, Routledge, 2010;
- Susan L. Woodward, *The Ideology of Failed States: Why Intervention Fails*, Cambridge University Press, 2017.

Assessment: Essay (100%, 5000 words) in the LT.

EU4A4 Half Unit

The Politics of Inequality and Redistribution

This information is for the 2020/21 session.

Teacher responsible: Prof Jonathan Hopkin

Availability: This course is available on the MSc in Comparative Politics, MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Global Politics, MSc in Inequalities and Social Science, MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Sciences Po), MSc in Political Science and Political Economy, MSc in Public Administration and Government (LSE and Peking University) and MSc in Public Policy and Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course provides an overview of the politics of inequality in the rich democracies. The objective is to explain why the distribution of wealth, income and opportunities differs so much between democratic countries with similar levels of economic development, particularly in Europe. The course draws largely on political science, although perspectives from other disciplines - such as economics and social policy - are brought in as appropriate. The focus is on understanding how institutions and policies redistribute resources in different ways across countries and over time. The course explains why welfare states emerged in the twentieth century and how welfare policies differ in different countries, the impact of labour market institutions, the

redistributive implications of age, gender and ethnic differences, the role of competing economic and political ideologies, and the way inequality has been affected by structural changes to the global economy. The aim is to understand the striking differences in social cohesion and human development amongst the world's rich democracies.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 27.5 hours across Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of recorded lectures, flipped lectures (online discussion of lecture materials), and in-person (or, if a School closure demands it, online) seminars. This course includes a reading week in Week 6 of the Michaelmas Term.

Formative coursework: All students are expected to submit one non-assessed essay.

Indicative reading:

- Esping-Andersen, Gosta (1990), *The Three Worlds of Welfare Capitalism*. Cambridge: Polity Press
- Piketty, Thomas (2014), *Capital in the Twenty-First Century*. Cambridge: Belknap
- Alesina, Alberto and Edward Glaeser (2004). *Fighting Poverty in the US and Europe. A World of Difference*. Oxford: Oxford University Press.

Assessment: Essay (100%, 5000 words) in the LT.

EU4A5 Half Unit

Public Opinion in Europe

This information is for the 2020/21 session.

Teacher responsible: Prof Christopher Anderson CBG 6.05

Availability: This course is available on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in International Migration and Public Policy, MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Sciences Po), MSc in Political Sociology and MSc in The Global Political Economy of China and Europe (LSE and Fudan). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course provides a focused overview of the connection between citizen preferences and the political economy in European democracies. It will cover the contours and determinants of public preferences and how these shape and are shaped by political decision making, policy outputs and outcomes, and democratic institutions. Among others, it will examine public opinion about the quality and authority of political institutions and decision processes, as well as public policy preferences in areas such social and foreign policy. While the primary focus will be on European nations as well as the European Union, we will also compare public opinion across a wide variety of contemporary democracies.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 27.5 hours across Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of recorded lectures, flipped lectures (online discussion of lecture materials), and in-person and/or virtual seminars. This course includes a reading week in Week 6 of the Michaelmas Term.

Formative coursework: Students will be expected to produce 1 presentation, 1 other piece of coursework and 1 other piece of coursework in the MT.

The formative coursework will take the form of a research design outline (500 words), a brief oral presentation, and a reaction paper (500 words).

Indicative reading:

- Alesina, Alberto, Rafael Di Tella, and Robert MacCulloch. 2004. "Inequality and Happiness: Are Europeans and Americans

- Different?" *Journal of Public Economics* 88 (9–10): 2009–2042.
- Anderson, Christopher J. 2007. "The End of Economic Voting? Contingency Dilemmas and the Limits of Democratic Accountability." *Annual Review of Political Science* 10: 271–96.
 - Anderson, Christopher J. 2009. "Nested Citizens: Macropolitics and Microbehavior in Comparative Politics." In *Comparative Politics: Rationality, Culture, and Structure*, ed. Mark I. Lichbach and Alan S. Zuckerman. New York: Cambridge University Press.
 - Kumlin, Staffan. 2007. "The Welfare State: Values, Policy Preferences, and Performance Evaluations," in *Oxford Handbook of Political Behavior*, ed. Russell J. Dalton and Hans-Dieter Klingemann. New York: Oxford University Press.
 - Svallfors, Stefan. 2006. *The Moral Economy of Class: Class and Attitudes in Comparative Perspective*. Palo Alto: Stanford University Press.

Assessment: Essay (100%, 5000 words) in the period between MT and LT.

EU4C9

MSc in The Global Political Economy of China and Europe Policy Incubator

This information is for the 2020/21 session.

Teacher responsible: Dr Angelo Martelli, CBG.6.04

Availability: This course is compulsory on the MSc in The Global Political Economy of China and Europe (LSE and Fudan). This course is not available as an outside option.

Course content: Students will undertake a group project (in teams usually of 3 to 5 people) relating to a policy problem faced by an external organisation. Such organisations might be public sector bodies, companies operating in the public management or public policy sector, international organisations, think tanks and NGOs.

Teaching: This course is delivered through a combination of workshops and help sessions totalling a minimum of 5 hours across both the Michaelmas and Lent Terms. Some or all of this teaching will be delivered through a combination of online lectures and in-person and/or group virtual help sessions with an assigned Policy Incubator Supervisor, and student group presentations. This course includes a reading week in Week 6 of the Michaelmas and Lent Terms.

Formative coursework: During the LT, students will present their project and policy proposals to a jury of policy incubator supervisors in a group presentation. Relevant alumni, members of faculty and/or visiting fellows will also be invited to attend for the purposes of providing feedback. Each group presentation will last 20 minutes with 10 minutes for questions from the jury.

Indicative reading: Useful preliminary reading:

- Charles E. Lindblom and David K. Cohen, *Social Science and Social Problem Solving* (New Haven: Yale University Press, 1979);
- Martha S. Feldman, *Order Without Design: Information Production and Policy-making* (Stanford, CA: Stanford University Press, 1989);
- Ray Pawson, *Evidence-based Policy: A Realist Perspective* (London: Sage, 2006);
- Common Causes of Project Failure (London: OGC, 2004);
- Howard White, *Theory-based Impact Evaluation: Principles and Practice* (3ie, 2011);
- Curtis Cook, *Just Enough Project Management* (McGraw-Hill, 2004);
- J. E. McGrath and F. Tschann, 'Dynamics in Groups and Teams: Groups as Complex Action Systems',
- chapter three in M. S. Poole and A. H. Van de Ven (eds) *Handbook of Organizational Change and Innovation* (Oxford University Press, 2004).

Assessment: Policy brief (30%) in the LT.

Policy paper (70%) post-summer term.

Students are asked to present a group report in the form of a policy advocacy brief (3000 words, 30%). They will then, individually, submit a full policy report in which they discuss alternative policy options and evaluate their suggested policy solutions (7000 words,

70%).

EU4V9

Concepts in Political Science and Public Policy

This information is for the 2020/21 session.

Teacher responsible: Prof Christopher Anderson CBG 6.05 and Dr Spyridon Economides CBG 5.03

Availability: This course is compulsory on the MSc in European Studies (Research). This course is available on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Sciences Po) and MSc in The Global Political Economy of China and Europe (LSE and Fudan). This course is not available as an outside option. Students from any MSc programme within the European Institute can follow the course. This course is for students with little background in European Politics and Policy-making.

Course content: This course, run online via Moodle, offers an informal introduction to basic concept of political science, public policy and adjacent fields by providing links to a number of resources such as introductory readings, background texts, news websites, academic journals, and external media sources such as podcasts. Students will also find material which will allow them to familiarize themselves with research design and the basic methodologies in political science and public policy. The main aim of this course is twofold: First, to provide some basic conceptual knowledge for European Institute students who have little or no background in political science, international relations, public policy or related disciplines. Second, to provide a resource to which students can return throughout their year at LSE, should they want to revise some concepts or look for data sources, for example when working on their dissertation or the policy incubator project. Additional resources will be added to the Moodle page throughout the academic year. Students may also enrol on course sister Moodle course EU409 (Basic Concepts for Political Economy) if they are interested in learning more about specific concepts in economics.

Teaching: This is a Moodle-based course with no formal teaching. Students can arrange one-to-one sessions with the Course Convenor during Feedback Sessions/Office Hours. Depending on student demand, a limited number of 'EU4V9 Surgeries' may be arranged with the Course Convenor.

Indicative reading:

- Clark, W. R., Golder, M., & Golder, S. N. (2017). *Principles of comparative politics*. CQ Press.
- Bale, T. (2013). *European politics: A comparative introduction*. Macmillan International Higher Education.
- Barakso, M., Sabet, D. M., & Schaffner, B. (2013). *Understanding Political Science Research Methods: The Challenge of Inference*. Routledge.
- Toshkov, D. 2016. *Research Design in Political Science*. Palgrave.
- Hancké, B. (2009). *Intelligent research design: a guide for beginning researchers in the social sciences*. Oxford University Press.
- Wallace, H., Pollack, M. A., & Young, A. R. (Eds.). (2015). *Policy-making in the European Union*. Oxford University Press, USA.
- Hix, S. and Hoyland, B. (2011). *The Political System of the European Union*. Palgrave Macmillan.
- Dinan, D. (2014). *Europe Recast*. Palgrave Macmillan.

See the Moodle page for this course for lists of journals and other sources of information.

Assessment:

There is no assessment for this course.

FM402 Half Unit

Financial Risk Analysis

This information is for the 2020/21 session.

Teacher responsible: Dr Christian Julliard

Availability: This course is available on the Global MSc in Management, MSc in Accounting and Finance, MSc in Applicable Mathematics, MSc in Financial Mathematics, MSc in Risk and Finance, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan) and MSc in Statistics (Financial Statistics) (Research). This course is not available as an outside option.

Please note, Global MSc in Management (Accounting and Finance concentration only)

This course is available with permission on the Diploma in Accounting and Finance with the approval of the Programme Director.

This course is available to other students from the Departments of Economics, Mathematics, and Statistics where regulations permit.

Pre-requisites: The course assumes a basic knowledge of finance theory, statistics and mathematics (calculus, linear algebra).

Course content: This course aims to provide an overview of the main theoretical concepts underlying the analysis of financial risk and to show how these concepts can be implemented in practice in a variety of contexts. This course shares some topics with FM442 Quantitative Methods in Finance and Risk Analysis. The course will include a selection of:

- 1 Conceptual foundations: diversification, hedging and their limits
- 2 Fixed income securities
- 3 Options and dynamic replication
- 4 Value at Risk
- 5 Endogenous risk
- 6 Ideas from Behavioural Finance
- 7 Credit risk (ratings based models, structural models, reduced form models)
- 8 Credit derivatives

Teaching: 20 hours of lectures and 10 hours of classes in the MT.

Formative coursework: Students will be expected to produce 8 problem sets in the MT.

Indicative reading: Course readings will vary from year to year depending upon the topics covered. Useful references are M Crouhy, D Galai and R Mark, Risk Management, McGraw-Hill, 2001; P Jorion, Value at Risk, McGraw-Hill, 2007; J Hull, Risk Management and Financial Institutions, Prentice-Hall, 2015; J Hull, Options, Futures and Other Derivatives, Prentice-Hall, 2014 and D Duffie and K Singleton, Credit Risk, Princeton University Press, 2003.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

regulation of insurance and pensions; the tools of microprudential regulation; the challenges of assessment of systemic risk and macroprudential regulation.

Section C. Financial Risk Analysis - Examines issues in financial risk including risk and regulation in the insurance markets; tools of financial risk management, including diversification, hedging and capital provisions; risk measurement for financial instruments (market risk, value at risk); credit risk, ratings and credit derivatives; operational and business risk.

Section D: Strategy, Control and Risk in Organisations - Provides a strategic management perspective on risk analysis and management, including an examination of strategic visioning. Also considers: issues of enforced self-regulation as a method of risk management with reference to occupational health and safety regulation; risk management and decision making in organisations; enterprise-wide risk management and auditing.

Section E: Risk Analysis and the Psychology of Risk Bearing

- Explores the meaning of risk as perceived by different agents; methods of dealing with risky situations; analysis of risk taking by groups, behavioural analysis of financial risk taking.

Section F: Possible Specific areas of risk analysis

- 1) Liquidity and operation risks in exchanges;
- 2) Counter-party risks in the OTC markets, potential triggers for market failure;
- 3) Legal analysis of risk, conditions when legal risk exists and how it can be mitigated, legal tools to influence conduct.

Teaching: 22 hours of lectures in the MT. 22 hours of lectures in the LT.

12 hours of case discussion and classes, and 10 hours of practitioner seminars across MT and LT.

Formative coursework: Students will be given weekly problem set assignments.

Indicative reading: J. Hull, Risk Management and Financial Institutions. 2nd Edition.; S Dawson, Analysing Organisations (Macmillan, 1996); S French, Readings in Decision Analysis (Chapman and Hall, 1989); C Hood & D K Jones, Accident and Design (UCL Press, 1996); Jorion Value At Risk 3rd Edition 2007 (McGraw Hill); M.Power. Organized Uncertainty: Designing a World of Risk Management (Oxford University Press, 2007); M.Fenton-O'Creevy, N.Nicholson, E.Soane and P. Willman, Traders: Risks, Decisions, and Management in Financial Markets (Oxford University Press, 2005); B A Turner & N F Pidgeon, Man-made Disasters (Butterworth-Heinemann, 1997). The Economics of Climate Change: The Stern Review (Cambridge University Press, 2007).

Assessment: Exam (40%, duration: 2 hours) in the summer exam period.

Essay (50%, 10000 words) in September.

Class participation (10%).

A substantial (10,000 word essay) is an integral part of the course and represents 50% of the assessment. As part of the multi-disciplinary approach taken in the programme, students are actively encouraged to select topics that involve several of the relevant core competencies in an integrated way. Analyses of complex cases are suitable for this. However, conceptual and theoretical works are also welcome.

FM403

Management and Regulation of Risk

This information is for the 2020/21 session.

Teacher responsible: Professor Kathy Yuan

Availability: This course is compulsory on the MSc in Risk and Finance. This course is not available as an outside option.

Course content: This course is designed to expose students to the breadth of risk management thinking and approaches across different areas. The course material is divided into the following areas:

Section A. Risk and Regulation - Introduction and Overview: Sets out the problem of risk management and regulation. It formulates a general conceptual framework that can be used in devising solutions to risk either as a management problem or as a regulatory problem, or both.

Section B. Financial Market and Regulation - Discusses the role of regulation in the financial sector, bank competition and moral hazard; distinguishes prudential regulation of banks and the

FM404 Half Unit Not available in 2020/21

Forecasting Financial time Series

This information is for the 2020/21 session.

Teacher responsible: Dr Christian Julliard

Availability: This course is available on the MSc in Accounting and Finance, MSc in Finance and Economics, MSc in Finance and Economics (Work Placement Pathway), MSc in Finance and Private Equity, MSc in Finance and Private Equity (Work Placement Pathway), MSc in Financial Mathematics, MSc in Quantitative Methods for Risk Management, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan) and MSc in Statistics (Financial Statistics) (Research). This course

is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students must have completed Quantitative Methods for Finance and Risk Analysis (FM442).

The first half of FM437 Financial Econometrics, or alternatively FM442 Quantitative Methods for Finance and Risk Analysis, is a required prerequisite. Students who can demonstrate comparable background may be granted an exemption from this requirement.

Course content: This course will examine the techniques involved with forecasting key variables in finance, and how to incorporate model uncertainty into financial forecasts. Students will learn both the theory and the practice of forecasting in finance.

- The following topics will be covered: introduction to time series analysis; Maximum Likelihood Estimation (MLE), and MLE based model selection; Bayesian inference, posterior probabilities, and Bayesian Model Averaging; Markov Chain Monte Carlo methods; Present value regressions; Multivariate models and Bayesian Vector Autoregressions; Cointegration; Asset pricing and the Generalized Method of Moments (GMM); Dynamic factor models and their connection with principal components; Introduction to Machine Learning and Finance.

Additional information can be found on Moodle (for current students)

Teaching: 20 hours of lectures, 10 hours of classes and 10 hours of computer workshops in the LT.

Formative coursework: Regular problem sets.

Indicative reading: Lecture notes will be provided, and some journal articles may also be used.

Assessment: Exam (90%, duration: 3 hours, reading time: 15 minutes) in the summer exam period.

Coursework (10%).

Summative coursework during term time teaching in LT

FM405 Half Unit

Fixed Income Securities and Credit Markets

This information is for the 2020/21 session.

Teacher responsible: Dr Peter Kondor

Availability: This course is available on the MSc in Finance (full-time), MSc in Finance (full-time) (Work Placement Pathway), MSc in Finance and Economics, MSc in Finance and Economics (Work Placement Pathway), MSc in Finance and Private Equity and MSc in Finance and Private Equity (Work Placement Pathway). This course is not available as an outside option.

Pre-requisites: Students must have completed either Asset Markets (FM423) and Corporate Finance (FM422) or Financial Economics (FM436)

Course content:

- Interest rate modelling and derivatives
- Credit risk
- Credit derivatives and risk management

This course provides a thorough grounding in recent developments in fixed income securities pricing, hedging and portfolio management.

By the end of the course, the students will be familiar with the fixed income state of the art business practice and a variety of topics including (i) an analysis of the main products traded in the credit markets, such as government and corporate bonds, bond options, swaps, caps, floors, swaptions, callable, puttable and convertible bonds, and an analysis of the main credit derivatives such as total-return swaps, spread options and credit default swaps; (ii) the specific tools used in the industry practice to evaluate and hedge these products, which range from no-arbitrage trees and the calibration of yield curve derivatives to the main tools used to monitor and manage credit risk; (iii) the process of securitization, with particular reference to collateralized default obligations and mortgage-based securities.

Teaching: 30 hours of lectures in the LT.

This course is taught in the interactive lecturing format. There is

no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

Indicative reading: The primary source for this course is a comprehensive set of Lecture Notes, tutorials and case studies and the main reference is Pietro Veronesi: Fixed Income Securities, (Wiley 2010).

Assessment: Continuous assessment (100%) in the LT.

FM406 Half Unit

Topics in Portfolio Management

This information is for the 2020/21 session.

Teacher responsible: Dr Michela Verardo

Availability: This course is available on the MSc in Finance (full-time), MSc in Finance (full-time) (Work Placement Pathway), MSc in Finance and Economics, MSc in Finance and Economics (Work Placement Pathway), MSc in Finance and Private Equity and MSc in Finance and Private Equity (Work Placement Pathway). This course is not available as an outside option.

Pre-requisites: Students must have completed either Asset Markets (FM423) and Corporate Finance (FM422) or Financial Economics (FM436)

Course content:

- Portfolio optimization and the Black-Litterman model
- Dynamic Investment Strategies
- Selecting and Monitoring Portfolio Managers: Mutual funds and hedge funds
- Transactions Costs and Liquidity Risk

The course covers a wide range of topics in portfolio management, with a strong focus on empirical applications. The first part of the course reviews the basics of portfolio theory and develops the Black-Litterman approach to portfolio optimization. The second part of the course introduces students to the implementation of several dynamic investment strategies and to the estimation of their performance; portfolio strategies include size, value, momentum, betting-against-beta, and quality-minus-junk. The third part of the course focuses on selecting and monitoring portfolio managers, with particular emphasis on the identification of selectivity, allocation, and timing skills for mutual funds and hedge funds. The last part of the course examines trading costs and liquidity risk, as well as their impact on the profitability of investment strategies. The course is based on recent empirical studies and applied exercises using financial data.

Teaching: 30 hours of lectures in the LT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

Formative coursework: Regular coursework will be completed, handed in and marked as part of formative assessment for this course.

Indicative reading: A study pack will include lecture notes and case studies. All relevant articles will be made available during the course. Useful references are: Investments, by Z. Bodie, A. Kane, and A. Marcus, McGraw-Hill Irwin; Modern portfolio theory and investment analysis, by E. J. Elton, M. J. Gruber, S. J. Brown, and W. N. Goetzmann, Wiley Press; Modern investment management, by Bob Litterman and the Quantitative Resource Group, GSAM, Wiley Press.

Assessment: Continuous assessment (100%) in the LT.

FM407 Half Unit

Mergers, Buyouts and Corporate Restructurings

This information is for the 2020/21 session.

Teacher responsible: Dr Vicente Cuñat

Availability: This course is available on the MSc in Finance (full-time), MSc in Finance (full-time) (Work Placement Pathway), MSc in Finance and Private Equity and MSc in Finance and Private Equity (Work Placement Pathway). This course is not available as an outside option.

Pre-requisites: Students must have completed Asset Markets (FM423) and Corporate Finance (FM422).

Course content:

- Financial Analysis of Firms and Corporate Transactions
- Mergers, Acquisitions and Leveraged Buyouts
- Distress, Bankruptcy and Corporate Restructuring

This course covers advanced topics in Corporate Finance. It focuses on the strategy, valuation and execution of corporate deals. In particular, the first part of the course covers mergers, divestitures, partial-divestitures (e.g. equity carve outs) and leveraged buyouts. The second part of the course provides a framework of analysis for the resolution of financial distress and bankruptcy. Each of the topics introduced in this course covers both institutional details and results of relevant academic research. It is furthermore supported by case studies.

Teaching: 30 hours of seminars in the LT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

Formative coursework: Regular coursework will be completed, handed in and marked as part of formative assessment for this course.

Indicative reading: A course pack will be distributed that includes case studies as well as additional readings such as textbook chapters, and practitioner articles.

Assessment: Continuous assessment (100%) in the LT.

FM408 Half Unit

Financial Engineering

This information is for the 2020/21 session.

Teacher responsible: Dr Jean-Pierre Zigrand

Availability: This course is available on the MSc in Finance (full-time), MSc in Finance (full-time) (Work Placement Pathway), MSc in Finance (part-time), MSc in Finance and Economics, MSc in Finance and Economics (Work Placement Pathway), MSc in Finance and Private Equity and MSc in Finance and Private Equity (Work Placement Pathway). This course is not available as an outside option.

Pre-requisites: Students must have completed either Asset Markets (FM423 or FM423E) and Corporate Finance (FM422 or FM422E) or Financial Economics (FM436). Students will be expected to show some familiarity with calculus (including stochastic calculus) and statistics.

Course content: This course provides a thorough grounding in the theory and practice of financial engineering. The emphasis is on the application of derivatives pricing and hedging methodology to equity and volatility derivatives and to structured products. The course aims to cover the basics in derivatives theory, and to apply them to a multitude of financial securities and structured products, with a special emphasis on recent products in the equity and volatility derivative worlds. We review selected case studies in order to gain a better understanding of their practical usage. We also implement the models numerically in R and VBA.

Teaching: 30 hours of lectures in the LT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is

interactive.

Indicative reading: Based on a set of extensive lecture notes. No one book covers the material of the entire course. Books recommended include *The Volatility Surface: A Practitioner's Guide*, 2nd Edition, by Jim Gatheral, and *The Volatility Smile* by Derman, Miller and Parikh. Background reading can be found in *Volatility: Practical Options Theory* by Adam Iqbal, *Derivatives Markets* by Robert McDonald or *Options, Futures and Other Derivatives* by John Hull.

Assessment: Continuous assessment (100%) in the LT.

FM409 Half Unit Not available in 2020/21

Risk Management in Financial Markets

This information is for the 2020/21 session.

Teacher responsible: Dr Christian Julliard

Availability: This course is available on the MSc in Finance (full-time), MSc in Finance (full-time) (Work Placement Pathway), MSc in Finance and Economics, MSc in Finance and Economics (Work Placement Pathway), MSc in Finance and Private Equity and MSc in Finance and Private Equity (Work Placement Pathway). This course is not available as an outside option.

Pre-requisites: Students must have completed either Asset Markets (FM423) and Corporate Finance (FM422) or Financial Economics (FM436).

Course content:

- Hedging in equity and fixed income markets
- Market Risk, Value at Risk and Expected Shortfall
- Endogenous Risk and Limits to Arbitrage
- Credit risk and structured products

The aim of this course is to offer an introduction to the analysis and management of risk within financial markets. The course develops a conceptual framework for thinking about financial risk and shows how these concepts are implemented in practice in a variety of contexts. First, the course offers an overview of risk management in the context of portfolios of fixed income securities and derivatives. Next, we discuss the implementation and the merits of Value at Risk measures. We will spend some time on endogenous risk and limits to arbitrage. In the context of credit risk we will cover ratings based and structural models, as well as credit risk on portfolios and credit derivatives. A final topic covers regulation and the recent credit crisis. Throughout, the course spends a significant amount of time on practical applications of the theories that are introduced. Some limitations of current approaches are also discussed.

Teaching: 30 hours of lectures in the LT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

Formative coursework: Problem sets. In addition, students will have the opportunity to present the results of a case study to the class.

Indicative reading: Course readings will vary from year to year depending upon the topics covered. The main reference is: John C. Hull, *Risk Management and Financial Institutions*, Wiley, 2015, 4th edition.

Additional useful references are: Michel Crouhy, Dan Galai and Robert Mark, *Risk Management*, McGraw-Hill, 2001. Philippe Jorion, *Value at Risk*, McGraw-Hill, 2007, 3rd edition. Jon Danielsson, *Financial Risk Forecasting*, Wiley, 2011. John C. Hull, *Options, Futures and Other Derivatives*, Pearson, 2012, 8th edition. Darrell Duffie and Ken Singleton, *Credit Risk*, Princeton University Press, 2003.

Assessment: Exam (90%, duration: 2 hours) in the summer exam period.

Coursework (5%) and presentation (5%) in the LT.

FM410 Half Unit

Private Equity

This information is for the 2020/21 session.

Teacher responsible: Prof Ulf Axelsson

Availability: This course is compulsory on the MSc in Finance and Private Equity and MSc in Finance and Private Equity (Work Placement Pathway). This course is not available as an outside option.

Course content:

- Evaluating and executing Private Equity Deals
 - Business Plans, Venture Capital, and Entrepreneurial Finance
 - Private Equity as an asset class and the private equity landscape
- This course provides a thorough grounding in the theory and recent developments in the field of private equity.

Starting by examining how private equity funds are raised and structured the course will examine how private equity can be used in start-ups, in scaling-up cash flow businesses, and in restructuring firms facing financial distress. The course explores the link between private and venture capital on the one hand and public securities markets on the other. The course will examine the process through which private equity investors exit their investments. The course will also give a detailed analysis of the types of finance used in private equity and an evaluation of the short and long-run performance of private equity investments. The course will include an evaluation of the performance of different types of private equity investment and a comparison with other forms of ownership will be undertaken.

This course takes a rigorous theoretical examination of private equity. It also employs some case study teaching and is taught in conjunction with a range of practitioners in the field.

Teaching: 30 hours of lectures and 30 hours of seminars in the LT. This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

Formative coursework: Each week there will typically be a formative case study assignments (similar to summative cases). Students will also be given formative feedback on their class participation.

Indicative reading: Ulf Axelsson, Tim Jenkinson, Per Strömberg, and Michael S. Weisbach. *Leverage and Pricing in Buyouts: An Empirical Analysis*. August 28, 2007; Steven N. Kaplan and Per Strömberg. *Leveraged Buyouts and Private Equity*, Social Science Research Network, June 2008; Cendrowski, Harry. *Private Equity: Governance and Operations Assessment*. Hoboken: John Wiley & Sons. 2008; Lerner, Joshua. *Venture Capital and Private Equity: A Casebook*. New York: John Wiley & Sons. 2000; Acharya V V; Franks J R & Servaes H (2007) "Private Equity: Boom and Bust?" *Journal of Applied Corporate Finance*, 19(4), Fall 2007, 44-53.

Assessment: Continuous assessment (100%) in the LT.

FM411

Finance Work Placement and Assessment

This information is for the 2020/21 session.

Teacher responsible: MSc Academic Programme Director

Availability: This course is compulsory on the MSc in Finance (full-time) (Work Placement Pathway), MSc in Finance and Economics (Work Placement Pathway) and MSc in Finance and Private Equity (Work Placement Pathway). This course is not available as an outside option.

This course must be taken in addition to the full 4 units of courses prescribed by the programme regulations. Completion of the work placement and assessment is a requirement for students to be eligible for graduation from the Work Placement Pathway.

Pre-requisites: The Finance Work Placement and Assessment is only available to students who are registered on the Work Placement Pathway for the following programmes: MSc in Finance

(full-time), MSc in Finance and Private Equity or MSc in Finance and Economics. Students must complete the work placement and assessment in addition to four full units of courses, as described in the programme regulations.

Course content: There are no classes for this course. Students instead undertake a work placement during which they will be employed by an external company or institution. However, the work placement should be relevant to the topics studied during the student's academic modules, and be likely to build on and enhance topics studied during the year. Academic modules studied during the programme should also have a direct bearing on the role that a student will undertake on their placement. Students must hold a formal offer in writing of an appropriate work placement before approval will be granted to join the work placement pathway, and the aspects outlined above will be considered by the Department before approval to undertake a placement is granted. The student will be an employee of the relevant company or institution for the duration of the placement; they will be expected to undertake tasks as appropriate and all management of the placement will be undertaken by the employing institution or company. The course will be assessed by an essay which students are required to submit to the Department of Finance at the end of the placement.

Teaching: There will be no direct teaching for this course. Students will participate on a work placement which will be entirely delivered and managed by the company or institution with which they are employed. Students' learning and experience will be gained through participation in the placement as an employee of that company and they will be required to submit an assessed essay to the Department of Finance upon completion of the placement.

Formative coursework: There is no formative coursework for this course. Students will participate on a work placement which will be entirely delivered and managed by the company or institution with which they are employed. Students' learning and experience will be gained through participation in the placement as an employee of that company and they will be required to submit an assessed essay to the Department of Finance upon completion of the placement.

Assessment: Essay (100%, 2000 words) post-summer term.

The assessment of the work placement will be on the basis of submission of a written piece of work following completion of the work placement. Students will be required to submit their work to the Department following completion of the placement.

The essay will be required to be in the region of 2,000 words in which the student should describe:

- How the work placement built on or shed further light on the topics covered during the programme's academic modules, and/or how the elements of theory learned were applied in practice;
- How topics covered in the academic modules were relevant to the student's role on the work placement;
- How/whether the academic and pastoral aspects of the programme prepared students for their experiences in the workplace;
- What the student feels they have learned from the placement.

The essay submission will be marked on a Pass/Fail basis.

Students will need to demonstrate that they have fully addressed the topics described above, evidenced with examples from their placement, to be eligible for a pass mark. Students enrolled on the work placement pathway must satisfactorily complete the work placement and assessment in order to be eligible for graduation from the work placement pathway.

FM412 Half Unit

Quantitative Security Analysis

This information is for the 2020/21 session.

Teacher responsible: Dr Jean-Pierre Zigrand

Availability: This course is available on the Global MSc in Management, MSc in Finance (full-time), MSc in Finance (full-time) (Work Placement Pathway), MSc in Finance (part-time), MSc in Finance and Economics, MSc in Finance and Economics (Work Placement Pathway), MSc in Finance and Private Equity, MSc in

Finance and Private Equity (Work Placement Pathway) and MSc in Risk and Finance. This course is not available as an outside option. Global MSc in Management (Accounting and Finance concentration only).

This course is not available as an outside option

Pre-requisites: Some familiarity with finance and accounting.

Course content: This course is an applied course on quantitative analysis of investment opportunities in public debt and equity markets. We consider valuation of macro assets (such as government bonds, and diversified portfolios of equities and corporate bonds) as well as the valuation of equities of individual firms and of their risky debt. We rely on theoretical concepts that students have learnt in their core courses (such as the CAPM, no-arbitrage pricing of option and models of corporate debt as contingent claims on a firm's asset) and also examine in depth the historical behaviour of asset returns. The focus is on applying theoretical and empirical models of asset markets to evaluate investment opportunities in realistic, sometimes, live situations. The course involves in-class analysis of investment questions, extensive analysis of financial data, study of financial statements and analyst reports and two projects. The course is structured around the following topics:

1. Valuation of macro assets I: Global Yield Curves
2. Valuation of macro assets II: Global Equity Indices
3. Valuation of macro assets III: Volatility and Credit Risk Premium
4. Identifying value in individual equities: capturing breadth via quantitative screening systems
5. Digging deep in search of value: case studies on firm-level equity valuation
6. Fair value of growth
7. Valuing single name credit opportunities: investment-grade and high-yield debt
8. Valuation of the capital structure of banks

Teaching: 30 hours of seminars in the LT.

Formative coursework: Students will be expected to complete 2 group projects. In the first project, students analyse and value the equity of a publicly traded firm, evaluate its risks and make an investment recommendation. This project is done in two parts: first part focuses on a historical performance analysis of the chosen firm and second on a forward-looking valuation analysis. The second project requires the students to study and critically examine the investment decisions and style of a well-known value investor.

Indicative reading:

Books

- Greenwald, B, Kahn, J., P. Sonkin, M. van Biema, Value Investing: From Graham to Buffett and Beyond, Wiley Finance, 2004.
- Koller, T., M. Goedhard, and D. Wessels (McKinsey and Company), Valuation: Measuring and Managing the Value of Companies, Wiley, 2015.

Academic Articles (Equities)

- Novy-Marx, R., "The Other Side of Value: The Gross Profitability Premium," Journal of Financial Economics, 2013.
- Piotroski, J.D., "Value Investing: The Use of Financial Statement Information to Separate Winners from Losers," Journal of Accounting Research, 2000.

Academic Articles (Risky debt)

- Collin-Dufresne, P., and R. Goldstein, "The Determinants of Credit Spread Changes," Journal of Finance, 2001.
- Shumway, T., and B. Sharath, "Forecasting Default with the Merton Distance to Default Model," Review of Financial Studies, 2008.

Insights from theoretical models: based on articles such as

- Berk, J., R. Green and V. Naik, "Optimal Investments, Growth Options and Security Returns," Journal of Finance, 1999.
- Black, F. and J. Cox, "Valuing Corporate Securities: Some Effects of Bond Indenture Provisions," Journal of Finance, 1976.
- Merton, R., "On the Pricing of Corporate Debt: The Risk Structure of Interest Rates," Journal of Finance, 1974.

Numerous articles written by well-known practitioners and policy makers

Assessment: Continuous assessment (100%) in the LT.

FM413 Half Unit

Fixed Income Markets

This information is for the 2020/21 session.

Teacher responsible: Dr Walker Ray

Availability: This course is compulsory on the MSc in Financial Mathematics. This course is available on the Global MSc in Management, MSc in Accounting and Finance, MSc in Risk and Finance, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan) and MSc in Statistics (Financial Statistics) (Research). This course is not available as an outside option.

Global MSc in Management ('Accounting and Finance' and 'Finance' concentrations only).

This course is available with permission on the Diploma in Accounting and Finance with the approval of the Programme Director.

This course is available to other students from the Departments of Economics, Mathematics, and Statistics where regulations permit.

Pre-requisites: Students taking this course are expected to be familiar with the theory of asset evaluation at the level of FM429 Asset Markets A.

Course content: This advanced course is designed for students seeking an understanding of fixed income valuation and hedging methods, and a basic familiarity with the major fixed income markets and instruments.

By the end of the course, the students will be familiar with a variety of topics, including (i) the basic concepts of fixed-income instruments, such as yield, duration, convexity; (ii) the basic techniques to analyse and hedge fixed income products, such as "curve fitting", "bootstrapping", duration-based hedging and asset-liability management; (iii) the forces, or "factors", driving the variation in the entire spectrum of interest rates at different maturities; (iv) the main evaluation tools, which can be applied to evaluate a wide range of products (trees, no arbitrage trees, calibration and some continuous time models); (v) the main fixed income products such as government bonds, corporate bonds (convertible, callable, puttable), and their evaluation; (vi) plain vanilla interest derivatives (caps, floors and collars, swaps, swaptions, etc.) and their evaluation; (vii) mortgage backed securities and credit risk transfers; (viii) the analysis of the "destabilizing" effects related to the use of certain derivatives written on fixed income instruments.

Teaching: 20 hours of lectures and 10 hours of seminars in the LT.

Formative coursework: Students will be expected to produce 10 problem sets in the LT.

Indicative reading: The primary source for this course is a comprehensive set of Lecture Notes, tutorials and case studies, and a reading pack containing chapters from the following books: Sundaresan, S. (2001), Fixed Income Markets and Their Derivatives, South Western College Publishing. Duffie, D and Singleton, K (2003), Credit Risk: Pricing, Management, and Measurement, Princeton: Princeton University Press (Princeton Series in Finance). Tuckman B. and A. Serrat (2011), Fixed Income Securities: Tools for Today's Markets, 3rd Edition, John Wiley & Sons. Veronesi, P. (2010), Fixed Income Securities: Valuation, Risk, and Risk Management, John Wiley & Sons.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

FM414 Half Unit

Corporate Investment and Financial Policy

This information is for the 2020/21 session.

Teacher responsible: Prof Daniel Ferreira

Availability: This course is available on the MSc in Finance (full-time), MSc in Finance (full-time) (Work Placement Pathway), MSc in Finance and Private Equity and MSc in Finance and Private Equity (Work Placement Pathway). This course is not available as

an outside option.

Pre-requisites: Students must have completed Asset Markets (FM423) and Corporate Finance (FM422).

Course content:

- Supporting the firm's strategy with Long-term and short-term financial management
 - Real options and strategic investment decisions
 - Family firms, IPOs, and corporate governance
 - Risk management, International valuation, and currency exposure
- This is a case-based course aimed at deepening the understanding of how to apply corporate finance concepts in a wide variety of business situations. In particular, we will try to build on concepts in business strategy, valuation techniques, and capital structure theories covered in previous courses, and see how to apply those tools in a systematic and rigorous way when approaching complicated real-life corporate finance problems. Examples of topics include working capital management, capital structure, risk management, real options, initial public offerings, international corporate finance, and family firms. Students will have to read up on cases before class and be prepared to discuss them interactively in class.

Teaching: 30 hours of seminars in the LT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

Formative coursework: 5 formative case study assignments (similar to summative cases).

Indicative reading:

- Berk and DeMarzo, "Corporate Finance"
- Around 10 case studies
- A number of related scientific articles

Assessment: Continuous assessment (100%) in the LT.

FM421 Half Unit

Applied Corporate Finance

This information is for the 2020/21 session.

Teacher responsible: Dr Ashwini Agrawal

Availability: This course is available on the Global MSc in Management, MSc in Accounting and Finance, MSc in Econometrics and Mathematical Economics, MSc in Economics and Management, MSc in Finance and Economics, MSc in Finance and Economics (Work Placement Pathway) and MSc in Risk and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit. Students on the Global MSc in Management ('Accounting and Finance' and 'Finance' concentrations only), MSc in Econometrics and Mathematics Economics, MSc Economics, MSc Economics (Two Year Programme), and MSc in Economics and Management may take this course only if they have fulfilled the compulsory prerequisites:

Students may only take this course if they have taken at least one of the following courses in **Michaelmas Term**: FM473M Financial Markets, FM474M Managerial Finance or FM431M Corporate Finance A. There will be no exceptions to this rule.

Pre-requisites: This is an advanced applied course and a thorough understanding of the major theoretical issues and concepts is required.

Students on the MSc in Econometrics and Mathematics Economics, MSc in Economics and Management, MSc in Management and Strategy may take this course if they have fulfilled the compulsory prerequisites. These students may only take this course if they have taken at least one of the following courses in Michaelmas Term: FM473M Finance I, FM474M Managerial Finance or FM431M Corporate Finance A.

Course content: The course will provide a thorough treatment of various topics within corporate finance, such as capital budgeting, financing decisions, and corporate valuation.

Teaching: 30 hours of seminars in the LT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

This course will be taught in two or three separate groups. Each group will meet for a single block of three hours once a week. Each student will be assigned to one group. Students will **not** be allowed to choose their groups or to switch groups.

The course requires weekly in-class activities and discussions. Students must prepare for class activities in advance. Attendance is required.

Formative coursework: Weekly assignments based on case studies will be assigned to students. They will receive feedback on their performance, and will also be provided suggested solutions.

Indicative reading: Course materials (lecture notes and case studies) will be provided to the students at the start of the course.

Assessment: Exam (90%, duration: 2 hours and 30 minutes) in the summer exam period.
Coursework (10%) in the LT.

FM422

Corporate Finance

This information is for the 2020/21 session.

Teacher responsible: Professor Amil Dasgupta

Dr Pedro Saffi

Availability: This course is compulsory on the MSc in Finance (full-time), MSc in Finance (full-time) (Work Placement Pathway), MSc in Finance and Private Equity and MSc in Finance and Private Equity (Work Placement Pathway). This course is not available as an outside option.

Pre-requisites: Aimed at people with a good undergraduate degree and good quantitative skills, with some knowledge of economics.

Course content:

- Financing
- Valuation

This core course provides a broad introduction to the key issues in corporate finance. The first half of the course, the Financing Module, investigates how companies should finance their activities by issuing securities (debt, equity and convertible claims) and the interaction of business policy with financial policy. The aim is to understand what factors determine optimal capital structure and how the interplay of these factors can affect financing decisions in a way that creates value. The second half of the course, the Valuation Module, covers firm and project valuation and establishes how companies should select among investable assets. The module focuses on fundamental valuation techniques based on discounting future cash flows. The course goes on to introduce further valuations methods, such as real options analysis, as well as key applications of valuation concepts to major corporate decisions such as mergers and acquisitions and initial public offerings. The course interweaves key conceptual material with a series of cases.

Teaching: 60 hours of lectures in the MT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

Formative coursework: Regular classworks will be completed, handed in and marked as part of formative assessment for this course.

Indicative reading: The recommended textbook for this course is Berk and DeMarzo, Corporate Finance. Other recommended readings from relevant journal articles will be included in a study pack.

Assessment: Continuous assessment (100%) in the MT.

FM423

Asset Markets

This information is for the 2020/21 session.

Teacher responsible: Dr Dong Lou and Dr Igor Makarov

Availability: This course is compulsory on the MSc in Finance (full-time), MSc in Finance (full-time) (Work Placement Pathway), MSc in Finance and Private Equity and MSc in Finance and Private Equity (Work Placement Pathway). This course is not available as an outside option.

Pre-requisites: Aimed at people with a good undergraduate degree and good quantitative skills, with some knowledge of economics.

Course content:

- Investments and Securities Valuation
- Portfolio choice and performance evaluation
- Derivatives

The aim of the course is to familiarize students with the workings of financial markets, and equip them with the fundamental tools of asset valuation. The course will focus on the three main asset classes - fixed income, stocks, and derivatives - giving a unified perspective of modern valuation methods. The starting point will be the present value formula. The course will then proceed to fixed-income securities, focusing mainly on government bonds. These will be valued off the term structure of interest rates, using the present value formula. The connection with the principle of no-arbitrage will be emphasized. The course will then move to stocks, starting with portfolio theory and then deriving the relation between risk and return (CAPM). The CAPM will provide a risk-adjusted discount rate that will be used to discount stocks' cash flows with the present value formula. Alternative pricing models such as the APT and multi-factor models will also be covered, and the models will be applied to issues of asset allocation and portfolio selection. The last topic will be derivatives, especially futures and options. After familiarizing students with the use of derivatives, the course will cover the main valuation methods (binomial model, Black-Scholes) emphasizing again the principle of no-arbitrage.

Teaching: 60 hours of lectures in the MT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

Formative coursework: Regular classworks will be completed, handed in and marked as part of formative assessment for this course.

Indicative reading: The organisation of topics of the course follows closely the treatment in Berk and DeMarzo, Corporate Finance, 3rd Global Edition, Pearson International, and Bodie, Kane, and Marcus, Investments, 10th Edition, McGraw Hill. Other recommended readings and case studies will be included in a study pack.

Assessment: Continuous assessment (100%) in the MT.

FM429 Half Unit

Asset Markets A

This information is for the 2020/21 session.

Teacher responsible: Dr Georgy Chabakauri

Availability: This course is available on the Global MSc in Management, MSc in Accounting and Finance, MSc in Applicable Mathematics, MSc in Econometrics and Mathematical Economics, MSc in Economics, MSc in Economics (2 Year Programme), MSc in Financial Mathematics, MSc in Real Estate Economics and Finance, MSc in Risk and Finance, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan) and MSc in Statistics (Financial Statistics) (Research). This course is not available as an outside option.

Global MSc in Management (Accounting and Finance Concentration only)

This course is available with permission on the Diploma in Accounting and Finance with the approval of the Programme Director.

This course is available to other students from the Departments of Mathematics and Statistics where regulations permit.

This course cannot be combined with FM473 Financial Markets or FM474 Managerial Finance.

Outside students should consider the alternative option of FM473 Financial Markets or FM474 Managerial Finance.

Pre-requisites: Basic Mathematics and Statistics knowledge. The course is self-contained but it covers a broad set of topics. Some prior knowledge of economics, finance and accounting is advised.

Course content: This course aims to equip students with the fundamental concepts and tools underlying the asset markets side of modern finance. The course covers asset markets and valuation. The valuation of fixed-income securities is covered first, followed by the valuation of stocks, and derivatives such as futures and options. Concepts emphasized include the present-value formula, valuation by arbitrage, portfolio theory, the CAPM, market efficiency, and binomial and Black-Scholes models.

Teaching: 20 hours of lectures and 9 hours of seminars in the MT.

Formative coursework: Weekly problem sets covered in classes.

Indicative reading: J. Berk and P. DeMarzo, Corporate Finance, Pearson International Edition. Z. Bodie, A. Kane and A. Marcus, Investments, 8th edition, McGraw Hill. ISBN:0-07-338237-X. Full details of reading will be specified in the Course Programme and Reading List which will be distributed at the first lecture.

Assessment: Exam (100%, duration: 1 hour and 30 minutes, reading time: 10 minutes) in the summer exam period.

Please note this exam is the half unit version of the examination taken on FM430 Corporate Finance and Asset Markets. Any student who takes both FM429 and FM431 will be re-registered to sit the FM430 full-unit exam paper in Summer Term.

FM430

Corporate Finance and Asset Markets

This information is for the 2020/21 session.

Teacher responsible: Dr Georgy Chabakauri

Availability: This course is available on the MSc in Accounting and Finance, MSc in Applicable Mathematics, MSc in Econometrics and Mathematical Economics, MSc in Financial Mathematics, MSc in Real Estate Economics and Finance and MSc in Risk and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Basic Mathematics and Statistics knowledge. The course is self-contained but it covers a broad set of topics. Some prior knowledge of economics, finance and accounting is advised. This course is a combination of two half-unit courses: FM429 Asset Markets A and FM431L Corporate Finance A.

This course cannot be combined with FM429 Asset Markets A, FM431 Corporate Finance A, FM473 Financial Markets or FM474 Managerial Finance.

Course content: This course aims to equip students with the fundamental concepts and tools underlying modern finance, both in the asset markets and the corporate finance side. Provides a foundation for subsequent courses offered by the Department. In the Michaelmas Term, the course covers asset markets and valuation. The valuation of fixed-income securities is covered first, followed by the valuation of stocks, and derivatives such as futures and options. Concepts emphasized include the present-value formula, valuation by arbitrage, portfolio theory, the CAPM, market efficiency, and binomial and Black-Scholes models. In the Lent Term, the course covers corporate finance. This part starts with capital budgeting techniques, in relation to CAPM and other valuation instruments. The course then proceeds identifying the driving forces behind capital structure decisions and choices over debt and equity finance. Special consideration is given to the tax implications of those choices, the possible costs of financial

distress, the incentive implications of financial decisions and the signalling impact of those for financial market participants. A final part of the course covers some specific topics in corporate finance: decision to go public, mergers and acquisitions and possibly (time permitting), dividend policy, corporate governance issues.

Teaching: 20 hours of lectures and 9 hours of seminars in the MT. 20 hours of lectures and 9 hours of seminars in the LT.

Formative coursework: Weekly problem sets covered in classes.

Indicative reading: J. Berk and P. DeMarzo, *Corporate Finance*, Pearson International Edition. Z. Bodie, A. Kane and A. Marcus, *Investments*, 8th edition, McGraw Hill. ISBN:0-07-338237-X. Full details of reading will be specified in the Course Programme and Reading List which will be distributed at the first lecture.

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

Please note this examination is the full unit version of the exams taken on FM429 Asset Markets A (H) and FM431 Corporate Finance A (H).

FM431L Half Unit Corporate Finance A

This information is for the 2020/21 session.

Teacher responsible: Dr Juanita Gonzalez Uribe

Availability: This course is available on the Global MSc in Management, MSc in Accounting and Finance, MSc in Econometrics and Mathematical Economics and MSc in Risk and Finance. This course is not available as an outside option. Global MSc in Management ('Accounting and Finance' and 'Finance' concentrations only)

This course is available with permission on the Diploma in Accounting and Finance with the approval of the Programme Director.

This course is not available as an outside option.

Outside students should consider taking FM474L Managerial Finance as an alternative option.

This course cannot be combined with FM430 Corporate Finance and Asset Markets or FM474 Managerial Finance.

Pre-requisites: Basic Mathematics and Statistics knowledge. The course is self-contained but it covers a broad set of topics. Some prior knowledge of economics, finance and accounting is advised

Course content: The course covers range of topics in corporate finance starting with capital budgeting techniques, in relation to CAPM and other valuation instruments. The course then proceeds identifying the driving forces behind capital structure decisions and choices over debt and equity finance. Special consideration is given to the tax implications of those choices, the possible costs of financial distress, the incentive implications of financial decisions and the signalling impact of those for financial market participants. A final part of the course covers some specific topics in corporate finance: decision to go public, mergers and acquisitions and start-up finance (time permitting).

Teaching: 20 hours of lectures and 9 hours of seminars in the LT.

Formative coursework: Students will be set weekly problem set assignments. Solutions and guidance will be provided during the weekly seminar classes. The final seminar class, students will solve a formative mock exam. Students will receive individual feedback on the mock exam prior to the final exam.

Indicative reading: J. Berk and P. DeMarzo, *Corporate Finance*, Pearson International Edition. Full details of reading will be specified in the Course Programme and Reading List which will be distributed at the first lecture.

Assessment: Exam (100%, duration: 1 hour and 30 minutes, reading time: 10 minutes) in the summer exam period.

Please note this exam is the half unit version of the examination taken on FM430 Corporate Finance and Asset Markets. Any student who takes both FM429 and FM431 will be re-registered to sit the FM430 full-unit exam paper in Summer Term.

FM431M Half Unit Corporate Finance A

This information is for the 2020/21 session.

Teacher responsible: Dr Juanita Gonzalez Uribe

Availability: This course is compulsory on the MSc in Economics and Management. This course is available on the Global MSc in Management, MSc in Accounting and Finance, MSc in Econometrics and Mathematical Economics, MSc in Economics, MSc in Economics (2 Year Programme) and MSc in Risk and Finance. This course is not available as an outside option. Global MSc in Management ('Accounting and Finance' and 'Finance' concentrations only).

This course is available with permission on the Diploma in Accounting and Finance with the approval of the Programme Director. This course is not available as an outside option.

Outside students should consider taking FM474 Managerial Finance as an alternative option.

This course cannot be combined with FM430 Corporate Finance and Asset Markets or FM474 Managerial Finance.

Pre-requisites: Basic Mathematics and Statistics knowledge. The course is self-contained but it covers a broad set of topics. Some prior knowledge of economics, finance and accounting is advised.

Course content: The course covers range of topics in corporate finance starting with capital budgeting techniques, in relation to CAPM and other valuation instruments. The course then proceeds identifying the driving forces behind capital structure decisions and choices over debt and equity finance. Special consideration is given to the tax implications of those choices, the possible costs of financial distress, the incentive implications of financial decisions and the signalling impact of those for financial market participants. A final part of the course covers some specific topics in corporate finance: decision to go public, mergers and acquisitions and start-up finance (time permitting).

Teaching: 20 hours of lectures and 9 hours of seminars in the MT.

Formative coursework: Students will be set weekly problem set assignments. Solutions and guidance will be provided during the weekly seminar classes. The final seminar class, students will solve a formative mock exam. Students will receive individual feedback on the mock exam prior to the final exam.

Indicative reading: J. Berk and P. DeMarzo, *Corporate Finance*, Pearson International Edition. Full details of reading will be specified in the Course Programme and Reading List which will be distributed at the first lecture.

Assessment: Exam (100%, duration: 1 hour and 30 minutes, reading time: 10 minutes) in the summer exam period.

Please note this exam is the half unit version of the examination taken on FM430 Corporate Finance and Asset Markets. Any student who takes both FM429 and FM431 will be re-registered to sit the FM430 full-unit exam paper in Summer Term.

FM436 Financial Economics

This information is for the 2020/21 session.

Teacher responsible: Prof Ian Martin, Dr Igor Makarov and Prof Michael Burkart

Availability: This course is compulsory on the MRes/PhD in Accounting (EoA) (Economics of Accounting Track), MRes/PhD in Finance, MSc in Finance and Economics and MSc in Finance and Economics (Work Placement Pathway). This course is not available as an outside option.

Pre-requisites: Mathematical background at the level of the September Courses in Mathematics and Financial Economics Preparatory Course is assumed.

Course content: Financial Economics provides students with an in-depth introduction to the theories of asset pricing and corporate finance. The course analyses investors' behaviour, market equilibrium, the pricing of securities, the valuation of real

assets, and capital structure choice. Topics in asset pricing will encompass portfolio choice, complete and incomplete markets, mean-variance portfolio theory and equilibrium asset pricing, pricing with no arbitrage, Black-Scholes and other contingent claims pricing models, and the behaviour of financial markets during crises. Topics in corporate finance will encompass valuation methods and financing decisions in the presence of taxation, agency frictions, and asymmetric information.

Teaching: 60 hours of lectures in the MT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

Formative coursework: Problem sets, covered in classes.

Indicative reading: Readings will be based on teaching notes and journal articles.

Assessment: Exam (80%, duration: 3 hours, reading time: 15 minutes) in the summer exam period.

Coursework (20%).

FM437

Financial Econometrics

This information is for the 2020/21 session.

Teacher responsible: Dr Thummim Cho and Dr Christian Julliard

Availability: This course is compulsory on the MSc in Finance and Economics and MSc in Finance and Economics (Work Placement Pathway). This course is not available as an outside option.

Pre-requisites: Mathematical background to the level of the course taught in September in the Economics Department (EC400) is assumed.

Course content: This course covers the techniques of empirical investigation in economics and finance. Students are introduced to recent empirical findings based on asset pricing and corporate finance models. The course includes a selection of the following topics: multivariate regression; maximum likelihood and methods of moments estimation; hypothesis testing; omitted variables and misspecification; asymptotic theory; measurement error and instrumental variables; time-series modelling; predictability of asset returns; event study analysis; econometric tests of the CAPM and multifactor models; volatility modelling; generalised method of moments estimation.

Teaching: 30 hours of lectures in the MT. 30 hours of lectures in the LT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

Formative coursework: Exercises are provided each week and they are discussed in class.

Indicative reading: The textbook for the Michaelmas Term is *Econometrics* by Bruce E. Hansen, available online. A complete reading list is available at the beginning of session. Will be based on Greene, *Econometric Analysis*, Prentice-Hall; Campbell, Lo & MacKinlay, *The Econometrics of Financial Markets*, Princeton University Press; *Econometric Analysis of Cross Section and Panel Data*, J. Wooldridge; selected published articles.

Assessment: Exam (45%, duration: 2 hours) in the January exam period.

Exam (45%, duration: 2 hours, reading time: 10 minutes) in the summer exam period.

Coursework (10%) in the MT and LT.

FM441 Half Unit

Derivatives

This information is for the 2020/21 session.

Teacher responsible: Dr Rohit Rahi

Availability: This course is available on the Global MSc in Management, MSc in Accounting and Finance, MSc in Applicable Mathematics, MSc in Econometrics and Mathematical Economics, MSc in Financial Mathematics, MSc in Quantitative Methods for Risk Management, MSc in Risk and Finance, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan) and MSc in Statistics (Financial Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit. Global MSc in Management ('Accounting and Finance' and 'Finance' concentrations only).

Pre-requisites: This is an advanced course. Students will be expected to have a good grasp of basic probability theory and multivariate calculus.

Course content: The course provides a thorough grounding in the theory of derivatives pricing and hedging. Both discrete-time and continuous-time models will be covered, including a comprehensive treatment of the Black-Scholes model. A special feature of the course is its emphasis on the modern theory of no-arbitrage pricing using martingale methods. These methods will be applied to the pricing of equity options, forwards, futures and interest rate derivatives. The uses of derivatives in hedging and risk-management will be discussed as well.

Teaching: 20 hours of lectures and 10 hours of seminars in the LT.

Formative coursework: Weekly problem sets in classes (10).

Indicative reading: Teaching notes will be distributed. No one book covers the entire course, but the following is an excellent reference: John C Hull, *Options, Futures and Other Derivatives*.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

FM442 Half Unit

Quantitative Methods for Finance and Risk Analysis

This information is for the 2020/21 session.

Teacher responsible: Prof Philippe Mueller

Availability: This course is available on the Global MSc in Management, MSc in Accounting and Finance, MSc in Applicable Mathematics, MSc in Econometrics and Mathematical Economics, MSc in Financial Mathematics, MSc in Quantitative Methods for Risk Management, MSc in Risk and Finance, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan) and MSc in Statistics (Financial Statistics) (Research). This course is not available as an outside option. Global MSc in Management ('Accounting and Finance' and 'Finance' concentrations only).

This course is available to other students from the Departments of Economics, Mathematics, and Statistics where regulations permit.

Pre-requisites: A strong background in statistics and quantitative methods at the undergraduate level is required. Prior programming experience is helpful.

Course content: This graduate-level course covers important quantitative and statistical tools in applied finance. It studies financial markets risk, with a particular focus on models for measuring, assessing and managing financial risk. Students will be introduced to the application of these tools and the key properties of financial data through a set of computer-based homework assignments and classes.

The course aims to introduce quantitative concepts and techniques in many areas of finance. Sample topics include Risk Measures (e.g., Value-at-Risk and Expected Shortfall, including implementation and backtesting), univariate and multivariate volatility models, Factor Models, Principal Components Analysis,

Options Pricing, Binomial Trees, Monte Carlo Simulations, and associated topics in Econometrics. This list is meant to be representative, but topics may be added or removed. Implementing the models and tools in R is an essential part of the course. The homework assignments are designed to guide the students to all stages of the analytical process, from locating, downloading and processing financial data to the implementation of the tools and interpretation of results. Students will have the opportunity to explore the databases available at the LSE and to become comfortable working with real data.

Teaching: 20 hours of lectures and 10 hours of seminars in the MT.

Formative coursework: Six homework assignments to be solved using R.

Indicative reading: No single text covers the course material. The relevant sections of the following readings would be appropriate for individual topics: Jon Danielsson (2011), *Financial Risk Forecasting*; Ruey Tsay (2010), *Analysis of Financial Time Series*; Pietro Veronesi (2010), *Fixed Income Securities: Valuation, Risk, and Risk Management*.

Assessment: Exam (30%, duration: 1 hour and 30 minutes, reading time: 10 minutes) in the summer exam period.

Project (70%) in the MT.

FM445 Half Unit Portfolio Management

This information is for the 2020/21 session.

Teacher responsible: Dr Walker Ray

Availability: This course is available on the Global MSc in Management, MSc in Accounting and Finance, MSc in Econometrics and Mathematical Economics, MSc in Economics and Management, MSc in Financial Mathematics and MSc in Risk and Finance. This course is not available as an outside option. Global MSc in Management ('Accounting and Finance' and 'Finance' concentrations only).

This course is available to other students from the Departments of Economics, Mathematics, and Statistics where regulations permit. This course is not available as an outside option.

Course content: This course aims to cover the main topics in equity portfolio management. Some of the topics covered in the course include: Portfolio optimization techniques; Multi-factor models and their applications; Trading strategies; International portfolio management and currency hedging; Trading costs; Portfolio performance measurement and attribution; Style analysis; Mutual funds; Hedge funds. The course is based on a number of empirical applications and case studies, so that students can gain a better understanding of implementation issues related to managing an equity portfolio.

Teaching: 20 hours of lectures and 10 hours of seminars in the LT.

Formative coursework: Regular classworks will be completed, handed in and marked as part of formative assessment for this course. For the most part, the classwork is based on Excel applications of the models and empirical studies covered in lectures.

Indicative reading: A study pack will include lecture notes and case studies. All relevant articles will be made available during the course. Useful references are *Modern portfolio theory and investment analysis*, by E. J. Elton, M. J. Gruber, S. J. Brown, and W. N. Goetzmann, Wiley Press; *Modern investment management*, by Bob Litterman and the Quantitative Resource Group, GSAM, Wiley Press; *Investments*, by Z. Bodie, A. Kane, and A. Marcus, McGraw-Hill Irwin.

Assessment: Exam (80%, duration: 2 hours, reading time: 10 minutes) in the summer exam period. Coursework (20%).

The 20% coursework comprises five homework assignments and one project.

FM447 Half Unit Global Financial Systems

This information is for the 2020/21 session.

Teacher responsible: Dr Jon Danielsson

Availability: This course is available on the MSc in Accounting and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is not open to students on the MSc Economics and Managements and students from the following departments: Economics, Finance, Mathematics, and Statistics

Pre-requisites: Students should have some background in economics, and be comfortable with formal arguments

Course content: This course examines the academic and policy debates on the operation of the global financial system. The course will aim to be topical, where the analysis of the issues will be based on economic arguments. The course begins with analysis of systemic risk, followed by an overview of important financial crisis and key institutions. The role of cryptocurrencies, fintech, artificial intelligence and machine learning on the financial system will be discussed. Several theories of financial crises are then developed in some detail, and are assessed by reference to historical experience. The course concludes by analysis of the 2008 crisis, the latest policy and regulatory developments (including Basel III), monetary policy and interest rate normalization and their relationship with inequality, the current situation in the European Union, Brexit, Trump, the role of China and the impact of Coronavirus on the financial system.

Teaching: 20 hours of lectures and 10 hours of seminars in the LT.

Formative coursework: Students are expected to attempt the problem sets and essay questions set in the classes.

Indicative reading: Most material will be provided by the book *Global Financial Systems* (www.globalfinancialsystems.org), by Jon Danielsson, published by Pearson

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

FM457 Not available in 2020/21 Applied Computational Finance

This information is for the 2020/21 session.

Teacher responsible: Mr Alberto Pellicoli

Availability: This course is available on the MSc in Accounting and Finance, MSc in Finance (full-time), MSc in Finance (full-time) (Work Placement Pathway), MSc in Finance and Economics, MSc in Finance and Economics (Work Placement Pathway), MSc in Finance and Private Equity, MSc in Finance and Private Equity (Work Placement Pathway) and MSc in Quantitative Methods for Risk Management. This course is available with permission as an outside option to students on other programmes where regulations permit.

FM457A is intended for students taking FM442 Quantitative Methods for Finance and Risk Analysis and FM404 Forecasting Financial Time Series.

FM457B is available to students on the MSc Finance (Full-time), MSc Finance and Private Equity, MSc Finance and Economics and MSc Risk and Finance programmes.

Course content: Applied Computational Finance is a non-assessed, optional course intended to provide a solid foundation in the R numerical programming package. It does not assume students have any prior programming knowledge. It is based on the R/RStudio environment and basic programming concepts, moving on to libraries, functions, plotting, source code management, how to import data locally and via internet APIs, basic analysis and big data techniques. The course uses practical problems in finance for illustration, like risk analysis, price forecasting and derivative pricing.

Teaching: FM457A: 10 hours of seminars in the MT.

FM457B: 10 hours of seminars in the MT.

Indicative reading: Teaching notes will be distributed.

Assessment:

This is an additional, non-assessed computer course to supplement MSc level courses in the Department of Finance.

FM458 Not available in 2020/21 Financial Economics Preparatory Course

This information is for the 2020/21 session.

Teacher responsible: Mr Karamfil Todorov

Availability: This course is compulsory on the MSc in Finance and Economics. This course is not available as an outside option.

Course content: The aim of this course is to supplement the Economics pre-session course and provide students with the essential quantitative methods for the core Finance course FM436. The course will introduce foundational material essential to the study of both asset pricing in continuous time and corporate finance theory.

Teaching: 30 hours of lectures in the MT.

Indicative reading: Mikosch, Elementary Stochastic Calculus

(1998), World Scientific; Shreve, Stochastic Calculus for Finance I, II

Assessment: No formal assessment. Students will sit a mock exam based upon the material to aid learning.

FM472 Half Unit International Finance

This information is for the 2020/21 session.

Teacher responsible: Dr Elisabetta Bertero

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Accounting and Finance and MSc in Management (1 Year Programme). This course is available with permission as an outside option to students on other programmes where regulations permit.

Students on other MSc programmes are welcome to choose this course, provided their MSc programme regulations permit and provided they meet the pre-requisites below. These students need to sign up for the course on LfY first and then email the course leader with information on their economics and/or finance background and their motivation for choosing the course. The course leader will then approve their application on LSE for You. In the past students on the International Political Economy MSc, MPP, MPA, MSc in Economic History, European Institute, Master of Science in Development Management, Master of Science in Economy Risk and Society, Master of Science in Law and Accounting have enjoyed this course.

This course is not open to students from the following departments: Economics, Finance, Mathematics, and Statistics.

Pre-requisites: Essential information for the compulsory research project and an overview of the course are provided during the first lecture and the first class in January 2021. Students interested in this course, whether already enrolled or exploring the course as a possible option, are required to attend both lecture and class during the first week of term.

Course content: The objective of the course is to equip students with the relevant academic research, techniques and analytical skills to interpret current developments in the fast-changing area of international finance, from the shifts in capital flows to the electrification of forex trading, from the persisting dominance of the US dollar in the international monetary order to China's alleged exchange rate manipulations, from the development of cryptocurrencies to the turbulence in the oil market, from the rise in global imbalances to the Eurozone response to COVID-19. This course approaches such key issues and topics in international

finance using foreign exchange and exchange rates as a unifying theme. The foreign exchange market is the largest financial market, turning over every couple of weeks the equivalent of the yearly value of pre-C19 global GDP. It is also a unique market where prices are determined not only by the fundamentals of this asset class but also by government and central bank interventions. Exchange rates are an open economy's most important price as they can affect the relative value of the entire economy.

This course provides a 360-degree perspective on exchange rates divided into four parts: theory, government policy, global risk and markets.

First, the course considers what finance and economic theory identify as the determinants of the relative price of two currencies. Macroeconomic, market microstructure and behavioural finance approaches are examined. Second, the course analyses governments' available policy choices to influence the level and volatility of the relative price of its currency and how these choices differ for higher income and lower income economies. Third, the course examines exchange rates as a source and conduit of global financial instability. Fourth, the course focuses on the risk and exposure for investors and firms arising from exchange rate market volatility. It examines the valuation of currency instruments and their use in strategies to hedge that exposure. It also analyses the structure, trading and organisation of the forex market and its central role in international finance.

The course incorporates theoretical, empirical, policy and institutional dimensions. The teaching approach emphasises the intuitions at the core of the quantitative aspects. It also discusses how the historical evolution of research in this area has resulted in the currently used theoretical frameworks.

Teaching: 20 hours of lectures and 10 hours of seminars in the LT.

Formative coursework: Students are required to undertake a group research project on a given topic in international finance.

Indicative reading: A selection of journal articles; background reading from a textbook such as Keith Pilbeam International Finance (Palgrave, 2013, 4th edition)

Assessment: Exam (80%, duration: 2 hours) in the summer exam period.

Research project (10%) and continuous assessment (10%) in the LT.

Continuous assessment takes the form of class preparation throughout the teaching term and is worth 10%.

FM473L Half Unit Financial Markets

This information is for the 2020/21 session.

Teacher responsible: Dr Cynthia Balloch

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Management and Strategy, MSc in Management of Information Systems and Digital Innovation, MSc in Real Estate Economics and Finance, MSc in Regulation and Master of Public Policy. This course is available as an outside option to students on other programmes where regulations permit.

Students on the MSc in Accounting, Organisations and Institutions need permission from the Programme Director to enrol in this course.

This course is not open to students in the MSc Accounting and Finance and students from the following departments: Economics, Finance, Mathematics, and Statistics.

This course cannot be combined with FM429 Asset Markets A or FM430 Corporate Finance and Asset Markets.

Pre-requisites: The course assumes no previous knowledge of finance, economics and statistics, and requires only basic knowledge of mathematics. However, the course is quantitative and students must be willing to learn and work with new concepts in mathematics and statistics. Course work will involve a

significant amount of algebra and numerical exercises. Students should be comfortable with 'High School' level Mathematics and simple algebra, e.g. the ability to solve linear systems of two equations and two unknowns.

Course content: This course is a self-contained introduction to finance and it covers roughly the same topics as FM429. The course explores the way that firms and the capital market function to channel savings toward productive investments. From the investor's perspective it considers characteristics of the major financial contracts and the principles used in their valuation. It considers how investors should select their portfolios and the implications of this behaviour for pricing assets in stock and bond markets. It explores the question of whether stock markets are efficient in reflecting investors' information. It applies these insights to the firm's financial management decision of whether or not to invest in a risky project and how to select among alternative investments. In addition, the course also covers some core corporate finance questions, such as capital structure choices. The course is also related to FM474 (Managerial Finance): both are introductory courses in Finance. FM473 focuses mostly on understanding the workings of financial markets, the determination of asset prices, and the decisions made by financial investors. FM474 studies financial decisions from the perspective of firms (i.e., "Corporate Finance"). Although there is some small amount of overlap between FM473 and FM474, both courses can be taken simultaneously or sequentially, in any order.

Teaching: 30 hours of lectures in the LT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

There will be 10 three-hour sessions. Attendance is required.

This course is taught twice, in both Michaelmas and Lent Term. Students must either register for FM473M which is taught in Michaelmas Term, or FM473L which is taught in Lent Term.

Indicative reading: Brealey, Myers and Allen, Principles of Corporate Finance.

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

FM473M Half Unit Financial Markets

This information is for the 2020/21 session.

Teacher responsible: Prof Michael Burkart

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Management and Strategy, MSc in Management of Information Systems and Digital Innovation, MSc in Real Estate Economics and Finance, MSc in Regulation and Master of Public Policy. This course is available as an outside option to students on other programmes where regulations permit.

Students on the MSc in Accounting, Organisations and Institutions need permission from the Programme Director to enrol in this course.

This course is not open to students in the MSc Accounting and Finance and students from the following departments: Economics, Finance, Mathematics, and Statistics.

This course cannot be combined with FM429 Asset Markets A or FM430 Corporate Finance and Asset Markets.

Pre-requisites: The course assumes no previous knowledge of finance, economics and statistics, and requires only basic knowledge of mathematics. However, the course is quantitative and students must be willing to learn and work with new concepts in mathematics and statistics. Course work will involve a significant amount of algebra and numerical exercises. Students should be comfortable with 'High School' level Mathematics and simple algebra, e.g. the ability to solve linear systems of two

equations and two unknowns

Course content: This course is a self-contained introduction to finance and it covers roughly the same topics as FM429. The course explores the way that firms and the capital market function to channel savings toward productive investments. From the investor's perspective it considers characteristics of the major financial contracts and the principles used in their valuation. It considers how investors should select their portfolios and the implications of this behaviour for pricing assets in stock and bond markets. It explores the question of whether stock markets are efficient in reflecting investors' information. It applies these insights to the firm's financial management decision of whether or not to invest in a risky project and how to select among alternative investments. In addition, the course also covers some core corporate finance questions, such as capital structure choices. The course is also related to FM474 (Managerial Finance): both are introductory courses in Finance. FM473 focuses mostly on understanding the workings of financial markets, the determination of asset prices, and the decisions made by financial investors. FM474 studies financial decisions from the perspective of firms (i.e., "Corporate Finance"). Although there is some small amount of overlap between FM473 and FM474, both courses can be taken simultaneously or sequentially, in any order.

Teaching: 30 hours of lectures in the MT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive. There will be ten three-hour sessions. Attendance is required.

This course is taught twice, in both Michaelmas and Lent Term. Students must either register for FM473M which is taught in Michaelmas Term, or FM473L which is taught in Lent Term.

Indicative reading: Brealey, Myers and Allen, Principles of Corporate Finance.

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

FM474L Half Unit Managerial Finance

This information is for the 2020/21 session.

Teacher responsible: Dr Hongda Zhong and Dr Huan Tang

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Accounting, Organisations and Institutions, MSc in Management and Strategy, MSc in Management of Information Systems and Digital Innovation, MSc in Regulation and Master of Public Policy. This course is available as an outside option to students on other programmes where regulations permit.

This course is not open to students in the MSc Accounting and Finance and students from the following departments: Economics, Finance, Mathematics, and Statistics.

This course cannot be combined with FM430 Corporate Finance and Asset Markets or FM431 Corporate Finance A.

Course content: This course is a self-contained introduction to finance and it covers roughly the same topics as FM431. The aim of the course is to provide a comprehensive overview of firms' financial decision making. The course is designed to provide an applied and practical approach to finance, enabling the students to address topical issues that modern corporations face. In particular, the course builds on concepts such as valuation and capital structure theories, and applies those tools in a systematic and rigorous way to real-life financial management problems. After a brief introduction to financial markets, the course focuses on corporate finance and business valuation. Topics such as mergers and acquisitions and initial public offerings will also be covered. The course is also related to FM473 (Financial Markets): both are introductory courses in Finance. FM473 focuses mostly on

understanding the workings of financial markets, the determination of asset prices, and the decisions made by financial investors. FM474 studies financial decisions from the perspective of firms (i.e., "Corporate Finance"). Although there is some small amount of overlap between FM473 and FM474, both courses can be taken simultaneously or sequentially, in any order.

Teaching: 30 hours of lectures in the LT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

This course will be taught in two or three separate groups. Each group will meet for a single block of three hours once a week. Each student will be assigned to one group. Students will not be allowed to choose their groups or to switch groups.

The course requires weekly in-class activities and discussions. Students must prepare for class activities in advance. Attendance is required.

Formative coursework: Weekly homeworks.

Indicative reading: Brealey, Myers and Allen, Principles of Corporate Finance.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

FM474M Half Unit Managerial Finance

This information is for the 2020/21 session.

Teacher responsible: Dr Hongda Zhong and Dr Huan Tang

Availability: This course is compulsory on the MSc in Management (1 Year Programme). This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Accounting, Organisations and Institutions, MSc in Management and Strategy, MSc in Management of Information Systems and Digital Innovation, MSc in Regulation and Master of Public Policy. This course is available as an outside option to students on other programmes where regulations permit.

This course is not open to students in the MSc Accounting and Finance and students from the following departments: Economics, Finance, Mathematics, and Statistics.

This course cannot be combined with FM430 Corporate Finance and Asset Markets or FM431 Corporate Finance A

Course content: This course is a self-contained introduction to finance and it covers roughly the same topics as FM431. The aim of the course is to provide a comprehensive overview of firms' financial decision making. The course is designed to provide an applied and practical approach to finance, enabling the students to address topical issues that modern corporations face. In particular, the course builds on concepts such as valuation and capital structure theories, and applies those tools in a systematic and rigorous way to real-life financial management problems. After a brief introduction to financial markets, the course focuses on corporate finance and business valuation. Topics such as mergers and acquisitions and initial public offerings will also be covered. The course is also related to FM473 (Financial Markets): both are introductory courses in Finance. FM473 focuses mostly on understanding the workings of financial markets, the determination of asset prices, and the decisions made by financial investors. FM474 studies financial decisions from the perspective of firms (i.e., "Corporate Finance"). Although there is some small amount of overlap between FM473 and FM474, both courses can be taken simultaneously or sequentially, in any order.

Teaching: 30 hours of lectures in the MT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

This course will be taught in two separate groups. Each group will meet for a single block of three hours once a week. Each student will be assigned to one group. Students will not be allowed to choose their groups or to switch groups.

The course requires weekly in-class activities and discussions.

Students must prepare for class activities in advance. Attendance is required.

Formative coursework: Weekly homeworks.

Indicative reading: Brealey, Myers and Allen, Principles of Corporate Finance.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

FM476 Half Unit Entrepreneurial Finance

This information is for the 2020/21 session.

Teacher responsible: Professor Daniel Paravisini

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Accounting and Finance, MSc in Finance (full-time), MSc in Finance (full-time) (Work Placement Pathway), MSc in Finance and Economics, MSc in Finance and Economics (Work Placement Pathway), MSc in Finance and Private Equity, MSc in Finance and Private Equity (Work Placement Pathway), MSc in Management (1 Year Programme), MSc in Risk and Finance and MSc in Social Innovation and Entrepreneurship. This course is available with permission as an outside option to students on other programmes where regulations permit.

This half unit is capped with a capacity limit to the number of students registered on the course. A lottery process is undertaken to allocate places on units which are oversubscribed. Students are recommended to have clear alternatives in mind should they not be successful with an application for this capped half unit.

Pre-requisites: Basic Mathematics and Statistics knowledge.

N.B. - It is **mandatory** to attend the first week's class in Lent Term in order to register for FM476 Entrepreneurial Finance. Students who did not attend these classes will **not** be permitted to then join the course.

Course content: After introducing students to methods to assess business plans as well as methods to identify and value business ventures and growth opportunities in the opening part of the course, the bulk of the first half of the course concentrates on obtaining financial resources. It covers a broad set of instruments (venture capital, angel finance, crowdsourcing, venture debt) used by entrepreneurial firms and aims to help the student understand how the staged financing process of a new venture works, and to be able to assess when to raise financing and how to structure it. The second half of the course focuses on practical applications in negotiation, development of a business plan, and evaluation of real-life ventures raising funding.

Teaching: 30 hours of lectures in the LT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

This course will be taught in two separate groups. Each group will meet for a single block of three hours once a week. Each student will choose which group they want to belong to at the beginning of the course and continue with the same group for the rest of the term.

The course requires weekly in-class and out-of-class activities and discussions. Students must prepare for class activities in advance. There is a significant amount of in-term work, group work, and other activities. Attendance is required.

Formative coursework: All the work done in and out of the classroom will be assessed.

Indicative reading: Detailed course programmes and reading lists

are distributed at the start of the course. The course pack include lecture notes and case studies for summative and formative assessments.

Assessment: Continuous assessment (100%).

Summative assessment will take the form of individual reports, group reports, business plan exercises and peer evaluations.

FM477 Half Unit

International Finance for MSc Finance and Economics, MSc Finance and Economics, MSc Finance & Private Equity

This information is for the 2020/21 session.

Teacher responsible: Dr Liliana Varela

Availability: This course is available on the MSc in Finance (full-time), MSc in Finance (full-time) (Work Placement Pathway), MSc in Finance (part-time), MSc in Finance and Economics, MSc in Finance and Economics (Work Placement Pathway), MSc in Finance and Private Equity and MSc in Finance and Private Equity (Work Placement Pathway). This course is not available as an outside option.

Pre-requisites: Students must have completed either Asset Markets (FM423 or FM423E) and Corporate Finance (FM422 or FM422E), or Financial Economics (FM436)

Course content: Following an introduction to the exchange rate market, the course will focus on key elements of international financial management, international risk exposure, hedging via FX derivatives (forwards, futures, options, and swap contracts), international capital budgeting and valuation techniques, international corporate fund raising, as well as cross-border mergers. The course will next focus on exchange rate determination and forecasting, the international monetary system, balance of payments, crises in open economies and current issues of the global economy. Relevant concepts will be illustrated throughout via topical business and country cases.

Teaching: 30 hours of seminars in the LT.

The course will be taught in an interactive Harvard-style three-hour lecture block integrating lectures and classes.

Formative coursework: Weekly problem sets covering both theoretical methods and practical applications.

Indicative reading: Detailed course readings, cases, and slides will be distributed at the start of the course. Illustrative texts include: International Financial Management by C. S. Eun and B. G. Resnick, McGraw-Hill Education; 8th edition (2018), International Financial Management by G. Bekaert and R. Hodrick, Cambridge University Press; 3rd edition (2017) and Maurice Obstfeld and Kenneth Rogoff, Foundations of International Macroeconomics, The MIT Press (1996).

Assessment: Continuous assessment (100%) in the LT.

FM478 Half Unit

International Finance for MSc Finance and Economics, MSc Finance and Economics, MSc Finance & Private Equity - Dissertation

This information is for the 2020/21 session.

Teacher responsible: Dr Liliana Varela

Availability: This course is available on the MSc in Finance (full-time), MSc in Finance (full-time) (Work Placement Pathway), MSc in Finance (part-time), MSc in Finance and Economics, MSc in Finance and Economics (Work Placement Pathway), MSc in Finance and Private Equity and MSc in Finance and Private Equity (Work Placement Pathway). This course is not available as an outside option.

Pre-requisites: This is the dissertation course for FM477.

Students must have completed either Asset Markets (FM423 or FM423E) and Corporate Finance (FM422 or FM422E), or Financial Economics (FM436).

Course content: See entry for FM477

Teaching: 30 hours of seminars in the LT.

Indicative reading: Detailed course readings, cases, and slides will be distributed at the start of the course. Illustrative texts include: International Financial Management by C. S. Eun and B. G. Resnick, McGraw-Hill Education; 8th edition (2018), International Financial Management by G. Bekaert and R. Hodrick, Cambridge University Press; 3rd edition (2017) and Maurice Obstfeld and Kenneth Rogoff, Foundations of International Macroeconomics, The MIT Press (1996).

Assessment: Continuous assessment (100%) in the LT.

Assessment will include a 6,000 word dissertation on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in LT by the course teacher who will act as the student's supervisor. Submission deadline will be in Summer Term.

FM481 Not available in 2020/21

Financial Econometrics for Research Students

This information is for the 2020/21 session.

Teacher responsible: Dr Christian Julliard

Prof Alexey Onatskiy

Availability: This course is compulsory on the MRes/PhD in Finance. This course is available as an outside option to students on other programmes where regulations permit. Optional on MRes/PhD Economics.

Pre-requisites: Strong background in statistics and mathematics; some knowledge of Economics and Finance.

Course content: The Lent Term of FM481 is shared with FM404 Forecasting Financial Time Series.

Part 1 – Probability, Mathematical Statistics, and Asymptotic Theory, provides students with an understanding of basic concepts in probability and statistics with a view of eventual use for econometric analysis of financial data. Including Basic Probability Concepts, Random Variables, Selected Probability Distributions, Modes of Convergence, Properties of Estimators, Frequentist Hypothesis Testing and Bayesian Inference.

Part 2 - Theory and application of regression analysis, covers estimation and inference theory for regression models. The topics covered are least squares estimation, maximum likelihood estimation, instrumental variable estimation, and generalized method of moments estimation, with applications to linear models, many and weak instrument problems, limited dependent variable models, and panel data models.

Part 3 - The course provides a survey of the theory and application of time series methods in econometrics. The main objective of this course is to develop the skills needed to do empirical research in fields operating with time series data sets. The topics covered are: Hilbert spaces, projections, Wold theorems, ARMA models, Z-transform, convolution theorem, W-K prediction, Spectral analysis; Structural VAR Models; State Space Representations; Models with time-varying coefficients and stochastic volatility; Nonlinear filtering (particle filters); Unit Roots, Spurious Regressions and Cointegration; Predictability.

Teaching: 22 hours of lectures in the MT. 22 hours of lectures in the LT.

Formative coursework: Weekly classwork and problem sets.

Indicative reading:

- Cameron and Trivedi: Microeconometrics. Methods and Applications.
- Campbell, Lo and MacKinlay: The Econometrics of Financial Markets
- Geweke: Contemporary Bayesian Econometrics and Statistics
- Gouriéroux and Jasiak: Financial Econometrics: Problems, Models and Methods.

- Greene: Econometric Analysis.
- Johannes and Polson: Computational Methods for Bayesian Inference.
- Hamilton: Time-Series Analysis.
- Hayashi: Econometrics
- Roberts and Whited: "Endogeneity in Empirical Corporate Finance," Handbook of the Economics of Finance, vol. 2.
- Sargent, T., (1987), Macroeconomic Theory, chapters IX-XI.
- Wooldridge: Econometric Analysis of Cross-Section and Panel Data.

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

FM482

Research paper in Finance

This information is for the 2020/21 session.

Teacher responsible: PhD Programme Director

Availability: This course is compulsory on the MRes/PhD in Finance. This course is not available as an outside option.

Course content: Students produce a research paper, between 6,000 and 8,000 words, related to the student's designated major field, to be submitted at the end of August.

Teaching: There are no direct teaching hours.

Formative coursework: Feedback on progress will be provided by the student's PhD Supervisor.

Assessment: Research paper (100%).

The research paper will be 6-8,000 words in length.

FM4T1 Half Unit Not available in 2020/21

Forecasting Financial Time Series - Dissertation

This information is for the 2020/21 session.

Teacher responsible: Dr Christian Julliard

Availability: This course is available on the MSc in Economics, MSc in Economics (2 Year Programme), MSc in Finance and Economics and MSc in Finance and Economics (Work Placement Pathway). This course is not available as an outside option.

Course content: See entry for FM404

Teaching: See entry for FM404

Assessment: Dissertation (90%, 6000 words) in the ST. Coursework (10%).

6,000 word dissertation on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in LT by the course teacher who will act as the student's supervisor. Submission deadline is towards the end of Summer Term.

FM4T2 Half Unit

Applied Corporate Finance - Dissertation

This information is for the 2020/21 session.

Teacher responsible: Dr Ashwini Agrawal

Availability: This course is available on the MSc in Economics, MSc in Economics (2 Year Programme), MSc in Finance and Economics and MSc in Finance and Economics (Work Placement Pathway). This course is not available as an outside option.

Course content: See entry for FM421

Teaching: See entry for FM421

Assessment: Dissertation (90%, 6000 words) in the ST. Coursework (10%) in the LT.

6,000 word dissertation (90%) on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in LT by the course

teacher who will act as the student's supervisor. Submission deadline is towards the end of Summer Term.

FM4T4 Half Unit

Corporate Investment and Financial Policy - Dissertation

This information is for the 2020/21 session.

Teacher responsible: Prof Daniel Ferreira

Availability: This course is available on the MSc in Finance (full-time) and MSc in Finance (full-time) (Work Placement Pathway). This course is not available as an outside option.

Course content: See entry for FM414.

Teaching: See entry for FM414.

Assessment: Continuous assessment (100%) in the LT.

Assessment will include a 6,000 word dissertation on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in LT by the course teacher who will act as the student's supervisor. Submission deadline will be in Summer Term.

FM4T5 Half Unit

Portfolio Management - Dissertation

This information is for the 2020/21 session.

Teacher responsible: Dr Walker Ray

Availability: This course is available on the MSc in Economics, MSc in Economics (2 Year Programme), MSc in Finance and Economics and MSc in Finance and Economics (Work Placement Pathway). This course is not available as an outside option.

Course content: See entry for FM445

Teaching: See entry for FM445

Assessment: Dissertation (80%, 6000 words) in the ST.

Coursework (20%) in the LT.

6,000 word dissertation (80%) on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in LT by the course teacher who will act as the student's supervisor. Submission deadline is towards the end of Summer Term.

FM4T6 Half Unit

Topics in Portfolio Management - Dissertation

This information is for the 2020/21 session.

Teacher responsible: Dr Michela Verardo

Availability: This course is available on the MSc in Finance (full-time), MSc in Finance (full-time) (Work Placement Pathway), MSc in Finance and Economics and MSc in Finance and Economics (Work Placement Pathway). This course is not available as an outside option.

Course content: See entry for FM406

Teaching: See entry for FM406

Assessment: Continuous assessment (100%) in the LT.

Assessment will include a 6,000 word dissertation on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in LT by the course teacher who will act as the student's supervisor. Submission deadline will be in Summer Term.

FM4T7 Half Unit Not available in 2020/21 Global Financial Systems - Dissertation

This information is for the 2020/21 session.

Teacher responsible: Dr Jon Danielsson

Availability: This course is not available as an outside option.

Course content: See entry for FM447

Teaching: See entry for FM447

Assessment: Dissertation (100%, 6000 words) in the ST.

6,000 word dissertation on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in LT by the course teacher who will act as the student's supervisor. Submission deadline is towards the end of Summer Term.

FM4T8 Half Unit Financial Engineering - Dissertation

This information is for the 2020/21 session.

Teacher responsible: Dr Jean-Pierre Zigrand

Availability: This course is available on the MSc in Finance (full-time), MSc in Finance (full-time) (Work Placement Pathway), MSc in Finance (part-time), MSc in Finance and Economics and MSc in Finance and Economics (Work Placement Pathway). This course is not available as an outside option.

Course content: See entry for FM408

Teaching: See entry for FM408

Assessment: Continuous assessment (100%) in the LT.

Assessment will include a 6,000 word dissertation on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in LT by the course teacher who will act as the student's supervisor. Submission deadline will be in Summer Term.

FM4T9 Half Unit Not available in 2020/21 International Finance - Dissertation

This information is for the 2020/21 session.

Teacher responsible: Dr Elisabetta Bertero

Availability: This course is available on the MSc in Finance (full-time), MSc in Finance (full-time) (Work Placement Pathway), MSc in Finance (part-time), MSc in Finance and Economics and MSc in Finance and Economics (Work Placement Pathway). This course is not available as an outside option.

Course content: See entry for FM472

Teaching: 30 hours of seminars in the LT.

See entry for FM472

Assessment: Dissertation (70%, 6000 words) and coursework (30%) in the ST.

6,000 word dissertation on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in LT by the course teacher who will act as the student's supervisor. Submission deadline is towards the end of Summer Term.

FM4U1 Half Unit Fixed Income Markets - Dissertation

This information is for the 2020/21 session.

Teacher responsible: Dr Walker Ray

Availability: This course is available on the MSc in Economics and MSc in Economics (2 Year Programme). This course is not available as an outside option.

Course content: See entry for FM413

Teaching: See entry for FM413

Assessment: Dissertation (100%, 6000 words) in the ST.

6,000 word dissertation on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in LT by the course teacher who will act as the student's supervisor. Submission deadline is towards the end of Summer Term.

FM4U2 Half Unit Quantitative Methods for Finance and Risk Analysis (Dissertation)

This information is for the 2020/21 session.

Teacher responsible: See FM442 Course Guide

Availability: This course is available on the MSc in Finance and Economics and MSc in Finance and Economics (Work Placement Pathway). This course is not available as an outside option.

Course content: See entry for FM442

Teaching: See entry for FM442

Assessment: Dissertation (80%, 6000 words) in the ST.

Coursework (20%) in the MT.

6,000 word dissertation (80%) on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in LT by the course teacher who will act as the student's supervisor. Submission deadline is towards the end of Summer Term.

FM4U4 Half Unit Quantitative Security Analysis - Dissertation

This information is for the 2020/21 session.

Teacher responsible: Dr Jean-Pierre Zigrand

Availability: This course is available on the MSc in Finance (full-time), MSc in Finance (full-time) (Work Placement Pathway), MSc in Finance (part-time), MSc in Finance and Economics and MSc in Finance and Economics (Work Placement Pathway). This course is not available as an outside option.

Course content: See entry for FM412

Teaching: See entry for FM412

Assessment: Continuous assessment (100%) in the LT.

Assessment will include a 6,000 word dissertation on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in LT by the course teacher who will act as the student's supervisor. Submission deadline will be in Summer Term.

FM4U5 Half Unit Fixed Income Securities and Credit Markets - Dissertation

This information is for the 2020/21 session.

Teacher responsible: Dr Peter Kondor

Availability: This course is available on the MSc in Finance (full-time), MSc in Finance (full-time) (Work Placement Pathway), MSc in Finance and Economics and MSc in Finance and Economics (Work Placement Pathway). This course is not available as an outside option.

Course content: See entry for FM405

Teaching: See entry for FM405

Assessment: Continuous assessment (100%) in the LT.

Assessment will include a 6,000 word dissertation on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in LT by the course teacher who will act as the student's supervisor.

Submission deadline will be in Summer Term.

FM4U7 Half Unit

Mergers, Buyouts and Corporate Restructurings - Dissertation

This information is for the 2020/21 session.

Teacher responsible: Dr Vicente Cuñat

Availability: This course is available on the MSc in Finance (full-time) and MSc in Finance (full-time) (Work Placement Pathway). This course is not available as an outside option.

Course content: See entry for FM407

Teaching: See entry for FM407

Assessment: Continuous assessment (100%) in the LT.

Assessment will include a 6,000 word dissertation on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in LT by the course teacher who will act as the student's supervisor. Submission deadline will be in Summer Term.

FM4U9 Half Unit Not available in 2020/21

Risk Management in Financial Markets - Dissertation

This information is for the 2020/21 session.

Teacher responsible: Dr Christian Julliard

Availability: This course is available on the MSc in Finance (full-time), MSc in Finance (full-time) (Work Placement Pathway), MSc in Finance and Economics and MSc in Finance and Economics (Work Placement Pathway). This course is not available as an outside option.

Course content: See entry for FM409

Teaching: See entry for FM409

Assessment: Dissertation (90%, 6000 words) and coursework (5%) in the ST.

Presentation (5%).

6,000 word dissertation in lieu of examination (90%) on a topic to be agreed with the course teacher, and coursework (10%). The dissertation option is to be chosen in only one half unit module, with its outline approved in LT by the course teacher who will act as the student's supervisor. Submission deadline will be towards the end of Summer Term.

GI402 Half Unit

Gender, Knowledge and Research Practice

This information is for the 2020/21 session.

Teacher responsible: Dr Marsha Henry

Availability: This course is compulsory on the MPhil/PhD in Gender, MSc in Gender and MSc in Gender (Research). This course is available on the MSc in Culture and Society, MSc in Gender (Sexuality), MSc in Gender, Development and Globalisation, MSc in Gender, Media and Culture, MSc in Gender, Peace and Security, MSc in Gender, Policy and Inequalities and MSc in Social Research Methods. This course is available as an outside option to students on other programmes where regulations permit. Please note the course is limited to 30 students.

Course content: This course introduces students to the central issues at stake in designing and carrying out gender research at graduate and postgraduate level and beyond. The course maps the history of debates about gender and feminist research, and asks what difference it makes to take gender as the subject or object of research. Of particular concern are the ethical and political issues

arising from doing gender research with respect to representing others and seeking to influence and engage with broader social contexts among other topics. The course is interdisciplinary, introducing students to a range of perspectives on knowledge production and research practice. It engages with epistemologies and methodologies that are centered in decolonial, black feminist, queer, trans, anti-abelist, and other intersectional approaches. Offering critiques of existing knowledge practices, it highlights the specific challenges to 'mainstream knowledge' that come from intersectional gendered and feminist perspectives. It explores how knowledge is produced and offers critical assessments of the dominant debates in gendered research practice, asking how we ensure that we conduct research ethically. Finally, the course focuses on the methodological challenges arising within interdisciplinary research.

Teaching: This course runs in Michaelmas term. It contains both asynchronous and interactive teaching and learning elements. Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Proposal Essay (1500 words) in the MT.

Indicative reading:

- Patricia Hill Collins (2000) *Black Feminist Thought: Knowledge, Consciousness and the Politics of Empowerment*. New York: Routledge.
- Sara Ahmed (2016) *Living a feminist life*. Duke University Press.
- Uma Narayan and Sandra Harding, eds (2000) *Decentering the Center: Philosophy for a Multicultural, Postcolonial and Feminist World*. 160Bloomington: Indiana University Press.

Assessment: Project (100%, 3000 words) in the LT.

The project includes one part research proposal and one part reflective essay.

GI403 Half Unit

Gender and Media Representation

This information is for the 2020/21 session.

Teacher responsible: Dr Leticia Ines Alexandre Sabsay PAN 11.01D

Availability: This course is compulsory on the MSc in Gender, Media and Culture. This course is available on the CEMS Exchange, MBA Exchange, MPhil/PhD in Gender, MSc in Culture and Society, MSc in Gender, MSc in Gender (Research), MSc in Gender (Sexuality), MSc in Gender, Policy and Inequalities and MSc in Organisational and Social Psychology. This course is available as an outside option to students on other programmes where regulations permit.

Course content: This course aims to enable students: to think critically about representations of gender in a range of different media; to apply a range of theoretical and methodological approaches to the study of the media; to examine changing representations of gender in the context of wider social changes and to explore questions concerning the interpretation and use of different media formats and content. The course focuses on examples largely drawn from Anglo-American media and usually includes topics such as news media and gender; gendered approaches to contemporary cinema; online environments and gender, and critically explores terms such as 'postfeminism' in relation to media content. The course also considers themes such as the nature of contemporary celebrity and questions of media representations of gender in relation to dimensions such as sexuality, class, race, age and (dis)ability. Students will be expected to maintain familiarity with contemporary UK media, although there is opportunity to research and write on other national contexts.

Teaching: The course runs across the MT. It contains both asynchronous and interactive teaching and learning elements.

Formative coursework: A short essay to be submitted during MT.

Indicative reading:

- Carter C and Steiner L (eds) (2004) *Critical Readings: Media and*

Gender

- Dyer, R. (2002) *The Matter of Images: Essays on Representation*.
- Gill, R. (2007) *Gender and the Media*
- Hall, S. (1997) *Representation: Cultural Representations and Signifying Practices*.
- Tasker, Y. and Negra, D. (eds) (2007) *Interrogating Postfeminism: Gender and the Politics of Popular Culture* (Console-ing Passions).
- van Zoonen, L. (1994) *Feminist Media Studies*.
- Waters, M. (ed) (2011) *Women on Screen*.

Assessment: Essay (100%, 3000 words) in the LT.

GI407

Globalisation, Gender and Development

This information is for the 2020/21 session.

Teacher responsible: Dr Nazanin Shahrokni

Availability: This course is compulsory on the MSc in Gender, Development and Globalisation. This course is available on the Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MPhil/PhD in Gender, MSc in Development Management, MSc in Development Studies, MSc in Gender, MSc in Gender (Research), MSc in Gender (Sexuality), MSc in Gender, Policy and Inequalities, MSc in Human Rights and MSc in Human Rights and Politics. This course is available as an outside option to students on other programmes where regulations permit.

This course cannot be taken alongside GI409 Gender, Globalisation and Development: An Introduction, or GI420 Globalisation, Gender and Development: Theorising Policy and Practice.

Course content: This course will provide students with a thorough knowledge of two key interconnected and intersecting literatures: gender and development and gender and globalisation. We begin by defining and theorising gender, development and globalisation and their operation in material spaces, policy and practice. The first part of the course considers contemporary theories of globalisation and development and the differences that a gender perspective makes. A particular focus is on how globalisation is associated with widening social, spatial and gender inequalities. Specific reference is made to household inequalities, state policies, global care chain and migrant labourers, the emergence of the "global city," and "natural" disasters and pandemics, and their implications for social and gender inequalities. The final session brings the issues raised in the first part of the course to a conclusion by addressing some alternative visions of social change in the context of a globalised world.

The second half of the course is concerned with theorising policies and practice in the field of gender and international development. The course outlines key contributions to the analysis of power within public policy making processes and examines feminist visions of social change which draw on ideas about capabilities, empowerment, citizenship and gender justice to engage with these policy processes. This is explored in greater detail through case studies of feminist struggles over recognition, redistribution and representation as they play out in relation to particular policy issues, namely violence against women, microfinance, social protection, gender quotas and collective action.

Teaching: This course runs across both MT and LT. It contains both asynchronous and interactive teaching and learning elements. There will be a reading week in both terms in week 6 in line with departmental policy.

Formative coursework: Essay (1500 words) in the MT.

Indicative reading:

- Agarwal, B. (2016) *Gender Challenges* (Vol 1, 2 and 3). India: Oxford University Press.
- Benería, L., Berik, G. and Floro, M. (2015) *Gender, Development and Globalization: Economics as if All people Mattered*, London: Routledge. (2nd Edition).
- Chant, S. (ed.) (2010) *International Handbook of Gender and*

Poverty: Concepts, Research, Policy, Cheltenham: Edward Elgar.

- Cook, S. and Kabeer, N. (2010) *Social Protection as Development Strategy*, London: Routledge.
 - Cornwall, A., Harrison, E. & Whitehead, A. (eds) (2007) *Feminisms in Development: contradictions, contestations, and challenges*, London: Zed Books.
 - Cornwall, A., Edstrom, J. and Greig, A. eds. (2011) *Men and Development: Politicising Masculinities*, London: Zed Books.
 - Devaki, J. and Elson, D. (2011) *Harvesting Feminist Knowledge for Public Policy*, IDRC, London: Sage
 - Escobar, A. (2011) *Encountering Development: The Making and Unmaking of the Third World*, Princeton University Press
 - Jagger, A. (2014) *Gender and Global Justice*, Bristol: Polity
 - Kabeer, N. (2001) *The Power to Chose. Bangladeshi women and labour market decisions in London and Dhaka*, London: Verso.
 - Kabeer, N. (2003) *Gender Mainstreaming in Poverty Eradication and the Millennium Development Goals: a handbook for policy-makers and other stakeholders*, London: Commonwealth Secretariat.
 - Marchand, M. and Runyan, A. (2011) *Gender and Global Restructuring*, second edition London: Routledge.
 - Milanovic, B. (2016) *Global Inequality: A New Approach for the Age of Globalization*, Harvard: Harvard University Press
 - Mirchandani, K. (2012) *Phone Clones. Authenticity Work in the Transnational Service Economy*, Ithaca: ILR Press.
 - Ong, A. (2010) *Spirits of Resistance and capitalist Discipline*, 2nd Edition New York: Suny Press.
 - Patel, R. (2010) *Working the Night Shift. Women in India's Call Centres*, Stanford: University Press.
 - Perrons, D. (2004) *Globalization and Social Change*, London: Routledge.
 - Spierings, N. (2015) *Women's employment in Muslim countries: patterns of diversity*. Basingstoke, Hampshire: Palgrave Macmillan.
 - Selwyn, B. (2014) *The Global Development Crisis*, Cambridge: Polity Press.
 - Stiglitz, J. (2015) *The Great Divide. Unequal Societies and What We Can Do About Them*, London: Penguin.
 - Visvanathan, N. et.al. (2012) *The Women, Gender and Development Reader*, London: Zed Books.
 - Walby, S. (2009) *Globalisation and inequalities: Complexity and contested modernities*. London: Sage Publications Ltd.
 - Walby, S. (2011) *The future of feminism*. Cambridge: Polity Press.
- In addition a range of institutional reports will be referred to including for example
- IFPRI (2012) *Women's Empowerment in Agriculture Index*, Washington: International Food Policy Research Institute. Available at: <http://ebrary.ifpri.org/utils/getfile/collection/p15738coll2/id/126937/filename/127148.pdf>.
 - ILO (2015) *World Employment and Social Outlook: The Changing Nature of Jobs*, Available at: http://www.ilo.org/global/research/global-reports/weso/2015-changing-nature-of-jobs/WCMS_368626/lang-en/index.htm
 - UNDP (2014) *Gender Equality Strategy 2014-2017*. Available at: <http://www.undp.org/content/undp/en/home/librarypage/womens-empowerment/gender-equality-strategy-2014-2017/>
 - UNDP (2012) *Powerful Synergies: Gender Equality, Economic Development and Environmental Sustainability*. Available at: <http://www.undp.org/content/undp/en/home/librarypage/womens-empowerment/powerful-synergies/>
 - UN Women (2015) *Progress of the World's Women. Transforming Economies, Realizing Rights*. Available at: <http://progress.unwomen.org/en/2015/>
 - UNRISD (2015) *UNRISD Classics, Volume II: Gendered Dimensions of Development*. Available at: [http://www.unrisd.org/80256B3C005BCCF9/\(httpPublications\)/1585F4AEF409C253C1257E2700652AA8?OpenDocument](http://www.unrisd.org/80256B3C005BCCF9/(httpPublications)/1585F4AEF409C253C1257E2700652AA8?OpenDocument)
 - UNDP (2015) *United Nations Sustainable Development Goals*, Geneva: The United Nations. Available at: http://www.undp.org/content/dam/undp/library/corporate/brochure/SDGs_Booklet_Web_En.pdf (Accessed: 4 May 2018).

• World Bank (2012) World Development Report 2012: Gender Equality and Development. Available at: <http://econ.worldbank.org/WBSITE/EXTERNAL/EXTDEC/EXTRESEARCH/EXTWDRS/EXTWDR2012/0,,contentMDK:22999750~menuPK:8154981~pagePK:64167689~piPK:64167673~theSitePK:7778063,00.html>

[Note this is an edited collection of classic articles – take a look at these – you may find some on the reading list – but also see the recently written introduction by Silke Staab and Shahra Razavi]

Assessment: Essay (50%, 3000 words) in the LT.

Essay (50%, 3000 words) in the ST.

GI409 Half Unit

Gender, Globalisation and Development: An Introduction

This information is for the 2020/21 session.

Teacher responsible: Dr Anouk Patel-Campillo

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MBA Exchange, MPhil/PhD in Gender, MSc in Development Management, MSc in Development Studies, MSc in Empires, Colonialism and Globalisation, MSc in Environment and Development, MSc in Gender, MSc in Gender (Research), MSc in Gender (Sexuality), MSc in Gender, Peace and Security, MSc in Gender, Policy and Inequalities, MSc in Global Politics, MSc in Human Geography and Urban Studies (Research), MSc in Human Resources and Organisations (International Employment Relations and Human Resource Management), MSc in Human Rights, MSc in Human Rights and Politics, MSc in Inequalities and Social Science, MSc in Regional And Urban Planning Studies and MSc in Urban Policy (LSE and Sciences Po). This course is available as an outside option to students on other programmes where regulations permit. This course cannot be taken alongside GI407 Globalisation, Gender and Development.

This course will have limited numbers, but seminar allocation will be available across GI409 and GI407 where possible.

Course content: This course will provide students with a knowledge of two key interconnected and intersecting literatures: gender and development and gender and globalisation. We begin by defining and theorising gender, development and globalisation and their operation in material spaces, policy and practice. The course considers contemporary theories of globalisation and development and the differences that a gender perspective makes. A particular focus is on how globalisation is associated with widening social, spatial and gender inequalities, illustrated by case studies of global integration and uneven development. Specific reference is made to household inequalities, state policies, global care chain and migrant labourers, the emergence of the "global city," and "natural" disasters and pandemics, and their implications for social and gender inequalities. The final session brings the issues raised in the first part of the course to a conclusion by addressing some alternative visions of social change in the context of a globalised world.

Teaching: This course runs in the Michaelmas Term. It contains both asynchronous and interactive teaching and learning elements. There will be a reading week in week 6, in line with departmental policy.

Formative coursework: Essay (1500 words)

Indicative reading: Agarwal, B. (2016) Gender Challenges (Vol 1, 2 and 3). India: Oxford University Press.

Benería, L. Berik, G and Floro, M. (2015) Gender, Development and Globalization: Economics as if All people Mattered, London: Routledge. (2nd Edition). Devaki, J and Elson, D (2011) Harvesting Feminist Knowledge for Public Policy, IDRC, London: Sage. Escobar, A. (2011) Encountering Development: The Making and Unmaking of the Third World, Princeton University Press. Marchand, M. and Runyan, A. (2011) Gender and Global

Restructuring, second edition London: Routledge. Milanovic, B. (2016) Global Inequality: A New Approach for the Age of Globalization, Harvard: Harvard University Press. Mirchandani, K. (2012) Phone Clones. Authenticity Work in the Transnational Service Economy, Ithaca: ILR Press. Perrons, D. (2004) Globalization and Social Change, London: Routledge. Spierings, N. (2015) Women's employment in Muslim countries : patterns of diversity. Basingstoke, Hampshire : Palgrave Macmillan. Selwyn, B. (2014) The Global Development Crisis, Cambridge: Polity Press. Stiglitz, J. (2015) The Great Divide. Unequal Societies and What We Can Do About Them, London: Penguin. Stiglitz, J. (2015) The Great Divide. Unequal Societies and What We Can Do About Them, London: Penguin. Visvanathan, N. et.al. (2012) The Women, Gender and Development Reader, London: Zed Books. Walby, S. (2009) Globalisation and inequalities: Complexity and contested modernities. London: Sage Publications Ltd. Walby, S. (2011) The future of feminism. Cambridge: Polity Press.

In addition a range of institutional reports will be referred to including for example: IFPRI (2012) Women's Empowerment in Agriculture Index, Washington: International Food Policy Research Institute. Available at: <http://ebrary.ifpri.org/utils/getfile/collection/p15738coll2/id/126937/filename/127148.pdf>. ILO (2015) World Employment and Social Outlook: The Changing Nature of Jobs, Available at: http://www.ilo.org/global/research/global-reports/weso/2015-changing-nature-of-jobs/WCMS_368626/lang-en/index.htm. UNDP (2014) Gender Equality Strategy 2014-2017. Available at: <http://www.undp.org/content/undp/en/home/librarypage/womens-empowerment/gender-equality-strategy-2014-2017/>. UNDP (2012) Powerful Synergies: Gender Equality, Economic Development and Environmental Sustainability. Available at: <http://www.undp.org/content/undp/en/home/librarypage/womens-empowerment/powerful-synergies/>. UN Women (2015) Progress of the World's Women. Transforming Economies, Realizing Rights. Available at: <http://progress.unwomen.org/en/2015/>. UNDP (2015) United Nations Sustainable Development Goals, Geneva: The United Nations. Available at: http://www.undp.org/content/dam/undp/library/corporate/brochure/SDGs_Booklet_Web_En.pdf. World Bank (2012) World Development Report 2012: Gender Equality and Development. Available at: <http://econ.worldbank.org/WBSITE/EXTERNAL/EXTDEC/EXTRESEARCH/EXTWDRS/EXTWDR2012/0,,contentMDK:22999750~menuPK:8154981~pagePK:64167689~piPK:64167673~theSitePK:7778063,00.html>

Assessment: Essay (100%, 3000 words) in the LT.

GI410 Half Unit Not available in 2020/21

Screening the Present: contemporary cinema and cultural critique

This information is for the 2020/21 session.

Teacher responsible: Dr Sadie Wearing, Pankhurst House.11.01C

Availability: This course is available on the MPhil/PhD in Gender, MSc in Culture and Society, MSc in Gender, MSc in Gender (Research), MSc in Gender (Sexuality) and MSc in Gender, Development and Globalisation. This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students need to have an awareness of and interest in contemporary cultural theory.

Course content: The aims of the course are to offer students the opportunity to critically explore contemporary international cinema as a site for the interrogation of contested contemporary social and political processes such as migration, globalisation and conflict. The course links cinematic representations to the preoccupations of contemporary cultural theory in relation to themes such as, colonial/postcolonial memory, neo liberalism and cultural dislocations, ethics and subjectivity, gendered migration and gendered violence. The course introduces students to a range of international film and will develop the critical tools for

the analysis of both mainstream and marginal (or marginalised) cultural productions. It explores a range of critical and theoretical writing on film considering questions such as cinema as oppositional practice, the emergence of transnational cinema, questions of representation, global spectatorship and 'witnessing' and the affective dimensions of cinema. Indicative films are: *Unknown Pleasures* (dir. Jia Zhang-Ke), *Persepolis* (dir. Marjane Satrapi), *Black Skin White Mask* (dir. Isaac Julien), *Waltz with Bashir* (dir. Ari Folman), *Cache* (dir. Michael Haneke), *The Road to Guantanamo* (dir. Michael Winterbottom).

Teaching: 10 hours of lectures, 10 hours of seminars and 20 hours of classes in the LT.

Class is a compulsory film screening.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Essay (1500 words) including an element of film analysis in the LT.

Group Presentation as part of Class Conference held at the end of course LT. This session will take place in week 11 and will last the whole morning.

Indicative reading:

- Downing, L. and Saxton, L. (2010) *Film and Ethics: foreclosed encounters*.
- Marks, L. (2000), *The Skin of the Film: intercultural cinema, embodiment and the senses*.
- Wilson, R. and Dissanayake, W. (eds) (1996) *Global/Local: cultural production and the transnational imaginary*.
- Appadurai, A. (1986) *Modernity at Large: cultural dimensions of globalization*.
- Pines, J. and Wilemen, P. (eds) (1989) *Questions of Third Cinema*.
- Hamid, Naficy (ed) (1999) *Home Exile Homeland: film, media and the politics of place*.
- Sobchak, V. (1996) *The Persistence of History: cinema, television and the modern event*.
- Shohat, E. and Stam, R. (2003) *Multiculturalism, Postcoloniality and Transnational Media*.
- Gayatri, G. (2005) *Impossible Desires: queer diasporas and South Asian public cultures*.
- Ezra, E. and Rowden, T. (eds) (2005) *Transnational Cinema: the film reader*.
- Kaplan, A. (2005) *Trauma Culture: the politics of terror and loss in media and literature*.
- Martin, M. (1995) *Cinemas of the Black Diaspora: diversity, dependence and oppositionality*.
- Butler, J. (2009) *Frames of War*.
- Imre, A., Marciniak, K. and O'Healy, A. (eds.) (2007) *Transnational Feminist Encounters in Film and Media*.

Assessment: Essay (100%, 4000 words) in the ST.

GI411 Half Unit

Gender, Post/coloniality and Development: Critical Perspectives and New Directions

This information is for the 2020/21 session.

Teacher responsible: Dr Sumi Madhok Pankurst House, 11.01G

Availability: This course is available on the MPhil/PhD in Gender, MSc in Development Management, MSc in Empires, Colonialism and Globalisation, MSc in Gender, MSc in Gender (Research), MSc in Gender (Sexuality), MSc in Gender, Development and Globalisation, MSc in Gender, Peace and Security and MSc in Gender, Policy and Inequalities. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: While there are no specific requirements, it is preferred that students have a background in social science or the humanities.

Course content: The aim of this course is to introduce students to the growing body of scholarship that critically interrogates coloniality, gender and developmentalism at various postcolonial

sites. It provides an opportunity for students to encounter and critically engage with canonical works within postcolonial and decolonial theories alongside those of gender and feminist theory in order to examine the historical and contemporary policy and practices in relation to gender and development. As such, the course combines a study of the historical/textual/cultural/political and philosophical in relation to and alongside the political-economic in order to explore questions of developmentalism, critical race theories, coloniality, decoloniality, subalternity, orientalism, representation, agency, neoliberalism, globalisation, human rights and humanitarianism. Finally, the course also introduces students to new directions in contemporary theoretical thinking that are either explicit critiques of postcolonial scholarship, i.e. texts such as 'Empire' and 'Ethics' or are critical engagements and even critical extensions of postcolonial thinking into new directions e.g. Transnationalism.

Teaching: This course runs in Michaelmas Term. It contains both asynchronous and interactive teaching and learning elements.

In line with departmental policy, there is a reading week in week 6.

Formative coursework: A formative essay (1500 words) that will be workshopped in online peer group work.

Indicative reading:

- Fanon, Frantz. (1963) *The Wretched of the Earth*. New York: Grove Inc..
- Rodney, Walter (1972) 'How Europe Underdeveloped Africa', Verso.
- Mohanty, Chandra Talpade. (2003) *Feminism Without Borders: Decolonizing Theory, Practising Solidarity*, Duke University Press, Durham
- Escobar, Arturo, (1995) *Encountering Development: The Making and Unmaking of the Third World*, Princeton, N.J, Princeton University Press
- Kapoor, Ilan, (2008) *The Postcolonial Politics of Development*, Routledge, London: New York; Mignolo, Walter, (2000), *Local Histories/Global Designs: Coloniality, Subaltern Knowledges and Border Thinking*, Princeton University Press, Princeton, N.J;
- Said, Edward. (1985, 1995) 'Orientalism', Penguin, Harmondsworth;;
- Spivak, Gayatri. Chakravorty (1999) *A Critique of Postcolonial Reason*, Harvard University Press.
- Grewal, Inderpal and Caren Kaplan (1994) *Scattered Hegemonies*
- Mbembe, Achille 'Postcolony', University of California Press, Berkeley.
- Mignolo, W.D. and Walsh, C.E., (2018) *160° On Decoloniality: Concepts, analytics, praxis* 160° Duke University Press.
- Morafía, M., Dussel, E.D. and Jáuregui, C.A. eds. (2008) *160° Coloniality at large: Latin America and the postcolonial debate*. Duke University Press.
- Mahmood, S. (2005) *The Politics of Piety*, Princeton University Press.

Assessment: Essay (100%, 3000 words) in the LT.

GI413 Half Unit

Gender, 'Race' and Militarisation

This information is for the 2020/21 session.

Teacher responsible: Dr Marsha Henry

Availability: This course is available on the MPhil/PhD in Gender, MSc in Comparative Politics, MSc in Conflict Studies, MSc in Gender, MSc in Gender (Research), MSc in Gender (Sexuality), MSc in Gender, Development and Globalisation, MSc in Gender, Peace and Security, MSc in Gender, Policy and Inequalities, MSc in Human Rights, MSc in Human Rights and Politics, MSc in International Development and Humanitarian Emergencies, MSc in International Relations (Research) and MSc in International Relations Theory. This course is available with permission as an outside option to students on other programmes where regulations permit. This course will only have 30 places available.

Course content: This course will provide students with a critical introduction to militarisation and its gendered and racialised

basis and effects. Students will be introduced to theories of militarisation and martial politics; militarised masculinities and femininities; different geopolitical experiences of violence and war; 'diversity' issues within a variety of national militaries; racialised representations of gender and terror; the global colour-line and gendered division of labour in peacekeeping; and the global politics of peace and anti-militarism activities.

Teaching: This course runs in the Lent term. It contains both asynchronous and interactive teaching and learning elements. There will be a reading week in week 6 in line with departmental policy.

Formative coursework: Blog post (800 words) in the LT

Indicative reading: Cockburn, C. (2012) *Anti-militarism: political and gender dynamics of peace movements*, Palgrave. Sjöberg, L., and S. Via, eds. (2010) *Gender, war, and militarism: Feminist perspectives*. New York: Praeger Security International. Lorentzen, L.A. and Turpin, J. (eds.) (1998) *The Women and War Reader*, New York University Press. Zillah Eisenstein. (2007). *Sexual Decoys: Gender, Race, and War in Imperial Democracy*. London, UK: Zed Books. Cynthia Enloe. (2000). *Maneuvers: The International Politics of Militarizing Women's Lives*. Berkeley, CA: University of California Press. Robin Riley and Naeem Inayatullah. (2006). *Interrogating Imperialism: Conversations on Gender, Race, and War*. New York, NY: Palgrave Macmillan.

Assessment: Project (100%, 3000 words) in the ST. This will be an essay-diary.

GI414 Half Unit

Theorising Gender and Social Policy

This information is for the 2020/21 session.

Teacher responsible: Prof Wendy Sigle PAN 11.01J

Availability: This course is compulsory on the MSc in Gender, Policy and Inequalities. This course is available on the MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Gender (Sexuality) and MSc in Inequalities and Social Science. This course is available as an outside option to students on other programmes where regulations permit.

Course content: This course aims to equip students with an understanding of how feminist scholars use theoretical and analytic concepts to engage with social policy issues and debates. The course provides an overview of mainstream theoretical explanations for the structure and evolution of welfare states, and feminist critiques and modifications of that literature. Students will develop an understanding of how key concepts like citizenship, work, and well-being have been conceptualized and applied in the academic literature to document and explain gendered inequalities. The use of gender as a category of analysis is examined and attention is paid to the potentially modifying effects of other social hierarchies such as race and class.

Teaching: This course runs in MT. It will be delivered using both asynchronous and interactive teaching and learning elements. There will be a reading week in week 6, in line with departmental policy.

Formative coursework: Group work: Students will be asked to work as part of a group to discuss papers and to complete assignments (presentations, assessments of papers, answers to questions) in preparation for seminars. Students are asked to submit a 1,500 formative exercise which should include a self-assessment form attached as a coversheet during MT.

Indicative reading: C L Bacchi, *Analysing Policy: the Problem Represented to Be?*, 2009; Ferree, M. M., Khan, S. & and Morimoto, S.A., (2007). *Assessing the Feminist Revolution: The Presence and Absence of Gender in Theory and Practice*. Pp. 354–84 in *Sociology in America: The American Sociological Association Centennial History*, edited by Craig Calhoun. Chicago: University of Chicago Press. O'Connor, J. S. (2013). *Gender, citizenship and*

welfare state regimes in the early twenty-first century: 'incomplete revolution' and/or gender equality 'lost in translation'. *A Handbook of Comparative Social Policy*. Risman, B. J., & Davis, G. (2013). From sex roles to gender structure. *Current Sociology*, 61(5–6), 733–755. Chappell, L. and Waylen, G. (2013) *Gender and the hidden life of institutions*. *Public Administration* 91: 599–615. D Beland and R

Assessment: Project (100%, 3000 words) in the ST.

The production of a final 3000 word report (due in ST: 90% of the final mark) with milestones including a progress report (due the last week of MT), a first draft (due in LT), and 500-1000 word peer review report (due in LT). The content of the peer review is assessed and contributes 10% of the final mark.

GI415 Half Unit

Gender and European Welfare States

This information is for the 2020/21 session.

Teacher responsible: Prof Wendy Sigle

Availability: This course is available on the MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Gender (Sexuality), MSc in Gender, Peace and Security, MSc in Gender, Policy and Inequalities, MSc in Inequalities and Social Science and MSc in Social Research Methods. This course is available as an outside option to students on other programmes where regulations permit.

This course may be of particular interest to masters students in the European Institute.

Course content: The course investigates the ways in which gender is incorporated into national welfare states and the impact of national structures on the patterns and prevalence of gender inequalities. The course covers the theory and methodology of comparative studies and considers their applicability to the analysis of gender. It also considers feminist critiques of mainstream methodological approaches to the comparative study of social policies. The role of the European Union in the development of gendered policies and outcomes in EU countries provides the point of focus and interrogation. A number of key patterns of inequality and policy areas are studied, including: the organisation of caring services; migration; family policy; provisions for lone parents; the labour market and labour market policies; the practices and roles of men, especially regarding fatherhood; and fertility and aging. In looking at these areas students will be encouraged to compare and contrast different welfare systems and consider the particularism of national approaches.

Teaching: This course runs in LT. It will be delivered using both asynchronous and interactive teaching and learning elements. There will be a reading week in week 6 in line with departmental policy.

Formative coursework: Students will be asked to prepare seminar facilitation activities in group work and submit a formative piece of work (1500 words) during the LT.

Indicative reading: G. Abels and J. M. Mushaben (2012) *Gendering the European Union*. K.M. Anderson, (2015) *Social Policy in the European Union*. R. Crompton et al. (2007) *Women, Men, Work and Family in Europe*. H. M. Dahl et al. (eds) (2011) *Europeanization, Care and Gender: Global Complexities*. M. Daly and K. Rake, (2003) *Gender and the Welfare State*. G. Esping-Andersen (2009) *The Incomplete Revolution: Adapting to Women's New Roles*. J. Gornick and M. Meyers (2003) *Families that Work*. J. Kantola (2010) *Gender and the European Union*. R. Lister (2003) *Citizenship: Feminist Perspectives*, 2nd ed. J. Lewis (2009) *Work-Family Balance, Gender and Policy*.

Assessment: Essay (100%, 3000 words) in the ST.

GI417 Half Unit Not available in 2020/21 Feminist Population Politics

This information is for the 2020/21 session.

Teacher responsible: Prof Wendy Sigle PAN 11.01J

Availability: This course is available on the MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Gender (Research), MSc in Gender (Sexuality), MSc in Gender, Development and Globalisation, MSc in Gender, Policy and Inequalities, MSc in Global Population Health and MSc in Social Research Methods. This course is available as an outside option to students on other programmes where regulations permit.

Students on the MSc in Gender Policy and Inequalities degree must take either GI414 OR GI417

Course content: This course considers both the politics of knowledge production in population studies and the politics surrounding population policies. Although population change cannot be described, understood, or responded to without taking into account the wider – and profoundly gendered – social, political and economic context, feminist theory and gender theory have had relatively limited impact on the way population scientists approach their research. This course explores the implications both theoretically and practically. Students will explore and evaluate the ways that feminist demographers have sought to redress social and gender injustices. Moreover, they will be asked to consider how the integration of a feminist and gendered perspective might change the way research is carried out and used to inform policy.

Teaching: 15 hours of lectures and 15 hours of seminars in the MT. 1 hour and 30 minutes of lectures in the ST.

There will be a reading week in week 6 in line with department policy.

Formative coursework: Students will be asked to work as part of a group to discuss papers and to complete assignments (presentations, assessments of papers, answers to questions) in preparation for seminars.

Students are asked to submit a 1,500 formative exercise which should include a self-assessment form attached as a coversheet during MT.

Indicative reading: Eberhardt, P., & Schwenken, H. (2010). Gender Knowledge in Migration Studies and in Practice. *Gender Knowledge and Knowledge Networks in International Political Economy*, 94. Greenhalgh, S. (2012). On the Crafting of Population Knowledge. *Population and Development Review*, 38(1): 121–131. Intemann, K. (2010). Twenty-five years of feminist empiricism and standpoint theory: Where are we now? *Hypatia: A Journal of Feminist Philosophy* 25(4): 778-796. Riley, N.E. and McCarthy, J. (2003) *Demography in the Age of the Postmodern*. Cambridge: Cambridge University Press. Thornton, A. (2001). The developmental paradigm, reading history sideways, and family change. *Demography* 38(4): 449-465. Watkins, S.C. (1993) If all we knew about women was what we read in *Demography*, what would we know? *Demography* 30(4): 551-577.

Assessment: Project (100%) in the ST.

The production of a final 4000 word report (due in ST: 90% of the final mark) with milestones including a progress report (due the last week of MT), a first draft (due in LT), and 1000 word peer review report (due in LT). The content of the peer review is assessed and contributes 10% of the final mark.

GI418 Half Unit Not available in 2020/21 Feminist Economics and Policy: An Introduction

This information is for the 2020/21 session.

Teacher responsible: Prof Naila Kabeer and Prof Diane Perrons

Availability: This course is available on the MSc in Development Management, MSc in Development Studies, MSc in Gender,

MSc in Gender (Research), MSc in Gender (Sexuality), MSc in Gender, Development and Globalisation, MSc in Gender, Policy and Inequalities and MSc in Human Resources and Organisations (International Employment Relations and Human Resource Management). This course is available as an outside option to students on other programmes where regulations permit.

There will be 30 places available on this course.

Pre-requisites: The course is run by the Department of Gender Studies – an interdisciplinary department. One of the key objectives is to bring a multi-perspectival approach to understanding of economic processes. As economic processes have a profound influence on social life, gender relations and gender equality, and vice versa, this course seeks to expose students interested in gender to the work of Feminist Economists. An interest in gender issues is essential and undergraduate level course in economics would be an advantage.

Course content: Recent decades have seen the emergence of gender equality as a key policy concern and Feminist Economics as a sub discipline. The purpose of the course is to engage with the theoretical foundations and intellectual contributions of Feminist Economics and to develop an analytical understandings of gender issues with respect to economic processes and policies operating at macro and micro levels. At the macro level, the course explores the implications of contemporary economic and financial governance from a gender perspective, the gender bias in macroeconomic analyses, and the gendered impact of austerity policies. At the micro level, the course analyses the gender dynamics of household and labour market inequalities, engages with the economic foundations and explanations of gender inequality within employment and within the household, focusing on wage and productivity differences and the gender division between 'productive' and 'reproductive' work. Attention to gender as economically significant marker of identity is contextualised, where possible, in relation to race, social class, sexuality and migrant status. Attention is also given to the way in which individual well-being is influenced by the level of development and transnational trade relations. Accordingly, the course seeks to bridge the macro-micro divide by drawing together the gendered critique of existing biases in economic thinking and to provide an analytical foundation for alternative approaches to policies that aim to contribute towards securing sustainable development and gender equal well-being.

Teaching: 15 hours of lectures and 10 hours of seminars in the LT. There will be a reading week in week 6 in line with departmental policy.

Formative coursework: Essay (2000 words) in the LT.

Indicative reading:

- Bargawi, H., Cozzi, G and Himmelweit, R. (2017) Economics and Austerity in Europe Gendered impacts and sustainable alternatives.
- Berik, G., Rodgers, Y. and Seguino, S. (2011) Inequality, Development, and Growth.
- Ferber, M. and Nelson, J. (2003) *Feminist Economics Today Beyond Economic Man: Feminist Theory and Economics*.
- Folbre, N. (2009) *Greed, Lust and Gender: A History of Economic Ideas*.
- Folbre, N. and Bittman, M. (2004) *Family Time: The Social Organization of Care*.
- Karamessini, M and Rubery, J. (2014) *Women and Austerity The Economic Crisis and the Future for Gender Equality*.
- Nelson, J. (2006) *Economics for Humans*.
- Nussbaum, M (2011) *Creating Capabilities: The Human Development Approach*.
- Pearson, R. (2013) *Women, Work and Gender Justice in the Global Economy*.
- Pujol, M. (1992) *Feminism and Anti-Feminism in Early Economic Thought*.
- Sen, A (2010) *The Idea of Justice*.
- Staveren, I, Elson, D., Grown, C and Cagatay, N (2007) *The Feminist Economics of Trade*.
- Young, B., Bakker, I. and Elson, D. (2011) *Questioning Financial Governance from a Feminist Perspective*.

Assessment: Essay (100%, 4000 words) in the ST.

GI420 Half Unit

Globalisation, Gender and Development: Theorising Policy and Practice

This information is for the 2020/21 session.

Teacher responsible: Prof Naila Kabeer

Availability: This course is available on the Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MSc in Development Management, MSc in Development Studies, MSc in Gender, MSc in Gender (Research), MSc in Gender (Sexuality), MSc in Gender, Peace and Security, MSc in Gender, Policy and Inequalities, MSc in Global Politics, MSc in Human Geography and Urban Studies (Research), MSc in Human Rights, MSc in Human Rights and Politics, MSc in Regional And Urban Planning Studies and MSc in Urban Policy (LSE and Sciences Po). This course is available as an outside option to students on other programmes where regulations permit.

This course cannot be taken alongside GI407 Globalisation, Gender and Development.

There will be limited availability on this course - 34 places.

Course content: This course is concerned with theorising policies and practice in the field of gender and international development. The course outlines key contributions to the analysis of power within public policy making processes and examines feminist visions of social change which draw on ideas about capabilities, empowerment, citizenship and gender justice to engage with these policy processes. This is explored in greater detail through case studies of feminist struggles over recognition, redistribution and representation as they play out in relation to particular policy issues, namely violence against women, microfinance, social protection, gender quotas and collective action.

Teaching: This course runs in Lent Term. It contains both asynchronous and interactive teaching and learning elements. There will be a reading week in week 6 in line with departmental policy.

Formative coursework: One essay of 1500 words to be handed in midway through the LT.

Indicative reading:

- Benería, L. Berik, G and Floro, M. (2015) *Gender, Development and Globalization: Economics as if All people Mattered*, London: Routledge. (2nd Edition).
- Chant, S. (ed.) (2010) *International Handbook of Gender and Poverty: Concepts, Research, Policy*, Cheltenham: Edward Elgar.
- Cook, S. and Kabeer, N. (2010) *Social Protection as Development Strategy*, London: Routledge.
- Cornwall, A., Edstrom, J. and Greig, A. eds. (2011) *Men and Development: Politicising Masculinities*, London: Zed Books.
- Cornwall, A., Harrison, E. & Whitehead, A. (eds) (2007) *Feminisms in Development: contradictions, contestations, and challenges*, London: Zed Books.
- Devaki, J. and Elson, D. (2011) *Harvesting Feminist Knowledge for Public Policy*, IDRC, London: Sage
- Escobar, A. (2011) *Encountering Development: The Making and Unmaking of the Third World*, Princeton University Press
- Jaggar, A. (2014) *Gender and Global Justice*, Bristol: Polity
- Kabeer, N. (2001) *The Power to Chose. Bangladeshi women and labour market decisions in London and Dhaka*, London: Verso.
- Kabeer, N. (2003) *Gender Mainstreaming in Poverty Eradication and the Millennium Development Goals: a handbook for policy-makers and other stakeholders*, London: Commonwealth Secretariat.
- Long, N., Jingzhong, Y., Yihuan, W. (2012) *Rural transformations and development- China in context: the everyday lives of policies and people*, Cheltenham: Edward Elgar.
- Marchand, M. and Runyan, A. (2011) *Gender and Global*

Restructuring, second edition London: Routledge.

- Milanovic, B. (2016) *Global Inequality: A New Approach for the Age of Globalization*, Harvard: Harvard University Press
- Mirchandani, K. (2012) *Phone Clones. Authenticity Work in the Transnational Service Economy*, Ithaca: ILR Press.
- Ong, A. (2010) *Spirits of Resistance and capitalist Discipline*, 2nd Edition New York: Suny Press.
- Patel, R. (2010) *Working the Night Shift. Women in India's Call Centres*, Stanford: University Press.
- Perrons, D. (2004) *Globalization and Social Change*, London: Routledge.
- Visvanathan, N. et.al. (2012) *The Women, Gender and Development Reader*, London: Zed Books.
- Selwyn, B. (2014) *The Global Development Crisis*, Cambridge: Polity Press.
- Stiglitz, J. (2015) *The Great Divide. Unequal Societies and What We Can Do About Them*, London: Penguin.

In addition a range of institutional reports will be referred to including for example

- * ILO (2015) *World Employment and Social Outlook: The Changing Nature of Jobs*, Available at: http://www.ilo.org/global/research/global-reports/weso/2015-changing-nature-of-jobs/WCMS_368626/lang-en/index.htm
 - * UNDP (2014) *Gender Equality Strategy 2014-2017*. Available at: <http://www.undp.org/content/undp/en/home/librarypage/womens-empowerment/gender-equality-strategy-2014-2017/>
 - * UNDP (2012) *Powerful Synergies: Gender Equality, Economic Development and Environmental Sustainability*. Available at: <http://www.undp.org/content/undp/en/home/librarypage/womens-empowerment/powerful-synergies/>
 - * UN Women (2015) *Progress of the World's Women. Transforming Economies, Realizing Rights*. Available at: <http://progress.unwomen.org/en/2015/>
 - * UNRISD (2015) *UNRISD Classics, Volume II: Gendered Dimensions of Development*. Available at: [http://www.unrisd.org/80256B3C005BCCF9/\(httpPublications\)/1585F4AEF409C253C1257E2700652AA8?OpenDocument](http://www.unrisd.org/80256B3C005BCCF9/(httpPublications)/1585F4AEF409C253C1257E2700652AA8?OpenDocument)
- [Note this is an edited collection of classic articles – take a look at these – you may find some on the reading list – but also see the recently written introduction by Silke Staab and Shahra Razavi]
- World Bank (2012) *World Development Report 2012: Gender Equality and Development*.

Assessment: Essay (100%, 3000 words) in the ST.

GI421 Half Unit

Sexuality, Gender and Culture

This information is for the 2020/21 session.

Teacher responsible: Mr Jacob Breslow

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in Culture and Society, MSc in Gender, MSc in Gender (Research), MSc in Gender (Sexuality), MSc in Gender, Development and Globalisation, MSc in Gender, Policy and Inequalities, MSc in Global Politics, MSc in Human Rights and Politics and University of Pennsylvania Law School LLM Visiting Students. This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students wanting to take GI421 but who are not part of a listed degree programme should provide a statement about their reasons for wanting to follow the course. This should include background in sexuality or gender studies, areas of related interest and experience, or other conceptual or theoretical grounding that might be relevant. GI421 is an interdisciplinary course with a high theory content, and students who do not provide evidence - e.g. prior courses in gender and/or sexuality, professional or political experience in related areas - of being at the appropriate level in this regard will not be admitted to the course.

Course content: 'Sexuality, Gender and Culture' introduces students to historical and theoretical components of the field, and explores case studies of the development of sexual cultures, identities and social movements from the late 19th century to the present. The course provides theoretical foundations in sexuality studies, incorporating intersectional, black feminist, postcolonial, queer, crip, trans, and critical race perspectives. Indicative topics include: colonialism and sexuality, sexualisation of culture; transformation of intimacy; abortion and migration; transgender studies and bisexuality; queer theory and social movements. The course is interdisciplinary and demands a high level of student participation, but does not require a background in the field. It is also available as a first half of a full unit 'Transnational Sexual Politics'.

Teaching: This course runs during MT. It contains both asynchronous and interactive teaching and learning elements each week. It is taught alongside students from GI422.

Formative coursework: One 1500 word critical analysis to be submitted at the end of week 5.

Indicative reading:

- Jacqui Alexander (1994) 'Not Just (Any) Body Can Be a Citizen: The Politics of Law, Sexuality and Postcoloniality in Trinidad and Tobago and the Bahamas', *160Feminist Review* 16048: 5-23. 160
- Susanne YP Choi and Ming Luo (2016) 'Performative Family: Homosexuality, Marriage and Intergenerational Dynamics in China', *British Journal of Sociology* 67(2): 260-280.
- Michel Foucault (1978) *The History of Sexuality: Vol 1* (New York: Pantheon)
- Clare Hemmings, ed. (2014) 'Sexuality Section', Mary Evans et al, eds, *Handbook of Feminist Theory* (London: Sage).
- Audre Lorde (1978 in 1993) 'The uses of the erotic: the erotic as power' in *The Lesbian and Gay Studies Reader* (London: Routledge)
- Ishita Pande (2012) 'Coming of Age: Law, Sex and Childhood in Late Colonial India', *Gender and History* 24(1): 205-230.
- Gayle Rubin (1984 in 1993) 'Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality', *The Lesbian and Gay Studies Reader* (London: Routledge).
- Laura Ann Stoler (1995) *Race and the Education of Desire* (Durham: Duke University Press).
- Susan Stryker and Talia M. Bettcher (eds.), (2016) "Trans/ Feminisms" [Special Issue] *Transgender Studies Quarterly* 3(1-2).
- H. Sharif 'Herukhuti' Williams (2016) 'Introduction to Afrocentric Decolonizing Kweer Theory and Epistemology of the Erotic', *Journal of Black Sexuality and Relationships* 2(4): 1-31.

Assessment: Essay (100%, 3000 words) in the LT.

Assessment is due at the beginning of LT.

GI422

Transnational Sexual Politics

This information is for the 2020/21 session.

Teacher responsible: Dr Jacob Breslow and Prof Clare Hemmings

Availability: This course is compulsory on the MSc in Gender (Sexuality). This course is available on the LLM (extended part-time), LLM (full-time), MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in Gender, MSc in Gender (Research), MSc in Gender, Development and Globalisation, MSc in Gender, Peace and Security, MSc in Gender, Policy and Inequalities, MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Global Politics, MSc in Human Rights, MSc in Human Rights and Politics, MSc in International Migration and Public Policy and University of Pennsylvania Law School LLM Visiting Students. This course is available as an outside option to students on other programmes where regulations permit.

Course content: 'Transnational Sexual Politics' takes a case-study

approach to questions of sexuality, gender and culture (in the first term) and to sexuality in the contexts of globalization (in the second). The full unit considers a variety of ways in which sexuality is central to any understanding of the social world, and it explores queer methods for interrogating the world. It is an interdisciplinary course within which intersectional, black feminist, postcolonial, queer, crip, trans, and critical race perspectives are used to interpret particular sexual phenomena and contexts – rights, citizenship, fertility, representation, kinship, asylum and technology, for example. The course will allow a thorough grounding in sexuality and gender studies. Although it is interdisciplinary, it does not have a pre-requisite.

Teaching: This course runs across both MT and LT. It contains both asynchronous and interactive teaching and learning elements. In the MT, this learning will be done alongside students from GI421. In LT, there will be an additional skills-building element that is directed towards the conference assessment.

Formative coursework: One 1500 word critical analysis to be submitted at the beginning of week 5 (MT); submission of draft abstract for conference presentation by the Friday of week 5 (LT).

Indicative reading:

- Jacqui Alexander (2006) *Gay Tourism: Culture and Context* (Binghamton, NY: Haworth Press).
- Clare Hemmings, ed. (2014) 'Sexuality Section', Mary Evans et al, eds, *Handbook of Feminist Theory* (London: Sage).
- Kamala Kempadoo (2004) *Sexing the Caribbean: Gender, Race and Sexual Labour* (New York: Routledge).
- Susanne YP Choi and Ming Luo (2016) 'Performative Family: Homosexuality, Marriage and Intergenerational Dynamics in China', *160British Journal of Sociology* 16067(2): 260-280. 160
- Jasbir Puar (2007) *Terrorist Assemblages: Homonationalism in Queer Times* (Durham: Duke UP).
- Mitra Rastegar (2013) 'Emotional Attachments and Secular Imaginings: Western LGBTQ Activism on Iran', *GLQ* 19(1): 1-29.
- Diane Richardson (2000) 'Constructing Sexual Citizenship, Theorising Sexual Rights', *Critical Social Policy* 20(1): 105-135.
- Laura Ann Stoler (1995) *Race and the Education of Desire* (Durham: Duke University Press).
- Susan Stryker and Talia M. Bettcher (eds.), (2016) "Trans/ Feminisms" [Special Issue] *Transgender Studies Quarterly* 3(1-2).
- H. Sharif 'Herukhuti' Williams (2016) 'Introduction to Afrocentric Decolonizing Kweer Theory and Epistemology of the Erotic', *Journal of Black Sexuality and Relationships* 2(4): 1-31.

Assessment: Essay (50%, 3000 words) in the ST.

Paper (30%) in the LT.

Critical evaluation (20%) in the MT.

The paper will be submitted for an online student conference at the end of LT, and will include the previous submission of a 300 word abstract.

The critical evaluation will be of a cultural event (virtual lecture; exhibition; performance; conference), and submitted at the end of MT (2000 words).

GI423 Half Unit Not available in 2020/21

Globalisation and Sexuality

This information is for the 2020/21 session.

Teacher responsible: Dr Jacob Breslow

Availability: This course is available on the MSc in Gender, MSc in Gender (Research), MSc in Gender (Sexuality), MSc in Gender, Development and Globalisation, MSc in Gender, Policy and Inequalities, MSc in Global Politics, MSc in Human Rights and MSc in Women, Peace and Security. This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students wanting to take GI423 but who are not part of a listed degree programme should provide a statement about their reasons for wanting to follow the course. This should include background in sexuality or gender studies, areas of

related interest and experience, or other conceptual or theoretical grounding that might be relevant. GI423 is an interdisciplinary course with a high theory content, and students who do not provide evidence - e.g. prior courses in gender and/or sexuality, professional or political experience in related areas - of being at the appropriate level in this regard will not be admitted to the course.

Course content: 'Globalisation and Sexuality' explores the importance of sexuality for global politics and society. Starting from the assumption that 'sexuality matters' in today's globalised world, the course considers histories, theories and contexts within which the role of sexuality is pivotal. Since sexual identities, rights and health are central to citizenship and to how nations and states relate to one another contemporarily, this course combines theory and case study to think through how as well as why sexuality has become so important. Students will be introduced to theories of sexual citizenship and rights, homonationalism and homophobia, affect and fantasy, sexuality and labour, and use these to explore topics such as sex tourism, reproductive technologies, lesbian and gay asylum, abortion, sexual violence and sexual cultures globally. The course is interdisciplinary and takes a transnational approach to sexuality and globalisation. Students will join existing students taking the full unit GI422 for lectures, but may have separate seminars.

Teaching: 15 hours of lectures and 10 hours of classes in the LT. Seminars precede lectures on the same day.

Formative coursework: An abstract of the student essay (up to 300 words) submitted on Friday of week 5, with written feedback; a detailed outline (up to 2000 words) of the essay to be submitted by Monday of week 9, with written and in person feedback in office hours before the end of term.

Indicative reading: Jacqui Alexander (2006) *Gay Tourism: Culture and Context* (Binghamton, NY: Haworth Press). Rutvica Andrijašević (2014) 'The Figure of the Trafficked Victim: Gender, Rights and Representation', *The Handbook of Feminist Theory* (London: Sage), pp. 359-373. Sonia Corrêa et al (2008) *Sexuality, Health and Human Rights* (New York: Routledge), Paisley Currah, Richard Juang and Shannon Minter (2006) *Transgender Rights* (University of Minnesota Press). Angela Davis (1981) 'Racism, Birth Control and Reproductive Rights', *Women, Race and Class* (New York: Vintage Books), pp. 202-221. Fatima El-Tayeb (2012) "'Gays Who Cannot Properly be Gay": Queer Muslims in the Neoliberal European City', *European Journal of Women's Studies* 19.2: 79-95. Clare Hemmings, ed. (2014) 'Sexuality Section', Mary Evans et al, eds, *Handbook of Feminist Theory* (London: Sage). Jasbir Puar (2007) *Terrorist Assemblages: Homonationalism in Queer Times* (Durham: Duke UP); Laura Ann Stoler (1995) *Race and the Education of Desire* (Durham: Duke University Press); Susan Stryker and Talia M. Bettcher (eds.), (2016) "Trans/Feminisms" [Special Issue] *TSQ* 3(1-2). Omise'eke Tinsley (2018) *Ezili's Mirrors: Imagining Black Queer Genders* (Durham: Duke UP)

Assessment: Essay (100%, 4000 words) in the ST. Final essay due Monday week 1 of summer term

GI424 Half Unit

Gender Theories: An Interdisciplinary Approach

This information is for the 2020/21 session.

Teacher responsible: Dr Jacob Breslow, PAN.11.01N

Availability: This course is compulsory on the MPhil/PhD in Gender, MSc in Gender, MSc in Gender (Research), MSc in Gender (Sexuality), MSc in Gender, Development and Globalisation, MSc in Gender, Media and Culture, MSc in Gender, Peace and Security and MSc in Gender, Policy and Inequalities. This course is available on the MSc in Social Research Methods. This course is available as an outside option to students on other programmes where regulations permit.

Course content: The course aims to enable students to: become familiar with the fullest range of gender theories with particular attention to the intersections of gender, sexuality and race; develop

a critical appreciation of these different theories of gender; use gender theories to inform their appreciation of existing work in their own disciplines and in an interdisciplinary context; use the analysis of gender as a basis for case study evaluation and research.

It is a half unit course which runs for 15 weeks. It begins with a review of the formative influences on the development of gender theory, including the sex/gender distinction, race and intersectionality, production/reproduction and social structures of gender, theories of power and the relations between the psyche and the social. Building on these foundations it enables students to consider the implications for analysis of a variety of sites and topics including post/coloniality, representation, affect, queer theory, nation, nationalism, and rights. The course considers the impact of gender analysis on key areas of social science investigation, and develops these with particular attention to location, ethics and the importance of global and transnational dimensions. Our expectation is that this course provides a thorough grounding for work across all other courses and for the dissertation module.

Teaching: This half-unit foundational course runs across all of MT and the first half of LT. It contains both asynchronous and interactive teaching and learning elements. In LT, the teaching ends just prior to Reading Week. The take-home assessment for the course happens during Reading Week of LT.

Formative coursework: Timed assessment to be written during the first term.

Indicative reading:

- Valerie Amos and Pratibha Parmar (1984) *Challenging Imperial Feminism*. *Feminist Review* 17: 3-19.
- Sedef Arat-Koç (2018) *Migrant and domestic care workers: Unfree labour, crises of social reproduction and the unsustainability of life under 'vagabond capitalism'*. in Juanita Elias and Adrienne Roberts, eds. *Handbook on the International Political Economy of Gender*. Cheltenham: Edward Elgar Publishing.
- Judith Butler (1990) *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge.
- Kimberle Crenshaw (1989) *Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics*. *University of Chicago Legal Forum* 139-168.
- Sylvia Rivera Cusicanqui (2012) *Ch'ixinakax utxiwa: A Reflection on the Practices and Discourses of Decolonization*. *South Atlantic Quarterly* 111(1): 95-109.
- Michel Foucault (1976) *The History of Sexuality Volume 1: An Introduction*. New York: Pantheon Books.
- Gail Lewis (2017) *Questions of Presence*. *Feminist Review* 117: 1-19.
- Petrus Liu (2012) *Queer Human Rights in and Against China: Marxism and the Figuration of the Human*. *Social Text* 110 30(1): 71-89.
- Santa Cruz Feminist of Color Collective (2014) *Building on "the Edge of Each Other's Battles": A Feminist of Color Multidimensional Lens*. *Hypatia* 29(1): 23-40

Assessment: Exercise (100%) in the LT.

The exercise will be a fixed period timed assessment.

GI425 Half Unit

Introduction to Gender, Peace and Security

This information is for the 2020/21 session.

Teacher responsible: Dr Aiko Holvikivi

Availability: This course is compulsory on the MSc in Gender, Peace and Security. This course is available on the MSc in Conflict Studies, MSc in Gender, MSc in Gender (Sexuality), MSc in Gender, Development and Globalisation, MSc in Gender, Policy and Inequalities, MSc in Human Rights, MSc in Human Rights and Politics, MSc in Inequalities and Social Science, MSc in International Development and Humanitarian Emergencies and

MSc in Media, Communication and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Please note we will only have 30 places on this course, including those students on MSc Gender, Peace and Security.

Course content: This course provides a critical examination of gender peace and security issues in conflict and postconflict contexts. Specifically, the course focuses on the UN Women, Peace and Security (WPS) agenda, which originated in Security Council Resolution 1325 (2000) followed by a series of subsequent resolutions to date. The course covers the main pillars of the WPS agenda, namely participation; protection from gendered violence; the prevention of conflict and violence; and gendered approaches to relief and recovery in conflict and post-conflict settings. The course examines a range of issues through a gender and feminist lens.

Topics include: the socio-legal context of the Women, Peace and Security agenda; the history of Women, Peace and Security laws and policies; definitions and scope of gender-based and sexual violence in conflict; combating impunity and addressing accountability; peace processes, peacekeeping and humanitarian assistance; and evaluation of a range of different critiques of the Women, Peace and Security agenda.

Teaching: This course runs in the Michaelmas Term. It contains both asynchronous and interactive teaching and learning elements. Students will have a reading week in Week 6 in line with departmental policy.

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

Indicative reading: Buss, D., Lebert, J., Rutherford, B., Sharkey, D., & Aginam, O. (Eds) (2014) *Sexual Violence in Conflict and Post-Conflict Societies: International Agendas and African Contexts*, Routledge; Cohn, C. (Ed) (2013) *Women and Wars*, Polity Press; Olonisakin, F., Barnes, K., & Ikpe, E. (Eds) (2010) *Women, Peace and Security: Translating Policy into Practice*, Routledge; Mlibenge C.S. (2013) *Sex and International Tribunals: The Erasure of Gender from the War Narrative*, University of Pennsylvania Press; Otto, D. and Heathcote, G. (Eds) (2014) *Rethinking Peacekeeping, Gender Equality and Collective Security: An Introduction*, Routledge; Global Study on Preventing Conflict, Transforming Justice, Securing Peace: A Global Study on the Implementation of United Nations Security Council Resolution 1325; Davies, SE and True, J (eds) (2018) *The Oxford Handbook of Women Peace and Security*, Oxford University Press

Assessment: Essay (100%, 3000 words) in the LT.

Summative assessment to be submitted in the first week of LT.

GI426 Half Unit

Gender and Human Rights

This information is for the 2020/21 session.

Teacher responsible: Dr Sumi Madhok COL.11.01G

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Gender, MSc in Gender (Research), MSc in Gender (Sexuality), MSc in Gender, Development and Globalisation, MSc in Gender, Peace and Security, MSc in Gender, Policy and Inequalities, MSc in Human Rights, MSc in Human Rights and Politics, MSc in International Relations (Research), MSc in International Relations Theory and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: A background in the Humanities and/or the Social Sciences with a basic familiarity with human rights and/or gender studies.

Course content: This course will provide the students with a transnational and intersectional gender perspective on contemporary theories and practices of rights/human rights and humanitarianism. It brings together different sets of scholarship: gender theories, decolonial, queer and postcolonial scholarship,

theoretical perspectives on human rights along side with legal and policy perspectives - and will be of interest to students wanting to study the question of human rights in an interdisciplinary manner but also one that is crucially sutured to the question of gender. Consequently, the course will introduce students to key scholars: CLR James, Sylvia Wynter, Gayatri Spivak, Michel Rolph Trouillot, Ratna Kapur, Hannah Arendt, Audra Simpson, Walter Mignolo, Giorgio Agamben, Jacques Ranciere, Judith Butler, Lila Abu Lughod, Wendy Brown among others while drawing attention to the evolution and working of international legal frameworks for securing women's rights and other marginal groups. The course will pay special attention to the struggles over 'humanity', 'civilisation' and 'indigeneity', as well as to tensions between citizenship rights and human rights, and the transformation of the former in the light of the latter. It will also focus on feminist demands and struggles over sexuality, sexual rights, bodily rights, culture, development and citizenship; over entitlements to material resources; to gendered protections in conflict; and on vulnerability and precarity under neoliberal economic and political regimes. The course is focused on encouraging critical thinking on human rights together with introducing students to alternative, decolonial and anti colonial perspectives on rights and human rights.

Teaching: This course runs in Lent Term. It contains both asynchronous and interactive teaching and learning elements. Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Formative essay assignment.

Indicative reading: Essential readings:

Trouillot, M.R., 1995. *Silencing the past: Power and the production of history*. Beacon Press. James, C.L.R., 2001. *The Black Jacobins: Toussaint L'Ouverture and the San Domingo Revolution*. Penguin UK. Sylvia Wynter: *On Being Human as Praxis*. McKittrick K. (2015) ed. 'Sylvia Wynter: On Being Human as Praxis', Duke University Press. Lughod, L. (2013) 'Do Muslim Women Need Saving', Harvard University Press. Kapur, R., 2018. *Gender, Alterity and Human Rights: Freedom in a Fishbowl*. Edward Elgar Publishing., Giorgio. *Homo sacer: Sovereign power and bare life*. Stanford University Press, 1998. Arendt, Hannah. *The Origins of Totalitarianism*. Houghton Mifflin Harcourt, 1973. Balibar, Étienne. *Equaliberty: Political Essays*. Duke University Press, 2014. Fassin, D. (2012) 'Humanitarian Reason', Harvard University Press. Moyn, Samuel (2010) *The Last Utopia*, Columbia University Press. Correa, Sonia, Rosalind Petchesky and Richard Parker (2008) (eds.) *Sexuality, Health and Human Rights*, Routledge, New York.

Assessment: Essay (100%, 3000 words) in the ST.

GI427 Half Unit

Advanced Issues in Gender, Peace and Security

This information is for the 2020/21 session.

Teacher responsible: Dr Marsha Henry

Availability: This course is available on the MSc in Gender, Peace and Security. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students must have completed Introduction to Gender, Peace and Security (GI425).

Course content: Advanced Issues in Gender, Peace and Security provides an in-depth examination of peace and security issues from a gender perspective. The course further explores issues emerging from, and beyond, the Women Peace and Security agenda (WPS) and specifically considers areas not covered in as much depth as in the prerequisite (GI425) course, including: 1) critical approaches to peace and security: feminist foreign policy; queer perspectives on conflict and post-conflict spaces; GPS in cultural perspective 2) understanding implementation: perspectives on national action plans; complex humanitarian emergencies; and peace and security case studies 3) violence, masculinities and accountability: conflict-related gender-based

violence; men, peace and security; and redress, repair and reparation for gendered harm. The course ends with a workshop.

Teaching: This course runs in Lent Term. It contains both asynchronous and interactive teaching and learning elements. Students will have a reading week in week 6 in line with departmental policy.

Formative coursework: Essay title, 2-page PowerPoint presentation for written feedback and to present at workshop. Students can present this work at a workshop at the end of term. Students will be organised into panels and present to the full group and provide peer feedback to each other's work.

Indicative reading: Cockburn, C, (2004) 'The Continuum of Violence: A Gender Perspective on War and Peace', in Wenona Giles and Jennifer Hyndman (eds), *Sites of Violence: Gender and Conflict Zones* (Los Angeles: University of California Press); 'The Futures of Women, Peace and Security', (2016) special issue of *International Affairs*, eds Paul Kirby and Laura J. Shepherd (Vol. 92, No. 2, March); 'Oxford Handbook of Gender and Conflict', (2018) eds Dina Hayes, Naomi Cahn, Fionnuola Ni Aoláin & Nahla Valji, Oxford University Press; Satterthwaite, M. L. and Huckerby, J. (eds.) *Gender, National Security and Counter-Terrorism: A Human Rights Perspective*. Routledge. pp. 36-59

Assessment: Essay (100%, 3000 words) in the ST.

GI428 Half Unit Bodies, Culture and Politics

This information is for the 2020/21 session.

Teacher responsible: Dr Leticia Ines Alexandre Sabsay Pankhurst House.11.01D

Availability: This course is available on the MSc in Gender, MSc in Gender (Research), MSc in Gender (Sexuality), MSc in Gender, Development and Globalisation and MSc in Gender, Policy and Inequalities. This course is available as an outside option to students on other programmes where regulations permit.

Course content: 'Bodies, Culture and Politics' explores different constructions and understandings of gendered, racialised and sexualised bodies, with a focus on how these have been mobilised by transnational artistic and cultural practices and politics of resistance. Bodies have been at the centre of renewed debates in the light of the emergence of new critical approaches within the social sciences and the humanities and the developments of the natural sciences. Parallel to these debates, increasing attention has been paid to the significance of bodies in contemporary democratic politics. In the last decades, the uses of bodies and the arts in popular mobilisations and political activism have acquired renewed relevance, hand in hand with transnational dialogues and exchanges. Focusing on these trends, the course considers different theoretical approaches to bodies and embodiment (i.e. phenomenological, deconstructivist, materialist, psychoanalytic), and a set of related areas of inquiry, including the materiality of bodies, the differential value socially assigned to bodies, the affective dimension of embodiment, intersectional processes of racialisation, gendering and sexualisation, vulnerability, beauty ideals, and (dis)ability. These questions will inform our exploration of the imaginaries of the body mobilised by feminist and queer political art, activism, and cultural practices, as well as popular mobilisations and anti-racist and anti-austerity social movements, among others.

Teaching: The course runs across the LT. It contains both asynchronous and interactive teaching and learning elements.

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

Indicative reading: Ahmed, Sara (2006) *Queer Phenomenology*. Braidotti, Rosi (1994) *Nomadic Subjects: Embodiment and Sexual Difference in Contemporary Feminist Theory*. Butler, Judith (2014) *Notes Towards a Performative Theory of Assembly*. Crimp, Douglas (2002) *Melancholia and Moralism: Essays on AIDS and Queer Politics*. Franklin, Sarah, Celia Lury and Jackie Stacey (2000)

Global Nature, Global Culture. Griznik, Marina and Sefik Seki Tatlik (2014) *Necropolitics, Racialization, and Global Capitalism: Historicization of Biopolitics and Forensics of Politics, Art, and Life*. Grosz, Elizabeth (1994) *Volatile Bodies: Towards a Corporeal Feminism*. Pollock, Griselda (2013) *After-Affects/After-Images: Trauma and Aesthetic Transformation in the Virtual Feminist Museum*. Salamon, Gayle (2010) *Assuming a Body: Transgender and Rhetoric of Materiality*. Tate, Shirley (2015) *Black Women's Bodies and the Nation: Race, Gender and Culture*

Assessment: Essay (100%, 3000 words) in the ST.

GI499

Dissertation - Independent Research Project

This information is for the 2020/21 session.

Teacher responsible: Members of Department of Gender Studies.

Availability: This course is compulsory on the MSc in Gender, MSc in Gender (Research), MSc in Gender (Sexuality), MSc in Gender, Development and Globalisation, MSc in Gender, Media and Culture, MSc in Gender, Peace and Security and MSc in Gender, Policy and Inequalities. This course is available on the MPhil/PhD in Gender. This course is not available as an outside option.

Course content: The Independent Research Project is a student-led module facilitating learning on how to conduct original research independently, with support to develop research ideas and to achieve research 'milestones' during development stages. The completion of the Independent Research Project module entails the following:

- Achievement of all 'milestones'/ development stages of your project throughout the academic year.
- Completion of GI499 Methodologies Series - attendance at all compulsory (varies between six to eight) and a minimum of three optional classes.
- Submission of a dissertation/independent study project, meeting departmental standards and requirements.

The Independent Research Project and resulting dissertation may be on any approved topic within the field of the MSc programme studied.

The 'methodologies series' provides introductory compulsory and optional workshops in the Michaelmas, Lent and Summer Terms designed to provide support for the conception, development and completion of the Independent Research Project. Students will be introduced to dissertation guidelines, common difficulties, ethical issues, basics in research practice, managing sources, the process of research and writing, and ways of creating research impact.

The sessions will consider challenges raised by quantitative and qualitative methods, and include examples from and approaches to policy research, interviewing, discourse analysis, oral histories, archival studies, and visual and media analysis. The workshops may vary and are taught within the Department of Gender Studies according to expertise, and will involve student participation.

Teaching: The 'methodologies series' involves a combination of compulsory and optional dissertation workshops of up to 90 minutes spread across the MT, LT and ST.

Students are provided supervision for the Independent Research Project during the LT and ST.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Indicative reading:

- Ackely, B. and True, J. (2010) *Doing Feminist Research in Political and Social Science*, Houndmills, Basingstoke: Palgrave Macmillan.
- Badgett, Lee (2016) *The Public Professor: How to Use Your Research to Change the World*. NY: New York University Press.
- Belcher, W. L. (2009) *Writing Your Journal Article in 12 Weeks: A Guide to Academic Publishing Success*, Chicago, London: Chicago University Press.
- Biggam, J. (2017) *Succeeding with your Master's Dissertation: A Step-by-Step Handbook*, Maidenhead: Open University Press.

- Creswell, J. W, Creswell, J. D (2018) *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, California: Sage.
- Harding, Sandra G. (ed.) (2003) *The Feminist Standpoint Theory Reader: Intellectual and Political Controversies*. NY: Routledge.
- Hart, C (2005) *Doing your Masters Dissertation: Realising Your Potential as a Social Scientist*, London: Sage.
- Hesse-Biber, S. N., Leavey, P. L. (2007) *Feminist Research Practice: A Primer*, Thousand Oaks, London: Sage.
- Swetnam, D., Swetman, R. (2000) *Writing Your Dissertation: How to Plan, Prepare and Present Your Work Successfully*, Oxford: How to Books.
- Weiss, Robert S. (1995) *Learning From Strangers: The Art and Method of Qualitative Interview Studies*. NY: The Free Press.

Assessment: Dissertation (100%, 10000 words) in August. Additionally, in the LT students will submit milestone documents: (a) title or topic of research; (b) summary proposal including research question, methodological and analytical / theoretical approach; (c) and an annotated bibliography at the beginning of Summer Term.

GV408 Half Unit

Contemporary Disputes about Justice

This information is for the 2020/21 session.

Teacher responsible: Bruno Leipold

Availability: This course is available on the MSc in Human Rights, MSc in Human Rights and Politics and MSc in Political Theory. This course is available as an outside option to students on other programmes where regulations permit.

This course is capped at two groups. The deadline for applications is 17:00 on Tuesday 29 September 2020. You will be informed of the outcome by 17:00 on Wednesday 30 September 2020.

Pre-requisites: None, though some previous exposure to normative political theory may be an advantage.

Course content: The course offers a critical analysis of key debates about justice which have followed the publication of John Rawls's *A Theory of Justice* in 1971. The first part of the course focuses on Rawls's own theory of justice as fairness and critiques of that theory by liberals, feminists, socialists and critical race theorists. The second part of the course explores a number of alternative accounts of justice, such as Iris Marion Young's focus on injustice and oppression, and some of the egalitarian alternatives to Rawls's difference principle, such as Ronald Dworkin's equality of resources and Elizabeth Anderson's democratic equality. The final third of the course delves into various ways in which discussions of justice have been extended and applied. This includes discussion of whether principles of domestic justice apply globally; how we should understand historical injustice and what remedies and reparations are justified in light of those injustices; and what sort of economic systems could realise the demands of justice, such as a property-owning democracy and liberal socialism, as well as discussion of specific economic institutions, such as workplace democracy and universal basic income.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 20 hours in the Lent Term. Some or all of this teaching will be delivered through a combination of online and on-campus lectures and seminars. There will be a reading week in week 6 of the LT for private study and formative/summative assessment preparation.

Formative coursework: All students are expected to submit one formative (non-assessed) essay.

Indicative reading: J. Rawls, *A Theory of Justice*; Susan Moller Okin, *Justice, Gender and the Family*; Iris Marion Young, *Justice and the Politics of Difference*; Elizabeth Anderson 'What is the Point of Equality?' *Ethics*; Ronald Dworkin 'What is Equality? Part 2: Equality of Resources', *Philosophy and Public Affairs*; Charles Beitz, *Political Theory and International Relations*; Lea Ypi, *Global Justice & The Political Avant-Garde*; David Miller, *National Responsibility &*

Global Justice; Laura Valentini, *Justice in a Globalized World*.

Assessment: Essay (100%, 4000 words).

GV432 Half Unit Not available in 2020/21

Government and Politics in China

This information is for the 2020/21 session.

Teacher responsible: Prof Chun Lin

Availability: This course is available on the MSc in China in Comparative Perspective, MSc in Comparative Politics and MSc in Global Politics. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at two groups.

The deadline for applications is 17:00 on Tuesday 1 October 2019.

You will be informed of the outcome by 17:00 on Wednesday 2 October 2019.

Course content: Contemporary experiences and contradictions of socioeconomic and political transformations of China since 1949 and especially 1978; their rival explanations and interpretations: Often in comparison with other postcommunist transitions, other Asian states and other national developing trajectories, our discussions cover the evolving historical, international and geopolitical contexts of China's development, its social and political geography and demography; state power at all levels of governance, central-local interactions and semi-federalism; bureaucracy as tradition and as invention; political economy and market transition in global integration; social structure and organisation; class, ethnic, and gender relations; ideology, cultural politics, and issues concerning democracy and legitimacy; official and popular nationalism, "one country, two systems", the Taiwan question; and China's military, security, and changing foreign policy and global positioning. Students are expected to gain extensive historical and empirical knowledge about the PRC and be capable of tackling related conceptual and theoretical questions in the social sciences.

Teaching: 10 hours of lectures and 15 hours of seminars in the LT. This course is offered in LT, constituting 10 teaching weeks and one reading week (week 6 of the LT) for essay and learning support activities. The teaching is structured as a 1 hour lecture followed by a 1.5 hour seminar.

Formative coursework: Students are required to give at least one seminar presentation, and to write one 1,500 word essay.

Indicative reading: M Meisner, *The Deng Era* (1996); J Gray, *Rebellions and Revolutions* (2003); C Bramall, *Chinese Economic Development* (2008); CK Lee, *Against the Law* (2007); W Sun and Y Guo, *Unequal China* (2013); S Helmann and E Perry, *Mao's Invisible Hand* (2011); W Tang, *Populist Authoritarianism* (2016); K Brown, *China's World* (2017).

Assessment: Essay (100%, 4000 words).

GV439 Half Unit

Government and Politics in Central and Eastern Europe

This information is for the 2020/21 session.

Teacher responsible: Dr Vesselin Dimitrov

Availability: This course is available on the MSc in Comparative Politics, MSc in Conflict Studies, MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi) and MSc in European and International Public Policy (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

The deadline for applications is 17:00 on Tuesday 29 September 2020. You will be informed of the outcome by 17:00 on Wednesday

30 September 2020.

Course content: The course provides an analytical assessment of the transition from communism to liberal democracy in Central and Eastern Europe and integration with the European Union, including the Eurozone. It offers an in-depth analysis of institutions, party systems, government and public administration, nationalism, and EU integration, including the Eurozone. Topics covered include: The Communist system. Constitution-making and the development of democratic party systems. Reform of executive institutions and public administration. (Mis)management of ethnic conflict: the case of Yugoslavia. Integration with the European Union, including the Eurozone.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 32 hours in the Lent Term and Summer Term. Some or all of this teaching will be delivered through a combination of online and on-campus lectures and seminars.

There will be a reading week in Week 6 of the LT for private study and formative/summative assessment preparation.

Formative coursework: Students are required to produce two essays.

Indicative reading: V Dimitrov, K H Goetz and H Wollmann, *Governing after Communism: Institutions and Policymaking*; A Przeworski, *Democracy and the Market*; H Grabbe, *The EU's Transformative Power: Europeanization through Conditionality in Central and Eastern Europe*; J Elster et al, *Institutional Design in Post-Communist Societies*; R Taras (Ed), *Postcommunist Presidents*; R Crampton, *Eastern Europe in the Twentieth Century*, 2nd edn; G Schopflin, *Politics in Eastern Europe*; S White, J Batt & P Lewis (Eds), *Developments in Central and East European Politics 3*.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

GV441 Half Unit States and Markets

This information is for the 2020/21 session.

Teacher responsible: Dr David Woodruff

Availability: This course is available on the MSc in Comparative Politics, MSc in Development Studies, MSc in Global Politics, MSc in Political Science and Political Economy, MSc in Public Administration and Government (LSE and Peking University) and MSc in Public Policy and Administration. This course is available as an outside option to students on other programmes where regulations permit.

This course is capped at 3 groups. Priority will be given to MSc Comparative Politics students. The deadline for applications is 17:00 on Tuesday 29 September 2020. You will be informed of the outcome by 17:00 on Wednesday 30 September 2020.

Course content: To introduce politics students to basic economic theorising; to discuss the nature of markets; review contemporary discussions regarding the role of the state in the economy; provide a comparison of the relationship of states and markets in different political settings and historical contexts. Indicative topics: The state and the institutional foundations of markets; states and markets in the Great Depression; domestic and international monetary institutions; varieties of capitalism and change in varieties of capitalism; economics and politics of market bubbles; politics and policy in the financial crisis of 2007-2009; the Eurozone crisis.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 28 and a half hours in the Michaelmas Term. Some or all of this teaching will be delivered through a combination of online and on-campus lectures and seminars. Lectures are very likely to be exclusively online. Online seminars, if required, will involve a mix of virtual meetings and other forms of online engagement.

There will be a reading week in Week 6 of the MT.

Formative coursework: All students are expected to submit one

non-assessed essay, in addition to any smaller pieces of writing that may be required attendant to online seminars.

Indicative reading: Block, Fred. "The Roles of the State in the Economy." *The Handbook of Economic Sociology*, edited by Neil J Smelser and Richard Swedberg, Princeton University Press, 1994, pp. 691–710. Keynes, John Maynard. "The Means to Prosperity." *The Collected Writings of John Maynard Keynes*, edited by Elizabeth Johnson and Donald Moggridge, vol. VI, Cambridge University Press, 1978, pp. 335–66, doi:10.1017/UPO9781139524162. Fourcade-Gourinchas, Marion, and Sarah L. Babb. "The Rebirth of the Liberal Creed: Paths to Neoliberalism in Four Countries." *American Journal of Sociology*, vol. 108, no. 3, 2002, pp. 533–79, doi:10.1086/367922. Tooze, Adam. *Crashed: How a Decade of Financial Crises Changed the World*. Allen Lane, 2018.

Assessment: Essay (35%, 1500 words) in the MT.

Online assessment (65%) in January.

GV444 Half Unit Democracy and Development in Latin America

This information is for the 2020/21 session.

Teacher responsible: Prof Francisco Panizza

Availability: This course is available on the MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Comparative Politics and MSc in Global Politics. This course is available with permission as an outside option to students on other programmes where regulations permit. Other postgraduate students may follow the course with permission. This course is capped at 2 groups. The deadline for applications is 17:00 on Tuesday 29 September 2020. You will be informed of the outcome by 17:00 on Wednesday 30 September 2020.

Course content: The course studies the relations between democracy, political institutions and economic development in contemporary Latin America. It aims at providing information and developing skills for independent analysis of the advances and setbacks of democracy and development in the region. Although due attention is given to country differences, the course approaches the study of democracy and development in the region thematically rather than on a country by country basis. The first five weeks focus on the study of democracy and political institutions. Topics to be covered include the condition of democracy, the nature of the state, presidentialism, parties and party systems, civil society and social movements and informal institutions. The second half of the course studies the economic development of the region since transition to democracy in the 1980s. It looks at the economic context of democratisation, the politics of neoliberal reform in the 1990s, attempts at alternative models of development in the early 21st century and the social and economic transformations of the region over the past decade.

Teaching: This course provides a combination of seminars and lectures totalling 20 hours in the Lent term and 2 hours in the Summer term. This year, some or all of this teaching will be delivered through a combination of online and on-campus lectures and seminars. There will be a reading week in Week 6 of the LT.

Formative coursework: All students are expected to submit one non-assessed essay and to make at least one seminar presentation, as well as contribute to group discussions.

Indicative reading: ECLAC, *Preliminary Overview of the Economies of Latin America and the Caribbean 2020* (www.cepal.org); ECLAC *Social Panorama of Latin America 2020* (www.cepal.org); Forewarker J and D. Treviso (eds) (2016) *Democracy and its Discontents in Latin America*. Grugel, J. and P. Riggirozzi (2009) *Governance After Neoliberalism in Latin America* Helmen, G. and S. Levitsky (eds.) *Informal Institutions and Democracy*. Lessons from Latin America. Mainwaring S. (2018) *Party Systems in Latin America*; Mainwaring, S. and A. Perez Linan (2015) *Cross Currents*

in Latin America, *Journal of Democracy* 26 (1); Panizza, F. (2009) *Contemporary Latin America: Development and Democracy Beyond the Washington Consensus*, Philip, G. and F. Panizza (2011) *The Triumph of Politics. The Return of the Left in Venezuela, Bolivia and Ecuador*; O'Donnell, G. (1994) 'Delegative Democracy' *Journal of Democracy* 5, 1; Schneider, B. R. (2013) *Hierarchical Capitalism in Latin America*.

Assessment: Exam (60%, duration: 2 hours) in the summer exam period.

Essay (30%) and class participation (10%) in the LT.

GV450 Half Unit Not available in 2020/21 European Politics: Comparative Analysis

This information is for the 2020/21 session.

Teacher responsible: Dr Vesselin Dimitrov
Prof Michael Bruter, Dr Eiko Thielemann, Dr Florian Foos

Availability: This course is available on the MSc in European Studies (Research), MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi) and MSc in European and International Public Policy (LSE and Sciences Po). This course is available as an outside option to students on other programmes where regulations permit. The deadline for applications is 17:00 on Tuesday 29 September 2020. You will be informed of the outcome by 17:00 on Wednesday 30 September 2020.

Course content: The course is intended to provide students with a systematic introduction to central conceptual and theoretical debates in the comparative analysis of politics and government in Europe. The core syllabus focuses on both traditional fields of comparative enquiry, such as the study of party competition and voting behaviour, and emerging fields of interest, such as national and European identities, and immigration. The course takes a thematic approach and places particular emphasis on the diverse experiences of liberal democracy in individual European countries. The main themes addressed include: Transformation of European politics; electoral behaviour and party systems; government formation and coalitions; regionalism and federalism; national and European identities; immigration.

Teaching: 15 hours of lectures and 18 hours of seminars in the MT.

There will be a reading week in Week 6 of the MT for private study and assessment preparation.

Formative coursework: All students are expected to submit one formative essay and make one seminar presentation.

Indicative reading: Readings include: T. Bale, *European Politics: A Comparative Introduction*, 4th ed; M. Gallagher et al, *Representative Government in Modern Europe*, 5th ed; P. Heywood et al (Eds), *Developments in European Politics*; M. Bruter, *Citizens of Europe*; S. Hix and B. Hoyland, *The Political System of the European Union*, 3rd edition; J. Hayward & A. Menon (Eds), *Governing Europe*; A. Lijphart, *Patterns of Democracy*, 2nd ed; Y. Deloye & M. Bruter (Eds) *Encyclopaedia of European Elections*; K. Shepsle & P. Bonchek, *Analysing Politics*; G. Cox, *Making Votes Count*; G. Tsebelis, *Veto Players*.

Assessment: Essay (100%, 3000 words).

GV454 Half Unit Parties, Elections and Governments

This information is for the 2020/21 session.

Teacher responsible: Prof Torun Dewan

Availability: This course is available on the MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po) and MSc in Political Science

and Political Economy. This course is available as an outside option to students on other programmes where regulations permit. The deadline for applications is 17:00 on Tuesday 29 September 2020. You will be informed of the outcome by 17:00 on Wednesday 30 September 2020.

Pre-requisites: There are no formal prerequisites.

Course content: The course focuses on key topics in political science concerning voting and representation. Topics covered include:

- Party and Candidate Strategy
- The Role and Origins of Parties
- Government Formation and Termination
- Electoral Systems: Franchise, Ballot, and Allocation formulas
- Leadership
- Political Careers
- Government Accountability

Examples will be drawn from a wide range of democracies.

Teaching: This course is delivered through seminars totalling 20 hours across the Lent Term. Some or all of this teaching will be delivered through a combination of online and on-campus seminars. There is a reading week in week 6 of the LT.

In week 11 students will sit a two hour mock exam.

Formative coursework: All students are expected to submit one non-assessed essay.

Indicative reading: The course is focussed mainly on journal articles. However the following books are relevant to some of the topics covered

Gary Cox, *Making Votes Count* (1995); Gary Cox & Mathew McCubbins, *Setting the Agenda* (2005); George Tsebelis, *Veto Players* (2002); Kenneth Shepsle and Mark Bonchek, *Analysing Politics* (1997); Tim Besley, *Principled Agents* (2005); John Aldrich, *Why Parties* (1995); Bruce Bueno de Mesquita, Alastair Smith, Randolph Siverson and James Morrow, *The Logic of Political Survival* (2003); Giovanni Sartori, *Comparative Constitutional Engineering* (1997); Michael Laver & Norman Schofield, *MultiParty Government: The Politics of Coalition in Europe* (1990).

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

GV465 Half Unit Not available in 2020/21 War, Peace and the Politics of National Self-Determination

This information is for the 2020/21 session.

Teacher responsible: Prof Sumantra Bose

Availability: This course is available on the CEMS Exchange, MBA Exchange, MSc in Comparative Politics, MSc in Empires, Colonialism and Globalisation, MSc in Gender, Peace and Security, MSc in Global Politics, MSc in Human Rights and MSc in Human Rights and Politics. This course is available with permission as an outside option to students on other programmes where regulations permit.

Priority consideration will be given to students taking the MSc Comparative Politics and the MSc Global Politics. Students on other programmes (including MSc Human Rights, MSc Empires, Colonialism, Globalisation, MSc International Relations and MA/ MSc History of International Relations) are welcome to apply and will be admitted subject to availability of space. Students on all programmes are required to obtain permission from the teaching department to take this course.

This course is capped at 4 groups, and admission cannot be guaranteed. ALL interested students must apply online via LSEForYou (LFY) as per the stipulated procedure and by the deadline, which is 17:00 on Tuesday 29 September 2020. Students should write a brief, one-paragraph rationale for wishing to take the course in the application. Students will be informed of the outcome by 17:00 on Wednesday 30 September 2020.

Course content: This course examines some of the most intractable and violent disputes over sovereignty and national self-

determination in the world today, and inquires into the prospects of moving from war to peace through accommodation and compromise. The conflicts studied are drawn from the Middle East (Israel and Palestine), South Asia (Kashmir, Sri Lanka), the Balkans (former Yugoslavia and within it, Bosnia-Herzegovina and Kosovo) and the EU area (Northern Ireland, Cyprus). Students are exposed to the specific histories and contexts of these cases but are also encouraged to think comparatively across countries and regions. The course materials are online on Moodle, the LSE's electronic teaching and learning system.

Are disputes arising from conflicting claims to national self-determination inherently of a zero-sum nature, or can they be resolved? If the latter, how? What factors drive conflict at the local level? Which sorts of institutional arrangements might be able to anchor peace settlements? Can we draw useful comparative lessons from the experience of peace processes that have sought or seek to craft solutions to this type of conflict in diverse parts of the contemporary world? What roles can international actors—influential and/or interested foreign states, regional alliances of states, multilateral institutions—play in such processes and their outcomes?

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 24 hours in the Michaelmas Term. Some or all of this teaching will be delivered through a combination of online and on-campus lectures and seminars. The first lecture is a set-up and introductory session. There will be a reading week in week 6 of the MT for private study and assessment preparation.

Formative coursework: Students will be required to prepare and make one seminar presentation and write one unassessed essay of 1,500 words.

Indicative reading: Sumantra Bose, *Contested Lands: Israel-Palestine, Kashmir, Bosnia, Cyprus and Sri Lanka* (2007); Edward Said, *The Question of Palestine* (1980); Bernard Wasserstein, *Israel and Palestine* (2004); John McGarry (ed.), *Northern Ireland and the Divided World* (2001); Sumantra Bose, *Kashmir: Roots of Conflict, Paths to Peace* (2003); David Hannay, *Cyprus: The Search for a Solution* (2005); Sumantra Bose, *Bosnia after Dayton: Nationalist Partition and International Intervention* (2002); Sumantra Bose, *States, Nations, Sovereignty: Sri Lanka, India and the Tamil Eelam Movement* (1994).

Assessment: Essay (100%, 5000 words) in the ST. A paper of 5,000 words, due in the ST, will determine 100% of the final grade. Students have wide latitude in choosing the topic of their assessed paper, in consultation with the instructor. Students can choose to write on one of the assigned seminar presentation questions, or modify one of those questions, or formulate a research question of their choice.

GV467 Half Unit

Introduction to Comparative Politics

This information is for the 2020/21 session.

Teacher responsible: Dr Steffen Hertog

Availability: This course is compulsory on the MSc in Comparative Politics. This course is available on the MSc in China in Comparative Perspective. This course is available with permission as an outside option to students on other programmes where regulations permit.

Students from the MSc in China in Comparative Perspective will be accepted onto the course if space permits. The deadline for applications is 17:00 on Tuesday 29 September 2020. You will be informed of the outcome by 17:00 on Wednesday 30 September 2020.

Course content: This course serves as the 'core', compulsory course for the MSc in Comparative Politics and is intended to provide an overarching theoretical and methodological backdrop for all of the diverse course offerings available to students on this programme. The course introduces students to the field of

Comparative Politics as represented in contemporary journals like *World Politics*, *Comparative Political Studies*, and *Comparative Studies in Society and History*, and among the various members of Faculty with Comparative Politics interests in the Government Department here at the LSE. Students examine the theoretical and methodological underpinnings of Comparative Politics, important critiques of these underpinnings, and diverse examples of 'best practice' in research and writing in this sub-field of the discipline of Political Science.

Lectures and seminar discussions focus both on important areas of research in comparative politics and methodological challenges involved. Readings treat such variegated topics of inquiry and debate in comparative politics as democracy, ethnic conflict, civil society, and revolutions.

The course does not follow a 'great books' approach nor does it rely on a textbook. Instead, the course treats examples of real existing Comparative Politics as practiced - and published - by leading scholars in the field in recent years. These examples are chosen to cover diverse forms of comparison, diverse modes of analysis, diverse topic areas, and diverse countries and regions of the world.

Cutting across these forms of diversity are a set of questions that will be addressed throughout the course concerning the possibilities and limitations of various methods of comparative analysis for explaining observable patterns in politics.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 30 hours in the Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of online and on-campus lectures and seminars. Week 11 will focus on revision. This course also includes a reading week in Week 6.

Formative coursework: One unassessed essay of roughly 1,500 words and shorter group and individual assignments for the seminars.

Indicative reading: Theda Skocpol, *States and Social Revolutions*. Hall, Peter A. 'Adapting Methodology to Ontology in Comparative Politics'. Doner, Richard F., Bryan K. Ritchie, and Dan Slater 'Systemic Vulnerability and the Origins of Developmental States: Northeast and Southeast Asia in Comparative Perspective'. David Collier and Henry Brady, *Rethinking Social Inquiry*.

Assessment: Essay (100%) in the LT.

GV477 Half Unit

Comparative Public Policy Change

This information is for the 2020/21 session.

Teacher responsible: Mr Christian Willmes

Availability: This course is available on the MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Public Administration and Government (LSE and Peking University), MSc in Public Policy and Administration and MSc in Regulation. This course is available with permission as an outside option to students on other programmes where regulations permit.

The course is capped at 3 groups. The deadline for applications is 17:00 on Tuesday 29 September 2020. You will be informed of the outcome by 17:00 on Wednesday 30 September 2020.

Pre-requisites: Students should normally be taking GV4E9 *Approaches and Issues in Public Policy and Administration* or already have a good knowledge of comparative public policy. Waiving of these requirements will be at the discretion of the course teacher.

Course content: The course examines explanations of policy change using cross-national comparison.

The course will focus on cases in key policy domains (chosen

according to the literature available and interest for wider analytical questions, as well as the expertise available), but in the examination and assessed essay, any set of (2) countries or international jurisdictions such as the EU can be used as examples. Key topics include: economic and social policy, education and labour market reform, technological change.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 25 hours across the Lent Term and the Summer Term. This year, some or all of this teaching will be delivered through a combination of online and on-campus lectures and seminars. This course includes a reading week in Week 6 of Lent Term.

Formative coursework: Students will write one unassessed essay during the term.

Indicative reading: There is no single textbook but the following are particularly useful introductions: B G Peters, *Institutional Theory in Political Science: The New Institutionalism*. Third edition (Pinter, London and New York, 2011); P John, *Analysing Public Policy* (Pinter, 2000); W Parsons, *Public Policy* (Edward Elgar, 1995); P A Hall & D Soskice (Eds), *Varieties of Capitalism* (2001); W. Streeck and K Thelen (Eds), *Beyond continuity: institutional change in advanced political economies* (Oxford: Oxford University Press, 2005); Dodds, *A Comparative Public Policy* (Basingstoke, Palgrave, 2013); VA Schmidt and M Thatcher (Eds), *Resilient Liberalism in Europe's Political Economy* (Oxford: Oxford University Press, 2013).

Assessment: Exam (50%, duration: 2 hours) in the summer exam period.
Essay (50%, 3000 words).

GV481 Half Unit

Quantitative Analysis for Political Science

This information is for the 2020/21 session.

Teacher responsible: Dr Mathilde Emeriau

Availability: This course is compulsory on the MSc in Political Science and Political Economy. This course is available with permission as an outside option to students on other programmes where regulations permit.

MSc Political Science and Political Economy students will be granted priority access as this is a compulsory course for their programme. Other postgraduates wanting to take the course (space permitting) require the permission of the teachers responsible.

The deadline for applications is 17:00 on Tuesday 29 September 2020. You will be informed of the outcome by 17:00 on Wednesday 30 September 2020.

Course content: The course provides an introduction to quantitative thinking in the field of political science. Its goal is to give students the tools to ask the right questions, be skeptical when appropriate, and distinguish between useful and misleading evidence. Students will be introduced to the basic toolkit of quantitative analysis, which includes hypothesis testing, regression, experiments, differences in differences, and regression discontinuity. Students will also learn how to use a statistical software program to organize and analyze data.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 30 hours in the Michaelmas Term, with an additional 2 hours for a revision lecture in the Summer Term. This year, some or all of this teaching will be delivered through a combination of online and on-campus lectures and seminars. There will be a reading week in Michaelmas Term Week 6.

Formative coursework: Three problem sets.

Indicative reading: Angrist, J. D., & Pischke, J. S. (2008). *Mostly harmless econometrics: An empiricist's companion*. Princeton University Press.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

GV482 Half Unit

Political Science and Political Economy: Current Issues

This information is for the 2020/21 session.

Teacher responsible: Dr Stephane Wolton

Availability: This course is compulsory on the MSc in Political Science and Political Economy. This course is available with permission as an outside option to students on other programmes where regulations permit.

MSc Political Science and Political Economy students will be granted priority access as this is a compulsory course on this programme. Other postgraduates wanting to take the course (space permitting) require the permission of the teachers responsible.

Pre-requisites: Students should either have attended GV4C8 and GV481 or equivalent courses. Knowledge of game theory at the level of GV4C8 and empirical method to the level of GV481 is required.

Course content: The course will cover five topics in political science and political economy. Topics will change every year as a function of the most recent research in political economy. Each topic will be covered over two weeks. During these two weeks, students will learn how game theory and empirical methods can be used to understand and think critically about pressing political issues. For the academic year 2020-21, the topics covered will be: 1) Populism, 2) Discrimination, 3) Do elections work?, 4) Autocracy or democracy?, and 5) Understanding and fighting terrorism. During the lecture, students will be taught important papers on the topics covered. Seminars will be of two sorts. On each topic, one seminar will be problem set based, the other will be a replication exercise of a paper on the relevant topic.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 40 hours across Lent Term (20 hours of lectures and 20 hours of seminars). There will also be a two-hour mock exam and a two-hour revision lecture (either on-campus or online) in the ST. This year, some or all of this teaching may be delivered through a combination of online and on-campus lectures and seminars.

There will be a reading week in LT Week 6.

Formative coursework: Students will hand in one problem set and one replication exercise before the reading week.

Indicative reading: Mostly journal articles. The reading list varies each year.

Assessment: Exam (50%, duration: 2 hours) in the summer exam period.

Coursework (50%) in the LT.

The coursework will consist of a replication exercise of a published paper, and the exam will consist of a problem question using game theory and an essay question.

GV483 Half Unit

Public Management Theory and Doctrine

This information is for the 2020/21 session.

Teacher responsible: Prof Martin Lodge

Availability: This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Development Management, MSc in Development Studies, MSc in Public Administration and Government (LSE and Peking University), MSc in Public Policy and Administration, MSc in Regulation and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

Other postgraduates require permission of teachers responsible. The deadline for applications is 17:00 on Tuesday 29 September 2020. You will be informed of the outcome by 17:00 on Wednesday 30 September 2020.

Course content: The course offers an intensive introduction into key areas of public management with reference to both developed and lesser developed world contexts. Topics include administrative doctrine, implementation, organizational change and inertia, capacity building, performance-management, leadership, institution creation, transparency and risk management. Public management is treated as an interdisciplinary field of study, with a particular emphasis on the administrative practices and change as well as the critical analysis of practical arguments about Public Management

Teaching: This course will be delivered through a combination of seminars and lectures, amounting to a minimum of 23 and a half hours across the Michaelmas term. This year, some or all of this teaching will be delivered through a combination of on-campus and online lectures and seminars. This course includes a reading week in week 6 of term.

Formative coursework: Students are expected to complete two formative essays.

Indicative reading: M Barzelay, *The New Public Management*, 2001; C Hood, *The Art of the State*, 1998; C Hood and M Lodge, *Politics of Public Service Bargains*, 2006; L. Lynn and C. Hill, ; E. Ferlie, L. Lynn and C. Pollitt *Oxford Handbook of Public Management*, 2005; C Hood and H Margetts, *Tools of Government in the Digital Age*, 2007.

Assessment: Essay (60%, 2500 words) in the LT. Blog post (40%) in the MT.

The blog would have a word limit of 1000 words, and would be due for submission at the end of Week 11 of MT.

GV488

Law and Politics of Regulation

This information is for the 2020/21 session.

Teacher responsible: Prof Martin Lodge and Prof Veerle Heyvaert

Availability: This course is compulsory on the MSc in Regulation. This course is not available as an outside option.

Course content: The course aims to give students an essential grounding in theories of regulation encountered in the legal, political science and law and economics literatures. It examines competing explanations of the origins, development and reform of regulation; the styles and processes of regulation; issues surrounding enforcement; the inter-organisational and international aspects of regulation; and questions of evaluation and accountability. Some specific cases will be explored through the medium of an additional practitioner seminar series, which will be led by experienced practitioners invited on a one-off basis. The course focuses on the following key themes: contrasting perspectives on regulation, differences in regulatory styles, dynamics and processes, regulatory standard-setting, regulatory enforcement, evaluating regulation.

Teaching: This course will be delivered through a combination of seminars and lectures, amounting to a minimum of 58 hours across the Michaelmas and Lent terms. This year, some or all of this teaching will be delivered through a combination of on-campus and online lectures and seminars. This course includes a reading week in week 6 in both terms.

Formative coursework: All students are expected to produce three written essays.

Indicative reading: R Baldwin, M Cave and M Lodge *Understanding Regulation* (2012); M Moran, *The British Regulatory State* (2003); A Ogus, *Regulation* (2004); R Baldwin & C McCrudden, *Regulation and Public Law* (1987); C Hood, H Rothstein & R Baldwin, *The Government of Risk* (2001); R Baldwin, *Rules and Government* (1994); J Black, M Lodge and M Thatcher, *Regulatory Innovation*, (2005), C Sunstein, *Risk and Reason* (2002), R. Baldwin, M. Cave

and M. Lodge *Oxford Handbook of Regulation* (2010), M Lodge and K Wegrich, *Managing Regulation* (2012), D. Carpenter and D. Moss, *Preventing Regulatory Capture* (2013).

Assessment: Exam (75%, duration: 3 hours) in the summer exam period.

Essay (25%, 2500 words) in the ST.

The summative assessment is composed of:

- Final online exam (75 per cent, 3x1200 words, 3h) in ST.
- Individual research paper (25 per cent, 2500 words), to be submitted in Week 1 of ST.

GV498 Half Unit

Multiculturalism

This information is for the 2020/21 session.

Teacher responsible: Dr Paul Apostolidis

Availability: This course is available on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in International Migration and Public Policy and MSc in Political Theory. This course is available as an outside option to students on other programmes where regulations permit.

This course is capped at two groups. The deadline for applications is 17:00 on Tuesday 29 September 2020. You will be informed of the outcome by 17:00 on Wednesday 30 September 2020.

Course content: This seminar explores political-theoretical questions associated with contemporary debates about multiculturalism. First, we confront normative issues concerning what it means for a state and its citizens to give “recognition” to particular cultures in societies with diverse cultural attachments and dominant cultural tendencies. On what principles of freedom, equality, or moral duty can group demands for cultural recognition be justified? What questionable assumptions about the meaning of “culture” might arguments regarding cultural recognition involve and what political implications follow from probing these assumptions? Next, we place these normative problems in a wider context by considering how cultural activities are entangled with systems of social domination. Texts in this phase combine political theory with empirical studies of indigenous, racial/ethnic minority, and religious politics. How might demands for social justice and pluralistic cultural expression mutually reinforce or conflict with one another? What confluences and tensions exist between liberal principles invoked in debates about multiculturalism and subaltern groups’ struggles for power through cultural action? How has imperial power shaped the composition of cultural identities, and how should frictions between multiculturalist projects and anti-imperial struggles be navigated?

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 20 hours across Lent Term. Some or all of this teaching will be delivered through a combination of online and on-campus lectures and seminars. There will be a reading week in Week 6 of the Lent Term.

Formative coursework: Students are invited to write one 1500 word formative essay, due no later than week 8.

Indicative reading: Charles Taylor, “The Politics of Recognition”; Will Kymlicka, “Multicultural Citizenship”; Iris Marion Young, “Polity and Group Difference”; Cristina Beltrán, “The Trouble with Unity: Latino Politics and the Creation of Identity”; Saba Mahmood, “Religious Reason and Secular Affect”; Glenn Coulthard, “Red Skin, White Masks”; Charles W. Mills, “Multiculturalism as/and/or Anti-Racism?”

Assessment: Essay (100%, 4000 words) in the ST.

GV499**Dissertation**

This information is for the 2020/21 session.

Availability: This course is compulsory on the MSc in Comparative Politics, MSc in Conflict Studies, MSc in Global Politics, MSc in Political Science and Political Economy, MSc in Political Theory, MSc in Public Administration and Government (LSE and Peking University), MSc in Public Policy and Administration and MSc in Regulation. This course is not available as an outside option.

Course content: A compulsory 10,000 word dissertation is required to be submitted as part of the assessment for each Government MSc programme. The dissertation is due by 5:00 pm on Tuesday 24 August 2021.

Assessment: Dissertation (100%, 10000 words) in August.

GV4A2 Half Unit Not available in 2020/21

Citizens' Political Behaviour in Europe: Elections Public Opinion and Identities

This information is for the 2020/21 session.

Teacher responsible: Prof Michael Bruter

Availability: This course is available on the MSc in Comparative Politics, MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Political Science and Political Economy, MSc in Public Administration and Government (LSE and Peking University) and MSc in Public Policy and Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 1 group. The deadline for applications is 12:00 noon on Friday 5 October 2018. You will be informed of the outcome by 12:00 noon on Monday 8 October.

Note that students from Masters or Doctoral programmes not listed above may still take the course subject to approval by the course convenor.

Pre-requisites: In order to be accepted on the course, all students must submit a research project idea by the end of MT Week 2. The document should be around 1-2 pages in length and should at least do two things: first, indicating a course-related research topic and a specific research question and explain what makes it interesting, and second suggesting the methodology the student intends to use to answer this question empirically. You may, but are not obliged to include references from existing literature (which would be a good thing to do); please also include a mini-bibliography.

Course content: This course intends to familiarise students with the study of electoral psychology and political behaviour in Europe in a broad sense. The three main objects of study in political science are institutions, policies, and citizens, and the study of political behaviour and political psychology is the field that centres on the third. A very important part of political behaviour is electoral participation and vote choice. We will explore general models of voting behaviour, electoral psychology, and participation, as well as specific aspects such as extremist politics. We will look closely at public opinion, how it is formed and how it can be studied. In the final part of the course, special consideration is given to political identities and how they are related to political behaviour.

Teaching: 20 hours of seminars in the LT. 4 hours of seminars in the ST.

Indicative reading: Bruter, M. 2005 *Citizens of Europe?* Basingstoke: Palgrave. LeDuc, L, Niemi, R, and Norris, P. 2010. *Comparing Democracies 3: Elections and Voting in the 21st Century*. London: Sage. Van der Eijk, C, and Franklin, M. 2009. *Elections and Voters*. Basingstoke: Palgrave Macmillan. Franklin, Mackie, et al. 1992. *Electoral Change*. Cambridge: Cambridge UP. Bruter, M. and Harrison, S. 2009. *The Future of our Democracies?* Basingstoke: Palgrave. Zaller, J. 1992. *The Nature and Origins of*

Mass Opinion. Cambridge: Cambridge University Press. Harrison, S. and Bruter, M. *Mapping Extreme Right Ideology*. Basingstoke: Palgrave.

Assessment: Project (80%, 5000 words) in the ST.

Class participation (20%) in the LT.

One empirical research project on a topic relevant to the course and approved by the course co-ordinator with a word limit of 5,000 words (80%).

GV4A5 Half Unit**International Migration and Immigration Management**

This information is for the 2020/21 session.

Teacher responsible: Dr Eiko Thielemann

Availability: This course is available on the MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Comparative Politics, MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Global Politics, MSc in Human Resources and Organisations (International Employment Relations and Human Resource Management), MSc in International Migration and Public Policy, MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Sciences Po), MSc in Public Administration and Government (LSE and Peking University) and MSc in Public Policy and Administration. This course is not available as an outside option.

This course has limited availability and requires that students (regardless of Department or MSc programme) obtain permission from the teacher responsible via the 'LSE For You' capped course management system. This is a core course on the MSc International Migration and Public Policy. Priority will be given to students on that programme. Last year, very few students from other programmes could be accommodated on this course.

The deadline for applications is 17:00 on Tuesday 29 September 2020. You will be informed of the outcome by 17:00 on Wednesday 30 September 2020.

Course content: This course offers a theoretically informed account of the challenges posed by international migration and resulting policy responses. The focus is on the comparative analysis of immigration control policies in OECD countries. The course is structured in three parts. The first introduces a number of theoretical models that seek to explain the dynamics of international migration and migration control policies, addressing questions such as: Why do people migrate? Why do states accept migration? How effective are policies that aim to manage migration? The second, comparative part deals with national public policy responses to the issue of asylum & refugees, 'illegal' migration & human trafficking and (legal) immigration. The final part focuses on the analysis of multilateral policy initiatives on migration management at the global, regional and bi-lateral level.

Teaching: This course is delivered through seminars and lectures totalling 25 hours in the Michaelmas Term, and 1 hour for a revision lecture in the Summer Term. Some or all of this teaching will be delivered through a combination of online and on-campus lectures and seminars. There is a reading week in Week 6 of the Michaelmas Term.

Formative coursework: All students are expected to submit one non-assessed essay.

Indicative reading: There is no single textbook but the following texts are useful introductions:

S Castle & M J Miller, *The Age of Migration*, 2019; A Betts and P Collier, *Refuge: Transforming a Broken Refugee System* 2018; A. Betts, *Global Migration Governance*, 2010; C Boswell, *European Migration Policies in Flux: Changing Patterns of Inclusion and Exclusion*, 2003; C Brettell, *Migration Theory: Talking Across the Disciplines*, 2000; M Baldwin-Edwards & M Schain, *The Politics*

of Immigration in Western Europe, 1994; P Collier, *Exodus: How Migration is Changing our World*, 2015; W A Cornelius et al, *Controlling Immigration: A Global Perspective*, 2004; A Geddes, *The Politics of Migration and Immigration in Europe*, 2003; A Geddes, *Immigration and European Integration*, 2000; V Guiraudon & C Joppke, *Controlling a new migration world*, 2001; J F Hollifield, *Immigrants, Markets, and States: The Political Economy of Postwar Europe*, 1992; C Joppke, *Challenges to the Nation-State: Immigration in Western Europe and the United States*, 1998; G Loescher, *Beyond Charity: International Cooperation and the Global Refugee Crisis*, 1996; J Money, *Fences and Neighbours: The Political Geography of Immigration Control*, 1999; S Sassen, *Guests and Aliens*, 2000; D Thranhardt, *Europe, a New Immigration Continent*, 1994; A R Zolberg et al, *Escape from Violence: Conflict and the Refugee Crisis in the Developing World*, 1997.

Assessment: Online assessment (100%) in the ST.

Online 24 hour (take home) Exam (100%), in the summer exam period. Estimated amount of effort required: 3 hours in the 24 hour period.

GV4A8 Half Unit

Nationalist Conflict, Political Violence and Terrorism

This information is for the 2020/21 session.

Teacher responsible: Prof James Hughes

Availability: This course is available on the MSc in Conflict Studies. This course is available with permission as an outside option to students on other programmes where regulations permit. Availability to students outside the MSc Conflict Studies is subject to space. This course is capped at two groups. The deadline for applications is 17:00 on Tuesday 29 September 2020. You will be informed of the outcome by 17:00 on Wednesday 30 September 2020.

Course content: How can we distinguish legitimate resistance and political violence from terrorism? What is the relationship between war and terror? What distinguishes a combatant from non-combatant? Should we erode civil liberties and democratic values to fight terrorism? How do social scientists theorise about political violence and terrorism? This course attempts to answer these and similar questions by a comparative examination of the theories and ethics of political violence and the root causes, nature and types, and dynamics of violence. This course also evaluates different political and security policies and methods of conflict resolution as change agents. A number of case studies of historical and contemporary conflicts are examined to illustrate the theoretical and policy dilemmas. The course has two parts. Firstly, it examines definitions and concepts, the root causes and motivations for engaging in political violence, the ethical dilemmas, the principles and efficacy of the laws and norms of armed conflict, and repertoires of political violence. We examine the historical evolution from the era of nineteenth century ideologically driven violence, through decolonization to the present day of state counterinsurgency and counterterrorism policies. Key policies in counterinsurgency and counterterrorism will be examined, including coercive versus cooperative approaches, the spectrum of dealing with communal resistance from genocide to cooption, policies of criminalization, and the balance between security and liberty. Secondly, the course explores the key issues and debates through a number of case studies that analyse political violence and terrorism in democracies and non-democracies, including the insurgency and counterinsurgency in Northern Ireland, Chechnya and Iraq, and different forms of extremist ideologically driven violence, including the transnational challenges posed by Al Qaeda and ISIS, and new forms of White Supremacism. Throughout the course comparisons will be made and lessons drawn from the performance of different regime types (colonial, democratic, and authoritarian) in managing political violence. This is a Moodle course.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 31 hours in the Michaelmas Term (including a 1 hour lecture for exam discussion). Some or all of this teaching will be delivered through a combination of online and on-campus lectures and seminars. There will be a reading week in week 6 of the MT for private study and assessment preparation.

Formative coursework: One essay of 2,500 words. Students must also contribute to a team presentation.

Indicative reading: Tore Bjorgo ed. *Root Causes of Terrorism*, Routledge (2005); Andrew Silke ed. *Terrorists, Victims and Society, Psychological Perspectives on Terrorism and its Consequences*, Wiley (2003); David Whittaker, *The Terrorism Reader*, Routledge (3rd edn, 2007); Michael Walzer, *Just and Unjust Wars: A Moral Argument with Historical Illustrations*, Basic Books (1992); *Arguing about War*, Yale University Press (2004); Michael Ignatieff *The Lesser Evil. Political Ethics in an Age of Terror*, Edinburgh University Press (2005); James Hughes, *Chechnya from Nationalism to Jihad*, University of Pennsylvania Press (2008); Marc Sageman, *Understanding Terror Networks*, University of Pennsylvania Press (2004) and *Leaderless Jihad, Terror Networks in the Twenty-First Century*, University of Pennsylvania Press (2007), and *Misunderstanding Terrorism*, University of Pennsylvania Press (2016); Jeff Victoroff and Arie W. Kruglanski eds, *Psychology of Terrorism. Classic and Contemporary Insights*, Psychology Press (2009); Cas Mudde, *The Populist Radical Right: A Reader*, Routledge (2017).

Assessment: Online assessment (100%) in January. 2 hour online exam in the January exam period.

GV4B6 Half Unit Not available in 2020/21

Kant's Political Philosophy

This information is for the 2020/21 session.

Teacher responsible: Prof Katrin Flikschuh

Availability: This course is available on the MSc in Political Theory. This course is available with permission as an outside option to students on other programmes where regulations permit.

Optional for MSc Political Theory; open to others as an outside option on request.

This course is capped at 2 groups.

The deadline for applications is 17:00 on Tuesday 29 September 2020. You will be informed of the outcome by 17:00 on Wednesday 30 September 2020.

Pre-requisites: None, though an appetite for abstract philosophical thought will be an advantage (however, no previous experience is required).

Course content: An introduction to and critical appraisal of Immanuel Kant's political philosophy. Despite the enormous influence which Kant's moral philosophy has exerted on debates in contemporary liberal thinking, his political philosophy has until recently been largely ignored. This is beginning to change: Kant's political philosophy is beginning to be studied in its own right. Such study shows that his political thinking diverges in many of its central aspects from contemporary liberal thinking: the impact of Kant's thought upon the latter must, therefore, be re-assessed. Through close reading and analysis of the primary texts, this course introduces students to Kant's distinctive approach to political thinking. Core texts will include selected passages from the *Doctrine of Right* (Part 1 of the *Metaphysics of Morals*); Kant's celebrated essay, 'On Perpetual Peace'; and his less well known, but no less important essay 'On the Common Saying: "This may be true in theory, but does it work in Practice"'. The analytic and substantive focus will be on three interrelated themes: Kant's idea of freedom as an idea of reason; his account and justification of individual property rights and related conception of state authority; and his cosmopolitan conception of justice. Although the analytic and philosophical focus will be on Kant's own political thinking, we shall compare and contrast Kant's position with contemporary

Kantian liberalism wherever appropriate.

Teaching: 20 hours of seminars in the LT.

There will be a reading week in week 6 of the LT for private study and formative/summative assessment preparation.

Formative coursework: Students are expected to come well prepared and take an active role in seminar discussion. Students are expected to write one formative essay (of up to 2500 words). These will be marked and commented on, but do not count towards formal assessment for this course.

Indicative reading: Kant, *The Metaphysics of Morals*, Part 1; Kant, *Groundwork of the Metaphysics of Morals*; M Timmons (ed.), *Kant's Metaphysical of Morals. Interpretative Essays*; Katrin Flikschuh; Arthur Ripstein, *Force and Freedom. Kant's Legal and Political Philosophy*; Onora O'Neill, *Towards Justice and Virtue*; Onora O'Neill, *Constructions of Reason*; Pauline Kleingeld, *Kant and Cosmopolitanism*; Stephen Darwall, *The Second-Person Standpoint*.

Assessment: Essay (100%, 5000 words).

GV4B7 Half Unit

The Idea of Freedom

This information is for the 2020/21 session.

Teacher responsible: Bruno Leipold

Availability: This course is available on the MSc in Human Rights, MSc in Human Rights and Politics and MSc in Political Theory. This course is not available as an outside option.

This course is capped at two groups. Priority will be given to students enrolled on the MSc in Political Theory.

The deadline for applications is 17:00 on Tuesday 29 September 2020. You will be informed of the outcome by 17:00 on Wednesday 30 September 2020.

Pre-requisites: Basic familiarity with concepts and methods in normative political theory.

Course content: The concept of freedom is often invoked in political life. Many policies and broader political agendas are justified in its name. Nearly all modern ideologies from liberalism to socialism and conservatism claim liberty as a central value. But what, exactly, does freedom mean? Is freedom best understood in terms of absence of interference or in terms of non-domination? Is one made unfree only when one's rights are violated? Does poverty constitute a constraint on freedom? Does wage-labour make workers unfree? And could citizens of an authoritarian regime be described as free? These are some of the questions addressed in this module. Depending on the particular year in which the module is taught, the approach taken may be either historical or contemporary-analytic or a combination of the two. Consequently, authors discussed may include key historical thinkers such as Hobbes, Locke, Rousseau, and Kant, as well as contemporary scholars such as Isaiah Berlin, Hannah Arendt, Charles Taylor, Philip Pettit, Nancy Hirschmann, Quentin Skinner, Amartya Sen, Martha Nussbaum and others. The overall aim of the course is to enable students to assess the quality and strength of different theorists' conceptions of freedom and to deploy those conceptions in the analysis and justification of some core institutions within the modern state.

Teaching: This course is delivered through seminars totalling a minimum of 20 hours in the Michaelmas Term. Some or all of this teaching will be delivered through a combination of online and on-campus seminars. There will be a reading week in week 6 of the MT for advice and feedback.

Formative coursework: All students are expected to submit one formative (non-assessed) essay.

Indicative reading: Isaiah Berlin, 'Two Concepts of Liberty' in Berlin, *Liberty* (edited by Henry Hardy); Hannah Arendt, 'Freedom and Politics', in Miller (ed.), *The Liberty Reader*; Gerald MacCallum, 'Negative and Positive Freedom', in *Philosophical Review*, 76 (1967); Nancy Hirschmann, *The Subject of Liberty*; Phillip Pettit, *A Theory of Freedom*; Robert Nozick, *Anarchy, State, and Utopia*; G.

A. Cohen, 'Capitalism, Freedom and the Proletariat' in Miller (ed.) *The Liberty Reader*; John Stuart Mill, *On Liberty*; Jean-Jacques Rousseau, *The Social Contract*; Thomas Hobbes, *Leviathan*; John Locke, *Second Treatise of Government*.

Assessment: Essay (100%, 4000 words).

GV4B8 Half Unit

Civil Wars: Concepts and Cases

This information is for the 2020/21 session.

Teacher responsible: Dr William Kissane

Availability: This course is available on the MSc in Comparative Politics, MSc in Conflict Studies, MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po) and MSc in Gender, Peace and Security. This course is available as an outside option to students on other programmes where regulations permit.

The deadline for applications is 17:00 on Tuesday 29 September 2020. You will be informed of the outcome by 17:00 on Wednesday 30 September 2020.

Course content: The course examines social science explanations of the origins, intractability and outcomes of civil wars. It does this through the comparative analysis of various cases. These cases may vary from year to year. Particular stress is on: Civil War and Civilization. The Concept of Civil War. Patterns of civil war since 1945. Large N approaches. Decolonisation, and Democratisation as causes of civil war. The emergence of security dilemmas. Partition and Civil War. The idea of global civil war.

Teaching: This course provides a combination of seminars and lectures totalling a minimum of 25 hours in the Lent Term. This year, some or all of this teaching will be delivered through a combination of online and on-campus lectures and seminars. There will be a reading week in week 6 of the LT for private study and assessment preparation.

Formative coursework: All students are expected to submit one non-assessed essay of 1500 words.

Indicative reading: Bill Kissane, *Nations Torn Asunder; The Challenge of Civil War*, OUP 2016.

Assessment: Essay (100%, 3000 words) in the ST.

These assessments and their values will be the same whether a student receives teaching on campus or online.

GV4B9 Half Unit

The Second Europe

This information is for the 2020/21 session.

Teacher responsible: Dr Vesselin Dimitrov

Availability: This course is available on the MSc in Comparative Politics, MSc in Conflict Studies, MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in European Studies (Research), MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi) and MSc in European and International Public Policy (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

The deadline for applications is 17:00 on Tuesday 29 September 2020. You will be informed of the outcome by 17:00 on Wednesday 30 September 2020.

Course content: The course explores the problems of delayed modernisation, problematic democratisation, conflictual nation-building and geopolitical insecurity in the European semi-periphery, including countries such as Russia, Poland, Spain, Italy, Austria-Hungary, and Sweden. It analyses the socio-economic structures, political issues and problems shared by the European semi-periphery from the first wave of liberal globalisation and the emergence of mass politics in the late 19th century to

European integration in the early 21st century. It analyses the strategies adopted by political elites and social classes in the face of modernisation, imperial decline, nationalism, and European integration.

Course topics include: The emergence of core and semi-periphery in Europe; Problems of modernisation; Ruling elites and structures of power; State nationalism, sub-state nationalism and problems of nation-state building; Religion: the socio-political power of the church; Political parties and ideologies; Fascism and varieties of right-wing authoritarianism in the 1920s and 1930s; Communism; Empire and EU integration.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 26 and a half hours in the LT and ST. Some or all of this teaching will be delivered through a combination of online and on-campus lectures and seminars.

There will be a reading week in Week 6 of the LT for private study and assessment preparation.

Formative coursework: Students are required to submit one formative essay of 2000 words.

Indicative reading: J Breuilly, *Nationalism and the State* (MUP, 1993); E Hobsbawm, *The Age of Capital, 1848-1875* (London, 1975), *The Age of Empire, 1875-1914* (London, 1989), *Age of Extremes: The Short Twentieth Century, 1914-1991* (London, 1994), and *Nations and Nationalism since 1780* (Cambridge, 1992); D Lieven, *Empire* (London, 2000), and *The Aristocracy in Europe, 1815-1914* (London, 1992); M Mann, *The Sources of Social Power. Vol. 2, The Rise of Classes and Nation States, 1760-1914, Vol. 3, Global Empires and Revolution, 1890-1945, and Vol. 4, Globalizations, 1945-2011* (Cambridge, 2012-13); B Moore, *Social Origins of Dictatorship and Democracy* (Boston, 1967); K Polanyi, *The Great Transformation: The Political and Economic Origins of Our Time* (Boston, 2001); N Stone, *Europe Transformed 1878-1919* (Oxford, 1999); J Zielonka, *Europe as Empire: The Nature of the Enlarged European Union* (Oxford, 2007).

Assessment: Exam (75%, duration: 2 hours) in the summer exam period.

Essay (25%, 2500 words).

GV4C8 Half Unit

Game Theory for Political Science

This information is for the 2020/21 session.

Teacher responsible: Dr Rafael Hortalá-Vallve

Availability: This course is compulsory on the MSc in Political Science and Political Economy. This course is available on the MSc in Public Administration and Government (LSE and Peking University) and MSc in Public Policy and Administration. This course is available with permission as an outside option to students on other programmes where regulations permit. MSc Political Science and Political Economy students will be granted priority access as this is a compulsory course on the programme. Other postgraduates wanting to take the course (space permitting) require the permission of the teachers responsible.

The deadline for applications is 17:00 on Tuesday 29 September 2020. You will be informed of the outcome by 17:00 on Wednesday 30 September 2020.

Course content: Game theory provides a scientific approach to the study of social interactions which focusses on the strategic aspects of decision-making between two or more individuals or groups. This course will cover the basic elements of game theory and how they have been applied in the area of political science and political economy. The aim of the course is to provide a deeper understanding of game theoretic tools and to help you understand how these ideas have been developed and applied in the political science literature. The first part of the course will look at static games where all players move simultaneously and the second part of the course will look at dynamic games players move in

sequence. In each part we will start with a simple setting where all information is known to all players (complete information) and we will then move to more complex setting where some information is not known to all players (incomplete information).

Teaching: This course provides a combination of seminars and lectures totalling 40 hours in the Michaelmas Term and 2 hours in the Summer Term. This year, some or all of this teaching will be delivered through a combination of online and on-campus lectures and seminars. There will be a reading week in Week 6 of the MT.

Formative coursework: Weekly problem sets to be completed and discussed in class and a two hour mock exam in week 11 of MT.

Indicative reading: The core text for the course is M J Osborne, *An Introduction to Game Theory*, Oxford University Press 2004

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

GV4C9 Half Unit

Globalization and Democratization in Southeast Asia

This information is for the 2020/21 session.

Teacher responsible: Prof John Sidel

Availability: This course is available on the MSc in Comparative Politics, MSc in Conflict Studies, MSc in Development Management, MSc in Development Studies, MSc in Global Politics and MSc in Social Anthropology (Religion in the Contemporary World). This course is available with permission as an outside option to students on other programmes where regulations permit. This course is capped at 1 group. The deadline for applications is 17:00 on Tuesday 29 September 2020. You will be informed of the outcome by 17:00 on Wednesday 30 September 2020.

Course content: This course focuses on the diverse processes of globalization and democratization observed in Southeast Asia over the past few decades. Special attention is paid to democracy in Indonesia and the Philippines, regression from democracy to military rule in Thailand, recent movements towards democracy in Myanmar, and 'creeping pluralism' and 'creeping constitutionalism' in Vietnam. The course examines important trends and developments accompanying globalization and democratization in the region - in government-business relations, in local politics, in civil society, in religious practices, in inter-communal relations, and in the organization and use of violence in politics. Throughout the course, the countries examined are treated as cases suitable for analysis and comparison in the light of the broader Comparative Politics and Global Politics literatures on globalization and democratization.

The course begins by situating globalization and democratization in Southeast Asia against a comparative historical and sociological backdrop, paying close attention to the variegated patterns of class, state, and religious formation in the region.

The course compares processes and patterns of globalization and democratization across the Philippines, Thailand, Indonesia, and Myanmar. Lectures, readings, and seminar discussions then turn to key trends accompanying democratization in Southeast Asia. The trends examined include campaigns against 'corruption' and in support of 'the rule of law' and 'good governance'; social movements and struggles for popular empowerment; the democratization of religious practices and institutions; religious violence, and separatist mobilization. These trends are treated through comparative analysis of different cases within Southeast Asia and in the light of relevant theoretical literatures drawn from Comparative Politics and Global Politics.

Teaching: This year, the lectures will all be recorded and available online, and seminars will be run through a combination of online and/or on-campus provision as circumstances permit and require. This course provides a combination of seminars and lectures totalling 25 hours in the Michaelmas Term. Insofar as the course is limited to online modes of teaching, supplementary activities and forms of interaction and communication will be provided in

addition to the lectures and seminars.

There will be a reading week in week 6 of the MT for complementary structured learning activities.

Formative coursework: One non-assessed 1,000 word essay.

Indicative reading: Martin van Bruinessen (ed.), *Contemporary Developments in Indonesian Islam: Explaining the "Conservative Turn"* (Singapore: Institute of Southeast Asian Studies, 2013); Nicole Curato (ed.), *A Duterte Reader: Critical Essays on Rodrigo Duterte's Early Presidency* (Ithaca, NY: Cornell University Southeast Asia Program, 2017); Renaud Egret, *Caretaking Democratization: The Military and Political Change in Myanmar* (Oxford: Oxford University Press, 2016); Federico Ferrara, *The Political Development of Modern Thailand* (Cambridge: Cambridge University Press, 2015); Michele Ford and Thomas B. Pepinsky (eds.), *Beyond Oligarchy: Wealth, Power, and Contemporary Indonesian Politics* (Ithaca, NY: Cornell University Southeast Asia Program 2014); Eva-Lotta E. Hedman, *In the Name of Civil Society: From Free Election Movements to People Power in the Philippines* (Honolulu: University of Hawai'i Press, 2006); Annette Miae Kim, *Learning to Be Capitalists: Entrepreneurs in Vietnam's Transition Economy* (Oxford: Oxford University Press, 2008); Hue-Tam Ho Tai and Mark Sidel (eds.), *State, Society and the Market in Contemporary Vietnam* (London: Routledge, 2013).

Assessment: Exam (50%, duration: 2 hours) in the January exam period.

Essay (50%, 3000 words).

GV4D3 Half Unit

Local Power in an Era of Globalization, Democratization, and Decentralization

This information is for the 2020/21 session.

Teacher responsible: Prof John Sidel

Availability: This course is available on the MSc in Comparative Politics, MSc in Conflict Studies, MSc in Development Studies and MSc in Global Politics. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has limited availability (is capped), and requires that students (regardless of Department or MSc programme) obtain permission from the teacher responsible. It is capped at 1 group. The deadline for applications is 17:00 on Tuesday 29 September 2020. You will be informed of the outcome by 17:00 on Wednesday 30 September 2020.

Course content: Over the course of the past two decades, the inter-related processes of globalization, democratization, and decentralization are said to have generated new social forces and political freedoms in localities around the world. Market reforms and village elections in China, the end of Communist Party rule in Russia and Eastern Europe, and trends of (re)democratization in Asia, Africa, and Latin America have all offered new opportunities for local people to effect change in local politics around the world. Yet academic, journalistic, and policy accounts have highlighted the rise and resilience of 'local despotisms' – "authoritarian enclaves," "bosses," "caciques," "chiefs," "clans," "local strongmen," "mafias," "warlords" – in the midst of this reworking of market, electoral, and administrative circuitries. This course focuses on this phenomenon of what scholars have come to call 'subnational authoritarianism', competing explanations for its emergence and entrenchment, the diversity of its manifestations, and various challenges mounted against its perpetuation. The goals of the course are twofold. First, the course offers a critical examination of competing accounts of and explanations for the phenomenon of 'subnational authoritarianism' in the developing world. Second, the course helps students think more carefully, critically, and creatively about local politics more broadly, and to do so with an eye towards the comparative analysis of local power structures rooted in local economies and societies. The course begins with an examination of an emerging new political-science literature on 'subnational

authoritarianism' and a more established body of scholarship on clientelism and machine politics. The course then turns to case studies in diverse settings, ranging from southern Italy to China, India, Indonesia, Nigeria, and Russia, and extending to cases of 'warlordism' in contexts such as contemporary Afghanistan, Iraq, and Somalia. The readings allow students to examine and evaluate competing explanations for the rise and entrenchment of local bosses, chiefs, clans, and mafias, diverging descriptions of their modes of domination, and alternative accounts of their disappearance, evolution, or transformation in the face of economic, social, and political change. Successive weeks also explore the links between constellations in local politics on the one hand, and patterns of economic development, ethnic conflict, and religious mobilization on the other. The final weeks of the course shift attention to the efforts to challenge entrenched local power structures and to create "countervailing power" through popular mobilization, political participation, and social empowerment in localities in diverse settings across the world.

Teaching: This year, the lectures will all be recorded and available online, and seminars will be run through a combination of online and/or on-campus provision as circumstances permit and require. This course provides a combination of seminars and lectures totalling 23.5 hours in the Lent Term and 1 hour in the Summer Term. Insofar as the course is limited to online modes of teaching, supplementary activities and forms of interaction and communication will be provided in addition to the lectures and seminars.

There will be a reading week in week 6 of the LT for complementary structured learning activities.

Formative coursework: One non-assessed 1,000 word essay.

Indicative reading: Jacqueline Behrend and Laurence Whitehead (eds.), *Illiberal Practices: Territorial Variance within Large Federal Democracies* (Baltimore, MD: Johns Hopkins University Press, 2016); Judith Chubb, *Patronage, Power, and Poverty in Southern Italy: A Tale of Two Cities* (Cambridge: Cambridge University Press, 1982); Edward L. Gibson, *Boundary Control: Subnational Authoritarianism in Federal Democracies* (Cambridge: Cambridge University Press, 2013); Ben Hillman, *Patronage and Power: Local State Networks and Party-State Resilience in Rural China* (Stanford, CA: Stanford University Press, 2014); Kimberly Marten, *Warlords: Strong-Arm Brokers in Weak States* (Ithaca, NY: Cornell University Press, 2012); Dipali Mukhopadhyay, *Warlords, Strongman Governors, and the State in Afghanistan* (Cambridge: Cambridge University Press, 2014); Kelly McMann, *Economic Autonomy and Democracy: Hybrid Regimes in Russia and Kyrgyzstan* (Cambridge: Cambridge University Press, 2006); Gulnaz Sharafutdinova, *Political Consequences of Crony Capitalism inside Russia* (Notre Dame: Notre Dame University Press, 2010); Jane C. Schneider and Peter T. Schneider, *Reversible Destiny: Mafia, Antimafia, and the Struggle for Palermo* (Berkeley: University of California Press, 2003); Milan Vaishnav, *When Crime Pays: Money and Muscle in Indian Politics* (New Haven, CT: Yale University Press, 2017).

Assessment: Exam (50%, duration: 2 hours) in the summer exam period.

Essay (50%, 3000 words).

GV4D7 Half Unit

Dilemmas of Equality

This information is for the 2020/21 session.

Teacher responsible: Dr Sarah Goff

Availability: This course is available on the MSc in Gender, MSc in Gender, Development and Globalisation, MSc in Gender, Policy and Inequalities, MSc in Human Rights, MSc in Human Rights and Politics, MSc in Inequalities and Social Science and MSc in Political Theory. This course is available as an outside option to students on other programmes where regulations permit.

This course is capped at 3 groups. The deadline for applications is 17:00 on Tuesday 29 September 2020. You will be informed of the

outcome by 17:00 on Wednesday 30 September 2020.

Course content: The course starts with the general questions of why equality matters and what is to be equalized. It then introduces some of the major debates in the contemporary egalitarian literature: equality of opportunity versus equality of outcome; luck egalitarianism versus relational equality; and social equality versus global equality. Throughout the course, and particularly in the latter half, we consider concrete social problems and dilemmas faced by those who are committed to the ideal of equality. Topics covered this year include discrimination, and policies that aim to reduce inequalities between social groups.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 20 hours in the Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of online and on-campus lectures and seminars.

There will be a reading week in Week 6 of the MT for private study and assessment preparation.

Formative coursework: Students will submit a short formative essay (up to 1500 words) and will be given feedback on this before submitting their assessed coursework.

Indicative reading: Samantha Brennan, 'Feminist Ethics and Everyday Inequalities' *Hypatia* 24, 2009; Derek Parfit, 'Equality and Priority' *Ratio* 10, 1997; Ronald Dworkin, *Sovereign Virtue: the Theory and Practice of Equality* (Harvard University Press, 2000); Amartya Sen, *Development as Freedom* (Oxford University Press, 1999); Elizabeth Anderson, 'What is the Point of Equality?' *Ethics* 109, 1999; Harry Frankfurt, 'The Moral Irrelevance of Equality' *Public Affairs Quarterly* (2000); and Deborah Hellman, *When is Discrimination Wrong?* (Harvard University Press, 2011).

Assessment: Essay (100%, 4500 words).

GV4E1 Half Unit

Comparative Democratization in a Global Age

This information is for the 2020/21 session.

Teacher responsible: Dr William Kissane

Availability: This course is available on the MSc in Comparative Politics, MSc in Conflict Studies and MSc in Global Politics. This course is available with permission as an outside option to students on other programmes where regulations permit. The deadline for applications is 17:00 on Tuesday 29 September 2020. You will be informed of the outcome by 17:00 on Wednesday 30 September 2020.

Course content: To introduce students to the fundamental political science debates about the phenomenon of democratization, to explore the explanatory strength of key paradigms, and to compare distinct modes of democratization. Specific topics are: Definitions of democratization and democratic consolidation; waves of democratization, capitalist development and democratization, elite transitions, post-civil war democracy, hybrid regimes, democratic backsliding, the current crisis of democracy.

Teaching: This course provides a combination of seminars and lectures totalling a minimum of 25 hours in the Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of online and on-campus lectures and seminars. There will be a reading week in week 6 of the MT for private study and assessment preparation.

Formative coursework: All students are expected to submit one non-assessed essay of 1500 words.

Indicative reading: D Potter et al, *Democratization*, J. Grugel, *Democratization*, Rueschmeyer, Stephens and Stephens, *Capitalist Development and Democracy*; J Linz and A S Stepan, *Problems of Democratic Transition and Consolidation*

Assessment: Essay (100%, 3000 words) in the LT.

These assessments and their values will be the same whether a student receives teaching on campus or online.

GV4E2 Half Unit

Capitalism and Democracy

This information is for the 2020/21 session.

Teacher responsible: Prof Jonathan Hopkin and Dr David Woodruff

Availability: This course is available on the MSc in Comparative Politics, MSc in Global Politics, MSc in Political Science and Political Economy and MSc in Political Theory. This course is available with permission as an outside option to students on other programmes where regulations permit.

Available as an outside option for students on other programmes with the teachers' consent. This course is capped at 3 groups. The deadline for applications is 17:00 on Tuesday 29 September 2020. You will be informed of the outcome by 17:00 on Wednesday 30 September 2020.

Course content: Compatibility and incompatibility of capitalism and democracy; Constitutional restraints on economic policymaking in central banking and property rights; Democracy and economic inequality; World context and the compatibility of democracy and capitalism; Democracy and economic crisis. This course examines the uneasy interaction between the two dominant concepts underpinning political and economic institutions in advanced industrial societies. It addresses in particular questions about the relationship of capitalism to democracy, both conceptually and empirically. We consider whether democracy undermines or supports capitalism, focusing on policies relating to central banking, redistribution, and property rights. We also examine how capitalism may undermine or sustain democracy and whether contemporary international circumstances heighten the tension between democracy and capitalism.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 31 and a half hours over the Lent and Summer Terms. This year, some or all of this teaching will be delivered through a combination of online and on-campus lectures and seminars. Online seminars, if required, will involve a mix of virtual meetings and other forms of online engagement.

There will be a reading week in week 6 of the LT.

Formative coursework: All students are expected to submit one non-assessed essay

Indicative reading: Schumpeter, *Capitalism, Socialism, and Democracy*. Holmes, 'Precommitment and the Paradox of Democracy'. Mill, *Considerations on Representative Government*. Kalecki, 'Political Aspects of Full Employment'. Olson, 'Dictatorship, Democracy, and Development'. Stiglitz, 'Central Banking in a Democratic Society'. Beard, *An Economic Interpretation of the Constitution of the United States*. Kenworthy and Pontusson, 'Rising Inequality and the Politics of Redistribution in Affluent Countries'.

Assessment: Online assessment (100%) in the ST.

GV4E3 Half Unit

Democratisation, Conflict and Statebuilding

This information is for the 2020/21 session.

Teacher responsible: Prof James Hughes

Availability: This course is available on the MSc in Conflict Studies. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at one group. The deadline for applications is 17:00 on Tuesday 29 September 2020. You will be informed of the outcome by 17:00 on Wednesday 30 September 2020.

Course content: This course provides a theoretically informed assessment and critique of the debates on the relationship between democratization, violent conflict and state-building. It seeks to explain why some state-building projects have succeeded while others failed or are failing. Case studies will be drawn from post-communist Europe and Eurasia, principally focusing on

the Western Balkans, North and South Caucasus, and Central Asia, including Afghanistan. Themes considered include: state collapse of the USSR and Yugoslavia, theories and forms of state-building, democratization, nationalism and nation-state building, internal armed conflicts and civil wars; conceptualising 'failed state'; nationalist mobilisation and the 'nationalising' state; 'ethnic democracies'; authoritarian state-building; secession and national and ethnic conflict management; 'coloured revolutions'; democracy promotion, international conditionality and intervention, in particular by the EU and U.S.; the politics and security challenges posed by 'frozen conflicts'. As an LSE Moodle course, most of the weekly essential readings are available online.

Teaching: This course provides a combination of seminars and lectures totalling 31 hours in the Lent Term (including a 1 hour lecture for essay discussion). This year, some or all of this teaching will be delivered through a combination of online and on-campus lectures and seminars. There will be a reading week in LT Week 6.

Formative coursework: Students are expected to submit one essay outline (1000 words) in preparation for the assessed essay, and prepare one group seminar presentation.

Indicative reading: David Laitin, *Nations, States and Violence*, Oxford, 2007; Philip G. Roeder and Donald Rothchild eds, *Sustainable Peace. Power and Democracy after Civil Wars*, Cornell, 2005; James Hughes, *Chechnya. From Nationalism to Jihad*, Penn Press, 2007; Gwendolyn Sasse, *The Crimea Question. Identity, Transition and Conflict*, Harvard, 2007; James Hughes & Gwendolyn Sasse (Eds), *Ethnicity and Territory in the Former Soviet Union*, Routledge, 2001; Christoph Zurcher, *The Post-Soviet Wars: Rebellion, Ethnic Conflict, and Nationhood in the Caucasus*, New York University Press, 2007; David Chandler, *From Kosovo to Kabul: Human Rights and International Intervention*, Pluto, 2002; David Chandler, *Empire in Denial. The Politics of State-Building*, Pluto, 2006; Jan Koehler and Christoph Zurcher eds, *Potentials of Disorder Explaining Conflict and Stability in the Caucasus and in the Former Yugoslavia*, Manchester, 2003; Roberto Belloni, *State building and international intervention in Bosnia*, Routledge, 2007.

Assessment: Essay (100%, 5000 words).

GV4E8 Half Unit

Conflict and Institutional Design in Divided Societies

This information is for the 2020/21 session.

Teacher responsible: Dr Vesna Popovski

Availability: This course is available on the MSc in Comparative Politics, MSc in Conflict Studies, MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Global Politics and MSc in Political Science and Political Economy. This course is available with permission as an outside option to students on other programmes where regulations permit.

Priority will be given to students on the MSc in Conflict Studies.

This course is capped at 1 group.

The deadline for applications is 17:00 on Tuesday 29 September 2020. You will be informed of the outcome by 17:00 on Wednesday 30 September 2020.

Course content: The internal resolution of serious ethnic and national conflicts almost inevitably involves some form of power sharing and/or power division (autonomy and federation). While power sharing is often invoked in normative and comparative accounts of conflict resolution, it is less frequently systematically examined. Conflict and Institutional Design (CID) is a comparative analysis of the making, maintenance and too often breaking of power sharing agreements. When and how are peace agreements negotiated? Does UN peacekeeping make a positive difference? What role than transitional justice mechanisms perform? Do they help? What type of power-sharing and federal designs are available? Under what conditions is power sharing likely

to help contain conflict, and when does it fail? The course will pay particular attention to what happens after a power-sharing agreement is reached. The institutional focus will include analysis of electoral system design for divided societies, the dynamics of electoral and party competition within ethnic segmentation and consociational governance (power-sharing constitutions, executives, legislatures and federations). Why do some power-sharing regimes succeed while others fail?

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 30 hours in Lent Term. Some or all of this teaching will be delivered through a combination of online and on-campus lectures and seminars. There will be a reading week in Week 6 of the LT.

Formative coursework: Two briefing papers on pre-selected key concepts/cases.

Indicative reading: Lijphart, Arend (2008). *Thinking about Democracy: Power Sharing and Majority Rule in Theory and Practice*. London: Routledge; .Noel, Sid (2005, ed), *From Power Sharing to Democracy*. Montreal: McGill-Queen's University Press; Norris, Pippa (2008). *Driving Democracy: Do Power-Sharing Institutions Work?* Cambridge University Press; Reynolds, Andrew (ed) *The Architecture of Democracy: Constitutional Design, Conflict Management and Democracy*. Oxford UP; Powell, G. Bingham (2000). *Elections as Instruments of Democracy: Majoritarian and Proportional Visions*. New Haven: Yale UP; Hayner, Priscilla (2011, 2nd edition). *Unspeakable Truths: Transitional Justice and the Challenge of Truth Commissions*. Routledge; Shugart, Matthew Soberg and John Carey (1992). *Presidents and Assemblies: Constitutional Design and Electoral Dynamics*. Cambridge UP; Roeder, Philip and Donald Rothchild (2005). *Sustainable Peace: Power and Democracy After Civil Wars*. Cornell UP; Lijphart, Arend (1977). *Democracy in Plural Societies: A Comparative Exploration*. New Haven: Yale University Press; Nordlinger, Eric (1972). *Conflict Regulation in Divided Societies. Occasional Papers in International Affairs*. Cambridge, MA: Center for International Affairs, Harvard University; O'Leary, Brendan, Ian Lustick and Thomas Callaghy (2001, eds). *Right-Sizing the State: The Politics of Moving Borders*. Oxford UP; Diamond, Larry and Marc Plattner (2006, eds). *Electoral Systems and Democracy*. Johns Hopkins UP; Gallagher, Michael and Paul Mitchell (2005, eds), *The Politics of Electoral Systems*. Oxford: Oxford University Press; Reilly, Benjamin (2001). *Democracy in Divided Societies: Electoral Engineering for Conflict Management*. Oxford UP; Birnir, Johanna Kristin (2007). *Ethnicity and Electoral Politics*. Cambridge University Press.

Assessment: Essay (100%, 5000 words) in the ST.

The research essay will be on a topic of your choice. Having said that the topic will be discussed between each of you and myself and I must approve the topic. The research paper should ideally examine a research question using relevant concepts and theories, and must have an empirical dimension that is relevant to the themes of the course. 'Empirical' is understood in the broadest sense: your material could be a case study set in an appropriate theoretical framework, it could examine a theme with comparative case studies, it could be quantitative or qualitative. Whatever is deemed appropriate to the research question at hand. Bear in mind though that broad surveys are generally not a good idea. After all 5000 words is about half the standard size of a journal article. Much more advice about the essay will be given as the course progresses both collectively and in individual meetings with each of you. One of the aims in asking participants to write a paper is to help you to think about research questions and appropriate research design. Thus we are aiming at more than a traditional essay (which largely summarizes what significant others have said), and to begin to make the transition towards 'postgraduate research' in which you help develop new insights and/or new empirical knowledge. This should also help you when approaching the planning and writing of your MSc dissertation. Since you will be working on something that really interests you I hope that this will be an enjoyable experience.

GV4E9

Approaches and Issues in Public Policy and Administration

This information is for the 2020/21 session.

Teacher responsible: Prof Edward Page, Dr Daniel Berliner and Dr Charlotte Haberstroh

Availability: This course is compulsory on the MSc in Public Administration and Government (LSE and Peking University) and MSc in Public Policy and Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

The deadline for applications is 17:00 on Tuesday 29 September 2020. You will be informed of the outcome by 17:00 on Wednesday 30 September 2020.

Course content: The course is designed to introduce MSc students to major issues in understanding public administration and policy. Students will be divided into three to four classes depending on the number of students taking the course. 18 of the lectures will reflect the topics to be covered in the weekly classes (18 plus 1 revision class) addressing key themes in Public Policy and Public Administration. Some of the lectures may be given by other colleagues teaching on the MSc degree as well as by outside speakers. 2 lectures and classes will cover dissertation writing (for GV499) in the field of public policy and administration.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 40 hours across the Michaelmas, Lent and Summer Terms. This year, some or all of this teaching will be delivered through a combination of online and on-campus lectures and seminars. This course includes reading weeks in Week 6 of both the MT and LT terms.

Formative coursework: Two formative essays, one in the Michaelmas Term and one in the Lent Term.

Indicative reading: Paul Cairney (2012) *Understanding Public Policy*; Merilee Grindle (2012) *Jobs for the Boys*; B Guy Peters (2018) *Politics of Bureaucracy* (7th edn); David L Weimer and Aidan R Vining (2016) *Policy analysis: Concepts and practice*; Steve Balla, Martin Lodge and Edward C Page (eds) (2015) *Oxford Handbook on the Classics of Public Policy*.

Assessment: Exam (75%, duration: 3 hours) in the summer exam period.

Essay (25%, 3000 words) in the LT.

GV4F2 Half Unit

Popular Politics in the Middle East

This information is for the 2020/21 session.

Teacher responsible: Prof John Chalcraft

Availability: This course is available on the MSc in Comparative Politics, MSc in Conflict Studies and MSc in Global Politics.

This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 2 groups. The deadline for applications is 17:00 on Tuesday 29 September 2020. You will be informed of the outcome by 17:00 on Wednesday 30 September 2020.

Course content: The course explores the role of popular politics in the making of the contemporary Middle East and North Africa. The primary focus is on the Arab world but reference is also made to Iran, Israel and Turkey. We study the origins, course and consequences of popular protest, social and political movements, uprisings and revolutions in the region. We ask how a wide variety of subaltern social groups have challenged subordination and brought about new social relations. Our cases are drawn from the early twentieth century to the present. Common topics include the Iranian revolution of 1979, everyday forms of resistance, the first intifada in the Occupied Palestinian Territories (1987-1991), social justice and labour movements, Islamic activism, the Arab uprisings of 2011 and the Rojava Revolution. The course draws on critical, historically-minded and Gramscian approaches, aims to grasp the

role of active subjectivity and leadership in context, and evaluates the ways in which a wide variety of movements have aimed to bring about change, and how they have succeeded and/or failed to do so.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 25 hours in Lent Term. Some or all of this teaching will be delivered through a combination of online and on-campus lectures and seminars. Week 6 of the LT is a reading week.

Formative coursework: In order to develop essay skills and obtain feedback outside of formal assessment, students will complete a 2,000 word formative essay on which they will receive feedback as to overall standard, argument, evidence, structure and style. Students will choose one essay from a list of titles. To prepare for the 5,000 word essay, students will submit for approval a proposed title and a two-page handout summarising the question or puzzle that their essay will address. A seminar will also be held as a workshop to assist students prior to the final submission of their 5,000 word essay.

Indicative reading: Abrahamian, Ervand. *Iran between Two Revolutions* (Princeton University Press, 1982); Achcar, Gilbert. *The People Want*. (Saqi Books 2012); Bayat, Asef. *Street Politics: Poor People's Movements in Iran* (Columbia University Press, 1997); Beinín, Chalcraft, John. *Popular Politics in the Making of the Modern Middle East* (Cambridge University Press, 2016); Cronin, Stephanie. *Subalterns and Social Protest* (Routledge, 2007); Kurzman, Charles. *The Unthinkable Revolution in Iran* (Harvard University Press, 2004); Swedenburg, Ted. *Memories of Revolt: The 1936-1939 Rebellion and the Palestinian National Past* (Fayetteville: University of Arkansas Press, 2003); Tripp, Charles, *The Power and the People* (Cambridge: CUP, 2013).

Assessment: Essay (100%, 5000 words).

GV4F4 Half Unit

Policy Advice in Theory and Practice

This information is for the 2020/21 session.

Teacher responsible: Dr Paolo Belardinelli

Availability: This course is available on the MSc in International Migration and Public Policy, MSc in Public Administration and Government (LSE and Peking University) and MSc in Public Policy and Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 3 groups. The deadline for applications is 17:00 on Tuesday 29 September 2020. You will be informed of the outcome by 17:00 on Wednesday 30 September 2020.

Course content: Many masters graduates in public policy and administration go on to work in organizations that produce or consume policy advice. With this in mind, this course will look at how policy advice is produced and used. It has three objectives: to introduce students to a range of theoretical and empirical scholarship on the issues involved in producing and using policy advice; to develop practical policy analysis and communication skills required of policy advisors; and to expose students to practitioners who produce and use policy advice. Students will develop their policy analysis and communication skills by critically analysing the theoretical scholarship on policy advice, the science-policy link, and research impact. Moreover, we will apply this analysis to real-world cases during the seminars, in group presentations and exercises, and in the formative and assessed coursework.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 25 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of online and on-campus lectures and seminars. This course includes a reading week in Week 6 of Lent Term.

Formative coursework: One formative essay (2,000 words), one

group presentation, and a mock examination.

Indicative reading: Bardach, Eugene (2009) *A Practical Guide for Policy Analysis*, Third Edition. Washington, DC: CQ Press. Stone, D.A., (2002). *Policy paradox: The art of political decision making*, New York: Norton. Scott, C. and Baehler, K. (2010) *Adding Value to Policy Analysis and Advice*, Sydney: University of New South Wales Press. Weimer, David L. and Vining, Aidan R. (2005) *Policy Analysis: Concepts and Practice*, Fourth Edition. Upper Saddle River, NJ: Pearson.

Assessment: Exam (50%, duration: 2 hours) in the summer exam period.
Project (50%, 2500 words).

GV4F5 Half Unit

Advanced Study of Key Political Thinkers

This information is for the 2020/21 session.

Teacher responsible: Dr Signy Gutnick Allen

Availability: This course is available on the MSc in Political Theory. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 1 group.

The deadline for applications is 17:00 on Tuesday 29 September 2020. You will be informed of the outcome by 17:00 on Wednesday 30 September 2020.

Pre-requisites: An advanced undergraduate course in the History of Political Thought or Political Philosophy, or following consultation with the course teacher.

Course content: This course provides an opportunity to study the work of Thomas Hobbes in-depth. It will focus on his major works, with an emphasis on themes in his political theory: authorisation and the state, free will, the nature of the law, political resistance, the international sphere, and the relationship between civil and religious authority. We will situate Hobbes's arguments in their political and theoretical context, as well as exploring both how subsequent theorists understood and employed his ideas, and the major contemporary critical debates in Hobbes scholarship. The seminar will therefore blend intellectual history and political theory. In our final seminars, we will consider how a trio of controversial twentieth-century thinkers (Carl Schmitt, Hannah Arendt and Giorgio Agamben) responded to Hobbes's theory of political sovereignty.

Teaching: This course is delivered through seminars totalling a minimum of 20 hours in the Lent Term. Some or all of this teaching will be delivered through a combination of online and on-campus seminars. There will be a reading week in week 6 of the LT for private study and assessment preparation.

Formative coursework: Students will be encouraged to submit one formative extended essay plan of no more than 1500 words. This will form the basis of the final summative assessment. The course leader will provide written feedback on this plan, and provide the opportunity for a one-to-one meeting to discuss the plan, but will not provide a numerical grade or classification for it.

Indicative reading: Hobbes, T., *The Elements of Law*; Hobbes, T., *Leviathan*; Hobbes, T., *De Cive*; Hobbes, T., *A Dialogue Between a Philosopher and a Student of the Common Laws of England*; Hobbes, T. *Writings on Liberty and Necessity*; Schmitt, C. *The Concept of the Political*; Arendt, H., *The Origins of Totalitarianism*; Agamben, G. *Homo Sacer*.

Students will also be asked to prepare short written summaries of relevant secondary literature of their choice. Examples could include: Hoekstra, K. (2012). *Hobbesian Equality*. In S. Lloyd (Ed.), *Hobbes Today: Insights for the 21st Century* (pp. 76-112). Cambridge: Cambridge University Press; ABIZADEH, ARASH. "Hobbes on the Causes of War: A Disagreement Theory." *The American Political Science Review*, vol. 105, no. 2, 2011, pp. 298-315; Baumgold, D. (2009). *Hobbesian Absolutism and the Paradox of Modern Contractarianism*. *European Journal of Political Theory*, 8(2), 207-228; Pettit, P. (2005). *Liberty and Leviathan*. Politics,

Philosophy & Economics, 4(1), 131-151; Ristroph, Alice. "Respect and Resistance in Punishment Theory." *California Law Review*, vol. 97, no. 2, 2009, pp. 601-632.

Assessment: Essay (80%, 4000 words).

Continuous assessment (10%) and group presentation (10%) in the LT.

The continuous assessment element would be based on the student's online portfolio of secondary literature summaries.

GV4F8 Half Unit Not available in 2020/21

Institutions and Global Trade

This information is for the 2020/21 session.

Teacher responsible: Prof Stephanie Rickard

Availability: This course is available on the MSc in Comparative Politics, MSc in Political Science and Political Economy and Master of Public Policy. This course is not available as an outside option. The deadline for applications is 17:00 on Tuesday 1 October 2019. You will be informed of the outcome by 17:00 on Wednesday 2 October 2019.

Course content: This course examines the role institutions play in global trade. Theories from both economics and political science are used to understand how formal institutions shape states' trade policies. Both domestic and international institutions influence countries' trade policies. Therefore, this course examines domestic political institutions, such as electoral systems, as well as international institutions, such as the World Trade Organization.

Teaching: 10 hours of lectures and 10 hours of seminars in the LT. There will be a reading week in week 6 of the LT for private study and assessment preparation.

Formative coursework: Students will be asked to complete weekly writing assignments.

Indicative reading: Rose, Andrew K. (2004) *Do We Really Know That the WTO Increases Trade?* *American Economic Review* 94(1): 98-114; Rickard, Stephanie (2010) *Democratic Differences: Electoral Institutions and Compliance with GATT/WTO Agreements*. *European Journal of International Relations*; Moravcsik, Andy (1989) *Disciplining Trade Finance: The OECD Export Credit Arrangement*, *International Organization*; Nooruddin, Irfan and Joel W. Simmons (2006). *The Politics of Hard Choices: IMF Programs and Government Spending*. *International Organization* 60: 1001-1033.

Assessment: Essay (100%, 4000 words) in the ST.

GV4F9 Half Unit

The Challenges of Governance and Conflict in sub-Saharan Africa

This information is for the 2020/21 session.

Teacher responsible: Dr Omar Shahabudin McDoom

Availability: This course is available on the MSc in Comparative Politics, MSc in Conflict Studies, MSc in Gender, Peace and Security and MSc in Global Politics. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at two groups.

The deadline for applications is 17:00 on Tuesday 29 September 2020. You will be informed of the outcome by 17:00 on Wednesday 30 September 2020.

Course content: Where does the colonial legacy end and the responsibility of Africa's own leaders for the continent's current predicaments begin? Why have the modern state, democracy, and the rule of law proved so difficult to build in Africa and are there any indigenous institutions to promote instead? Is it simply trite to say overseas development assistance has hurt Africa more that it has helped? How do we choose between the myriad

explanations - natural resource abundance, high ethnic diversity, poor geography, weak state capacity, arbitrary borders, inter-group inequalities, and general poverty - in accounting for Africa's high incidence of civil wars? This course is a survey of the major issues in sub-Saharan African politics which have confronted its leaders and peoples and engaged scholars and policy-makers since the end of colonial rule. As it is a graduate-level course in comparative politics, its content is guided by the aim of encouraging students to reflect critically on these big questions and to challenge widely-held assumptions about the continent. Students will be encouraged to place the issues studied into comparative historical and regional perspective. The application of important theoretical constructs in political science to real-world issues is central to the course's ethos. The ultimate goal of the course is to equip students who seek to enter the policy-making arena with a strong theoretical foundation for looking critically at Africa's ongoing challenges and the current strategies to meet them. With these questions in mind then, the course lectures then will address the following themes: (i) The colonial legacy; (ii) The modern African state; (iii) Africa's political institutions: regime type and political culture; (iv) The causes of civil wars and communal violence; (v) The termination of civil wars and communal violence; (vi) Aid and the challenge of underdevelopment; (vii) Political liberalization, elections, and democracy; (viii) The effect of natural resources; (ix) Africa in the international system: China and the West; (x) Emerging challenges on the continent - for example environmental change and demographic transition. The course will illustrate each of these themes through country case studies. The case studies will vary from year-to-year, but the goal is to select from all the major country groupings to minimize the risk of students forming a regionally-skewed perspective on a diverse continent: west, east, central, and southern Africa will be represented. The course will also draw on a range of methodological approaches - quantitative, historical, and qualitative - though students will not need any prior specialized training in these research methods.

Teaching: For 2020-21, some or all of this course will be delivered through a combination of online and on-campus lectures and seminars. Students should expect a minimum of 35 hours teaching (lecture and seminars) in the Lent Term. Students will also be encouraged to participate in smaller, peer group-only meetings in advance of the seminars to discuss and prepare the week's topic. There will be a reading week in week 6 of the LT for private study and assessment preparation.

Formative coursework: Students will be required to complete one formative essay (1,500 words).

Indicative reading: Rodney, W. (1981). *How Europe underdeveloped Africa*. Washington, D.C., Howard University Press, Hyden, Goran. *African Politics in Comparative Perspective*, Cambridge: Cambridge University Press, 2006; Bratton, M. & Van de Walle N., *Democratic Experiments in Africa*, New York, Cambridge University Press, 1997; Jackson, R. and Rosberg C., *Personal Rule: Theory and Practice in Africa*, Comparative Politics 16:4, 1984. Posner D., *Institutions and Ethnic Politics in Africa*, New York: Cambridge University Press, 2005; Clapham C., *Africa and the International System*, New York, Cambridge University Press, 1996; Englebert P., *State Legitimacy and Development in Africa* Boulder: Lynne Rienner, 2000; Rotberg R, and Gisselquist R., *The Index of African Governance*, Cambridge, World Peace Foundation, 2009; Herbst J., *States and Power in Africa: Comparative Lessons in Authority and Control*, Princeton: Princeton University Press, 2000; Bates R., *Markets and States in Tropical Africa*, Berkeley: University of California Press, 1981.

Assessment: Essay (80%, 4000 words) in May and classroom participation (20%).

GV4G1 Half Unit

Applied Quantitative Methods for Political Science

This information is for the 2020/21 session.

Teacher responsible: Prof Valentino Larcinese

Availability: This course is available on the MRes/PhD in Political Science and MSc in Political Science and Political Economy.

This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 2 groups. The deadline for applications is 17:00 on Tuesday 29 September 2020. You will be informed of the outcome by 17:00 on Wednesday 30 September 2020.

All MSc students from the Department of Government are welcome to apply for this course.

Pre-requisites: A good knowledge of statistics and of the generalized linear model at the level of MY452.

Course content: This course provides an introduction to current empirical research in political science with a focus on methods for causal inference. The 2 hours weekly meetings consist of a mix of lectures and tutorials. The lectures will present the techniques and illustrate their applications by making extensive use of the most up-to-date empirical literature. The tutorials will give feedback on formative work and will provide an opportunity to learn how to apply the methods with the statistical software Stata. After reviewing the rationale for simple OLS estimation, particularly focussing on the conditions for a causal interpretation of the coefficients, the course will cover instrumental variables, panel data, differences-in-differences, regression discontinuity and several applications to political science. Students will be stimulated to think in experimental terms and the main theme will be how to replicate or get close to the experimental ideal of natural sciences by using non-experimental observational data.

Teaching: This course is delivered through a minimum of 20 hours of lectures and tutorials in the Lent Term. Some or all of this teaching will be delivered through a combination of online and on-campus lectures and tutorials. There will be a reading week in Week 6 of Lent Term.

Formative coursework: There will be two pieces of formative work to be submitted to the lecturer.

Indicative reading: Most readings will be journal articles. The main references for the methods will be: Thad Dunning: *Natural experiments in the social sciences*, Cambridge University Press 2012. Angrist & Pischke: *Mostly Harmless Econometrics*, Princeton University Press 2009. Stock & Watson: *Introduction to Econometrics*, Pearson 2007 (Second edition)

Assessment: Exam (50%, duration: 2 hours) in the summer exam period.

Group Project (40%) of max 5000 words to be submitted by first week of ST.

Presentation on the project (10%) to be delivered by each group in week 11 of LT.

GV4G4 Half Unit

Comparative Conflict Analysis

This information is for the 2020/21 session.

Teacher responsible: Prof James Hughes, Dr William Kissane and Dr Paul Mitchell

Availability: This course is compulsory on the MSc in Conflict Studies. This course is not available as an outside option.

Compulsory core course for, and entry restricted to, MSc Conflict Studies students only. It is capped at 4 groups.

Course content: What is intra-state conflict? How should we investigate and measure political violence? What causes national and ethnic conflict and other forms of political violence and why does it take particular forms? What are the most effective means of conflict resolution? This course will introduce students to the core theoretical debates on intra-state conflict and political

violence by analysing the major research in the field, both quantitative and qualitative. The course is structured around three categories of analysis and explanation: causation, dynamics and outcomes. Central themes include: the role of violence in state formation, development and collapse; theories of legitimacy, contentious politics and control regimes; the causes, dynamics and consequences of civil war; the interaction of group identities, interests and political violence; macro- and micro-analyses of conflict; and top-down and bottom-up methods for ending violent conflict, including intervention, the role of civil society, and institutional designs. The course offers students the opportunity to engage with the main methodological approaches to the study of conflict, including critical case studies, process tracing, small n and large n research, which will enhance their skills for the dissertation. In the weekly lectures and seminars the themes will be explored through a mix of theory-based readings and works which provide in-depth case studies.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 30 hours in the Michaelmas Term. Some or all of this teaching will be delivered through a combination of online and on-campus seminars and lectures. There will be a reading week in Week 6.

Formative coursework: Students are required to complete one formative essay of 2,000 words.

Indicative reading: Charles Tilly (2003) *The Politics of Collective Violence*, Cambridge: CUP; Paul Collier and Nicholas Sambanis eds (2005), *Understanding Civil War*, The World Bank, Vols 1-2; Stathis N. Kalyvas (2006) *The Logic of Violence in Civil War*, Cambridge, CUP; Philip G. Roeder, and Donald Rothchild (2005) *Sustainable Peace. Power and Democracy after Civil Wars*, Ithaca, Cornell University Press, 2005; Arend Lijphart (2008) *Thinking about Democracy: Power Sharing and Majority Rule in Theory and Practice*. Abingdon: Routledge; Sid Noel ed (2005) *From Power-Sharing to Democracy. Post-Conflict Institutions in Ethnically Divided Societies*. London: McGill-Queens University Press; James Fearon and David Laitin (2003) 'Ethnicity, Insurgency and Civil War', *American Political Science Review*, 97, 1: 75-90; David Laitin (2007). *Nations, States and Violence*. Oxford, OUP; Christopher Cramer (2006) *Civil War is not a stupid thing*, Hurst; Paul Collier (2009) *War, Guns & Votes: Democracy in Dangerous Places* New York: Harper; Jack L. Snyder (2000) *From Voting to Violence: Democratization and Nationalist Conflict*, New York London: Norton, 2000; Mats Berdal and David Malone eds (2000) *Greed and Grievance. Economic Agendas in Civil Wars*, Rienner; Karen Ballentine and Jake Sherman (2003) *The Political Economy of Armed Conflict. Beyond Greed and Grievance*, Rienner; Donald Horowitz (1985) *Ethnic Groups in Conflict*, Berkeley, University of California Press; James Hughes (2007) *Chechnya. From Nationalism to Jihad*, Philadelphia, University of Pennsylvania Press; *Unsettled states, disputed lands: Britain and Ireland, France and Algeria, Israel and the West Bank-Gaza*. Ithaca, N.Y.: Cornell University Press, 1993. Ashutosh Varshney (2003) *Ethnic Conflict and Civic Life: Hindus and Muslims in India* New Haven: Yale University Press; Jeremy Weinstein (2006) *Inside Rebellion: the Politics of Insurgent Violence* Cambridge: CUP; Reynolds, Andrew (2010). *Designing Democracy in a Dangerous World*. Oxford University Press; Marianne Heiberg, Brendan O'Leary and John Tirman eds (2007) *Terror, Insurgency and the State: Ending Protracted Conflicts*. Philadelphia: University of Pennsylvania Press.

Assessment: Exam (100%, duration: 2 hours) in the January exam period.

GV4G7 Half Unit Marx and Marxism

This information is for the 2020/21 session.

Teacher responsible: Jan Kandiyali

Availability: This course is available on the MSc in Political Theory.

This course is available as an outside option to students on other programmes where regulations permit.

This course is capped at 2 groups.

The deadline for applications is 17:00 on Tuesday 29 September 2020. You will be informed of the outcome by 17:00 on Wednesday 30 September 2020.

Course content: This course will provide a detailed assessment of Karl Marx's political philosophy. It is divided into three sections. The first will focus on Marx's early writings, which contain his critique of liberalism, his analysis of religion, and his depiction of alienated labour under capitalism. The second will consider the materialist theory of history, the view that history is characterised by the development of productive power, as well as his theory of the state and ideology. The third will focus on Marx's economics and ethics: his view that capitalism is inherently exploitative and the vexed debate about whether such exploitation constitutes an injustice. In this part of the course we'll also consider his vision of communism. In addition to the writings of Marx, we will also read some contemporary writings in the analytical Marxist tradition. The focus throughout will be on understanding and assessing Marx's complex arguments. The course should be of interest to MSc students taking existing courses on liberalism and justice but also to students in Law, IR, Sociology, and International History.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 20 hours across Lent Term. This year some or all of this teaching will be delivered through a combination of online and on-campus lectures and seminars. This course includes a reading week in LT Week 6.

Formative coursework: One formative essay of around 2,000 words.

Indicative reading: McLellan, D., *Karl Marx: Selected Writings* (Oxford, Oxford University Press, 2000). Cohen, G.A., *Karl Marx's Theory of History: A Defence* (Oxford, Oxford University Press, 2000). Elster, Jon, *Making Sense of Marx* (Oxford: OUP, 1985). Wolff, Jonathan, "Karl Marx", *Stanford Encyclopaedia of Philosophy* (Winter 2017 Edition), Edward N. Zalta (ed.): <https://plato.stanford.edu/entries/marx/>. Wood, Allen, W. *Karl Marx*, (London: Routledge and Kegan Paul, 1981).

Podcasts:

Gareth Stedman-Jones, Anthony Grayling and Frances Wheen talking about Marx's life and ideas: <http://www.bbc.co.uk/programmes/p003k9jg>. Jonathan Wolff talking about Marx's concept of alienation: <http://philosophybytes.com/2008/05/jonathan-wolff.html>

Assessment: Essay (80%, 3000 words) and blog post (20%).

GV4H1 Half Unit Chinese Political Thought

This information is for the 2020/21 session.

Teacher responsible: Prof Leigh Jenco

Availability: This course is available on the MSc in China in Comparative Perspective and MSc in Political Theory. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at two groups. Priority will be given to students enrolled on the MSc in Political Theory.

The deadline for applications is 17:00 on Tuesday 29 September 2020. You will be informed of the outcome by 17:00 on Wednesday 30 September 2020.

Course content: This course will introduce students to recurring debates and concepts within Chinese political thought. We focus on the germinal texts of the Warring States period (circa 400 BCE), such as the *Analects of Confucius* and the *Dao De Jing* of Laozi, which continue to shape political debate in East Asia. Reading texts in translation, we will critically examine the variety of normative frameworks that have structured political thinking in Chinese history, with a particular focus on the relationship between personal agency and political outcomes. This is NOT a history

course; its broader goal is to help students use Chinese thought to think critically and creatively about political and social life in general and not just in "Chinese" contexts. This course is suitable for students interested in political theory, philosophical approaches to politics, Chinese studies, and/or the history of political thought. Readings are entirely in English and NO prior knowledge of Chinese or China is required.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 20 hours in the Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of online and on-campus lectures and seminars. This course includes a reading week in Week 6 of the MT.

Formative coursework:

- One review essay of a secondary source from the course reading list, 750-1000 words;
- One formative essay of 1500 words maximum excluding footnotes and bibliography, on an assigned topic.

Indicative reading: Ivanhoe, Philip J. *Readings in Classical Chinese Philosophy*. Edited by Philip J. Ivanhoe and Bryan W. Van Norden. 2nd ed. Hackett Pub Co, 2006. Selections from De Bary, Wm. Theodore, and Richard John Lufrano. *Sources of Chinese tradition*. Vol. 2, From 1600 through the twentieth century. New York: Columbia University Press, 2000.

Assessment: Essay (30%, 1500 words) and class participation (20%) in the MT.

Essay (50%, 2500 words) in the LT.

The class participation element will be assessed via two group projects, quality of contribution to seminar discussion, and participation in online forums.

GV4H2 Half Unit Not available in 2020/21

Contemporary India: The World's Largest Democracy in the Early 21st Century

This information is for the 2020/21 session.

Teacher responsible: Prof Sumantra Bose

Availability: This course is available on the MSc in Comparative Politics and MSc in Global Politics. This course is available with permission as an outside option to students on other programmes where regulations permit.

Priority will be given to students taking the MSc Comparative Politics and the MSc Global Politics. Students on other Master's programmes, in all Departments of the School, are welcome to apply to take the course and will be considered subject to availability of space. This course is capped at 30 students (two seminar groups).

The deadline for applications is 17:00 on Tuesday 29 September 2020. You will be informed of the outcome by 17:00 on Wednesday 30 September 2020.

All students, regardless of programme and department, must apply via LFY to take this course by the stipulated deadline.

Course content: This course is an advanced introduction to the politics and international relations of contemporary India, the world's most populous and diverse democracy and one of the "rising powers" of the 21st century.

After the first week's introductory and overview session, the next six weeks cover in depth the trajectory of India's democracy since the 1950s. The emphasis is on transformative political changes and transitions since the 1990s. Key topics include the transition from a polity dominated by a single party (Congress) to a highly plural and competitive polity defined by the rise of "regional" parties in many of the 29 states of the Indian Union; the evolution from a relatively centralised state to a federal polity; and the rise of Hindu nationalism as India's dominant political force and its implications for India's "secular state". Two continuing challenges with deep roots in the past are also surveyed: the Kashmir problem, and Maoist insurgency in a few areas of the country.

The final three weeks look at India's role in the international politics

of the early 21st century. The focus is on India's three most important (and interconnected) external relationships: with China, the United States, and Pakistan.

Teaching: 15 hours of lectures and 10 hours of seminars in the LT. There will be a reading week in Week 6.

Formative coursework: Students will be required to make one in-class seminar presentation and write one formative essay of 2,000 words, due at the end of the LT.

Indicative reading: Sumantra Bose, *Transforming India: Challenges to the World's Largest Democracy* (2013); Sumantra Bose, *Secular States, Religious Politics: India, Turkey, and the Future of Secularism* (2018); Jean Dreze and Amartya Sen, *An Uncertain Glory* (2013); Ramachandra Guha, *India after Gandhi* (2007); Atul Kohli (ed.), *The Success of India's Democracy* (2001); Christophe Jaffrelot, *India's Silent Revolution* (2003); Paul Brass, *The Politics of India since Independence* (1994); David Malone, *Does the Elephant Dance? Contemporary Indian Foreign Policy* (2011); William Antholis, *Inside Out, India and China: Local Politics Go Global* (2013); Sumantra Bose, *Kashmir: Roots of Conflict, Paths to Peace* (2003)

Assessment: Essay (100%, 5000 words) in the ST.

A research paper of 5000 words will determine 100% of the grade. Students can either choose from a set of supplied questions or formulate their own question (subject to the instructor's approval).

GV4H3 Half Unit

Feminist Political Theory

This information is for the 2020/21 session.

Teacher responsible: Prof Anne Phillips

Availability: This course is available on the MPhil/PhD in Gender, MSc in Gender, MSc in Gender (Research), MSc in Gender, Development and Globalisation, MSc in Gender, Policy and Inequalities and MSc in Political Theory. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 2 groups. The deadline for applications is 17:00 on Tuesday 29 September 2020. You will be informed of the outcome by 17:00 on Wednesday 30 September 2020.

Course content: This course covers some of the central debates in contemporary feminist political theory, with a particular emphasis on the legacy and usefulness of liberalism. The course focuses on debates and differences within feminist political theory, rather than justifications for, or defences of, feminist political theory.

Among the problems raised are conceptions of the individual and individual autonomy; the relative invisibility of gender issues in mainstream literature on justice and equality; the tendency to conceive of equality in sex-blind terms; the tendency to presume a universally applicable set of norms. We consider the theoretical debates in relation to a number of contemporary political issues. Topics likely to be addressed include: feminism and contract, individualism and autonomy, identity politics, equality and the politics of difference, marriage, multiculturalism, and universalism.

Teaching: This course provides a combination of seminars and lectures totalling 20 hours in the MT. This year, some or all of this teaching will be delivered through a combination of online and on-campus lectures and seminars. There will be a reading week in MT Week 6.

Formative coursework: Students will be required to submit a short essay of roughly 1,500 words. Students will be given a list of questions to choose from, and should choose a topic other than the one they choose for their final assessment.

Indicative reading: Most of the material is in the form of articles, and a detailed list will be handed out at the beginning of the course. The following is only an indicative list: Carole Pateman (1988) *The Sexual Contract*; Iris M Young (1990) *Justice and the Politics of Difference*; Wendy Brown (1995) *States of Injury*; Anne Phillips (1995) *The Politics of Presence*; Clare Chambers (2017) *Against Marriage: An Egalitarian Defence of the Marriage-*

Free State; Eleonore Lepinard (2011) 'Autonomy and the Crisis of the Feminist Subject: Revisiting Okin's Dilemma', *Constellations* 18/2:205-221.

Assessment: Essay (100%, 4000 words).

The nature and value of the assessments will be the same whether a student receives teaching on campus or online.

GV4H4 Half Unit

Foundations of Political Theory

This information is for the 2020/21 session.

Teacher responsible: Prof Kai Spiekermann and Dr Bruno Leipold

Availability: This course is compulsory on the MSc in Political Theory. This course is not available as an outside option.

Course content: This course provides an introduction to the philosophical and methodological foundations of political theory. It aims to give participants a conceptual toolbox that can be brought to bear on many different substantive problems and research questions in political theory and neighbouring fields. The course introduces some central methodological debates in contemporary political theory, explores the links between political theory and related disciplines, and familiarises students with different approaches to political theorising.

Teaching: This course provides a combination of lectures, seminars, and other activities totalling 25 hours in Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of online and on-campus lectures and seminars.

There will be a reading week in MT Week 6.

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

Indicative reading: David Leopold and Marc Stears (eds.) (2008) *Political Theory: Methods and Approaches* (Oxford: Oxford University Press); John S. Dryzek, Bonnie Honig and Anne Phillips (eds.) (2008) *The Oxford Handbook of Political Theory* (Oxford: Oxford University Press); Robert E. Goodin and Philip Pettit (eds.) (1993) *A Companion to Contemporary Political Philosophy* (Oxford: Blackwell); Michael Smith (1994) *The Moral Problem* (Oxford: Blackwell); Keith Dowding (2015) *The Philosophy and Methods of Political Science* (Palgrave).

Assessment: Essay (85%, 2500 words) in the LT.

Blog post (15%) in the MT.

The blog post component involves students submitting an online wiki/blog team assignment of up to 1000 words.

GV4H5 Half Unit

The Political Philosophy of Epidemics

This information is for the 2020/21 session.

Teacher responsible: Prof Kai Spiekermann

Availability: This course is available on the MSc in Political Theory. This course is available with permission as an outside option to students on other programmes where regulations permit.

The course is capped at 2 groups. The deadline for applications is 17:00 on Tuesday 29 September 2020. You will be informed of the outcome by 17:00 on Wednesday 30 September 2020.

Pre-requisites: No formal requirements, but some background in political theory or philosophy and a willingness to study contributions from various disciplines, including the natural sciences, is expected.

Course content: This course analyses political and philosophical questions arising in the context of a pandemic. The approach will be interdisciplinary and exploratory. While the focus is on normative-philosophical issues, we will also make use of positive-analytical and empirical literature. Some of the possible questions to be discussed are: How do epidemics develop and what are the mechanisms and dynamics of contagion? How should we think

about and manage the complexity and uncertainty arising from a global pandemic? Which principles should guide the interaction of politics and science? How should scarce health care resources be allocated? Under which circumstances, if any, is it permissible to impose health risks on others? Do we have special reasons to obey the authority of the state during a health crisis? Is it permissible to suspend civil liberties in order to fight an epidemic? Which individual obligations and responsibilities do we have to limit the spread of an epidemic?

Teaching: This course provides a combination of seminars and lectures totalling 30 hours in the MT. This year, some or all of this teaching will be delivered through a combination of online and on-campus lectures and seminars. There will be a reading week in MT Week 6.

Formative coursework: One team-work assignment.

Indicative reading: Kucharski, Adam. 2020. *The Rules of Contagion: Why Things Spread - and Why They Stop*. London: Profile. Mitchell, Sandra D. 2009. *Unsimple Truths: Science, Complexity, and Policy*. Chicago: The University of Chicago Press. Allen, Danielle, Lucas Stanczyk, I. Glenn Cohen, Carmel Shachar, Rajiv Sethi, Glen Weyl, and Rosa Brooks. n.d. "Securing Justice, Health, and Democracy against the COVID-19 Threat." Edmond J. Safra Center for Ethics, Harvard. <https://ethics.harvard.edu/justice-health-white-paper>. Barry, Christian and Seth Lazar. "Justifying Lockdown." 2020. *Ethics & International Affairs* (blog). May 22, 2020. <https://www.ethicsandinternationalaffairs.org/2020/justifying-lockdown/>.

Assessment: Essay (80%, 3000 words) in the LT.

Blog post (20%) in the MT.

The blog post/wiki entry (500 words) would be due for submission during the MT, and the essay (3000 words) would be due for submission at the beginning of LT.

GV4H6 Half Unit

Behavioural Political Economy

This information is for the 2020/21 session.

Teacher responsible: Dr Rafael Hortala-Vallve

Availability: This course is available on the MSc in Political Science and Political Economy. This course is available with permission as an outside option to students on other programmes where regulations permit.

The deadline for applications is 17:00 on Tuesday 29 September 2020. You will be informed of the outcome by 17:00 on Wednesday 30 September 2020.

Pre-requisites: It is required that students have some familiarity with formal models (game theory) and basic statistical concepts.

Course content: In this course we will introduce behavioural concepts and use them at explaining decisions of politicians, candidates for political office, voters, lobbyists, and other actors in the political and policymaking arena. The focus of the course will be academic but we will also visit the recent development by public policy practitioners – both the UK and the US have behavioural insights teams working closely with the executive branch.

We will analyse different political phenomena that do not perfectly fit our rational choice models. We will cover issues such as turnout in large elections, populist policies, framing of public policies to influence public opinion, attribution of blame to politicians, opt-in/opt-out policies and paternalism in policy recommendations, etc. By introducing insights from psychology to our classical political economy models we will study the effects of social, cognitive, and emotional factors on political decisions. Parallel to this formal analysis we will also introduce experimental methods.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 24 hours in the Lent Term. Some or all of this teaching will be delivered through a combination of online and on-campus lectures and seminars. There will be a reading week in LT Week 6.

Formative coursework: 1 formative essay of 1000 words to be

submitted in LT Week 7.

Indicative reading: Berggren, N (2011), "Time for behavioural political economy? An analysis of articles in behavioural economics", mimeo. De Rooij, E (2009), "Field Experiments on Political Behavior and Collective Action", Annual Review of Political Science. Druckman, J (2006), "The growth and Development of Experimental Research in Political Science", American Political Science Review. Druckman, J, D Green, J Kuklinski, and A Lupia (2011), Cambridge handbook of Experimental Political Science, Cambridge University Press. Kagel, J and A Roth (1995), Handbook of Experimental Economics, Princeton University Press. McDermot, R (2002), "Experimental Methods in Political Science", Annual Review of Political Science. Morton, R and K Williams (2010), Experimental Political Science and the study of causality: from nature to the lab, Cambridge University Press. Palfrey, T (2009), "Laboratory experiments in Political Economy", Annual Review of Political Science. Thaler, RH and CR Sunstein (2009), Nudge: improving decisions about health, wealth and happiness, Yale University Press. Wilson, R (2011), "The contribution of behavioural economics to political science", Annual Review of Political Science.

Assessment: Essay (50%, 3000 words) in the ST.

Take-home assessment (50%).

Each student is required to submit an essay (3000 words including footnotes and appendix) in week 1 of Summer Term composed of two parts: the analysis of a behavioural aspect in a political economy situation and a novel experimental design proposal related to it. This essay will count for 50% of the final mark. The remaining 50% will be assessed by means of a take home exam.

GV4J4 Half Unit Not available in 2020/21

Citizen Representation and Democracy in the European Union

This information is for the 2020/21 session.

Teacher responsible: Prof Sara Hobolt

Availability: This course is available on the MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Comparative Politics, MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Global Politics, MSc in Political Economy of Europe and MSc in Political Economy of Europe (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 1 group. The deadline for applications is 17:00 on Tuesday 29 September 2020. You will be informed of the outcome by 17:00 on Wednesday 30 September 2020.

Course content: This course offers the theoretically and empirically informed study of citizen representation in the European Union. The principal aim of the course is to develop a better understanding of the functioning of democracy in the European Union and provide the analytical tools to evaluate proposals for reform to alleviate the Union's so-called 'democratic deficit'. This course will examine both how citizens are represented in the European Union and how the EU shapes democratic politics in the member states. The first part of the course assesses pathways of representation and accountability in the European Union, focusing on representation of citizens' interests in the Council, Commission and the European Parliament as well as other avenues for citizen influence, such as referendums and the Citizens' Initiative. The second part of the course examines political conflict over European integration at the domestic level, focusing on the role of European integration in national politics and public opinion, including the study of euroscepticism. The final part of the course evaluates different proposals for reform with the aim of strengthening democracy and representation in the EU, and students will have the opportunity to develop their own reform

proposal.

Teaching: 20 hours of seminars in the MT. 2 hours of seminars in the ST.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: One formative essay (1,750 words)

Indicative reading: D Curtin, P Mair and I Papadopoulos (2012) Accountability and European Governance (London: Routledge); S Hix, A Noury and G Roland (2007) Democratic Politics in the European Parliament (Cambridge: Cambridge University Press); S Hobolt and J Tilley (2014) Blaming Europe: Responsibility Without Accountability in the European Union; L McLaren (2006) Identity, interests and attitudes to European integration (Basingstoke: Palgrave Macmillan); G Marks and M Steenbergen, (2004) European Integration and Political Conflict (Cambridge: Cambridge University Press); C van der Eijk and M Franklin (1996) Choosing Europe? European Electorate and National Politics in the Face of Union (Ann Arbor: Michigan University Press); F Scharpf (1999) Governing in Europe: Effective and Democratic? (Oxford: Oxford University Press).

Assessment: Exam (75%, duration: 2 hours) in the summer exam period.

Essay (25%, 2500 words) in the LT.

GV4J6 Half Unit Not available in 2020/21

Game Theory for Research

This information is for the 2020/21 session.

Teacher responsible: Dr Stephane Wolton

Availability: This course is available on the MRes/PhD in Political Science and MSc in Political Science and Political Economy. This course is available with permission as an outside option to students on other programmes where regulations permit.

The deadline for applications is 17:00 on Tuesday 1 October 2019. You will be informed of the outcome by 17:00 on Wednesday 2 October 2019.

Pre-requisites: Knowledge of game theory at the level of GV4C8 is required.

Course content: This course will help students think about the way game theory is applied to research in political science and political economy. Each week, students will study one working paper using game theory. Each lecture will have a substantive and a technical part. There will be an in-depth discussion of the paper (substantive part) and the lecturer will cover the main proofs of the paper on the board (technical part).

Teaching: 21 hours of lectures and 1 hour of lectures in the MT.

There will be 1 introductory 1 hour lecture in Week 1, and then 6 lectures of three hours, each covering a different paper, in weeks 2-5 and weeks 7 and 8. In week 11, there will be a three-hour lecture where students will present a research project using game theory.

Formative coursework: Students will meet with the instructor to discuss their research project twice during the MT.

Indicative reading: Two useful (but advanced) game theory textbooks are:

- Game Theory. Drew Fudenberg and Jean Tirole. MIT Press (1991).
- Game Theory. Michael Maschler, Eilon Solan, and Shmuel Zamir. Cambridge University Press (2013).

A reading list of the papers reviewed in the first six lectures will be provided at the beginning of the term.

Assessment: Presentation (50%) and essay (50%) in the MT Week 11.

Students will be assessed on a class presentation on a research project of their choosing which involves game theory (weight 50%) and on writing a referee report on one of the papers covered in the lectures (weight 50%).

GV4J7**Introductory Mathematics for Political Science**

This information is for the 2020/21 session.

Teacher responsible: Emiel Awad

Availability: This course is available on the MSc in Political Science and Political Economy. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is strongly recommended for MSc Political Economy and Political Science students. It is available for students from other programmes with permission of the instructor.

Course content: The aim of this pre-sessional course is to provide students with the essential mathematical background for the core courses in the MSc PSPE programme. The course will cover key concepts in algebra (definition of function, derivation, limits), maximization problems (constrained and unconstrained, Envelope and Implicit Function Theorems), and some notions of probability (Bayes' rule, random variables).

Teaching: This course provides 10 hours of introductory sessions at the beginning of the Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of online and on-campus sessions.

Please note that all the teaching for this course will take place in Michaelmas Term Week 0 (21-25 September 2020).

Indicative reading: There is no required reading for this course.

GV4J8 Half Unit**Middle East Politics in Transnational Perspective**

This information is for the 2020/21 session.

Teacher responsible: Prof John Chalcraft

Availability: This course is available on the MSc in Comparative Politics, MSc in Conflict Studies, MSc in Global Politics and MSc in Political Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit.

The deadline for applications is 17:00 on Tuesday 29 September 2020. You will be informed of the outcome by 17:00 on Wednesday 30 September 2020.

Course content: This course offers an advanced introduction to the politics of the Middle East and North Africa in transnational perspective. It takes a critical, sociological, historically-informed, and qualitative approach. It focuses on cross-border forms of resistance and subaltern activism. We study such topics as transnational revolutionary movements, Third World national liberation, popular movements on the Arabian peninsula, feminism, Salafi-Wahhabism, human rights advocacy, and transnational Palestinian activism. Students will develop an advanced introductory understanding of the transnational politics of the region.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 25 hours in the Michaelmas Term. Some or all of this teaching will be delivered through a combination of online and on-campus lectures and seminars. There will be a reading week in Week 6 of Michaelmas Term.

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

Indicative reading: Abdelrahman, Maha. 2007. 'The Nationalization of the Human Rights Debate in Egypt', *Nations and Nationalism*, 13(2), pp. 285-300; Abu-Lughod, Lila. 2013. *Do Muslim Women Need Saving?* Cambridge MA: Harvard University Press; Chalcraft, John. 2016. *Popular Politics in the Making of the Modern Middle East*. Cambridge University Press; Farquhar, Michael. 2017. *Circuits of Faith: Migration, Education and the Wahhabi Mission*. Stanford: Stanford University Press; Featherstone, David. 2012. *Solidarity: Hidden Histories and Geographies of Internationalism*.

London: Zed Books; Gill, Stephen. 2000. 'Towards a Post-Modern Prince? The Battle in Seattle as a Moment in the New Politics of Globalisation'. *Millennium*, 29, 1: 131-40; Moghadam, V. M. 2012. 'Global Social Movements and Transnational Advocacy'. In *The Wiley-Blackwell Companion to Political Sociology* John Wiley and Sons, pp. 408-420; Perugini, Nicola and Neve Gordon. 2015. *The Human Right to Dominate*. Oxford: Oxford University Press; Prashad, Vijay. 2007. *The Darker Nations: A People's History of the Third World*. New York: New Press; Pratt, Nicola. 2007. 'The Queen Boat case in Egypt: sexuality, national security and state sovereignty' *Review of International Studies* (2007), 33, 129-144; Tarrow, Sidney. 2001. 'Transnational Politics: Contention and Institutions in International Politics' *Annual Review of Political Science* 2001 4:1, 1-20.

Assessment: Essay (100%, 5000 words).

GV4J9 Half Unit**Populism**

This information is for the 2020/21 session.

Teacher responsible: Professor Francisco Panizza

Availability: This course is available on the MSc in Comparative Politics. This course is available with permission as an outside option to students on other programmes where regulations permit. The course is capped at two groups. It will be made available as an outside option to students in the MSc programme in Conflict Studies and the MSc programme in Global Politics.

The deadline for applications is 17:00 on Tuesday 29 September 2020. You will be informed of the outcome by 17:00 on Wednesday 30 September 2020.

Pre-requisites:

Course content: The course studies populism from a conceptual and comparative perspective. Given the highly contested nature of populism, the first weeks will look in depth to different theories of populism, including ideational, strategic and performative understandings of populism. It will then move to explore the cultural and socio-economic conditions of emergence of populism, the relation between populism and democracy and the relations between populism, political systems and popular movements. The last three lectures will seek to apply the conceptual tools presented in the first part of the course to regional and country case studies. Among the topics to be explored are: what do we talk about when we talk about populism? Populism as a "thin ideology" and as a political strategy; populism as a mode of political identification; the cultural and socio-economic causes of populism; populism and democracy; populism and political systems; populism and grassroots movements; and varieties of populism across different regions of the world.

Teaching: This course provides a combination of seminars and lectures totalling 25 hours in the Lent Term. This year, some or all of this teaching will be delivered through a combination of online and on-campus lectures and seminars. There will be a reading week in LT Week 6.

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

One essay to be submitted in LT. The formative essay will offer an outline of the final essay - including key indicative reading. The feedback will be used in two ways: 1) to guide students' critical thinking in line with course learning outcomes; 2) to guide students on the key aspect of formatting an academic argument using literature and critical debate. Students will also be encouraged to reflect upon their learning from the presentation and use this to refine their summative essay.

Indicative reading:

Priority Readings

- C. Rovira Kaltwasser, P. Taggart, P. Ostiguy and P. Ochoa-Espejo (eds.) *Oxford Handbook on Populism* Oxford: Oxford University Press, 2017.
- K. A. Hawkins, R. E. Carlin, L. Littway and C. Rovira Kaltwasser,

- The Ideational Approach to Populism, London: Routledge, 2018.
- Pippa Norris and Ronald Inglehart, *Cultural Backlash. Trump, Brexit and Authoritarian Populism*, Cambridge, Cambridge University Press, 2019.
 - M. Canovan, M. "Trust the People". *Populism and the two faces of democracy*. *Political Studies* 47 (11) 1999
 - M. Kazin. *The Populist Persuasion. An American History*. Ithaca and London: Cornell University Press, 1998
 - E. Laclau. *On Populism Reason*, London: Verso, 2005
 - C. Mudde and Cristóbal Rovira Kaltwasser (eds.) *Populism in Europe and the Americas. Threat or Corrective to Democracy?* Cambridge: Cambridge University Press, 2012.

Further Readings

- Benjamin Moffitt. *160 The Global Rise of Populism. 160 Performance, Political Style and Representation*. Stamford Ca.: Stamford University Press, 2016.
- Roger Eatwell and Matthew Goodwin, *National Populism. The Revolt Against Liberal Democracy*, London: Pelican, 2018
- Chantal Mouffe. *For a Left Populism*, London: Verso 2018.
- C. de la Torre (ed) *The Promise and Perils of Populism*. 160 Lexington, Kentucky, University Press of Kentucky, 2015.
- Jan-Werner Müller. *What is Populism?* 160 Princeton: Princeton University Press, 2016.
- Yannis Stavrakakis and Giorgios Katsambekis (2014) "Left-wing Populism in the European Periphery: The Case of Syriza" *Journal of Political Ideologies* 19 (2) 2014.

Assessment: Essay (90%, 4000 words) in the ST.

In-class assessment (10%) in the LT.

The in-class assessment (10%) consists of a student-led seminar based on a presentation of 15-20 minutes, followed by a structured discussion of the issues raised by the lecture and the presentation.

GV4K1 Half Unit

Transparency and Accountability in Government

This information is for the 2020/21 session.

Teacher responsible: Dr Daniel Berliner

Availability: This course is available on the MSc in Development Studies, MSc in Political Science and Political Economy, MSc in Public Administration and Government (LSE and Peking University), MSc in Public Policy and Administration and Master of Public Policy. This course is available as an outside option to students on other programmes where regulations permit.

This course is capped at 2 groups. The deadline for applications is 17:00 on Tuesday 29 September 2020. You will be informed of the outcome by 17:00 on Wednesday 30 September 2020.

Course content: Is "sunlight the best disinfectant"? Can information empower citizens to hold their government accountable? How have information technologies been used to enable civic engagement and participation? What are the relationships between transparency, secrecy, corruption, and accountability?

This course will familiarise students with the theory and practice of transparency and accountability in government, enabling them to critically address these questions and engage meaningfully in fast-moving contemporary policy debates.

The course will offer a grounding in theories of democracy, representation, and accountability, as well as debates over the merits of different transparency policies in light of competing values like secrecy and privacy. The course will also enable students to evaluate the role played by different forms of information in political systems, as well as to critically assess the theories of change and assumptions behind information-based policy initiatives, and to evaluate the evidence base supporting such initiatives.

The course has a global scope, focusing on applications in both developed and developing countries, and on policy types including freedom of information, information-based regulation, participatory budgeting, crowdsourced policymaking, "civic tech," open data,

campaign finance and asset disclosures, and applications of transparency to sectors like extractive industries, the environment, and public health.

Teaching: This course is delivered through a combination of seminars, lectures and workshops totalling a minimum of 25 hours in the Lent Term and 4 hours (for a presentation session) in the Summer Term. This year, some or all of this teaching will be delivered through a combination of online and on-campus lectures, workshops and seminars. There will be a Reading Week in Week 6 of LT.

Formative coursework: Students will be expected to produce one formative essay of 1,000 words in the LT.

Indicative reading:

- Fung, Archon. 2013. "Infotopia: Unleashing the democratic power of transparency." *Politics & Society* 41(2): 183-212.
- Schedler, Andreas. 1999. "Conceptualizing accountability." In *The self-restraining state: Power and accountability in new democracies*, Schedler, Andreas, Larry Diamond, and Marc F. Plattner, eds. Boulder: Lynne Rienner Publishers.
- Fox, Jonathan A. "Social accountability: what does the evidence really say?" *World Development* 72 (2015): 346-361.
- Stasavage, David. 2004. "Open-door or closed-door? Transparency in domestic and international bargaining." *International Organization* 58(4): 667-703.
- Tan, Yeling. 2014. "Transparency without democracy: The unexpected effects of China's environmental disclosure policy." *Governance* 27(1): 37-62.
- Ackerman, John M., and Irma E. Sandoval-Ballesteros. "The global explosion of freedom of information laws." *Administrative Law Review* 58 (2006): 85.
- Berliner, Daniel. 2014. "The political origins of transparency." *The Journal of Politics*, 76(2), 479-491.
- Gonçalves, Sónia. "The effects of participatory budgeting on municipal expenditures and infant mortality in Brazil." *World Development* 53 (2014): 94-110.
- Worthy, Ben. 2015. "The impact of open data in the UK: Complex, unpredictable, and political." *Public Administration*, 93(3), 788-805.
- Roberts, Alasdair. 2012. "WikiLeaks: the illusion of transparency." *International Review of Administrative Sciences* 78(1): 116-133.

Assessment: Essay (90%, 3000 words) and presentation (10%) in the ST.

The assessment consists of:

- A research essay, of 3000 words, in the ST.
- A case study presentation in the ST.

GV4K2 Half Unit

Postcolonial and Comparative Political Theory

This information is for the 2020/21 session.

Teacher responsible: Prof Leigh Jenco

Availability: This course is available on the MSc in Global Politics and MSc in Political Theory. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at two groups. Priority will be given to students enrolled on the MSc in Political Theory programme. The deadline for applications is 17:00 on Tuesday 29 September 2020. You will be informed of the outcome by 17:00 on Wednesday 30 September 2020.

Course content: This course will examine the consequences of, and responses to, the historic domination of Euro-American forms of knowledge in the field of political theory. Situating political theory as one of many disciplines that reinforce the cultural imperialism of colonial orders, the course will consider how postcolonial theorists have diagnosed this form of epistemic imperialism. We will go on to discuss how recent attempts at forging a "comparative political theory" might (or might not) productively engage more diverse forms of thinking for the

purpose of making our conversations about political life more truly global, rather than parochially "Western." The course will provide students with the vocabulary and conceptual tools to navigate this difficult theoretical terrain, through a focus on a close reading of primary texts, including both classics of postcolonial criticism as well as texts from the non-Western world that respond to or challenge such diagnoses of the modern condition. This course examines the very question of marginalization in the field of political science, using a huge range of writing from thinkers across space and time (from East, South, and Southeast Asia; from the early modern period; from the mid-20th century; from contemporary debates), including some in translation.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 25 hours in the Lent Term. This year, some or all of this teaching may be delivered through a combination of online and on-campus lectures and seminars. There will be a reading week in LT Week 6.

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

Indicative reading:

- Nandy, Ashis. 1988. *The Intimate Enemy: Loss and Recovery of Self Under Colonialism*. New Delhi: Oxford University Press.
- Chakrabarty, Dipesh. 2000. *Provincializing Europe: Postcolonial Thought and Historical Difference*. Princeton: Princeton University Press.
- Césaire, Aimé. [1956] 2010. "Culture and Colonization." *Social Text* 103 (2): 127-144.
- Idris, Murad, Leigh K Jenco, and Megan C. Thomas, eds. 2019. *The Oxford Handbook of Comparative Political Theory*. New York: Oxford University Press.
- Euben, Roxanne L. 1997. "Comparative Political Theory: An Islamic Fundamentalist Critique of Rationalism." *The Journal of Politics* 59 (1): 28–55. <https://doi.org/10.2307/2998214>.
- Chen, Kuan-Hsing. 2010. *Asia as Method: Toward Deimperialization*. Durham [NC]: Duke University Press.
- Jenco, Leigh. 2015. *Changing Referents: Learning Across Space and Time in China and the West*. New York: Oxford University Press.
- Thomas, Peter D. 2018. "Refiguring the Subaltern." *Political Theory* 46 (6): 861–84. <https://doi.org/10.1177/0090591718762720>.
- Hokari, Minoru. 2011. *Gurindji Journey: A Japanese Historian in the Outback*. Honolulu: University of Hawaii Press.
- Thomas, Megan C. 2010. "Orientalism and Comparative Political Theory." *The Review of Politics* 72 (04): 653–77. <https://doi.org/10.1017/S0034670510000574>.
- Dallmayr, Fred. 2004. "Beyond Monologue: For a Comparative Political Theory." *Perspectives on Politics* 2 (2): 124–44.

Assessment: Essay (45%, 2000 words) and in-class assessment (10%) in the LT.

Essay (45%, 2000 words) in the ST.

Further information: The 10% assessment will be in the form of a 30 minute, in-class quiz during the LT.

GV4K4 Half Unit

The Politics of Globalization

This information is for the 2020/21 session.

Teacher responsible: Dr Benjamin Faude

Availability: This course is compulsory on the MSc in Global Politics. This course is available with permission as an outside option to students on other programmes where regulations permit. Students on the MSc Global Politics are guaranteed access; compatibly with this provision, the course is capped at two groups. The deadline for applications is 17:00 on Tuesday 29 September 2020. You will be informed of the outcome by 17:00 on Wednesday 30 September 2020.

Course content: This is the core course of the MSc Global Politics. It examines the nature, the causes and the political consequences of globalization in a variety of domains, including security, culture,

the economy, and the environment. The course aims at enabling students to assess the extent of continuity and transformation in key areas of global politics.

The course will analyse how globalization shapes and in turn is shaped by, politics within countries, between countries and beyond countries. It will introduce the main approaches to the study of globalization and examine how it affects patterns of conflict, cooperation and competition between a range of politically relevant actors, including governments, political parties and citizens: great powers: intergovernmental and nongovernmental organisations: global companies and other non-state groups. These patterns of patterns of conflict, cooperation and competition will be illustrated with examples drawn from a variety of policy domains, such as security, economy, environment, health and migration. The course will also assess the challenges to and opportunities for democracy in a global age.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 25 hours in the Michaelmas Term. Some or all of this teaching will be delivered through a combination of online and on-campus lectures and seminars. There will be a reading week in week 6 of the MT for private study and assessment preparation.

Formative coursework: All students are expected to produce one written essay plus one short presentation in the MT on topics assigned to them.

Indicative reading:

- Held, David, Anthony McGrew, David Goldblatt and Jonathan Perraton (1999), *Global Transformations*, Cambridge: Polity Press.
- Scholte, Jan Aart (2005). *Globalization: A critical introduction*. Second edition. Houndmills Basingstoke: Palgrave.
- Acharya, Amitav (2017): *After Liberal Hegemony: The Advent of a Multiplex World Order*. In: *Ethics & International Affairs* 32: 3. 271-285.
- True, Jacqui. "Explaining the global diffusion of the Women, Peace and Security agenda." *International Political Science Review* 37, no. 3 (2016): 307-323.
- Amitav Acharya (2016) 'Idea-shift': how ideas from the rest are reshaping global order, *Third World Quarterly*, 37:7, 1156-1170.
- Valentini, Laura (2014). No global demos, no global democracy? A systematization and critique. *Perspectives on politics*, 12(04), pp.789-807.
- Zürn, Michael, 2016. Survey Article: Four Models of a Global Order with Cosmopolitan Intent: An Empirical Assessment. *Journal of Political Philosophy*, 24(1), pp.88-119.
- Hooghe, Liesbet, and Gary Marks. "Cleavage theory meets Europe's crises: Lipset, Rokkan, and the transnational cleavage." *Journal of European Public Policy* (2017): 1-27.
- Xiao, Ren (2013). Debating China's Rise in China. In: Friedman, R., Oskanian, K., & Pardo, R. P. (Eds.). *After Liberalism?: The Future of Liberalism in International Relations*. Palgrave Macmillan.
- Koenig-Archibugi, M. (2018) *International Organizations and Democracy: An Assessment*. In: L. Cabrera (ed.), *Institutional Cosmopolitanism*. Oxford: Oxford University Press.
- Fuchs, Doris (2013). *Theorizing the Power of Global Companies*. In: J. Mikler (ed.) *Handbook of global companies*, Wiley, 77-95.
- Fairfield, Tasha. "Structural power in comparative political economy: perspectives from policy formulation in Latin America." *Business and Politics* 17, no. 3 (2015): 411-441.
- Wilson, Kalpana. "Worlds beyond the political? Post-development approaches in practices of transnational solidarity activism." *Third World Quarterly* (2017): 1-19.

A reading list with further readings will be provided at the beginning of the teaching term.

Assessment: Essay (100%, 4000 words).

GV4M6 Half Unit Not available in 2020/21

Modern African Political Philosophy

This information is for the 2020/21 session.

Teacher responsible: Prof Katrin Flikschuh

Availability: This course is available on the MSc in Political Theory. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at one group.

The deadline for applications is 17:00 on Tuesday 1 October 2019.

You will be informed of the outcome by 17:00 on Wednesday 2 October 2019.

Pre-requisites: N/A

Course content: This course introduces students of political theory to post-independent African philosophical and political thinking. The chief objective of the course is to get students to engage with the intellectual heritage of the African continent and critically to re-think historically ingrained misperceptions about its peoples and cultures. Please note that this course focuses on African philosophical thinking. It will suit students who enjoy the analysis and interpretation of abstract ideas. The orientation is not anthropological or developmental; nor is this a course in 'post-colonial studies' more broadly conceived. There will be three broad blocks:

1. Methodology: 'What is African Philosophical Thinking?' We will examine the development from an oral to a written tradition and the particular methodological challenges involved.
2. Substantive Issues: 'Personhood, Agency, and Community'. We will discuss African thinkers' claims to the distinctiveness of African cultures' conceptions of self and society, and how these in turn impact conceptions of moral and political agency.
3. Implications: We shall ask how African thinkers conceive their social and political contexts and how their views do or do not cohere with Western thinking about African developmental challenges.

Teaching: 20 hours of seminars in the MT.

There will be 10 weekly sessions of 2 hours each. There will be a reading week in Week 6 of MT, during which there will be no seminar. Instead, there will be extended office hours for individual tutorials to discuss planned course work. The seminars will be discussion based, with 30 minute introductory lectures that introduce the weekly reading material and establish the intended focus of discussion. There will be some assigned group work within some of the weekly sessions.

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

Formative assessment will consist of an essay of maximally 2500 words in length. A list of essay questions will be made available by Week 3 of MT. Students may design their own essay questions, if they prefer to do so. However, they must clear their proposed essay question with the course convener beforehand. Course work must be submitted by the end of Week 7. The essay will be read and commented on. It will be assigned a guide-mark but will not form part of the summative assessment. Essays substantially above 2500 words will not be read.

Indicative reading: Anthony Kwame Appiah, *In My Father's House. Africa in the Philosophy of Culture* (OUP 1992). Kwame Gyekye, *Tradition and Modernity. Philosophical Reflections on the Africa Experience* (OUP 1997). Barry Hallen, *A Short History of African Philosophy* (Indiana University Press 2002). Paulin Hountondji, *African Philosophy: Myth and Reality* (Indiana University Press, 1996). Teodros Kiros (ed.) *Explorations in Africa Political Thought* (Routledge 2001). V.Y. Mudimbe, *The Invention of Africa. Gnosis, Philosophy, and the Order of Knowledge* (Indiana University Press 1988). Kwasi Wiredu, *Philosophy and an African Culture* (CUP 1980). Kwasi Wiredu (ed.), *A Companion to African Philosophy* (Blackwell 2006). Lee Brown (ed.) *African Philosophy* (OUP 2006). Placide Temples, *Bantu Philosophy*, 1945. Paulin Hountondji, *The Struggle for Meaning* (Ohio State University Press 2002). Kwasi Wiredu, *Cultural Universals and Particulars* (CUP 1996). Odera Oruka, *Sage Philosophy*, 1990. Emmanuel Chukwudi Eze, *On Reason. Rationality in a World of Cultural Conflict and Racism*

(Duke University Press 2008).

Assessment: Essay (100%, 5000 words) in the LT.

The assessed work for this course consists of one extended essay of 5000 words, on a course topic either chosen from the list of essay questions or designed by the student him or herself in consultation with the course convener. Students are permitted to use their formative essay as a basis for their assessed essay. However, the assessed essay must advance substantially beyond the argument made in the formative essay; students must not submit the same work twice. The assessed essay must be submitted electronically to the Departmental Office. The submitted essay will undergo a plagiarism check, including self-plagiarism. Plagiarism is a serious academic offence which, if proven, will likely incur the penalty of official course failure. Late submissions will incur penalties in the form of mark deduction.

GY400 Half Unit Not available in 2020/21

The Economics of Urbanisation

This information is for the 2020/21 session.

Teacher responsible: Prof John Henderson Stc.506b

Availability: This course is available on the MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MPhil/PhD in Economic Geography, MSc in Environment and Development, MSc in Environmental Economics and Climate Change, MSc in Local Economic Development, MSc in Regional And Urban Planning Studies, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: No specific LSE course requirements. At a minimum, students must have an analytical 1 unit course in intermediate micro economics (or equivalent) and a basic statistics or econometrics course. A more advanced econometrics course would be very helpful.

Course content: This MSc course will offer students the opportunity to learn some of the conceptual foundations and empirical regularities involved in studying why countries urbanise, the nature of structural and spatial transformation involved in the urbanisation process and the development of systems of cities. Complementing this will be a study of the internal spatial transformation of cities, the evolution of the location of production activities, the formation and role of slums, and the evolution of land market regulations and property right assignments. Critical to understanding these processes will be learning about the role of regulation and political processes, as well as policy initiatives, in shaping outcomes. The course will also examine the current process of urbanisation in Asia and Africa in the various special contexts of different regions and countries, drawing from lessons of the past as experienced in Latin America and parts of the developed world.

Teaching: 20 hours of lectures and 20 hours of seminars in the LT. The first two weeks of seminars will involve a review of basic statistical methods to help prepare students for class and lecture material.

Formative coursework: Students will be expected to produce 1 piece of coursework in the LT.

Indicative reading: Duranton G. (2008), 'Viewpoint: From cities to productivity and growth in developing countries', *Canadian Journal of Economics*, Vol. 41, No. 3, 689-736. Ghani E, S. O'Connell and E. Rossi-Hansberg (2014) 'The Spatial Development of India', *Journal of Regional Science*, forthcoming. Henderson, J.V. T. Regan, and A. J. Venables (2017) "Building the city: urban transition and institutional frictions," SERC and CERP working paper. Bertaud A and J Brueckner (2005) 'Analyzing building height restrictions: predicted impacts and welfare costs' *Regional Science and Urban Economics*, 35, 109-125. Donaldson D, (2017) 'Railroads of the Raj' *American Economic Review*, forthcoming. Galiani S. and E.

Schargrodsky (2011), 'The dynamics of land titling regularization and market development', United Nations University – World Institute for Development Economic Research, Working Paper No. 2011/88.

Assessment: Exam (70%, duration: 2 hours) in the summer exam period.

Presentation (30%) in the LT.

GY403 Half Unit

Contemporary Debates in Human Geography

This information is for the 2020/21 session.

Teacher responsible: Dr Murray Low STC S512

Other teacher involved: Dr Ryan Centner

Availability: This course is compulsory on the MPhil/PhD in Human Geography and Urban Studies and MSc in Human Geography and Urban Studies (Research). This course is available on the MSc in Development Management, MSc in Development Studies, MSc in Environment and Development, MSc in International Migration and Public Policy, MSc in Regional And Urban Planning Studies and MSc in Urban Policy (LSE and Sciences Po). This course is available as an outside option to students on other programmes where regulations permit. Compulsory for MPhil/PhD Human Geography and Urban students without MSc Human Geography and Urban Studies.

Course content: This is a reading seminar course, organised around key works pertinent to cities, development and human geography. While by no means comprehensive, the syllabus provided in the first week of the course will detail some key debates in geography, urban studies and development studies, which we explore in some detail over the term. The readings will reflect a range of approaches to the disciplines of human geography, urban studies and development studies, in order to convey the dynamic interplay between these three areas of scholarship. Discussions with colleagues in these areas of research, alongside readings of foundational texts, will be aimed at exploring how theory and evidence connect in critical geographical research.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of interactive lectures across Michaelmas Term and Lent Term.

This course includes a reading week in Week 6 of Michaelmas Term and Lent Term.

Formative coursework: A 2,500 word essay

Indicative reading: Readings focused on in this course will vary from session to session. A detailed syllabus will be provided at the beginning of the course, but would include works such as T Cresswell (2013) *Geographic Thought*; D Gregory et al, *The Dictionary of Human Geography* (5th edn), 2009; D Harvey, *Social Justice and the City*, 2009; D Harvey, *The Enigma of Capital*, 2010; N Smith, *Uneven Development*, 2008; D Massey, *Space, Place and Gender*, 1994; E Soja, *Seeking Spatial Justice*, 2010; R Peet and M Watts, *Liberation Ecologies*, 2004; J Ferguson, *The Antipolitics Machine*, 1994; T Mitchell, *Rule of Experts*, 2002; A Roy, *Poverty Capital*, 2010; and D Gregory and Allan Pred, *Violent Geographies*, 2006.

Assessment: Essay (100%, 5000 words) in the ST.

GY404 Half Unit

Inclusive Growth

This information is for the 2020/21 session.

Teacher responsible: Prof Neil Lee

Availability: This course is available on the MPhil/PhD in Economic

Geography, MSc in Local Economic Development and MSc in Urban Policy (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: A good background in economic geography, economics, public policy, social policy or regional and urban studies.

Course content: Economic change is reshaping local economies, with important implications for work, incomes and poverty. Trade and new technologies are polarising labour markets and creating new types of employment in both the developed and developing world. Despite global falls in poverty, living standards in many disadvantaged regions have been stagnant. And while some cities and regions have managed to create skilled jobs, others have struggled to do so. How can policymakers manage this change and create good jobs in disadvantaged cities and regions? How can local policymakers reduce poverty and disadvantage? Is Inclusive Growth feasible?

This course focuses on the relationship between local economic development, labour markets, poverty and living standards. Each week we cover academic theory and evidence and then relate this to a current policy challenge. Topics include the geography of poverty, spatial labour markets, labour market change, the challenge of high- and low-skills equilibriums, and the geography of social mobility. The second half of the term focuses on the critical analysis of policy agendas. Topics include the impact of high-tech strategies on low-wage workers, spatial targeting of anti-poverty efforts, microfinance and entrepreneurship, and Inclusive Growth.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities.

This course is delivered via a series of seminars in Lent Term.

This course includes a reading week in Week 6 of Lent Term.

Formative coursework: Students are expected to present, debate, and participate actively in seminars.

Indicative reading: Lee, N. 2018. Inclusive Growth in Cities: A Sympathetic Critique, *Regional Studies*, 53(9), 424-434. OECD. 2014. All on board: Making inclusive growth happen. Paris: OECD; E Moretti, 2013, *The New Geography of Jobs*.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

GY409 Half Unit

Globalization and Regional Development

This information is for the 2020/21 session.

Teacher responsible: Prof Michael Storper

Availability: This course is available on the MPhil/PhD in Economic Geography, MSc in City Design and Social Science, MSc in Development Management, MSc in Environment and Development, MSc in Environmental Economics and Climate Change, MSc in Human Geography and Urban Studies (Research), MSc in Local Economic Development, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urban Policy (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

The number of students that can be accommodated is limited.

If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created.

For further details, please contact your relevant Programme Coordinator.

Course content: The economic geography of globalization, and examination of some of the principal effects of globalization on economic development of cities, regions and nations. Theories of regional economic development, location, and trade are applied to the contemporary process known as "globalization", and used to decipher this phenomenon and its effects on development, employment, and political institutions. A number of major issues

for regional and industrial policy are considered, including trade, convergence/divergence, corporate power, knowledge and technology, governance, and inter-place competition.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures and other supplementary interactive live activities.

This course is delivered through a combination of lectures and workshops across Michaelmas Term.

This course includes a reading week in Week 6 of Michaelmas.

Formative coursework: Students will be expected to participate in group debates throughout the course, with written presentation slides required. Feedback is provided in the sessions.

Indicative reading: P Aghion; J G Williamson, *Growth, Inequality and Globalization*, Cambridge University Press, 1998; S Brakman, H Garretsen; C van Marrewijk, *The New Introduction to Geographical Economics*, Cambridge University Press, 2009; G Clark, M Gertler; M Feldman (Eds), *The Oxford Handbook of Economic Geography*, Oxford University Press, 2000; C Crouch, P Le Galès, C Trigilia; H Voelzkow (Ed), *Local Production Systems in Europe: Rise or Demise?* Oxford University Press, 2001; J H Dunning (Ed), *Regions, Globalization and the Knowledge-Based Economy*, Oxford University Press, 2000; P Krugman; M Obstfeld, *International Economics: Theory and Policy*, Harper-Collins, 1991; A Scott (Ed), *Global City Regions*, Oxford University Press, 2000; M Storper, *The Regional World: Territorial Development in a Global Economy*, Guilford Press, 1997.

A number of more specialised texts will be recommended at the beginning of the course.

Assessment: Take-home assessment (100%) in the ST.

GY410 Half Unit Not available in 2020/21 Economics of Local and Regional Development

This information is for the 2020/21 session.

Teacher responsible: Prof Riccardo Crescenzi STC S417

Availability: This course is available on the MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MPhil/PhD in Economic Geography, MSc in Development Management, MSc in Environmental Economics and Climate Change, MSc in Local Economic Development, MSc in Regional And Urban Planning Studies and MSc in Urban Policy (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

The number of students that can be accommodated is limited.

If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created.

For further details, please contact your relevant Programme Coordinator.

Course content: Why do some regions and territories perform systematically better than others in terms of economic development and wealth? What are the key drivers of local and regional economic performance? How can local and regional economic development policies boost economic activity and improve socio-economic conditions in disadvantaged areas? Globalisation and technological change have challenged the 'traditional' answers to these questions and call for new analytical and policy tools. This course provides students with an in-depth understanding of the macro and meso-level determinants of regional and local economic development and of the policies influencing these drivers. After examining the existing disparities in regional economic performance between and within a number of advanced, emerging and developing countries, the course illustrates the scope and justification for government intervention in this area. Various theories and approaches to local and regional economic development, leading to different policy prescriptions, are analysed in order to identify different macro and meso

determinants of economic performance (from innovation and human capital to knowledge spillovers and global networks). In particular, the course dwells on the regional policy of the European Union (EU) - one of the most important large-scale regional policy experiences - in order to discuss the pros and cons of existing policy tools and illustrate the benefits of a 'balanced' approach to the analysis, design, management and implementation of regional and local economic development policies in a globalising world. In this context, special attention will also be devoted to the cases of the United States, China and India in a comparative perspective.

Teaching: 20 hours of lectures and 27 hours of seminars in the MT.

Seminar teaching consist of a combination of seminars and debates.

Formative coursework: Students will be expected to produce 1 piece of coursework in the MT in order to prepare for the Take Home Exam.

Indicative reading: H W Armstrong & J Taylor, *Regional Economics and Policy*, Macmillan, 2000; R Capello, *Regional Economics 2nd Edition*, Routledge, 2016; R Crescenzi & M Percoco *Geography, Institutions and Regional Economic Performance*, Springer, 2013; R Crescenzi & A Rodríguez-Pose *Innovation and Regional Growth in the European Union*, Springer, 2011; C Jones *Introduction to Economic Growth 2nd edition*, Norton 2001; P McCann *Urban and Regional Economics*, OUP 2001; A Pike, A Rodríguez-Pose & J Tomane, *Local and regional development 2nd Edition*, Routledge, 2017.

A number of more specialized texts will be recommended at the beginning of the course.

Assessment: Take-home assessment (100%) in the LT.

GY413 Half Unit Regional Development and Policy

This information is for the 2020/21 session.

Teacher responsible: Prof Andres Rodriguez-Pose STC S4.07

Availability: This course is available on the MPhil/PhD in Economic Geography, MSc in Environment and Development, MSc in Inequalities and Social Science, MSc in Local Economic Development, MSc in Regional And Urban Planning Studies and MSc in Urban Policy (LSE and Sciences Po). This course is available as an outside option to students on other programmes where regulations permit.

The number of students that can be accommodated is limited.

If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created.

For further details, please contact your relevant Programme Coordinator.

Pre-requisites: A good background is required in one of the fields of management, economics, economic geography, regional and urban studies.

Course content: This course deals with the management and institutions of local and regional economic development. It dwells on the socio-economic implications of the emergence of local and regional governments and institutions as key actors in the design and implementation of economic development strategies across the world. In particular, the first section of the course analyses the consequences for economic efficiency and equality of the gradual but relentless shift of development responsibilities from the national and the supranational to the local and regional scale, linked of political and fiscal decentralisation. The second section of the course focuses, from a theoretical and empirical perspective, on the strategies being implemented by subnational governments across the world in order to cope and redress development problems. Strategies based on the building of infrastructure, the attraction of foreign direct investment, the support to local production and the promotion of local human resources are analysed in different institutional and governance contexts. The course draws on examples from Europe, the US, Latin America,

and Asia.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of seminars and lectures across Lent Term.

This course includes a reading week in Week 6 of Lent Term.

Formative coursework: Students will be expected to participate in group debates throughout the course, with written presentation slides required. Feedback is provided in the sessions.

Indicative reading: R J Bennett, *Decentralization, Local Governments and Markets: Towards a Post-Welfare Agenda*, Clarendon Press, 1990; N Brenner, *New state spaces: Urban governance and the rescaling of statehood*, Oxford University Press, 2004; P Dicken, *Global Shift: Mapping the Changing Contours of the World Economy*, Sage, 2007; J D Donahue, *Disunited States*, Harper Collins, 1997; R Kanbur and A J Venables, *Spatial inequality and development*, Oxford University Press, 2005; A Pike, A Rodríguez-Pose and J Tomaney, *Local and regional development*, Routledge, 2006; R J Putnam, *Making Democracy Work: Civic Traditions in Modern Italy*, Princeton University Press, 1993; A Pike, A Rodríguez-Pose & J Tomaney, *Handbook of Local and Regional Development*, Routledge, 2011; A J Scott, ed., *Global city-regions*, Oxford University Press, 2001; M Storper, *The Regional World: Territorial Development in a Global Economy*, Guilford Press, 1997. A number of more specialised texts will be recommended at the beginning of the course.

Assessment: Take-home assessment (100%) in the ST.

GY415 Half Unit

Local Capacity and Economic Development Policy

This information is for the 2020/21 session.

Teacher responsible: Prof Simona Iammarino STC S410

Availability: This course is available on the MSc in Local Economic Development, MSc in Regional And Urban Planning Studies and MSc in Urban Policy (LSE and Sciences Po). This course is not available as an outside option.

Course content: This course is aimed at understanding the micro foundations of local economic development, that is the determinants and effects of the behaviour, strategies and choices of key economic actors: local firms, both small and large, multinational enterprises, universities and other education and research organisations, government bodies, NGOs, and local communities. The study of different theoretical approaches, empirical evidence and implications of the behaviour of such actors, and their interactions and linkages, will help building up the analytical framework to interpret the genesis of localised economic systems, their dynamics and evolution over time and the policy options available, particularly, but not exclusively, from a bottom-up perspective. We will make use of an extended array of empirical examples and case studies across regions and industries, both in advanced and emerging economies, and consider the transferability of lessons and insights over space and time. The course is particularly concerned with place-sensitive approaches and locally initiated and managed processes which may involve a wide range of actors in shaping and implementing local economic development initiatives.

There is a 3-day field-trip (not including travel time) to L'Aquila, Italy, associated with this course. For the academic year 2020-21 the field-trip will take place during the Lent Term Reading Week (Week 6). Students should be aware that, as participation is voluntary, they will need to fund themselves. Participation is encouraged, however it will not be assessed in any way. Students who decide they do not want to participate will not be detrimentally affected on the course. Further information will be provided in Week 1. Estimated costs will be communicated to all offer holders in

advance of registration.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures and other supplementary interactive live activities.

This course is delivered through a combination of workshops and lectures across Michaelmas Term.

This course includes a reading week in Week 6 of Michaelmas Term.

Formative coursework: Policy Brief outline to be submitted by week 5 and group presentations on case studies in different weeks of MT: written feedback will be provided on all formative coursework in order to help prepare for the assessed Policy Brief.

Indicative reading: The course is mainly based on academic articles and papers, all available through @reading list. Some chapters will also be used from books such as: A. Pike, A. Rodríguez-Pose & J. Tomaney, *Local and Regional Development*, 2006; B-A. Lundvall, KJ Joseph, C. Chaminade & J. Vang (eds.), *Handbook of Innovation Systems and Developing Countries*, 2009; J Cantwell & E Amann (eds.), *Innovative Firms in Emerging Market Countries*, 2012; S Iammarino & P McCann *Multinationals and Economic Geography. Location, Technology and Innovation*, 2013. In general, all readings are electronically available from the LSE Library unless otherwise indicated.

Assessment: Policy brief (100%) in the MT.

A 2,500 word Policy Brief is due in the week after the end of MT.

GY420

Environmental Regulation: Implementing Policy

This information is for the 2020/21 session.

Teacher responsible: Dr Richard Perkins STC.S413, Dr Eugenie Dugoua, Dr Nora Sylvander and Dr Michael Mason

Availability: This course is compulsory on the MSc in Environmental Policy and Regulation. This course is available on the MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Development Studies, MSc in Environment and Development, MSc in Environmental Economics and Climate Change, MSc in Local Economic Development, MSc in Regulation, MSc in Risk and Finance and MSc in Urban Policy (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit. The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator.

This course cannot be taken with GY465 Concepts in Environmental Regulation or GY475 Issues in Environmental Governance.

Course content: This course provides critical insights into the characteristics, processes and evolving dynamics of environmental policy, regulation and governance. In MT, the course considers the rationale for public policy intervention, and the factors that shape the influence of different interest groups over government policy making. It proceeds to examine the nature, design and performance of different policy instruments, together with the various influences governing policy implementation processes. In LT, the course highlights key themes in environmental regulation informed by the concept of multi-level governance. This concept suggests new alignments and forms of regulation within and across state borders: the themes chosen to explore this concept include governing technological change, international negotiations, governance beyond the state, and different rationalities of regulation (science, ethics and justice).

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/

seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of seminars and lectures across both Michaelmas Term and Lent Term. This course includes a reading week in Week 6 of Michaelmas Term and Lent Term.

Formative coursework: Students are expected to prepare one formative piece of coursework in the MT: feedback will be provided. In the LT, students are required to give one presentation on an agreed topic: feedback will be provided.

Indicative reading: While there is no one single text that covers all aspects of the course, you are encouraged to consult the following:

- MT:
- J Holder and M Lee (2007) *Environmental Protection Law and Policy* (2nd edition), Cambridge: Cambridge University Press;
 - N Carter (2018) *The Politics of the Environment: Ideas, Activism, Policy* (3rd edition), Cambridge: Cambridge University Press;
 - S Bell, D McGillivray, O Pedersen, E Lees and E Stokes (2017) *Environmental Law* (9th edition), Oxford: Oxford University Press.
- LT:

- A Gupta and M Mason (eds.) (2014) *Transparency in Global Environmental Governance*, Cambridge, MA: MIT Press;
- A Randall (2011) *Risk and Precaution*, Cambridge: Cambridge University Press;
- S Barrett (2005) *Environment and Statecraft: The Strategy of Environmental Treaty-Making*, Oxford: Oxford University Press;
- S Piattoni (2010) *The Theory of Multi-level Governance*, Oxford: Oxford University Press.

Assessment: Coursework (50%, 3500 words) in the LT.

Take-home assessment (50%) in the ST.

The LT summative coursework will be a policy brief with critical reflection, based on the material taught in the MT.

GY426

Environmental and Resource Economics

This information is for the 2020/21 session.

Teacher responsible: Dr Sefi Roth

Dr Eugenie Dugoua

Dr Cristobal Ruiz-Tagle

Availability: This course is compulsory on the MSc in Environmental Economics and Climate Change. This course is available on the MPhil/PhD in Environmental Economics. This course is available with permission as an outside option to students on other programmes where regulations permit. The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator.

Pre-requisites: A background in economics and calculus is highly desirable.

Course content: Environmental and resource economics is at the forefront of the response to local, national and global environmental problems. As such, it has become an essential part of the thinking and actions of national and regional governments, as well as international agencies and organizations. This course seeks to develop a rigorous treatment of the theory of environmental and natural resource economics, and to show how formal economic thinking can assist real world policymaking in areas such as climate change, ecosystem & biodiversity conservation and water resource management.

The course consists of four components which cluster together the principal areas of interest and research in environmental and natural resource economics:

PART I: Environmental Economics and Pollution Control

PART II: Behavioural Economics, Evaluation and the Environment

PART III: The Economics of Natural Resources: Efficiency, Optimality and Sustainability

PART IV: Economics of Climate Change and Low-Carbon

Transitions

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of seminars and lectures Michaelmas Term and Lent Term.

This course includes a reading week in Week 6 of Michaelmas Term and Week 6 of Lent Term.

Formative coursework: Students will complete one written formative assignment of 1,500 words in Michaelmas Term, on which they will receive written feedback.

Indicative reading: Detailed reading lists will be provided to support each course component. The following texts will be particularly useful:

Michaelmas Term:

Kolstad, C., *Environmental Economics*, Oxford: Oxford University Press, (2000). L. Perman, R., Y. Ma, J. McGilvray and M. Common, *Natural Resource and Environmental Economics*, Pearson Addison Wesley, Fourth Edition (2011), and Third Edition (2003). Bondy M, Roth S, and Sager, L. (2020) Crime Is in the Air: The Contemporaneous Relationship between Air Pollution and Crime, *Journal of the Association of Environmental and Resource Economists* 7:3, 555-585. Dugoua E (2019) International Environmental Agreements and Directed Technological Change: Evidence from the Ozone Regime. Working Paper available at http://eugeniedugoua.com/papers/Dugoua2018_Montreal_Innovation.pdf

Lent Term:

Conrad, J., *Resource Economics*, Cambridge: Cambridge University Press, (2005); L Perman, et al., *Natural Resource and Environmental Economics*, Pearson Addison Wesley, Fourth Edition (2011), and Third Edition (2003); Arrow et al. (2013). Determining Benefits and Costs for Future Generations. *Science* 26 Jul 2013:Vol. 341, Issue 6144, pp. 349-350.

Assessment: Exam (75%, duration: 3 hours) in the summer exam period.

Essay (25%, 2500 words).

GY427 Half Unit

Climate Change: Science, Economics and Policy

This information is for the 2020/21 session.

Teacher responsible: Professor Simon Dietz

Availability: This course is compulsory on the MSc in Environmental Economics and Climate Change. This course is available on the MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Environment and Development and MSc in Environmental Policy and Regulation. This course is available with permission as an outside option to students on other programmes where regulations permit.

The number of students that can be accommodated is limited.

If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created.

Priority will be given to students on the MSc in Environmental Economics and Climate Change followed by students on the MSc in Environment and Development and MSc in Environmental Policy and Regulation. Students on the MPA will only be offered a place if spaces are available. For further details, please contact your relevant Programme Coordinator.

Course content: A comprehensive guide to the issue of climate change, from fundamental concepts in climate science, through estimating the future impacts of climate change on economies and societies, to cutting greenhouse gas emissions by using economic instruments such as carbon trading. Interdisciplinary, but with an emphasis on economic analysis, albeit taught in a non-technical style.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures and other supplementary interactive live activities.

This course is delivered through interactive lectures across Michaelmas Term.

This course includes a reading week in Week 6 of Michaelmas.

Formative coursework: Students will carry out regular assignments.

Indicative reading: Detailed reading lists will be provided to support each course component.

The following texts will be particularly useful:

Intergovernmental Panel on Climate Change (2014). *Climate Change 2014: Fifth Assessment Report of the Intergovernmental Panel on Climate Change*. Cambridge: Cambridge University Press.

Maslin, M. (2008). *Global Warming: a Very Short Introduction*. Oxford: Oxford University Press.

Stern, N. (2007). *The Economics of Climate Change: the Stern Review*. Cambridge: Cambridge University Press.

Assessment: Take-home assessment (100%) in the period between MT and LT.

GY428 Half Unit

Applied Quantitative Methods

This information is for the 2020/21 session.

Teacher responsible: Dr Daniele Fanelli (COL 7.07)

Dr Cristobal Ruiz-Tagle (STC)

Dr Quentin Coutellier (STC)

Availability: This course is compulsory on the MSc in Environmental Economics and Climate Change. This course is available on the MPhil/PhD in Economic Geography, MPhil/PhD in Environmental Economics, MPhil/PhD in Regional and Urban Planning Studies, MSc in Local Economic Development and MSc in Urban Policy (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator.

Pre-requisites: A background in undergraduate statistics or, preferably, econometrics is required

Course content: This course will provide an introduction to quantitative methods in use in modern environmental and resource economics. Emphasis will be placed on the practical use of empirical tools. This applied focus will be complemented by the investigation of assumptions and proofs that can improve the understanding of empirical results. Students will apply the methods taught using statistical/econometric software and data documenting some topical public policy questions. These applications will take place in ten seminars of one hour each. During the seminars the students will gain understanding of the statistical software STATA. Additionally, in the lectures and sometimes seminars, selected papers in quantitative environmental economics will be critically discussed. In general the course will attempt to use examples from relevant and topical empirical papers published in the area of applied econometrics and environmental economics. The module will cover several estimators. We will start with the standard linear regression model, its assumptions, violations and testing procedures. Some non-Linear models will also be presented, including Multivariate Probit and Logit Models (Maximum Likelihood). Extensions of the Linear regression model to incorporate panel data estimators and Instrumental Variables (IV) approaches (e.g. Two Stage Least Squares and Fixed and Random Effects models) will be also covered. The course will conclude with a discussion of programme evaluation methods and randomised control trials (RCTs).

The course follows the MY452 (delivered by Methodology Department) for the first 6 lectures and seminars, before switching over to the Geography and Environment Department for the last 4 lectures and seminars.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures and other supplementary interactive live activities.

This course is delivered through a combination of classes and lectures across Michaelmas Term. This course includes a reading week in Week 6 of Michaelmas Term.

Formative coursework: There will be an opportunity to get feedback on weekly exercises.

Indicative reading: Detailed reading lists will be provided to support each course component, but the following texts will be particularly useful: Part I: (Weeks 1-7 with Daniele Fanelli): A Agresti & B Finlay, *Statistical Methods for the Social Sciences*. Part II: (Weeks 8-11 with Cristobal Ruiz-Tagle): a) Stock J.H. and M.W. Watson (2011). *Introduction to Econometrics*. Third Edition Pearson International Edition; b) J. Wooldridge (2006), *Introductory Econometrics: A modern approach*, Thomson; c) Angrist J and Pischke J.S. (2009) *Mostly Harmless Econometrics*, Princeton.

Assessment: Exam (80%, duration: 2 hours) in the summer exam period.

Coursework (20%) in the MT.

The coursework assessment will take the form of problem sets or exercises that recap on some of the most important topics.

GY431 Half Unit

Cities, People and Poverty in the South

This information is for the 2020/21 session.

Teacher responsible: Deen Shariff Sharp

Availability: This course is available on the MSc in African Development, MSc in City Design and Social Science, MSc in Development Management, MSc in Development Studies, MSc in Environment and Development, MSc in Gender, Development and Globalisation, MSc in Gender, Policy and Inequalities, MSc in Health and International Development, MSc in Human Geography and Urban Studies (Research), MSc in Local Economic Development, MSc in Regional And Urban Planning Studies, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Experience and/or knowledge of development and/or urbanisation in the South would be a distinct advantage

Course content: The course examines the patterns, processes and implications of urbanisation in developing societies, with particular reference to the survival and well-being of low-income groups, and the variability of urban life and poverty in different geographical contexts. The conceptual and empirical focus of the course revolves around strategies adopted at individual household and community levels to ensure sustainable livelihoods, and the interrelations of grassroots processes with policy interventions on the part of governments, international development agencies and NGOs. Specific themes include: trends in urban development in the 20th and 21st centuries; the conceptualisation and measurement of poverty and the urban; the 'urbanisation' of poverty; the 'feminisation of poverty'; poverty reduction strategies by international organisations; urban livelihood strategies and economic restructuring; urban social movements; participatory urban governance; and civil society.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of seminars, pre-recorded lectures, live online lectures and other supplementary interactive live activities.

This course is delivered through a combination of seminars and lectures across Michaelmas Term.

This course includes a reading week in Week 6 of Michaelmas.

Formative coursework: Students will be expected to produce one formative essay during the course, as well as to prepare seminar presentations (usually in pairs), and to be actively involved in seminar discussions, including as discussants and rapporteurs.

Indicative reading: Detailed reading lists will be provided during the course. No one book covers the entire course. However, recommended essential reading is as follows: N. Brenner (ed), *Implosions/Explosions: Towards a Study of Planetary Urbanization*, 2014; S.Chant and C.McIlwaine *Cities, Slums and Gender in the Global South*, 2016; S.Parnell and S.Oldfield (Eds), *The Routledge Handbook on Cities of the Global South*, 2014; J Elyachar, *Markets of Dispossession: NGOs, Economic Development, and the State in Cairo*, 2005; T Mitchell, *The Rule of Experts: Egypt, Techno-Politics, Modernity*, 2002; R Rolnik, *Urban Warfare: Housing under the Empire of Finance*, 2019; M Dikec, *Urban Rage: The Revolt of the Excluded*, 2017; United Nations Sustainable Development Goals: Knowledge Platform.

Assessment: Essay (50%, 2500 words) in the LT.

Essay (50%, 2500 words) in the ST.

GY432 Half Unit Not available in 2020/21 Urban Ethnography

This information is for the 2020/21 session.

Teacher responsible: Prof Gareth Jones S506

Availability: This course is available on the MSc in African Development, MSc in Development Management, MSc in Development Studies, MSc in Environment and Development, MSc in Human Geography and Urban Studies (Research), MSc in Regional And Urban Planning Studies, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The course considers the role of ethnography to how we understand cities. We will look in detail at different types of ethnography and compare with other means of representing the city, through the novel and film, starting with Rem Koolhaas on Lagos. Specific themes will cover the urban flâneur and ethnographer, street ethnography, culture of poverty and marginality, time and waiting, bodies and sex; infrastructure and mobility, gates and the middle class; drugs, the gang and violence, and slums. The course will consider the role of ethnography in developing world cities in particular but also draw from studies of developed world. The course offers an opportunity to reflect on urban places in a way which does not reduce them to arenas for technical, policy-driven planning, and so as to consider the urban experience more broadly. The course will raise issues of methodology.

Teaching: 20 hours of seminars and 4 hours of workshops in the LT.

Formative coursework: A 2,000 word essay or review of readings on a chosen topic from class list.

Indicative reading: There are some useful Readers on urban ethnography such as Duneier, M. et al., *The Urban Ethnography Reader*, (2014); Oejo, R.E. *Ethnography and the City: readings on doing urban fieldwork*, (2012). The course is based on identification of a key ethnography for each week supplemented by articles. J. Auyero, *The Patients of the State: the politics of waiting in Argentina*, 2012; J. Auyero & D. Swistun, *Flammable: environmental suffering in an Argentine Shantytown*, 2009; T. Belmonte, *The Broken Fountain*, 2005; J. Biehl, *Vita: life in a zone of social abandonment*, 2005; P. Bourgois. *In Search of respect: selling crack in El Barrio*, 2003; P. Bourgois and J. Schonberg, *Righteous Dopefiend*, 2009; M. Duneier, *Sidewalk*, 2000; L. Fernandes, *India's New Middle Class: Democratic Politics in an Era of Economic Reform*, 2006; D. Gandolfo, *The City at its Limits: taboo, transgression and urban renewal*, 2009; D. Goldstein, *Laughter out of Place: race, class, violence and sexuality in a Rio Shantytown*, 2003; C. Jeffrey, *Timepass: youth, class the politics*

of waiting in India, 2010; S. Jensen, *Gangs, Politics and Dignity in Cape Town*, 2008; P. Kelly, *Lydia's Open Door: inside Mexico's most modern brothel*, 2008; M. Leichty, *Suitably Modern: Making Middle-Class Culture in a New Consumer Society*, 2003; D. Levenson, *Adios Nino: the gangs of Guatemala City*, (2013); D. Mains, *Hope Is Cut: Youth, Unemployment, and the Future in Urban Ethiopia*, 2011; L.A. Ring, *Zenana: everyday peace in a Karachi apartment building*, 2006; E. Tarlo, *Unsettling Memories: Narratives of India's 'Emergency' in Delhi*, 2003; S. Venkatesh, *Gang Leader for a Day*, 2008; L. Wacquant, *Urban Outcasts*, 2008; A. Wilson, *The Intimate Economies of Bangkok: tomboys, tycoons, and Avon Ladies in the Global city*, 2004; J. Wolseth, *Jesus and the Gang: Youth Violence and Christianity in Urban Honduras*, 2011; L. Zhang, *In Search of Paradise: Middle-class Living in a Chinese Metropolis*, 2010; T. Zheng, *Red lights: The lives of sex workers in postsocialist China*, 2009.

Assessment: Essay (100%, 5000 words) in the ST.

GY438 Half Unit Cities and Social Change in East Asia

This information is for the 2020/21 session.

Teacher responsible: Prof Hyun Shin STC. S601f

Availability: This course is available on the CEMS Exchange, MBA Exchange, MSc in China in Comparative Perspective, MSc in City Design and Social Science, MSc in Development Studies, MSc in Environment and Development, MSc in Human Geography and Urban Studies (Research), MSc in International and Asian History, MSc in Local Economic Development, MSc in Regional And Urban Planning Studies, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available as an outside option to students on other programmes where regulations permit.

The number of students able to be accommodated is limited.

If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created.

For further details, please contact your relevant Programme Coordinator

Pre-requisites: N/A

Course content: This is an interdisciplinary urban course that encourages students to develop a critical understanding of how urban space is transformed in diverse social, economic and political settings, and what social implications are made upon the powerless and the poor. Examining the process of socio-spatial transformation in times of condensed urbanisation and economic development, this course makes use of Asia as an empirical site to unsettle Western notions of urban development. Various examples of urban policies and practices will be drawn from cities across East and Southeast Asia, with emphasis on newly industrialised capitalist economies as well as transitional economies such as mainland China.

Focusing on urban questions in particular, the course comprises of lectures and seminars on the following themes:

- the political economy of urbanisation;
- the politics of land;
- global gentrifications;
- displacement and dispossession;
- cities of spectacle and mega-events;
- urban social movements

Students will also have opportunities to view and discuss various sources of audiovisual materials and documentaries related to these themes.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of seminars, workshops and lectures across Lent Term.

This course includes a reading week in Week 6 of Lent Term.

Formative coursework: Students are expected to complete one essay plan for their assessed essay and blog.

Indicative reading: Chen, Y.-L. and Shin, H.B. (eds.) *Neoliberal Urbanism, Contested Cities and Housing in Asia*. Palgrave Macmillan; Chua, B.H. (2017) *Liberalism Disavowed: Communitarianism and State Capitalism in Singapore*. Cornell University Press; Doucette, J., and Park, B.-G. (2019) *Developmentalist Cities? Interrogating Urban Developmentalism in East Asia*. Brill; Haila, A. (2016) *Urban Land Rents: Singapore as a Property State*. Wiley Blackwell; Lees, L., Shin, H.B. and Lopez-Morales, E. (2016) *Planetary Gentrification*. Polity Press; Roy, A. and Ong, A. (eds.) (2011) *Worlding Cities: Asian Experiments and the Art of Being Global*. Blackwell; Wu, F. (2015) *Planning for Growth: Urban and Regional Planning in China*. Routledge. Abbas, A. (1997) *Hong Kong: Culture and the Politics of Disappearance*, University of Minnesota Press; Allen, J.R. (2012) *Taipei: City of Displacements*, University of Washington Press; Forrest, R., Koh, S.Y. and Wissink, B. (eds.) (2017) *Cities and the Super-rich: Real Estate, Elitist Practices and Urban Political Economies*. Palgrave Macmillan; Glassman, J. (2018) *Drums of War, Drums of Development: the Formation of a Pacific Ruling Class and Industrial Transformation in East and Southeast Asia, 1945-1980*. Brill Press; Harvey, D. (2016) *The Ways of the World*. Profile Books; Labbé, D. (2014) *Land Politics and Livelihoods on the Margins of Hanoi, 1920-2010*. UBC Press; Lees, L., Shin, H.B. and Lopez-Morales, E. (Eds.) (2015) *Global Gentrifications: Uneven Development and Displacement*, Policy Press; Mathews, G. (2011) *Ghetto at the Center of the World: Chungking Mansions, Hong Kong*, The University of Chicago Press; Hsing, Y.-t. (2010) *The Great Urban Transformation*. Oxford University Press; Seng, L.K. (2013) *Squatters into Citizens: The 1961 Bukit Ho Swee Fire and the Making of Modern Singapore*. NUS Press; Simone, A. (2014) *Jakarta: Drawing the City Near*. University of Minnesota Press; Smart, A. (2006) *The Shek Kip Mei Myth: Squatters, Fires and Colonial Rule in Hong Kong, 1950-1963*. Hong Kong University Press; Sorensen, A. (2002) *The Making of Urban Japan: Cities and Planning from Edo to the Twenty-first Century*. Routledge/Curzon

Assessment: Coursework (30%, 1500 words) and essay (60%, 3000 words) in the ST.
Class participation (10%) in the LT.
Coursework (30%) refers to a blog piece. Students are to submit regular reading responses via Moodle as part of class participation. Further details will be included in the course guide.

GY439 Half Unit Cities, Politics and Citizenship

This information is for the 2020/21 session.

Teacher responsible: Dr Murray Low STC.S.512

Availability: This course is available on the MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in City Design and Social Science, MSc in Culture and Society, MSc in Environment and Development, MSc in Human Geography and Urban Studies (Research), MSc in Regional And Urban Planning Studies, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: Perspectives on contemporary urban politics. The course will equip students interested in urban change and development to understand and critically assess the variety of ways in which urban politics and policies are imagined and discussed in universities as well as in the world of policy. It will also develop their understandings of key debates and themes in contemporary urban political life. Topics covered will include: imagining urban politics; theories of urban politics, 'globalisation' and urban political life; urban governance; civil society and urban social movements; urban

dimensions of citizenship and migration; policing, violence and urban politics; urban politics and 'neoliberalism.'

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of interactive lectures across Lent Term.

This course includes a reading week in Week 6 of Lent Term

Formative coursework: Students will be expected to produce 1 piece of coursework in the LT.

Indicative reading: J Borja and M Castell, *Local and Global*, 1997; J Davies and D Imbroscio, eds., *Theories of Urban Politics* (2nd Edition), 2009; M Douglass and J Friedmann, eds., *Cities for Citizens*, 1998; D Judge, G Stoker and H Wolman, eds., *Theories of Urban Politics*, 1995; P Le Galegrave, s, *European Cities*, 2002; L Sandercock, *Towards Cosmopolis*, 1998; S. Sassen *Territory, Authority, Rights*, 2006; M P Smith, *Translocal Urbanism*, 2001.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

GY441 Half Unit The Politics of Housing

This information is for the 2020/21 session.

Teacher responsible: Dr Romola Sanyal

Availability: This course is available on the MSc in City Design and Social Science, MSc in Regional And Urban Planning Studies, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available as an outside option to students on other programmes where regulations permit.

Course content: The aim of this course is to examine the politics of housing from a transnational and comparative perspective. The course will link the empirical analyses on housing to theoretical discussions on class, community, gender, ethnicity and design. It will analyse housing issues ranging from informality, homelessness and gated communities to housing tenure, architectural design and housing as a humanitarian tool. This is an interdisciplinary course, drawing upon debates in fields such as Architecture, Urban Planning, Geography, Sociology, Anthropology and Development Studies. The course will help students develop a broad knowledge of the politics of housing in different countries and how they intersect with issues such as urban development, housing finance and public policy. It will also encourage students to think about housing issues relationally and globally.

Themes

Some of the themes covered in this course include: Traditional Housing, Communities, Gender and Housing, Race and Ethnicity and Housing, Homelessness, Housing and Emergencies etc.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of seminars and lectures across Lent Term.

This course includes a reading week in Week 6 of Lent Term.

Formative coursework: Students will be expected to produce 1 piece of coursework in the LT.

One 1500 word essay and 4 one page reading responses

Indicative reading:

- Grewal, I. (1996) *Home and Harem: Nation, Gender, Empire and the Cultures of Travel*. Durham: Duke University Press
- Caldeira, Teresa. (2001) *City of Walls: Crime, Segregation and Citizenship in Sao Paulo*. Berkeley: University of California Press.
- Gowan, T. (2010) *Hobos, Hustlers, and Backsliders: Homeless in San Francisco*. Minneapolis: University of Minnesota Press.
- Gottesdiener, L (2013) *A Dream Foreclosed: Black America and the Fight for a Place to Call Home*. Westfield: Zuccotti Park Press

- Jackson, K. (1985) *Crabgrass Frontier: The Suburbanization of the United States*. New York: Oxford University Press.
- King, A. (1995) *The Bungalow: The Production of a Global Culture*, New York: Oxford University Press.
- Smart, A. (2006) *The Shek Kip Mei Myth: Squatters, Fires and Colonial Rule in Hong Kong, 1950-1963*. Hong Kong University Press.

Assessment: Essay (80%, 5000 words) in the ST. Presentation (20%) in the LT.

GY446 Half Unit

Planning for Sustainable Cities

This information is for the 2020/21 session.

Teacher responsible: Dr Nancy Holman STC318a
Dr Erica Pani - STC305

Availability: This course is available on the MSc in Environmental Economics and Climate Change, MSc in Environmental Policy and Regulation, MSc in Human Geography and Urban Studies (Research), MSc in Regional And Urban Planning Studies, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: A critical examination of the issues involved in planning for sustainable development at the urban level together with a review of policies and practice; the course focus largely on the problems facing developed countries. The course comprises ten lectures covering issues of physical, economic and social measures to promote sustainability alongside understandings of how this may be measured in an urban context.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of seminars and lectures across Lent Term.

This course includes a reading week in Week 6 of Lent Term.

Formative coursework: Students are expected to prepare a seminar paper and presentation.

Indicative reading: Detailed reading on specific policy areas will be provided.: J Agyeman & B Evans (Eds), *Local Environmental Policies and Strategies*, 1994; S. Wheeler. *Planning for Sustainability: Creating livable, equitable, and ecological communities*, 2004; Y. Rydin, *Governing for Sustainable Urban Development*, 2010; S. Davoudi, J. Crawford and A. Mehmood (Eds), *Planning for Climate Change: Strategies for Mitigation and Adaptation for Spatial Planners*, 2009.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

GY447 Half Unit

The Economics of Regional and Urban Planning

This information is for the 2020/21 session.

Teacher responsible: Dr Felipe Carozzi S416

Availability: This course is compulsory on the MSc in Regional And Urban Planning Studies and MSc in Urban Policy (LSE and Sciences Po). This course is available on the CEMS Exchange, MBA Exchange, MPhil/PhD in Economic Geography, MSc in Development Management, MSc in Development Studies, MSc in Human Geography and Urban Studies (Research), MSc in Local Economic Development and MSc in Urban Policy (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

The number of students that can be accommodated is limited.

If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator

Pre-requisites: Students should normally have completed an introductory course in economics. Students without this background may wish to attend the micro-economic section of EC100 Economics A together with the Pre-session GY447 and GY447.1 workshops.

Course content: The course aims to provide an economic framework in which to analyse the structure of economic activity within the urban and regional context; the impact of this structure on urban form; the role of government at the local level and local economic policy applications. Topics include: The determinants of industrial, commercial and residential location. The interaction between activities within a spatial context. The economics of land markets and of the development process. The determinants of rents and densities. Economic models of urban structure. Sources of market failure in the urban economy. The rationale of government intervention. Techniques of intervention in the urban and environmental context. The role of the public sector: pricing, allocation, production and investment decisions. Urban and regional economic policy issues.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures and other supplementary interactive live activities.

This course is delivered through a combination of seminars and lectures across Michaelmas Term only.

The course will also feature a pre-session element in week 0 of Michaelmas Term and a reading week in Week 6 of Michaelmas Term.

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Formative coursework: A take home formative exam will be carried out during Lent Term.

Indicative reading:

- 1) A O'Sullivan *Urban Economics*;
 - 2) J F McDonald and Daniel P. McMillen, *Urban Economics and Real Estate*;
 - 3) J Stiglitz, *Economics of the Public Sector*;
 - 4) Pindyck & Rubinfeld *Microeconomics*, Suslow & Hamilton Study Guide.
 - 5) J Brueckner, *Lectures in Urban Economics*
 - 5) D DiPasquale & W C Wheaton, *Urban Economics and Real Estate Markets*;
 - 6) R W Vickerman, *Urban Economics*;
 - 8) H Dunkerley (Ed), *Urban Land Policy: Issues and Opportunities*;
- More detailed readings will be provided during the course.

Assessment: Take-home assessment (100%) in the ST.

GY448 Half Unit

Urban Planning: Society, Market and Sustainability

This information is for the 2020/21 session.

Teacher responsible: Dr Alan Mace STC315a

Availability: This course is compulsory on the MSc in Regional And Urban Planning Studies and MSc in Urban Policy (LSE and Sciences Po). This course is available on the MSc in City Design and Social Science and MSc in Human Geography and Urban Studies (Research). This course is available as an outside option to students on other programmes where regulations permit.

The number of students that can be accommodated is limited.

If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator.

Course content: The course seeks to bring into conversation with one another the theory and practice of urban planning. While we

draw primarily on our experience of, and ideas generated in the global north we also draw on practice in and perspectives from the global south. You will look at key planning ideas such as; the neighbourhood, community, the region and regional planning, networked planning and partnerships, and sustainability as a rationale for contemporary urban planning. A number of themes run through the course including; social justice and the relationship between planning, state and markets. Our analysis of planning practice provides a critique of past and present practice that provides the basis for considering future urban planning practice.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures and other supplementary interactive live activities.

This course is delivered through a combination of seminars and lectures across Michaelmas Term.

This course includes a reading week in Week 6 of Michaelmas Term.

Formative coursework: Students will submit a 1,500 word assignment.

Indicative reading:

- Friedmann, J., 2011. *Insurgencies: Essays in Planning Theory*, Routledge.
- Joss, S. 2015. *Sustainable Cities; Governing for Urban Innovation*. Palgrave.
- Sanyal, B., Lawrence, J.V and Rosan C.D.R. 2012. *Planning Ideas That Matter*. MIT Press.

Once on the course, all key readings are available online being either journal articles or electronic book chapters.

Assessment: Essay (100%, 4500 words) in the LT.

GY449 Half Unit

Urban Futures

This information is for the 2020/21 session.

Teacher responsible: Dr Austin Zeiderman

Availability: This course is available on the MSc in Human Geography and Urban Studies (Research), MSc in Regional And Urban Planning Studies, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is strictly capped at 34. Students are required to apply through Graduate Course Choice on LSE for You by providing a short written statement of why they are interested in taking the course (this includes students on Geography and Environment MSc programmes). If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. Priority will be given to students on the MSc programmes listed above. For further details, please contact your relevant Programme Coordinator.

Course content: By now we are accustomed to hearing that, for the first time in history, the majority of the world's population lives in cities. We may also be aware that more than one billion people now live in the urban slums and shantytowns of the global South, and that this is where the majority of world population growth will take place. But what sort of futures are being imagined for the cities of the twenty-first century? In response to this question, GY449 Urban Futures will critically analyze how the future of cities, and the cities of the future, have been thought about and acted upon in different times and places. Students will learn to adopt a geographical and historical approach to urban futures by exploring how ways of envisioning the future of cities differ across time and space. Treating the future as a social, cultural, and political reality with a profound influence on the present, the course will examine how urban areas are planned, built, governed, and inhabited in anticipation of the city yet to come. Each week will be organised around a particular model for the future of the city: the ideal city, the dystopian city, the modernist city, the colonial

city, the capitalist city, the socialist city, the organic city, the global city, and the secure city. These models will be examined through concrete examples and will enable the discussion of broader theoretical perspectives in urban studies, with a specific focus on the critical analysis of urban futures. Though grounded in urban geography, this course will draw upon texts and other materials from anthropology, sociology, history, cultural studies, literature, film, philosophy, social theory, architecture, art, and city planning. Its primary objective is to equip students with sophisticated, critical ways of thinking about the future of cities, since doing so has real significance for the kind of city we want to, and eventually will, ourselves inhabit.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures and other supplementary interactive live activities.

This course is delivered through a combination of seminars and lectures across Michaelmas Term.

This course includes a reading week in Week 6 of Michaelmas Term.

Formative coursework: Students will be expected to produce 1 presentation in the MT.

The formative presentation will be an opportunity for students to begin preparing for the assessed essay and to receive feedback from peers and from the lecturer. Presentations will be delivered in a workshop setting during seminar.

Indicative reading: A detailed reading list will be provided at the beginning of the course, but will include works such as: Arjun Appadurai, *The Future as Cultural Fact: Essays on the Global Condition* (2013); Raymond Williams, *The Country and the City* (1973); Reinhart Koselleck, *Futures Past: On the Semantics of Historical Time* (2004); Justin McGuirk, *Radical Cities: Across Latin America in Search of a New Architecture* (2014); Thomas More, *Utopia* (1516); Ruth Eaton, *Ideal Cities: Utopianism and the (Un) Built Environment* (2002); Matthew Gandy, *The Fabric of Space: Water, Modernity, and the Urban Imagination* (2014); David Harvey, *Spaces of Hope* (2000); Mike Davis, *Planet of Slums* (2006); James C. Scott, *Seeing like a State: How Certain Schemes to Improve the Human Condition Have Failed* (1998); James Ferguson, *Expectations of Modernity: Myths and Meanings of Urban Life on the Zambian Copperbelt* (1999); Svetlana Boym, *The Future of Nostalgia* (2001); Gwendolyn Wright, *The Politics of Design in French Colonial Urbanism* (1991); Timothy Mitchell, *Colonising Egypt* (1991); Jane M. Jacobs, *Edge of Empire: Postcolonialism and the City* (1996); Friedrich Engels, *The Condition of the Working Class in England* (1845); Walter Benjamin, "Paris: Capital of the Nineteenth Century" (1935); Georg Simmel, "The Metropolis and Mental Life" (1903); David Harvey, *The Condition of Postmodernity: An Enquiry into the Origins of Cultural Change* (1990); Ebenezer Howard, "The Town-Country Magnet" (1898/1902); Jane Jacobs, *The Death and Life of Great American Cities* (1961); David Pinder, *Visions of the City: Utopianism, Power, and Politics in Twentieth-century Urbanism* (2005); Michel Foucault, *Security, Territory, Population: Lectures at the Collège de France* (2007); Teresa P. R. Caldeira, *City of Walls: Crime, Segregation, and Citizenship in Sao Paulo* (2000); Stephen Graham, *Cities Under Siege: The New Military Urbanism* (2011).

Assessment: Essay (100%, 5000 words) in the LT.

The assessed essay will be a critical and creative exercise in the analysis of urban futures. Students will be given a choice: 1) Identify and research one vision of the urban future that exists in the present; or 2) Take a particular city and research the ways its future has been envisioned in the past, and how it is currently being envisioned in the present. Essays must contain no more than 5,000 words of text although they may also include images, as well as any other media that pertains to the argument.

GY450

Planning Practice and Research

This information is for the 2020/21 session.

Teacher responsible: Dr Nancy Holman STC315b and Dr Alan Mace STC315a

Availability: This course is compulsory on the MSc in Regional And Urban Planning Studies and MSc in Urban Policy (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The aim of this course is to provide students with an understanding of the current planning issues faced by practitioners and their policy responses. This will begin with an introduction to the planning context of London and an overview of the British planning system. This will be followed by weekly sessions with invited speakers involved in planning practice and research. They will be engaged in relevant current research or be practicing planners or policy-makers from central or local government, research agencies or consultancy. The content will consist of a series of guided walks, lectures and seminars covering issues of current concern and debate within urban and regional policy and planning.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is normally delivered through a combination of events, field trips and walks across Lent Term.

This course includes a reading week in Week 6 of Lent Term.

Assessment:

There is no Assessment in this course but the content will be relevant to the assessed courses in the MSc Regional and Urban Planning Studies Programme.

This course includes a reading week in Week 6 of Lent Term.

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

Indicative reading: Flyvbjerg, B. (2001) Making social science matter: Why social inquiry fails and how it can succeed again. Cambridge: Cambridge University Press. Hay, I. (ed.) (2010) Qualitative Research Methods in Human Geography. 3rd edition. Oxford: Oxford University Press. Heimer, M. and Thøgersen, S. (eds.) (2006) Doing fieldwork in China. Copenhagen: NIAS Press. Hennink, M. et al (2011) Qualitative Research Methods. London; Thousand Oaks, CA: SAGE. Sayer, A. (1992) Method in social science: A realist approach. London: Routledge. Ward, K. (ed.) (2012) Researching the city: a guide for students. London: Sage

Assessment: Essay (70%, 2500 words) and research proposal (30%) in the ST.

GY454 Half Unit

Urban Policy and Planning

This information is for the 2020/21 session.

Teacher responsible: Dr Nancy Holman S315b and Dr Alan Mace S315a

Availability: This course is compulsory on the MSc in Regional And Urban Planning Studies and MSc in Urban Policy (LSE and Sciences Po). This course is available on the MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy and MPA in Social Impact. This course is available with permission as an outside option to students on other programmes where regulations permit.

The number of students that can be accommodated is limited.

If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator.

Pre-requisites: Students must have completed Urban Planning: Society, Market and Sustainability (GY448). Urban Planning; Society, Markets, Sustainability (GY448) NEW NAME OF GY448

Course content: The course provides a synthesised approach to the analysis of urban policy-making and plan formulation. It will explore the way in which economic, political and social forces interact to effect policy approaches in different spatial settings. We will cover urban regeneration policy and community development as they relate to neighbourhood planning. The aim is also to gain an understanding of the causes of similarity and difference in policy approaches. Students will undertake a group research project based on a London neighbourhood including an assessment of local planning policy.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of seminars and lectures across Lent Term.

This course includes a reading week in Week 6 of Lent Term.

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

Indicative reading: Urban Task Force, Urban Renaissance; DETR, Our Towns and Cities: The future; R Atkinson ; G Moon, Urban Policy in Britain; P Hall ; C Ward, Sociable Cities; E Blakely ; M Snyder, Fortress America; D Judd ; S Fainstein, The Tourist City; J Mannigan, Fantasy City; T Hall ; P Hubbard, The Entrepreneurial City.

Assessment: Essay (80%, 4000 words). Presentation (20%) in the LT.

A 4,000 word essay linked to the London neighbourhood planning project.

A group presentation and short film based on the London

GY452 Half Unit

Urban Research Methods

This information is for the 2020/21 session.

Teacher responsible: Prof Hyun Shin S601F

Additional teacher(s): Professor Gareth Jones; Prof Neil Lee; Dr Romola Sanyal; Dr Deen Sharp; Dr Austin Zeiderman; Dr Jessie Speer

Availability: This course is compulsory on the MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is not available as an outside option.

This course is available on the MSc in Urban Policy (LSE and Sciences Po) for those students who choose the MSc in Urbanisation and Development track for their Year 2 studies.

Course content: The course aims to introduce students to the key methods that are frequently mobilised to carry out research on urbanising societies around the world. Additionally, the course is to help students think more systematically about methodological considerations in order to execute a successful dissertation research. Below is an indicative list of themes that are normally covered in the course:

- Designing an urban research project and ethics
- Comparative (case) studies
- Visual methods
- Working with archives
- Interviews and focus groups
- Conducting ethnography
- Quantitative data and questionnaires
- Analysis and write-up

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of seminars and lectures across Lent Term.

neighbourhood planning project.

GY455 Half Unit

Economic Appraisal and Valuation

This information is for the 2020/21 session.

Teacher responsible: Prof Giles Atkinson S302, Prof Susana Mourato S503 and Dr Eugenie Dugoua S421D

Availability: This course is available on the MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in City Design and Social Science, MSc in Environment and Development, MSc in Environmental Economics and Climate Change, MSc in Environmental Policy and Regulation, MSc in Local Economic Development, MSc in Regional And Urban Planning Studies, MSc in Risk and Finance, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator

Course content: This course is concerned with the foundations and practical use of applied economics in the context of project appraisal and policy evaluation. Course content will be drawn from the following. Introduction to economic aspects of project appraisal and cost-benefit analysis. Efficiency, equity and distributional concerns. Measurement of costs and benefits with a specific emphasis on practical methods to value non-market goods and services. The use of appraisal and evaluation in policy processes. The application of project appraisal and policy evaluation methods to policy sectors such as transport, health and the environment. Seminars and lectures will focus on applied case studies and the tools involved in the appraisal of projects. Examples particularly from environmental, health, development and transport policy in the developed and developing world.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course will be delivered through a combination of seminars and lectures across Lent Term.

This course includes a reading week in Week 6 of Lent Term.

Indicative reading: Detailed reading lists will be provided to support each course component. Emphasis will be placed on texts, case study material and state-of-the-art contributions to, for example, the literature on non-market valuation. For an overview and introduction to the main issues covered by the course, students may wish to consult the following: G Atkinson and S Mourato, "Cost-Benefit Analysis and the Environment", OECD Environment Working Paper No. 97; G Atkinson et al. (2018) Cost-Benefit Analysis and the Environment: Further Developments and Uses, 2018; AE Boardman et al, Cost-Benefit Analysis: Concepts and Practice, 2018 (chapters 1 and 2).

Assessment: Essay (100%, 4000 words) in the LT.

A 4000 word essay linked to real-life examples of economic appraisal and valuation

International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact and MPhil/PhD in Economic Geography. This course is available with permission as an outside option to students on other programmes where regulations permit. The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator.

Pre-requisites: The course assumes that students already have knowledge of economics equivalent to a good first degree in the subject. It is available as an option to students who can show that they are suitably qualified.

Course content: This course aims to provide students with a theoretical and empirical understanding of urban economic processes and price determination in land and real property markets within an institutional context. Examples of topics covered include: the functioning of cities and the urban system; the determinants of urban structure; patterns of urban land use; the determinants of urban growth - theory and evidence; land and real property markets; the impact of land market regulation including the economic impact of land use planning; local public finance and house price capitalisation; real estate cycles; homeownership; commercial real estate. The institutional frame of reference within which the course is taught relates mainly to Western Europe and the United States.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of seminars and lectures across the Michaelmas and Lent Term

This course includes a reading week in Week 6 of Michaelmas Term and in week 6 of Lent Term.

Formative coursework: Students can submit up to two essays of up to 1500 words (one per teacher/teaching term). Essay topics are exam questions from a previous year. Submission is voluntary. Upon request, teachers are happy to provide feedback on seminar presentations.

Indicative reading: Detailed reading list will be given out at the beginning of the course. Much of the reading will be journal articles. However, some important items are: J. Brueckner, Lectures on Urban Economics, 2011; P.C. Cheshire & E.S. Mills, Handbook of Regional and Urban Economics Vol. III: Applied Urban Economics, North Holland, 1999; P.C. Cheshire, M. Nathan & H. Overman, Urban Economics and Urban Policy: Challenging Conventional Policy Wisdom, 2014; D. DiPasquale & W. Wheaton, Urban Economics and Real Estate Markets, 1996; M. Fujita, Urban Economic Theory, 1988; E.L. Glaeser, Triumph of the City, 2011; Henderson, J.V. and J.F. Thisse, Handbook of Regional and Urban Economics Vol. IV, North Holland, 2004; J.F. McDonald, Fundamentals of Urban Economics, 1997; J.F. McDonald & D.P. McMillen, Urban Economics and Real Estate, Theory and Policy, 2011; B. O'Flaherty, City Economics, 2005; A. O'Sullivan, Urban Economics (7th edn.), 2009.

Assessment: Exam (100%, duration: 3 hours) in the summer exam period.

GY458 Half Unit

Real Property Market Practice

This information is for the 2020/21 session.

Teacher responsible: Prof Paul Cheshire STC402, Dr Felipe Carozzi STC416 and Miss Yixi Liao STC317

Availability: This course is compulsory on the MSc in Real Estate Economics and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit.

GY457

Applied Urban and Real Estate Economics

This information is for the 2020/21 session.

Teacher responsible: Prof Christian Hilber and Prof Gabriel Ahlfeldt

Availability: This course is compulsory on the MSc in Real Estate Economics and Finance. This course is available on the MPA in

It is available by arrangement with the teacher responsible as an option to other students on other programmes who have an appropriate academic background and an interest in real estate markets.

The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator

Course content: An examination of how real property markets operate in practice and of the analytical techniques and data available for analysts and practitioners. Specific areas of study include: the availability and structure of data sets in the context of property: problems of: price measurement; user/investment categories; professional methods of valuation (appraisal) and possible impact on price formation: creating and manipulating datasets; measuring property performance; analysis to guide portfolio selection; anticipating and evaluating investment opportunities. Specific sector case studies: industrial, retail, commercial, and residential: investment portfolio choice and management. Briefing on course project/essay. Defining research objectives and methodology in practice.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of seminars, workshops and lectures across Michaelmas Term and workshops and help sessions in Lent Term.

This course includes a reading week in Week 6 of Michaelmas Term and Week 6 of Lent Term.

Indicative reading: There is no course text. CSO guides to Government Statistics; publications from Investment Property Databank and other research departments and organisations in the real property markets; Journal of Property Research, Estates Gazette.

Assessment: Essay (100%, 3000 words).

A 3,000 word project or essay identifying a research problem in real estate markets on a specific issue (e.g., 'The Impact of the 2008 Financial Crisis on Office Rents in Hong Kong', 'Impact of Incomes on House Prices in the UK', 'Which Side of Beijing-Tianjin High-Speed Railway Benefits Most in terms of Housing Prices?' or 'The Economic Implications of Use-Class Designations in England') which will require the student to investigate data sources, suggest techniques of data analysis and provide conclusions on the problem set. Topics must be agreed with the teachers responsible.

GY459 Half Unit

Urban Theory and Policy in the Global South

This information is for the 2020/21 session.

Teacher responsible: Professor Gareth A Jones, Dr Deen Sharp, Dr Alexandra Abello Colak

Availability: This course is compulsory on the MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available on the MSc in Development Management, MSc in Development Studies, MSc in Environment and Development, MSc in Human Geography and Urban Studies (Research) and MSc in Inequalities and Social Science. This course is available with permission as an outside option to students on other programmes where regulations permit.

The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator.

Pre-requisites: None.

Course content: This course aims to provide a grounding in key debates in urban studies and policy with reference to the Global South. It highlights the interconnections between evolving urban

ideas and research and policy. Anticipated topics include The City and Comparative Urbanism; Critical Urban Theory, Covid-19 and Urbanism; Urban Political Ecology, Social Life of Cities; Infrastructures and Environment; Elites and Inequalities; Global Protest; Violence, Conflict and Security. Lectures will draw from staff research, with particular emphasis on Brazil, Colombia, India, Lebanon, Mexico, and South Africa.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures and other supplementary interactive live activities.

This course is delivered through a combination of seminars and lectures across Michaelmas Term.

This course includes a reading week in Week 6 of Michaelmas Term.

Formative coursework: One essay of 1,500 words (formative).

Indicative reading: A comprehensive reading list mostly focussing on articles will be provided. Useful books include:

- A. Amin & N. Thrift Seeing like a City (2016);
- S. Chant & C. McIlwaine, Cities, Slums and Gender in the Global South (2016);
- M. Dikec, Urban Rage: the revolt of the excluded (2017);
- R. de Satge & V. Watson, Urban Planning in the Global South: conflicting rationalities in contested space (2019);
- S. Fox & T. Goodfellow, Cities and Development (2016);
- E. Glaeser, Triumph of the City (2012);
- S. Graham, Cities under Siege: the new military urbanism (2010);
- C. Lemanski & C. Marx (eds) The City and Urban Poverty, (2015);
- M. Murray, The Urbanism of Exception: the dynamics of global-city building in the twenty-first century (2017);
- S. Parnell & E. Pieterse, Africa's Urban Revolution, (2014);
- R. Rolnik, Urban Warfare: Housing under the Empire of Finance (2019);
- A. Roy & A. Ong (eds.) Worlding Cities: Asian experiments and the art of being global (2011);
- P. Sendra & R. Sennett, Designing Disorder: experiments and disruptions in the city (2020);
- A. Simone, City Life from Jakarta to Dakar, (2010);

Assessment: Essay (50%, 2500 words) in the LT.

Essay (50%, 2500 words) in the ST.

GY460 Half Unit

Techniques of Spatial Economic Analysis

This information is for the 2020/21 session.

Teacher responsible: Prof Steve Gibbons S511

Availability: This course is available on the MPhil/PhD in Economic Geography, MPhil/PhD in Regional and Urban Planning Studies, MSc in Environmental Economics and Climate Change, MSc in Local Economic Development, MSc in Regional And Urban Planning Studies, MSc in Statistics (Social Statistics), MSc in Statistics (Social Statistics) (Research) and MSc in Urban Policy (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

The number of students that can be accommodated is limited. Students requesting this course should provide information on their prior econometrics and statistics training and their motivation for study. If the course is over-subscribed, places will be allocated at the Department's discretion based on this information and a waiting list may be created. For further details, please contact your relevant Programme Coordinator

Pre-requisites: Students must have a good understanding of statistics and applied micro-econometrics at an undergraduate level or, for example, have studied Applied Quantitative Methods (GY428) in Michaelmas term or another course which introduces topics such as instrumental variables and panel data methods. It is advisable to look at the first two key readings listed below before signing up for this course. Students who are comfortable working with computers, data and already have basic familiarity with

STATA, R or other statistics/econometrics software will get the most out of this course.

Course content: The aim of the course is to develop the technical tools necessary to understand and analyse spatial economic and social phenomena and to apply quantitative techniques to analyse economic and social problems, processes and policies at the urban and regional scale. The course also provides a hands-on introduction to using Geographical Information Systems and other spatial computer applications for research purposes, but you should not expect to get a full training in GIS from this course. Topics typically include: Spatial representation, spatial data and Geographical Information Systems; spatial weights, aggregation and smoothing methods; spatial econometric models and neighbourhood effects; answering causal questions in the spatial context; spatial interaction and discrete choice models; spatial cluster and point pattern analysis; inequality, competition and diversity.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of computer practical classes/seminars and lectures across the Lent Term. There are surgeries and opportunities for support for projects in the ST.

This course includes a reading week in Week 6 of Lent Term.

Formative coursework: Throughout the term, progress and understanding will be assessed by short in-class assessments. Students will receive feedback on one piece of work, such as answers on questions related to one of the computer class assignments.

Indicative reading: A reading list and outline is available on Moodle. Important readings are Gibbons, S., H.G Overman and E. Patacchini (2015) Spatial Methods, Ch. 3 in Duranton, G, J.V. Henderson and W. Strange (eds) Handbook of Urban and Regional Economics Vol 5a, Elsevier. Baum-Snow, N. and F. Ferreira (2015) Causal Inference in Urban Economics, Ch. 1 in Duranton, G, J.V. Henderson and W. Strange (eds) Handbook of Urban and Regional Economics Vol 5a, Elsevier. An overview of some topics is provided by: A Fotheringham, C Brunsdon; M Charlton, Quantitative Geography: Perspectives on Spatial Data Analysis. Sage Publications, 2000.

Assessment: Project (100%, 5000 words) in the ST.

A quantitative research project of not more than 5000 words to be handed in at a specified date in the ST (100%). This project is carried out independently, but with guidance and support from teaching staff.

estate, structured investment deals and waterfall analysis; fixed and flexible rate mortgage loans and mortgage payment issues; tax transparent real estate investment vehicles (REITs); and current and international trends in real estate (time permitting).

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of classes/seminars and lectures across the Lent Term (plus one revision session in Summer Term).

External interventions by real estate practitioners will be scheduled when feasible.

This course includes a reading week in Week 6 of Lent Term. Some enrichment (non-compulsory) activities related to the course might be scheduled during this period (e.g. sessions on cash-flow modelling in excel).

Formative coursework: Students will be expected to complete in-class exercises and up to two take-home case-studies.

Indicative reading: Key texts are: Brueggeman, W. B. and J. D. Fisher (2005) Real Estate Finance & Investments (13th edition or newer), New York City, NY: McGraw-Hill/Irwin; Linneman, Peter (2004) Real Estate Finance & Investments: Risks and Opportunities, (2nd edition or newer). Philadelphia: Linneman Associates. A more detailed reading list will be handed out at the beginning of the course.

Assessment: Exam (70%, duration: 2 hours, reading time: 10 minutes) in the summer exam period.

Presentation (30%) in the LT.

70% of the students' final grade will come from a two-hour closed book examination. The exam will consist of three questions and students will have to answer two out of these three questions. These questions will assess the material covered by the lecturers during the Lent Term as well as the topics discussed by the external speakers (two to three external interventions are planned every year; these are subject to confirmation).

30% of students' final grade will come from a group work and presentation on a "case study" in real estate financial investment. Students will be provided with some material and instructions before reading week of LT and will be assigned to groups of 4-5 students. They will have to work both on an xl cash flow analysis of this real estate investment opportunity as well as on a short (20min) presentation they will give as a group. They will then be allocated some time during one of the classes of Week 9 of LT to present their solution as a group (in person or online) and will be assessed both on their presentation skills and the technical understanding of the cash flow analysis used in their financial investment decision.

GY462 Half Unit Real Estate Finance

This information is for the 2020/21 session.

Teacher responsible: Prof Olmo Silva S506A

Availability: This course is compulsory on the MSc in Real Estate Economics and Finance. This course is available on the MSc in Accounting and Finance, MSc in Risk and Finance and MSc in Urban Policy (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator.

Course content: This course aims to provide students with concepts and techniques for analysing financial decisions in real estate development and investment. Topics include: basic real estate investment analysis and financial leverage; real options approach applied to real estate; real estate investment performance and portfolio considerations; private equity in real

GY465 Half Unit Concepts in Environmental Regulation

This information is for the 2020/21 session.

Teacher responsible: Dr Richard Perkins STC. S413 and Dr Nora Sylvander

Availability: This course is available on the MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Development Studies, MSc in Environment and Development, MSc in Environmental Economics and Climate Change, MSc in Local Economic Development, MSc in Regional And Urban Planning Studies, MSc in Regulation, MSc in Risk and Finance and MSc in Urban Policy (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator.

This course cannot be taken with GY420 Environmental Regulation: Implementing Policy or GY475 Issues in Environmental Governance.

Course content: This course provides critical insights into the nature, dynamics and practice of environmental regulation. It considers the rationale for policy intervention and the influence of different interest groups on environmental policy making. The course proceeds to examine the characteristics, design and performance of different policy instruments, together with the various influences governing policy implementation processes.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures and other supplementary interactive live activities. This course is delivered through a combination of seminars and lectures across Michaelmas Term. This course includes a reading week in Week 6 of Michaelmas Term.

Formative coursework: Students are expected to prepare one piece of formative coursework in the Michaelmas Term: feedback will be provided..

Indicative reading: While there is no one single text that covers all aspects of the course, you are welcome to consult the following:

- J Holder and M Lee (2007) Environmental Protection Law and Policy (2nd edition), Cambridge: Cambridge University Press;
- N Carter (2018) The Politics of the Environment: Ideas, Activism, Policy (3rd edition), Cambridge: Cambridge University Press;
- S Bell, D McGillivray, O Pedersen, E Lees and E Stokes (2017) Environmental Law (9th edition), Oxford: Oxford University Press.

Assessment: Coursework (100%, 3500 words) in the LT. The summative assignment will be a policy brief with critical reflection (3500 words).

GY470 Half Unit Not available in 2020/21 Urban Africa

This information is for the 2020/21 session.

Teacher responsible: Prof Claire Mercer STC.418

Availability: This course is available on the MSc in Environment and Development, MSc in Human Geography and Urban Studies (Research), MSc in Local Economic Development, MSc in Regional And Urban Planning Studies, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to students in other departments and on other programmes where their regulations allow, and if there is space on the course.

Course content: The course begins with an overview of the ideas and debates on urban Africa in theory and policy. The rest of the course looks at key issues currently facing African cities drawing on contemporary policy debates and research in human geography, African studies, development studies, urban studies, anthropology, sociology and planning studies. These include: urban pasts, urban economies, informality, rural-urban connections, planning, land, housing and infrastructure.

Teaching: 10 hours of lectures and 15 hours of seminars in the MT.

There will be a Reading Week in Week 6.

Formative coursework: Students will be expected to produce 1 draft essay plan for the assessed essay in MT.

Indicative reading: de Boeck F and S Baloji (2016) Suturing the city: living together in Congo's urban worlds, Autograph ABP, London. Diouf M and R Fredericks (eds) (2014) The arts of citizenship in African cities: infrastructures and spaces of belonging, Palgrave Macmillan, Basingstoke. Obeng-Odoom F (2016) Reconstructing urban economies: towards a political economy of the built environment, Zed, London. Myers G (2011) African cities: alternative visions of urban theory and practice,

Zed, London. Parnell S and E Pieterse (eds) (2014) Africa's urban revolution, Zed, London. Pieterse E and AM Simone (eds) (2013) Rogue urbanism: emergent African cities, Jacana Media with African Centre for Cities, University of Cape Town. Quayson A (2014) Oxford Street, Accra: city life and the itineraries of transnationalism, Duke University Press, Durham and London. Robinson J (2006) Ordinary cities: between modernity and development, Routledge, Abingdon. Simone AM (2004) For the city yet to come: changing African life in four cities, Duke University Press, Durham and London

Assessment: Essay (100%, 5000 words) in the LT. Students will submit an extended essay addressing an issue of urban development in African cities.

GY472 Half Unit Not available in 2020/21 Real Estate Investment

This information is for the 2020/21 session.

Teacher responsible: Ms Lindsay Relihan STC S409

Availability: This course is available on the MSc in Real Estate Economics and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Entry into the MSc Real Estate Economics and Finance or by request from other qualified MSc students. Those qualified will already have knowledge of economics equivalent to a good first degree in the subject.

Course content: The objective of this course is to educate students in the tools for evaluating real estate investment decisions and in incorporating the insights from urban economics to improve the profitability of their investments. The course will begin with a brief introduction to standard methods in evaluating risk and return in real estate investment and development. We will then discuss empirical techniques for identifying the impact of a shift in the demand or supply of space on the risk and return of an investment. From there, we will examine the theory and evidence for variation in risk and return within and across cities, as well as the institutional factors that create cross-country variation in investment outcomes. We will then discuss the construction of REITS, their ability to diversify across geography, and their performance. The remainder of the course will dive deeper into evaluating the impact of major emerging trends in urban economics on investment valuations that outperform spatially blind evaluations. Assessment for the course will center on valuation of a mixed-use retail property in London. A field trip to tour the property and surrounding urban environment may occur during the term.

Teaching: 20 hours of lectures, 5 hours of seminars, 4 hours of workshops and 1 hour of computer workshops in the LT. At the end of the course students should be able to estimate the expected risk and return of an investment using the appropriate tools and methods. In that estimate, they should be able to evaluate which local economic factors are likely to impact the expected risk and return from an investment and account for them in their analysis. They should also be able to combine data with empirical techniques to measure the impact of those forces for which no good existing empirical estimates are available. Finally, they should be able to clearly articulate their assumptions and how those impact their results.

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

In their first essay, students will work in their groups to conduct the quantitative analysis for a case study using the standard tools in real estate investment. Each student will prepare a 1000 word essay based on this quantitative work, analyzing the assumptions and methods used and the results. The second essay will also be 1000 words and center on assessing the students ability to incorporate urban economic theory and empirical research into their valuation. These formative exercises closely match the style

and structure of the summative coursework.

Indicative reading:

- Archer, Wayne R., and David C. Ling. "The three dimensions of real estate markets: Linking space, capital, and property markets." *Real Estate Finance* 14.3 (1997): 5-11.
- Brueggeman, W. B. and J. D. Fisher (2005) *Real Estate Finance & Investments* (13th edition or newer), New York City, NY: McGraw-Hill/Irwin
- Clayton, Jim, David C. Ling, and Andy Naranjo. "Commercial real estate valuation: fundamentals versus investor sentiment." *The Journal of Real Estate Finance and Economics* 38.1 (2009): 5-37.
- Hoesli, Martin, Elion Jani, and André Bender. "Monte Carlo simulations for real estate valuation." *Journal of Property Investment & Finance* 24.2 (2006): 102-122.
- Gunnellin, Åke, et al. "Determinants of cross-sectional variation in discount rates, growth rates and exit cap rates." *Real Estate Economics* 32.2 (2004): 217-237.
- Gyourko, Joseph, and Edward Nelling. "Systematic risk and diversification in the equity REIT market." *Real Estate Economics* 24.4 (1996): 493-515.
- Lieser, Karsten, and Alexander Peter Groh. "The determinants of international commercial real estate investment." *The Journal of Real Estate Finance and Economics* 48.4 (2014): 611-659.
- Plazzi, Alberto, Walter Torous, and Rossen Valkanov. "Expected returns and expected growth in rents of commercial real estate." *The Review of Financial Studies* 23.9 (2010): 3469-3519.
- Sivitanidou, Rena. "Urban spatial variations in office-commercial rents: the role of spatial amenities and commercial zoning." *Journal of urban Economics* 38.1 (1995): 23-49.
- Danielsson, Jón. *Financial risk forecasting: the theory and practice of forecasting market risk with implementation in R and Matlab*. Vol. 588. John Wiley & Sons, 2011.

Assessment: Essay (100%, 3500 words) in the ST Week 1.

The summative essay will be 3500 words and count for 100% of the student's final grade. It will center on assessing the students' ability to produce empirical estimates of the impact of shifts in demand and supply for commercial real estate using data and rigorous methods that they incorporate into their evaluation of an investment proposal's risk and return. The valuation should also contain other relevant estimates from the literature and justification for assumptions based on empirical evidence.

GY473 Half Unit

Economic Development and the Environment

This information is for the 2020/21 session.

Teacher responsible: Dr Charles Palmer STC.3.03 and Prof Giles Atkinson STC.3.02

Availability: This course is compulsory on the MPhil/PhD in Environmental Policy and Development and MSc in Environment and Development. This course is available on the MSc in Development Management, MSc in Development Studies, MSc in Environmental Economics and Climate Change and MSc in Environmental Policy and Regulation. This course is available with permission as an outside option to students on other programmes where regulations permit.

The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator.

Pre-requisites: Students who have not completed a course in first year undergraduate level Economics might find it useful to audit EC100 Economics A.

Course content: With a focus on individuals and countries in the global south, the starting point for this course is recognition of the importance of resource use and the environment as building blocks for economic development. Using concepts and tools of environmental and development economics, the course aims to

impart knowledge and develop critical thinking about a number of selected topics concerned with the interface between environment and development, at both the macro- and micro-scale. Central to this is an examination of the trade-offs and complementarities between environment and development.

Structured over 10 weeks, the course is divided into two distinct parts.

- After introducing the course (week 1), Part I concentrates on the sustainability of the national and global economy, focusing on the role of managing wealth in shaping development prospects, whether green growth can deliver sustainability and the role of global trade in explaining resource use and environmental degradation, at the macro-scale. It concludes by emphasizing the overarching role of institutions in governing development paths and the way in which resources are managed.
- What then follows in Part II is a consideration of a number of topics that explore different resources and areas of sustainability policy at the micro-scale. Specifically, the demand for and supply of key ecosystem services - energy, food, and water - have important implications for resource use and the environment. They also serve as building blocks for economic development in poorer countries. The impacts of current development trends on natural and man-made ecosystems, in particular, forest and urban ecosystems, are examined at the end of course along with their implications for public policy.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of seminars, pre-recorded lectures, live online lectures and other supplementary interactive live activities.

This course is delivered through a combination of seminars and lectures in Michaelmas Term.

This course includes a reading week in Week 6 of Michaelmas Term.

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

There will be a piece of formative work – a 'mock' exam question – during MT to help students prepare for the take-home exam.

Indicative reading:

- D Helm, *Natural Capital*, Yale University Press, 2015.
- G Atkinson et al. (eds.), *Handbook of Sustainable Development*, Edward Elgar, 2014.
- R Lopez and M Toman (eds.), *Economic Development and Environmental Sustainability*. Columbia University Press, 2006.
- E Barbier, *Natural resources and economic development*, Cambridge University Press, 2005.
- E Neumayer, *Weak versus strong sustainability: exploring the limits of two opposing paradigms*
- *Weak versus strong sustainability: exploring the limits of two opposing paradigms*, Edward Elgar, 2013
- K Hamilton and C Hepburn (eds) *National Wealth*, Oxford University Press, 2017.
- W Adams, *Green development: environment and sustainability in a developing world*, 2009
- A Banerjee and E Duflo, *Poor economics: a radical rethinking of the way to fight global poverty*, Public Affairs, 2011

Assessment: Take-home assessment (100%).

There will be an online assessment ('exam'). Timing TBC.

GY474 Half Unit

Politics of Environment and Development

This information is for the 2020/21 session.

Teacher responsible: Dr Julia Corwin STC 4.14 and Dr Jayaraj Sundaresan STC 3.04

Availability: This course is compulsory on the MSc in Environment and Development. This course is available on the MSc in Development Management, MSc in Development Studies, MSc in Environmental Economics and Climate Change and MSc in Environmental Policy and Regulation. This course is available with

permission as an outside option to students on other programmes where regulations permit.

The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator.

Course content: This course explores key themes at the intersection of development and environmental politics. Specifically, the course is centred on the applications of political ecology, critical development studies, and materialist human geography to topics in environment and development. In exploring the complex relationships between historical dynamics of development, inequality, and the environment, it covers a range of important natural resource and environmental issues, such as climate change, conservation, waste, and environmental social movements.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of seminars and lectures across Lent Term.

This course includes a reading week in Week 6 of Lent Term.

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

Indicative reading:

- Li, T (2007), *The Will to Improve*, Durham: Duke University Press.
- Robbins, P (2012), *Political Ecology: A Critical Introduction*, Oxford: Wiley-Blackwell
- Scott, J (1991) *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*, New Haven: Yale University Press.
- West, P (2006) *Conservation is Our Government Now: The Politics of Ecology in Papua New Guinea*. Durham: Duke University Press.
- Wolford, W (2010) *This Land Is Ours Now: Social Mobilization and the Meanings of Land in Brazil*. Durham: Duke University Press.

Assessment: Essay (100%, 4000 words) in the ST.

GY475 Half Unit

Issues in Environmental Governance

This information is for the 2020/21 session.

Teacher responsible: Dr Richard Perkins ST.S413, Dr Michael Mason and Dr Eugenie Dugoua

Availability: This course is available on the MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Development Studies, MSc in Environment and Development, MSc in Environmental Economics and Climate Change, MSc in Local Economic Development, MSc in Regulation, MSc in Risk and Finance and MSc in Urban Policy (LSE and Sciences Po). This course is available as an outside option to students on other programmes where regulations permit. This course cannot be taken with GY465 Concepts in Environmental Regulation or GY420 Environmental Regulation: Implementing Policy.

The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator.

Course content: This Lent Term course is designed to highlight key themes impacting on environmental regulation across different scales of governance. While the emphasis is on global and transnational policy processes, attention is also paid to the implications of these processes at regional and local scales. The organising framework of 'multi-level governance' suggests new alignments and forms of regulation which require us to consider

environmental decision-making within and beyond the territorial authority of a single state. The indicative themes chosen explore distinctive challenges for multi-level governance - governing technological change, international negotiations, governance beyond the state, and different rationalities of regulation (science, ethics and justice). These themes, which will be explored in student-led seminars, run explicitly or implicitly through many environmental policy debates.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of seminars and lectures across the Lent Term.

This course includes a reading week in Week 6 of Lent Term.

Formative coursework: All students are required to make one presentation on an agreed topic: feedback will be provided.

Indicative reading: While there is no one single text that covers all aspects of the course, students are advised to consult the following: Barrett, S. (2005) *Environment and Statecraft: The Strategy of Environmental Treaty-Making*, Oxford: Oxford University Press. Gupta, A. and M Mason (eds.) (2014) *Transparency in Global Environmental Governance*, Cambridge, MA: MIT Press. Li, T. (2007) *The Will to Improve: Governmentality, Development and the Practice of Politics*. Durham, NC: Duke University Press. Piattoni, S. (2010) *The Theory of Multi-level Governance*, Oxford: Oxford University Press. Randall, A. (2011) *Risk and Precaution*, Cambridge: Cambridge University Press.

Assessment: Take-home assessment (100%) in the ST.

GY479 Half Unit

Urban Transformations

This information is for the 2020/21 session.

Teacher responsible: Dr Ryan Centner

Availability: This course is available on the MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in City Design and Social Science, MSc in Culture and Society, MSc in Environment and Development, MSc in Human Geography and Urban Studies (Research), MSc in Regional And Urban Planning Studies, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course introduces students to key theories and debates about societies undergoing rapid urban change. Course lectures examine large urban transformations in three ways. The first pertains to 'urbanisation' as a historical process by which social life, even outside of cities, becomes 'urban'. This means addressing the relationship between the country and the city, the idea of the urban in historical perspective, and the relationship between urban life in the global North and South. The second approach considers the city as a site for radical political change, as well as social experimentation in planning and development. This means studying cities as spaces of movement, resistance, and innovation, with an emphasis on urban experiments (especially in 'Southern' cities). Thirdly, urban transformation is analysed in terms of the explosion of theorisations about the nature of the urban, how to study it, and how to make a difference in 'the urban', both intellectually and materially, within a global economy. Through these three overlapping lenses – history, politics/planning, and theory – the course aims to equip students with a conceptual and empirical foundation for analysing city transformations and globalised urbanisation, with particular attention to emerging urbanisms in the global South.

Topics covered may include the following: industrialisation and immigration; processes of suburbanisation, ghettoisation, and

gentrification; global cities; the colonial and postcolonial city; urban citizenship and the right to the city; urban uprisings; the geopolitics of urban theory; urban nostalgia; urban innovation and the politics of urban self-regard/self-representation.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures and other supplementary interactive live activities.

This course is delivered through a combination of seminars and lectures across Michaelmas Term.

This course includes a reading week in Week 6 of Michaelmas Term.

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

An optional short essay of 2000 words (maximum). Critically explore the applicability of one week's readings from the first 5 weeks of the course to an empirical case outside the course reading. This will be due in Week 7 of MT.

Indicative reading: R. Beauregard. *When America Became Suburban*, 2006; J. Brown-Saracino (ed). *The Gentrification Debates*, 2010; T. Caldeira, *City of Walls: Crime, Segregation, and Citizenship in Sao Paulo*, 2000; M. Davis, *Planet of Slums*, 2006; D. Harvey, *Rebel Cities: From the Right to the City to the Urban Revolution*, 2012; J.M. Jacobs, *Edge of Empire: Postcolonialism and the City*, 1996; G. Moussawi, *Disruptive Situations: Fractal Orientalism and Queer Strategies in Beirut*, 2020; J. Robinson, *Ordinary Cities: Between Modernity and Development*, 2006; A. Roy and A. Ong (eds), *Worlding Cities: Asian Experiments and the Art of Being Global*, 2011; T. Samara, S. He, and G. Chen (eds), *Locating Right to the City in the Global South*, 2013; The reading list is intended only to be indicative of literatures broached in the course. Actual readings will consist of particular articles and chapters on a weekly basis, as well as a wider range of inclusions.

Assessment: Essay (90%, 5000 words) in the LT.

Class participation (10%) in the MT.

Due in the first half of LT, the essay (5000 words, maximum) will be based on a range of questions provided by the instructor during MT. Some options will be very specific about certain issues and/or regions, whereas others will be more conceptual and open for student exploration. Across all these options, there will be wide enough scope for students with different academic backgrounds and thematic or geographical interests to be accommodated, while still hewing to the organising topics of the course.

Attendance and active participation in seminar is also essential, and assessed. Students will be required to co-lead discussion with a peer and the instructor for one (out of ten) seminars.

GY480 Half Unit Not available in 2020/21

Remaking China: Geographical aspects of Development and Disparity

This information is for the 2020/21 session.

Availability: This course is available on the MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in China in Comparative Perspective, MSc in Development Management, MSc in Development Studies, MSc in Environment and Development, MSc in Human Geography and Urban Studies (Research), MSc in Local Economic Development, MSc in Regional And Urban Planning Studies, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: N/A

Course content: The recent decades have seen China emerging as one of the most important global economic and political players. The course aims to offer opportunities to gain comprehensive and yet critical insights into China's development in urban, regional and global dimensions by reflecting upon the significance of China's

role in the world economy as well as the challenges emerging within China. Tentative topics are as follows:

China's rise in the global capitalism; Uneven development and regional disparities; Governing China and the role of the state; Speculative urbanisation; Mega-city regions; Gender and China; Factory of the World and work inequalities; Migration, hukou and local citizenship; Public participation and rights activism.

Teaching: 15 hours of lectures and 9 hours of seminars in the MT.

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

Indicative reading: Campanella, T.J. (2008) *The concrete revolution: China's urban revolution and what it means for the world*. Princeton Architectural Press. Hsing, Y-T (2010) *The great urban transformation*. Oxford University Press. Hsing, Y.T and Lee C. K (eds) (2009) *Reclaiming Chinese Society, The New Social Activism*. Routledge. Jacques, M. (2009) *When China rules the world: The rise of the Middle Kingdom and the end of the Western world*. Allen Lane. Lee, C.K. (2007) *Against the law: Labor protests in China's rustbelt and sunbelt*. University of California Press. Ngai, P (2005) *Made in China: Women Factory Workers in a Global Workplace*. Duke Univ. Press. Shao, Q. (2013) *Shanghai Gone: Domicide and defiance in a Chinese megacity*. Rowman & Littlefield Publishers. Wu, W. and Gaubatz, P. (2012) *The Chinese city*. Routledge. Zhang, L and Ong, A (2008) (eds) *Privatizing China*. Cornell University Press. Wu, F. (2015) *Planning for Growth: Urban and Regional Planning in China*. Routledge

Assessment: Essay (100%, 4000 words) in the LT.

GY484

Dissertation - MSc Regional and Urban Planning Studies

This information is for the 2020/21 session.

Teacher responsible: Dr Erica Pani

Availability: This course is compulsory on the MSc in Regional And Urban Planning Studies. This course is available on the MSc in Urban Policy (LSE and Sciences Po). This course is not available as an outside option.

Course content: The dissertation may be on any topic within the field of the MSc programme studied. Approval for the topic must be obtained from the relevant Programme Director.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities.

This course is delivered through combined seminars and lectures across Michaelmas Term and Lent Term.

This course includes a reading week in Week 6 of both Michaelmas and Lent Term.

Assessment: Dissertation (100%, 10000 words) post-summer term.

GY485

Dissertation - MSc Real Estate Economics and Finance

This information is for the 2020/21 session.

Teacher responsible: Programme Director

Availability: This course is compulsory on the MSc in Real Estate Economics and Finance. This course is not available as an outside option.

Course content: The dissertation may be on any topic within the field of the MSc programme studied. Approval for the topic must be obtained from the relevant Programme Director.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/

seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of workshops and one to one supervision across Michaelmas, Lent and Summer Term.

Assessment: Dissertation (100%, 10000 words) post-summer term.

GY486

Dissertation - MSc Local Economic Development

This information is for the 2020/21 session.

Teacher responsible: Dr Erica Pani

Availability: This course is compulsory on the MSc in Local Economic Development. This course is available on the MSc in Urban Policy (LSE and Sciences Po). This course is not available as an outside option.

Course content: The dissertation may be on any topic within the field of the MSc programme studied. Approval for the topic must be obtained from the relevant Programme Director.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through combined seminars and lectures across Michaelmas Term and Lent Term. The course includes a reading week in Week 6 of both Michaelmas and Lent Term.

Assessment: Dissertation (100%, 10000 words) post-summer term.

GY487

Dissertation - MSc in Human Geography and Urban Studies (Research)

This information is for the 2020/21 session.

Teacher responsible: Programme Director - Dr Ryan Centner

Availability: This course is compulsory on the MSc in Human Geography and Urban Studies (Research). This course is not available as an outside option.

Course content: The dissertation may be on any topic within the field of the MSc programme studied. Approval for the topic must be obtained from the relevant Programme Director.

Assessment: Dissertation (100%, 10000 words) post-summer term.

GY488

Dissertation - MSc Urbanisation and Development

This information is for the 2020/21 session.

Teacher responsible: Programme Director

Availability: This course is compulsory on the MSc in Urbanisation and Development. This course is available on the MSc in Urban Policy (LSE and Sciences Po). This course is not available as an outside option.

Course content: The dissertation may be on any topic within the field of the MSc programme studied. Approval for the topic must be obtained from the relevant Programme Director.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of workshops as well as one to one supervision meetings across Michaelmas, Lent and Summer Terms.

Assessment: Dissertation (100%, 10000 words) post-summer term.

GY489

Dissertation - Environment Programme - MSc Environmental Economics and Climate Change, MSc Environmental Policy and Regulation and MSc Environment and Development

This information is for the 2020/21 session.

Teacher responsible: Dr Charles Palmer
Programme Director of relevant MSc programme.

Availability: This course is compulsory on the MSc in Environmental Economics and Climate Change and MSc in Environmental Policy and Regulation. This course is available on the MSc in Environment and Development. This course is not available as an outside option.

Course content: The dissertation may be on any topic within the field of the MSc programme studied. Approval for the topic must be obtained from the relevant Programme Director.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through combined workshops and lectures across Michaelmas Term and Lent Term.

The course includes a reading week in Week 6 of both Michaelmas and Lent Term.

Assessment: Dissertation (100%, 10000 words) post-summer term.

HP400 Half Unit

Financing Health Care

This information is for the 2020/21 session.

Teacher responsible: Prof Elias Mossialos COW 2.12

Availability: This course is compulsory on the MSc in Global Health Policy, MSc in Health Policy, Planning and Financing, MSc in International Health Policy and MSc in International Health Policy (Health Economics). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course aims to give students a thorough grounding in health financing policy. It focuses on the health financing functions of collecting revenue, pooling funds and purchasing services, as well as on policy choices concerning coverage, resource allocation and market structure. The course mainly draws on examples from health financing policy in European countries, but the general principles studied apply internationally.

The course provides an overview of key health financing policy issues, including the advantages and disadvantages of different ways of raising revenue for health; the role of private financing mechanisms; the importance of pooling; decisions about whom to cover, what services to cover, and how much of service cost to cover; allocating resources to purchasers, purchasing market structure and the principles of strategic purchasing; the incentives associated with different methods of paying providers; and the issue of financial sustainability.

Teaching: This course will be delivered through a combination of lectures and seminars totalling a minimum 23 hours during Michaelmas Term. Students will have access to lecture material delivered as short online videos. Seminars will take place in small groups and additional group feedback sessions will be held a few days after each seminar meeting. Students will work together in small groups on structured learning activities set by the course leads, ahead of the seminars.

There will be a departmental reading week in week 6 of term.

There will be a 2 hour revision session held in the ST ahead of the final exams.

Formative coursework: Students will receive feedback on formative activities of in-class group work and presentations.

Indicative reading: WHO, World Health Report 2010 - Health systems financing: the path to universal coverage (2010); E Mossialos, A Dixon, J Figueras & J Kutzin (eds), Funding health care: options for Europe, Open University Press (2002); J Kutzin, Health financing policy: a guide for decision-makers, World Health Organization (2008); T Rice, The economics of health reconsidered, Health Administration Press (3rd edn, 2009).

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

HP401 Half Unit

Introduction to Health Policy and Politics

This information is for the 2020/21 session.

Teacher responsible: Dr Mrigesh Bhatia COW 1.04 and Dr Justin Parkhurst COW 2.08

Availability: This course is compulsory on the MSc in Global Health Policy and MSc in International Health Policy. This course is available on the MSc in Global Population Health, MSc in Health Policy, Planning and Financing and MSc in International Health Policy (Health Economics). This course is available as an outside option to students on other programmes where regulations permit.

Course content: A comparative approach to the development of health and healthcare policies in high, middle, and low income country settings, emphasising the goals of health policymaking, public health approaches, the political nature of health policy issues, and core concepts from policy studies that can be used to conceptualise policy change dynamics in health.

The course will introduce concept of risk and risk reducing strategies, theories of planning, and priority setting techniques in health care. In addition, the course will examine the processes and forces shaping the development and implementation of health policy. The course will examine core concepts such as power, the role of the state and other policy stakeholders (e.g. NGOs, international organisations, etc.), institutions, and evidence, in shaping health policy agendas or choices.

Teaching: This course will be delivered through a combination of lectures and seminars totalling a minimum 23 hours during Michaelmas Term. Students will have access to lecture material delivered as short online videos. Seminars will take place in small groups. Students will work together in small groups on structured learning activities set by the course leads, following some of the seminars. Additional group feedback sessions will be held a few days after these tasks are assigned.

There will be a departmental reading week in week 6 of term.

Formative coursework: Students will sit a mock written exam in the last week of term.

Indicative reading: Green, A., An Introduction to Health Planning for Developing Health Systems, new edn, OUP, 2007. Walt, Gill. 1994. Health policy: an introduction to process and power. London: Zed Books. Hill, M. The Policy Process, a reader, second ed. Harlow: Prentice Hall 1997. Buse, Kent, Nick Mays, and Gill Walt. 2012. Making Health Policy. Maidenhead, Berkshire: Open University Press. D Leon & G Walt (eds), Poverty, Inequality and Health: An international perspective, OUP (2001); B Amick et al., Society and Health, OUP (1995); Parkhurst, J. The politics of evidence: from evidence based policy to the good governance of evidence. London Routledge 2016.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

HP402 Half Unit Not available in 2020/21

Measuring Health System Performance

This information is for the 2020/21 session.

Teacher responsible: Dr Irene Papanicolas COW 3.04

Availability: This course is compulsory on the MSc in International Health Policy. This course is available on the MSc in Global Health Policy, MSc in Health Policy, Planning and Financing and MSc in International Health Policy (Health Economics). This course is available as an outside option to students on other programmes where regulations permit.

Course content: This course aims to present a framework to discuss the opportunities and challenges with performance measurement in health care, examine the various dimensions and levels of health system performance, identify the measurement instruments and analytic tools needed, and examine the implications of these issues for policy makers and regulators. Lectures generally focus on measuring health system performance in high-income countries but draw on the experience of other countries where relevant.

After taking this course students are expected to:

- understand the principles of performance measurement
- appreciate the challenges, approaches, and opportunities in performance measurement in four dimensions: population health, patient outcomes, equity, quality and appropriateness of care, and productivity
- understand the methodological issues facing performance measurement relating to risk adjustment, developing composite measures, and measuring attribution and causality
- identify key issues relevant to policy makers relating to: developing targets and reporting on progress to the public, and developing incentives to improve performance

Teaching: 15 hours of lectures, 9 hours of seminars and 5 hours of workshops in the LT.

Teaching will be delivered as 10 lectures of 1.5 hours, plus 6 seminars of 1.5 hours and 2 workshops of 2.5 hours

Indicative reading: Papanicolas I, Smith P (Eds) Health System Performance Comparison: An Agenda for Policy, Information and Research. Maidenhead: Open University Press, 2013; P Smith, E Mossialos, I Papanicolas S. Leatherman (Eds), Performance measurement for health system improvement: experiences, challenges and prospects. Cambridge University Press, 2010. Institute of Medicine, Crossing the Quality Chasm: A New Health System for the 21st Century. Washington, DC, National Academies Press, 2001; OECD, Measuring up: improving health system performance in OECD countries. Paris: OECD, 2002. World Health Organization (WHO), (2000). The world health report 2000: Health systems: Improving performance, Geneva: WHO Publications

Assessment: Presentation (25%) in the LT.

Essay (75%, 3000 words) in the ST.

HP403 Half Unit Not available in 2020/21

Health Systems and Policies in Developing Countries

This information is for the 2020/21 session.

Teacher responsible: Dr Mrigesh Bhatia OLD 1.17

Availability: This course is available on the MSc in Global Health Policy, MSc in Health Policy, Planning and Financing, MSc in Health and International Development, MSc in International Health Policy and MSc in International Health Policy (Health Economics). This course is available as an outside option to students on other programmes where regulations permit.

Course content: In recent years, debates in health policy have moved to consider a system-wide approach to understanding the demands and challenges of health in low and middle income settings. Importantly, systemic barriers remain to health care, centred around institutions, organisations and resources. In particular, a system-wide approach focuses on the importance of

developing and strengthening broader healthcare infrastructure, rather than a focus on disease specific interventions. This course will be based around three key areas of the health system in low income settings; the physical, financial and human. The physical will consider the delivery of health in developing countries - examining the role of the public, for profit and non profit sectors, decentralisation (and recentralisation) and physical access to primary healthcare. The financing arm will consider options for financing healthcare in low income settings, including the role of user fees, results based financing and community financing schemes. The human element will analyse the acute shortages of health workers, brain drain and capacity building in the workforce. As part of this three pronged approach, this course will consider a range of health policies and health sector reforms which have been implemented to overcome challenges in resource poor settings. It will examine the assumptions upon which health system reforms are based, and an assessment of their success. Finally, the course will consider some case studies for health systems and policy analysis in developing countries, including maternal health and system resilience to health crises

Teaching: 15 hours of lectures and 15 hours of seminars in the MT. 3 hours of lectures in the ST.

Formative coursework: An essay of not more than 2,000 words.

Indicative reading: Mills, A (2014) Health Care Systems in Low and Middle Income Countries, New England Journal of Medicine, 370 (6), 552-557; Crisp, N & Chen, L, (2014) Global Supply of Health Professionals, New England Journal of Medicine, 370 (10), 950-957; Hafner, T., & Shiffman, J (2013) The emergence of global attention to health systems strengthening, Health Policy and Planning, 28 (1), 41-50; Shkariskvili, G, Atun, R., Hsiao, W., Burgess, C., & Lansang, M (2010) Converging health system frameworks: towards a concepts-to-actions roadmap for health systems strengthening in low and middle income countries, Global Health Governance, 3(2); Ottersen, T, Evans, D., Mossialos, E., Rottingen J-A, (2017) Global Health Financing towards 2030 and beyond, Health Economics, Policy & Law, 12 (2); Balabanova, D., McKee, M., Mills, A., Walt, G., & Haines, A., (2010) What can global health institutions do to help strengthen health systems in low income countries? Health Research Policy and Systems, 8,(1), 22, Kieny, M., Evans, D., Schemts, G & Kadandale, S, (2014) Health system resilience: reflections on the Ebola crisis in West Africa, Bulletin of the World Health Organisation, 92(12) 850, de Savigny, D., & Adam T, (2009) System Thinking for Health Systems Strengthening, Geneva Alliance for Health Policy and Systems Research; Buse; K & Hawkes, S., (2015) Health in the Sustainable Development Goals: ready for a paradigm shift? Globalisation and Health, 11(1), 13. Pratt B & Hyder A (2015) Global Justice and Health Systems Research in Low and Middle Income Countries, Journal of Law, Medicine & Ethics, 43 (1), 143-161

Assessment: Exam (75%, duration: 2 hours) in the summer exam period.

Essay (25%, 2000 words) in the LT.

HP404 Half Unit

Global Health Policy: Institutions, Actors and Politics

This information is for the 2020/21 session.

Teacher responsible: Dr Clare Wenham COW 1.03

Availability: This course is compulsory on the MSc in Global Health Policy. This course is available on the MSc in Global Population Health, MSc in Health Policy, Planning and Financing, MSc in Health and International Development, MSc in International Health Policy and MSc in International Health Policy (Health Economics). This course is available as an outside option to students on other programmes where regulations permit. This course is compulsory on the MSc Global Health Policy. This course is available on Msc International Health Policy, Msc International Health Policy (HE), Msc Health Policy Planning and

Financing and MSc in Health and International Development.

This course is available as an outside option to students on other programmes where regulations permit.

Course content: Globalization has not only impacted on the nature of emerging global health but the policy responses to these challenges. This module critically examines the transnational institutions and actors involved in global health policy and the interplay between them. The governance of global health issues has traditionally been carried out by states and various United Nations agencies (namely, the World Health Organisation), but given the transboundary nature of many global health issues, a diverse range of actors, including the private sector, civil society organizations and national governments, are now integrally involved. The funding of global health programmes and policies, for example, has shifted from primarily bi-/multilateral donors to include private and public sectors and philanthropists in a global health governance mosaic. The module will use a number of case studies to examine the organisation and role of global health institutions, the challenges and opportunities presented by these governance arrangements, and their (intended and unintended) impacts on global health policy and practice. In doing so, the module will draw on contributions from a range of social sciences including sociology, political science and health services research.

Teaching: This course will be delivered through a combination of lectures and seminars totalling a minimum 25 hours during Michaelmas Term. Students will have access to lecture materials delivered as short online videos. Seminars will be discussion-based and take place in small groups each week.

There will be a departmental reading week in week 6 of term.

Formative coursework: One essay (1000 words) focusing on different approaches to framing global health

Indicative reading: Frenk, J., & Moon, S. (2013). Governance challenges in global health. New England Journal of Medicine, 368(10), 936-942. Taylor, S. (2018). 'Global health': meaning what?. BMJ Global Health, 3(2) e000843. Davies, S. (2010). Global politics of health. Polity. McInnes, C., & Lee, K. (2012). Global health and international relations. Polity.

Assessment: Essay (100%, 4000 words) in the MT.

One extended essay (4000 words) will be due at the end of MT.

Essay questions will be provided at the start of the course, or students are welcome to select an essay topic of their choice, with approval from the course convener.

HP405 Half Unit Not available in 2020/21

Social Determinants of Health

This information is for the 2020/21 session.

Teacher responsible: Dr Justin Parkhurst COW.3.08

Availability: This course is available on the MSc in Global Health Policy, MSc in Health Policy, Planning and Financing, MSc in Health and International Development, MSc in International Health Policy and MSc in International Health Policy (Health Economics). This course is available as an outside option to students on other programmes where regulations permit.

This course is a listed option on MSc's in the department of Health Policy and for the MSc in Health and International Development. The course will be capped at 30 and priority may be given to students in the Department of Health Policy or related MSc degrees as needed.

Course content: The course introduces the social determinants of health from a global perspective. Content will draw on low, middle, and high income country examples, (although a majority of material will come from middle and high income cases). The course begins by exploring the shift in focus from individual to population health, the link to social determinants, and methodological challenges. It then goes into specific social determinants and issues such as poverty, education, gender and the built environment. Specific health and intersectional issues are then introduced, before final lectures that consider the politics

of policy responses dealing with social determinants. A set of 6 seminars compliment the lectures with the final seminar linked to assessment.

Teaching: 15 hours of lectures and 12 hours of seminars in the LT.

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

An outline or early draft of the term essay will be submitted in week 8 to allow feedback and guidance from teaching staff before final submission.

Indicative reading: Rose, Geoffrey. 2001. "Sick individuals and sick populations." *International journal of epidemiology* 30 (3):427-432. WHO Commission on the Social Determinants of Health. 2008. *Closing the gap in a generation: health equity through action on the social determinants of health. Final report of the Commission on Social Determinants of Health.* Geneva: World Health Organization. Birn, Anne-Emanuelle, Yogan Phillay, and Timothy H. Holtz. 2009. *Textbook of international health: global health in a dynamic world.* New York: Oxford University Press. Sallis, James F, Neville Owen, and Edwin B Fisher. 2008. "Ecological models of health behavior." In *Health behavior and health education: Theory, research, and practice*, edited by Karen Glanz, Barbara K. Rimmer and K. Viswanath, 465-486. San Francisco: John Wiley & Sons. Subramanian, S. V., Paolo Belli, and Ichiro Kawachi. "The macroeconomic determinants of health." *Annual review of public health* 23.1 (2002): 287-302.

Assessment: Essay (75%, 3500 words) in the ST.

In-class assessment (25%) in the LT.

25% of the grade will be based on small group presentations in the final seminars.

75% of the grade will be based on a term essay (3500 words) that requires them to address a key health concern facing a population in a specific country of interest from a social and political perspective. They will need to write a policy brief that reviews literature, considers policy responses in relation to critical conceptual approaches covered, and proposes potential approaches to the problem.

HP406 Half Unit Not available in 2020/21

Principles of Modern Epidemiology

This information is for the 2020/21 session.

Teacher responsible: Mr Allan Hackshaw

Availability: This course is available on the MSc in Global Health Policy and MSc in Global Population Health. This course is available with permission as an outside option to students on other programmes where regulations permit.

An optional course for students taking MSc Global Health and available to other students taking relevant MSc programmes, particularly Health, Population and Society and Health and Population Development

Course content: The course provides students with an understanding of key epidemiological concepts associated with describing disease/mortality or other health-related features of a population (such as causes of disease or early death), and evaluating ways to treat disease, or prevent disease or early death. This will include: (a) tools for descriptive epidemiology (incidence, prevalence and survival); (b) measures of association, using relative and absolute measures; and (c) confounding and bias. The course introduces the concepts associated with the design and analysis of research studies that are used to examine features of population health and burden of disease. It also introduces students to the principles of causality and risk factors. Students will cover the most common types of research studies used to evaluate human health (observational studies and clinical trials). The course includes fundamentals of data interpretation, including effect sizes, and data analysis (e.g. regression modelling). Teaching is structured in the form of lectures and seminars. Lectures introduce students to key epidemiological concepts and methods, and complemented by seminars. Most lectures

and seminars are based around specific published papers in epidemiology, used to illustrate the concepts. These articles would be sent to students in advance of each class, and students are expected to prepare a short review of the article, using an accompanying set of questions on the study design and interpretation.

Summative assessment is based on an examination to assess student's understanding of epidemiological concepts and their ability to interpret study results. Summative assessment also includes a research proposal in which students are expected to apply the basic principles of epidemiology in the context of a well-defined research question.

Teaching: 14 hours of lectures and 10 hours of seminars in the LT. 3 hours of help sessions in the ST.

Four 2-hour lectures, six 1-hour lectures, and 5 2-hour seminars in the LT. One 3-hour revision seminar in the ST.

Formative coursework: Students will be expected to produce 1 project in the LT.

Students will be expected to produce one project in the LT, based on designing a research study, using a topic chosen by the student. In week 6, students would submit a draft report (up to 2000 words) of their project so far (not assessed, but feedback provided), as formative coursework. After this, the report would be expanded and finalised (~3000 words). In the report, students are expected to: (i) identify an epidemiological research question of relevance to global health, with justification, (ii) provide a summary of the key literature, and identify gaps in knowledge, and (iii) describe an epidemiological study to address their research question, including the methods.

Indicative reading:

- A concise guide to observational studies in healthcare. Hackshaw A. Blackwells/BMJ Books (2015)
- A concise guide to clinical trials. Hackshaw A. Blackwells/BMJ Books (2009)
- Epidemiology: an introduction. Rothman K. Oxford Univ Press (2002 or later)
- Epidemiological studies: a practical guide. Silman & Macfarlane. Cambridge Univ Press (2002 or later)

Assessment: Exam (75%, duration: 2 hours) in the summer exam period.

Project (25%, 3000 words) in the LT.

An assessed research project paper of 3,000 words (25%) to be submitted at the end of the LT and a two-hour written examination in the ST (75%).

HP407 Half Unit

Evidence Review and Synthesis for Decision Making

This information is for the 2020/21 session.

Teacher responsible: Dr Huseyin Naci COW 3.01

Availability: This course is available on the MSc in Global Health Policy, MSc in Health Policy, Planning and Financing, MSc in International Health Policy and MSc in International Health Policy (Health Economics). This course is available as an outside option to students on other programmes where regulations permit. This course is relevant to all students with an interest in the health and social care interventions.

Course content: Evidence review and synthesis methods (such as systematic reviews and meta-analyses) are increasingly used to evaluate the relative benefits and harms of healthcare interventions. In situations where direct, head-to-head comparisons of interventions do not exist, researchers also increasingly perform indirect comparisons (e.g., network meta-analyses) of two or more interventions to address comparative effectiveness questions. A broad range of decision making bodies across the health care sector (including health technology assessment bodies, drug and medical device licensing agencies, biopharmaceutical industry, and hospitals) need individuals

equipped with the methods of reviewing and synthesising the existing body of evidence by performing systematic reviews and meta-analyses.

This course will be focused on the principles of reviewing and synthesising the existing body of literature. The course will have three components. The first will provide the rationale for adopting a systematic approach for evidence review and synthesis. It will equip students with the methods to undertake risk of bias assessments of randomised and non-randomised studies. The second component will focus on the quantitative synthesis of multiple studies in meta-analysis. The third component will discuss the opportunities and challenges of using evidence for decision-making.

The intended learning outcomes of this course will be the following:

- Describe the rationale for adopting a systematic approach to literature review
- Define the principal threats to validity both in individual studies and collections of studies
- Critically evaluate the quality of randomised and non-randomised studies in oral and written form
- Assess heterogeneity in a collection of studies
- Design and perform a systematic review and meta-analysis evaluating a health care intervention in a group setting
- Describe the opportunities and challenges of using systematic review and meta-analysis findings for decision making

Teaching: This course will be delivered through a combination of lectures and seminars totalling a minimum 25 hours during Michaelmas Term. Students will have access to lecture materials delivered as short online videos. Students will also work in small groups to complete weekly self-directed learning activities and meet with seminar leads for weekly feedback on their progress. An online computer workshop will be held to introduce students to systematic review and meta analysis software. There will be a departmental reading week in week 6 of term.

Formative coursework:

- Systematic review and meta-analysis protocol (submitted individually) - feedback provided by course instructor

Indicative reading: Cochrane Handbook for Systematic Reviews of Interventions (version 5.1.0, updated March 2011). Institute of Medicine. Finding what works in health care: standards for systematic reviews. 23 March 2011. Sutton AJ et al. Methods for Meta-analysis in Medical Research. Wiley, Chichester, UK, 2000. Cook DJ. Systematic reviews: synthesis of best evidence for clinical decisions. *Annals of internal medicine* 1997;126(5):376–80. Higgins, Julian PT, et al. The Cochrane Collaboration's tool for assessing risk of bias in randomised trials. *Bmj* 343 (2011): d5928.

Assessment: Project (100%, 3000 words) in the LT. Systematic review and meta-analysis report resembling an original article submission to a peer-reviewed journal (100%). Students will develop their meta-analysis project in a group and individually write up as their summative assessment.

HP409

Dissertation for MSc Health Policy, Planning and Financing

This information is for the 2020/21 session.

Teacher responsible: Currently Dr. J Parkhurst and Dr. M Bhatia (LSE) and Dr H. Walls (LSHTM) as Programme Directors though the Programme Directorship sometimes varies from year to year.

Availability: This course is compulsory on the MSc in Health Policy, Planning and Financing. This course is available as an outside option to students on other programmes where regulations permit.

Course content: The aim of the course is to provide core information to students on dissertation-writing as well as to address queries students may have in relation to their dissertation topic, the methodology used, the likelihood of ethical approval, and data acquisition, among others.

The dissertation could be on any topic in the field of health policy, planning and/or financing. The main body of the dissertation should include the background to the research, method of investigation, results of the analysis, discussion and policy implications and recommendations.

Teaching: Teaching comprises two 2-hour seminars, one in the LT and one in the ST. It may be merged with other MSc students in the Department when covering overlapping issues. Finally, there is individual supervision for students on the dissertation.

Formative coursework: Students will be required to write a summary of the proposed dissertation, outlining the title, background to the topic, methods to be employed, and likely expected results.

Assessment: Dissertation (100%, 10000 words).

HP412 Half Unit

Global Health Security

This information is for the 2020/21 session.

Teacher responsible: Dr Clare Wenham COW 1.03

Availability: This course is compulsory on the MSc in Global Health Policy. This course is available on the MSc in Global Politics, MSc in Health Policy, Planning and Financing, MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies, MSc in International Health Policy, MSc in International Health Policy (Health Economics) and MSc in International Relations. This course is available as an outside option to students on other programmes where regulations permit.

Course content: Global health security has become a dominant paradigm in global health. Recent outbreaks of COVID-19, Ebola, Zika and pandemic influenza have heightened the global sense of vulnerability to the spread of infectious disease, and as a consequence global health policy is now complete with references to such health emergencies. These threats are even listed on national security strategies of many governments, and as such we see the ever increasing link between security and health across policy areas and levels. As we have all witnessed, COVID-19 has affected every part of the world, and every part of socio-economic life as we know it. Thus, we must understand how this has happened, and what we can do to prevent the next outbreak, and mitigate against future downstream effects of pandemics. This course interrogates this health-security nexus. It considers different conceptual understandings of security including global health security, national security, biosecurity and human security and considers these in multiple health contexts. These empirical explorations include COVID-19, Ebola, Zika, Anti-microbial resistance (AMR) and conflict and health. Yet, this course also asks students to consider the assumptions inherent to the security discourse, and the challenges these has on global health policymaking. Should the global health community be championing global health security, or has the terminology run its course.

To examine these concepts, empirics and broader political questions, this module will draw on contributions from international relations, political science, law, epidemiology and public health research.

Teaching: This course will be delivered through a combination of lectures and seminars totalling a minimum 20 hours during Lent Term. Seminars will be led by a small group of students who will present the key discussion points to their colleagues. Small group work will be undertaken in the seminars to allow for more in-depth discussion and class debate. Additional seminar activities will provide students with real-life scenarios of global health security crises. Activities will aim to bring to life the theories, challenges and politics discussed during the course.

There will be a departmental reading week in week 6 of term.

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

Students will submit a short 1000 word essay (on the topic that they are writing on for the summative) during the teaching term. These will be graded and feedback given to students. This allows students to get valuable experience of writing critical essays have they not before in previous modules or degrees, and the expectations of the summative assessment. For example, if a student's formative work flagged particular concerns this could be addressed ahead of the summative submission.

Indicative reading:

- McInnes, C., & Lee, K. (2006). Health, foreign policy and security. *Rev Int Stud*, 32, 5-23.
- Rushton, S. (2011) Global Health Security: Security for Whom? Security for What?, *Political Studies* 59 (4): 779 -796
- Davies, S. E. (2008). Securitizing infectious disease. *International Affairs*, 84(2), 295-313.
- Chen, L., & Narasimhan, V. (2003). Human security and global health. *Journal of Human Development*, 4(2), 181-190.
- Rushton, S., & Youde, J. (Eds.). (2014). *Routledge handbook of global health security*. Routledge.
- Elbe, S. (2005). AIDS, security, biopolitics. *International relations*, 19(4), 403-419.
- King, N. B. (2002). Security, disease, commerce: ideologies of postcolonial global health. *Social studies of science*, 32(5-6), 763-789.
- O'Manique, C. (2005). The "securitisation" of HIV/AIDS in Sub-Saharan Africa: a critical feminist lens. *Policy and Society*, 24(1), 24-47.
- Heymann, D. L., Chen, L., Takemi, K., Fidler, D. P., Tappero, J. W., Thomas, M. J., ... & Kalache, A. (2015). Global health security: the wider lessons from the west African Ebola virus disease epidemic. *The Lancet*, 385(9980), 1884-1901.
- Ooms, G., Beiersmann, C., Flores, W., Hanefeld, J., Müller, O., Mulumba, M., ... & Jahn, A. (2017). Synergies and tensions between universal health coverage and global health security: why we need a second 'Maximizing Positive Synergies' initiative. *BMJ global health*, 2(1), e000217.

Assessment: Essay (75%, 3500 words) and blog post (25%) in the LT.

1 x 3500 word essay – 75% of grade

Students will be asked to pick one essay question. They will be given the option to choose their own essay topic (after discussion with their seminar leader) or to select from a provided list of questions. The questions will be broad, allowing for student individuality to come across in their answers.

1 x Blog post – 25% of grade

Students will be assessed on their reflections of the course and any simulation/role play activity undertaken

HP420 Half Unit Health Economics

This information is for the 2020/21 session.

Teacher responsible: Prof Andrew Street COW 1.02

Availability: This course is compulsory on the MSc in International Health Policy. This course is available on the MSc in Health Policy, Planning and Financing and MSc in International Health Policy (Health Economics). This course is available as an outside option to students on other programmes where regulations permit. In allocating places in this course, students enrolled in the MSc in International Health Policy and MSc in International Health Policy (Health Economics) have priority.

Course content: This course develops basic economic concepts as they are applied to the health sector. We shall discuss economics issues at system-level, including options for financing health care, predicting future expenditure, and assessing the degree of health equity and equality. We shall consider demand for health care and for health insurance, discussing matters such as moral hazard, adverse selection and risky health behaviours. Then we shall turn to the supply-side of health care provision,

considering the agency relationship between patients and physicians, the competitiveness of health care markets, the geographical configuration of health care services, and methods for paying health care providers. The course is designed to provide an intuitive understanding of a wide range of economic concepts, illustrated by practical examples.

Teaching: This course will be delivered through a combination of lectures and seminars totalling a minimum 33 hours during Michaelmas Term. Students will have access to lecture material delivered as short online videos. Synchronous workshops will be held throughout the term to enable students to work through key problem sets. Students will also take part in small group seminars. There will be a departmental reading week in week 6 of term.

Formative coursework: Mock exam in the MT.

Indicative reading: The course draws from a variety of textbooks and articles, with a thorough reading list provided prior to the lectures. The course makes repeated use of the following textbook: J Bhattacharya, T Hyde & P Tu, *Health Economics*, Palgrave Macmillan, 2014.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

HP421 Half Unit Not available in 2020/21 Economic Analysis for Health Policy in Low- and Middle-Income Countries

This information is for the 2020/21 session.

Teacher responsible: Dr Mylene Lagarde COW.3.02

Availability: This course is compulsory on the MSc in Global Health Policy. This course is available on the MSc in Health Policy, Planning and Financing, MSc in International Health Policy and MSc in International Health Policy (Health Economics). This course is available as an outside option to students on other programmes where regulations permit.

Course content: The aim of the course is to provide students with some key analytical methods and concepts used by economists to study health care policies in low- and middle-income countries. The course takes a micro-economic perspective, in that it will study how individuals involved in health care systems (patients, providers, insurers) make decisions which affect the utilisation and delivery of health care services.

The course will present key theoretical concepts and use empirical evidence particularly relevant for policy questions in low- and middle-income settings. The course will be applied in nature, as students will learn through case studies which will expose to different types of data and evidence to analyse decisions made by individuals and then articulate recommendations for health policy. By the end of this course, students will be able to:

- define fundamental principles and concepts of health economics relevant to health policy challenges in low- and middle-income countries
- understand the economic models of decisions made by individuals on the demand- and supply-side of health care markets in low and middle-income countries;
- apply economic reasoning and models to identify problems and to recommend relevant health care policies;
- refer to seminal literature and evidence in the health economics and health policy fields in low- and middle-income countries;
- be able to interpret simple results from empirical economic studies, and formulate policy recommendations.

Teaching: 15 hours of lectures and 13 hours and 30 minutes of seminars in the LT. 3 hours of help sessions in the ST. Ten 1.5 hour lectures and nine 1.5 hour seminars, plus a three-hour revision seminar in the ST.

Formative coursework: Coursework assessed throughout the LT

Indicative reading: The course draws from a variety of textbooks and articles, providing essential references to understand the theoretical concepts and read key empirical studies. A complete reading list is provided at the start of the term.

The following papers are a selection of readings used in the course:

- Dupas P (2011) "Health Behavior in Developing Countries" Annual Review of Economics, Vol. 3
- Lepine, A., M. Lagarde and A. Le Nestour (2018). "How effective and fair is user fee removal? Evidence from Zambia using a pooled synthetic control." Health Economics 27(3): 493-508.
- Dupas, P., V. Hoffmann, M. Kremer and A. P. Zwane (2016). "Targeting health subsidies through a nonprice mechanism: A randomized controlled trial in Kenya." Science 353(6302): 889-895.
- Capuno, J. J., A. D. Kraft, S. Quimbo, C. R. Tan and A. Wagstaff (2016). "Effects of Price, Information, and Transactions Cost Interventions to Raise Voluntary Enrollment in a Social Health Insurance", Health Economics 25(6) p650-662
- Baicker, K., W. J. Congdon and S. Mullainathan (2012). "Health Insurance Coverage and Take-Up: Lessons from Behavioral Economics." Milbank Quarterly 90(1): 107-134.
- R. M. Scheffler, C. H. Herbst, C. Lemi and J. Campbell. (2016). Health Labor Market Analyses in Low- and Middle-Income Countries: An Evidence-Based Approach.
- McPake, B, A Scott, and I Edoka. (2014). Analyzing Markets for Health Workers: Insights from Labor and Health Economics. Directions in Development. Washington, DC: World Bank.
- Lagarde, M. and D. Blaauw (2014). "Pro-social preferences and self-selection into jobs: Evidence from South African nurses." Journal of Economic Behavior & Organization 107, Part A: 136-152.
- Banerjee, A. V., E. Duflo and R. Glennerster (2008). "Putting a Band-Aid on a Corpse: Incentives for Nurses in the Indian Public Health Care System." Journal of the European Economic Association 6(2-3): 487-500.
- Björkman, M. and J. Svensson (2009). "Power to the People: Evidence from a Randomized Field Experiment on Community-Based Monitoring in Uganda." The Quarterly Journal of Economics 124(2): 735-769.
- Currie, J., W. Lin and W. Zhang (2011). "Patient knowledge and antibiotic abuse: Evidence from an audit study in China." J Health Econ 30(5): 933-949.
- Björkman Nyqvist, M. and S. Jayachandran (2017). "Mothers Care More, but Fathers Decide: Educating Parents about Child Health in Uganda." American Economic Review 107(5): 496-500.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

HP422 Half Unit Health Care Economic Evaluation

This information is for the 2020/21 session.

Teacher responsible: Dr Ranjeeta Thomas COW 2.07

Availability: This course is compulsory on the MSc in International Health Policy (Health Economics). This course is available on the MSc in Global Health Policy, MSc in Health Policy, Planning and Financing and MSc in International Health Policy. This course is available as an outside option to students on other programmes where regulations permit.

Course content: Resource allocation is at the heart of decision-making in the health care sector. Economic evaluation is an approach used to support decision-makers in allocating resources by providing tools to compare the costs and benefits associated with multiple alternative scenarios or interventions.

This course will enable students to understand and apply the analytic methods used in the economic evaluation of health interventions. By the end of the course, students are expected to:

- Explain the welfare economic principles underlying health-care economic evaluations
- Identify the different approaches to economic evaluations (cost-effectiveness, cost-benefit, cost-utility etc)
- Measure and analyse costs and effects of health care

interventions

- Construct a decision-analytic model to compare the costs and benefits of different interventions
- Apply statistical methods to deal with uncertainty in economic evaluations
- Evaluate how to make decisions under-uncertainty in health-care economic evaluations

Teaching: This course will be delivered through a combination of lectures and seminars totalling a minimum 26 hours during Michaelmas Term. Students will have access to lecture material delivered as short online videos. Students will attend seminars where they will work together in small groups on structured learning activities set by the course leads.

There will be a departmental reading week in week 6 of term.

Formative coursework: A piece of formative coursework will be set in the middle of the term, and feedback provided to students.

Indicative reading: The following are basic readings for the course: Drummond MF, Sculpher MJ, Claxton K, Stoddart GL, Torrance GW (2015). Methods for the Economic Evaluation of Health Care Programmes. Fourth edition: Oxford University Press, Oxford. Gray A, Clarke P, Wolstenholme J, Wordsworth S (2011) Applied Methods of Cost-Effectiveness Analysis in Health Care, Oxford University Press, Oxford.

More technical and advanced textbooks, especially for statistical analysis.

Briggs A, Sculpher M, Claxton K (2006). Decision Modelling for Health Economic Evaluation. Oxford University Press, Oxford.

Supplementary Reading List

This is made available on Moodle along with all other course materials, and includes references to specialised texts and articles on each subject covered within the course.

Assessment: Project (100%, 3000 words) in the LT.

Assessment is through a project that students will undertake in small groups and write up individually (3,000 word paper), to be submitted at the end of the course.

HP423 Half Unit Advanced Health Economics

This information is for the 2020/21 session.

Teacher responsible: Prof Alistair McGuire COW 2.02

Availability: This course is compulsory on the MSc in International Health Policy (Health Economics). This course is available on the MSc in Health Policy, Planning and Financing and MSc in International Health Policy. This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students must have completed Health Economics (HP420).

Alternative introductory economics courses are acceptable.

Course content: The course will cover: international comparisons of health care expenditure, individual health-seeking behaviour, health care insurance, contract theory applied to the health care sector (including principal-agent theory and incentive payment mechanisms), and equity in health care.

Students may find material from the half unit HP426 Applied Health Econometrics, to be beneficial to studying this course. See the HP426 course guide for further detail.

Teaching: This course will be delivered through a combination of lectures and seminars totalling a minimum 25 hours during Lent Term. Students will have access to lectures material either delivered in person or as short online videos. Seminars will take place in small groups with students presenting assigned topics each week.

There will be a departmental reading week in week 6 of term.

Formative coursework: Students will give a presentation in seminars and receive feedback from seminar leads

Indicative reading: Culyer, A.J., and Newhouse, J.P., (eds.), 2001, Handbook of Health Economics Volumes 1A & 1B, (North-Holland, Amsterdam); Zweifel, P. and Breyer, F., 1997, Health Economics,

(OUP, Oxford).

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

HP424 Half Unit

Pharmaceutical Economics and Policy

This information is for the 2020/21 session.

Teacher responsible: Dr Panagiotis Kanavos COW 1.05

Availability: This course is compulsory on the MSc in International Health Policy. This course is available on the MSc in Global Health Policy, MSc in Health Policy, Planning and Financing and MSc in International Health Policy (Health Economics). This course is available as an outside option to students on other programmes where regulations permit.

Course content: The aim of this course is to introduce students to the economics of pharmaceutical markets and related policies that affect national and international markets broadly. The course will - Provide students with an understanding of basic features of pharmaceutical markets, how pharmaceutical markets work and how competition manifests itself in different parts of pharmaceutical markets.

- Illustrate to students how the pharmaceutical market is linked to the health care market, why it is often the focus of much regulation, and to help students understand the multidimensional goals of pharmaceutical policies.

- Introduce students to the economic and policy problems encountered in managing pharmaceutical markets and how to evaluate the impact of alternative policy approaches. The course will also give students some experience in critically evaluating the impact of policy on market outcomes.

- Facilitate consideration of various country-specific political, cultural and economic factors that may drive governments' approaches to pharmaceutical regulation. In this context, this course will help students consider the extent to which policies may be transferable.

- Enable students to analyse pharmaceutical markets from the perspectives of several main actors: governments, third party payers, the pharmaceutical industry, doctors, patients, pharmacists and wholesalers. Literature from Health Economics, Industrial Organisation and Health Policy will be incorporated into lectures, discussions and seminars.

- Introduce students to the economics of pricing and reimbursing pharmaceutical products, to explore different models of pricing and reimbursing medicines in OECD countries, including rate of return regulation, value-based pricing, cost-plus pricing, external price referencing and internal reference pricing, among others.

Teaching: This course will be delivered through a combination of lectures and seminars totalling a minimum of 24 hours during Lent Term. Students will have access to lecture material delivered either in person or as short online videos. Seminars will take place in small groups and ahead of the seminars students will work on structured learning activities set by the course leads.

There will be a departmental reading week in week 6 of term.

Formative coursework: A formative essay under exam conditions (1 question in 1 hour) will be a requirement and is to be submitted immediately after the revision session.

Indicative reading: E Mossialos, M Mrazek & T Walley (eds), *Regulating Pharmaceuticals in Europe. Striving for Efficiency, Equity and Quality*, Buckingham, Open University Press (2004); S O Schweitzer, *Pharmaceutical Economics and Policy*, Oxford University Press (2006); W S Comanor, 'The Political Economy of the Pharmaceutical Industry', *Journal of Economic Literature*, XXIV (September): 1178-1217 (1986); F M Scherer 'The Pharmaceutical Industry', Chapter 25, in: A J Culyer & J P Newhouse (Eds), *Handbook of Health Economics*, Vol 1, Amsterdam, Oxford, Elsevier, 2000.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

HP425 Half Unit

Statistical Methods in Health Care Economic Evaluation

This information is for the 2020/21 session.

Teacher responsible: Prof Alistair McGuire COW 2.02

Availability: This course is compulsory on the MSc in International Health Policy (Health Economics). This course is available on the MSc in Global Health Policy, MSc in Health Policy, Planning and Financing and MSc in International Health Policy. This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: This course assumes knowledge of elementary mathematics and statistics. Students who wish to take HP425, but who have not taken an introductory university course in statistics or econometrics, may wish to consider auditing MY451 (Introduction to Quantitative Analysis) in Michaelmas Term in order to prepare themselves for this course. Students who are unsure whether they have the requisite background are encouraged to approach the Lecturer before the start of Lent Term.

This course is envisaged to be complementary to HP422 (Cost-Effectiveness Analysis in Health Care), which is offered in Michaelmas Term.

Course content: This course develops the statistical and modelling techniques necessary to apply economic evaluation to the health care sector. Introduction to random variables and probability distribution, linear regression analysis, logistic regression analysis, survival analysis for health outcomes, survival analysis for treatment costs, parametric and non-parametric approaches for missing data, economic evaluation and clinical trials. Estimation of confidence intervals for cost-effectiveness ratios. Transformation of ratios - net benefit approach. Presentation of results, acceptability curves.

This is the same course as HP4B5E Statistical Methods in Health Care Economic Evaluation (modular), but it has different teaching and assessment arrangements.

Teaching: This course will be delivered through a combination of lectures and workshops totalling a minimum 30 hours during Lent Term. Students will have access to lecture material either delivered in person or as short online videos. Students will also take part in computer workshops to complete problem datasets and practice key skills from the course.

Formative coursework: 1000 word essay

Indicative reading: A full reading list is provided at the start of the course. The course makes use of selected parts of the following texts:

- M Drummond & A McGuire (eds), *Economic Evaluation in Health Care: Merging Theory with Practice*, OUP, 2001.
- D Machin, YB Cheung & MKB Parmar, *Survival analysis: a practical approach*, 2nd edn, Wiley, 2006.
- J Klein & M Moeschberger, *Survival Analysis: Techniques for Censored and Truncated Data*, 2nd edn, Springer, 2005.
- M Cleves, W Gould, R Gutierrez & Y Marchenko, *An Introduction to Survival Analysis Using Stata*, 3rd edn, Stata, 2010.
- M Drummond, M Schulpher, K Claxton, G Stoddart & G Torrance, *Methods for the Economic Evaluation of Health Care Programmes*, 4th edn, OUP, 2015.
- M Gold, J Siegel, L Russell & M Weinstein, *Cost-Effectiveness in Health and Medicine*, OUP, 1996.
- M Johannesson, *Theory and Methods of Economic Evaluation of Health Care*, Kluwer, 1996.
- P Johansson, *Evaluating Health Risks: An Economic Approach*, CUP, 1995.

Assessment: Project (100%, 4000 words) in the ST.

HP426 Half Unit

Applied Health Econometrics

This information is for the 2020/21 session.

Teacher responsible: Dr Joan Costa-Font and Dr Laia Maynou-Pujolas

Availability: This course is compulsory on the MSc in International Health Policy (Health Economics). This course is available on the MSc in International Health Policy. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students must have completed Health Economics (HP420).

Alternatively, students should have completed another foundation course in microeconomics. If this was completed outside of the LSE at an undergraduate level, please contact Dr. Costa-Font for further advice.

Course content: Most research questions, in health economics require students to apply econometric techniques. This course will introduce these techniques and students exiting the course can expect to have acquired a competency in econometrics as it is applied to health economics. The seminars- which are lab based- will allow students to apply these methods to practical problems using Stata and interpret the results.

This content of this course may be useful to those considering the half unit HP423 Advanced Health Economics.

Teaching: This course will be delivered through a combination of lectures and workshops totalling a minimum 25 hours during Lent Term. Students will have access to lecture material delivered either in person or as short online videos. Students will also take part in computer workshops to complete problem datasets and practice key skills from the course.

There will be a departmental reading week in week 6 of term.

Formative coursework: One formative assessment will require the analysis of some data in STATA and the description of the results.

Indicative reading:

- Joshua David Angrist, Jorn-Steffen Pischke (2015) Mastering 'Metrics: The Path from Cause to Effect. (most relevant to the course)
- Jeffrey M. Wooldridge, (2009) Introductory econometrics: a modern approach, 4th edition.
- Gertler, P. J., Martinez, S., Premand, P., Rawlings, L. B., & Vermeersch, C. M. (2016). Impact evaluation in practice. The World Bank.
- Almond, D. (2006). Is the 1918 influenza pandemic over? Long-term effects of in utero influenza exposure in the post-1940 US population. *Journal of political Economy*, 114(4), 672-712.
- Almond et al. (2010) "Estimating marginal returns to medical care: Evidence from at-risk newborns" *The quarterly journal of economics* 125.2 (2010): 591-634.
- Camacho, A. (2008). Stress and birth weight: evidence from terrorist attacks. *American Economic Review Papers and Proceedings*, 98(2), 511-15.
- Card, David, Carlos Dobkin, and Nicole Maestas. "The impact of nearly universal insurance coverage on health care utilization: evidence from Medicare." *American Economic Review* 98.5 (2008): 2242-58.
- Carpenter, Christopher, and Carlos Dobkin. "The effect of alcohol consumption on mortality: regression discontinuity evidence from the minimum drinking age." *American Economic Journal: Applied Economics* 1.1 (2009): 164-82.
- Carpenter, C., & Dobkin, C. (2011). The minimum legal drinking age and public health. *Journal of Economic Perspectives*, 25(2), 133-56.
- Currie, J., Ray, S. H., & Neidell, M. (2011). Quasi-experimental studies suggest that lowering air pollution levels benefits infants' and children's health. *Health Affairs*, 30(12), 2391-2399.
- Duflo, E. (2001). Schooling and labor market consequences of school construction in Indonesia: Evidence from an unusual policy experiment. *American economic review*, 91(4), 795-813.
- Finkelstein, A., Taubman, S., Wright, B., Bernstein, M., Gruber, J., Newhouse, J. P., ... & Oregon Health Study Group. (2012). The

Oregon health insurance experiment: evidence from the first year. *The Quarterly journal of economics*, 127(3), 1057-1106.

- Galiani, S., Gertler, P., & Schargrodsky, E. (2005). Water for life: The impact of the privatization of water services on child mortality. *Journal of political economy*, 113(1), 83-120.
- Powell-Jackson, T., Mazumdar, S., & Mills, A. (2015). Financial incentives in health: New evidence from India's Janani Suraksha Yojana. *Journal of health economics*, 43, 154-169.

Assessment: Project (100%, 3500 words) in the ST.

100% One Research project (data analysis with STATA and write-up of 3,500 words) submitted in ST

HP428 Half Unit

Randomised evaluations of health programmes: from design to implementation

This information is for the 2020/21 session.

Teacher responsible: Dr Mylene Lagarde COW 3.02

Availability: This course is available on the MSc in Global Health Policy, MSc in Health Policy, Planning and Financing, MSc in International Health Policy and MSc in International Health Policy (Health Economics). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: Randomized trials have long been used in the clinical world to test the efficacy of medical treatments. Increasingly, social scientists have used the same approach, randomly assigning groups to different interventions, in order to determine which policies are most likely to address the key behavioural problems faced by health systems, from inadequate provider performance to low adherence to treatment or risky health behaviours.

This course proposes a hands-on and intuitive approach to designing and conducting a randomised evaluation of a behavioural health programme. The aim of the course is to provide students with the skills required to design and implement a successful randomised evaluation. By the end of the course, students should be able to:

- Explain the reasons for undertaking randomised evaluations;
- Design and plan a randomised experiment to ensure it answers relevant questions, informed by a conceptual framework;
- Understand the technical aspects of the randomised evaluation, including be able to perform and understand simple sample size calculation;
- Explore potential threats to randomisation, and implement strategies to mitigate them;
- Determine how to best measure the outcomes of interest, including reflecting on the accuracy of survey instruments;
- Understand the best practices in how to conduct and manage fieldwork, and follow ethical principles to conducting research.
- Understand the best practices to analyse data from different types of randomised evaluations.

Seminars will be designed to encourage students to critically engage with the topics and apply the technical skills taught in lectures. Each seminar will be closely aligned with the lecture content to give students the opportunity to apply the new knowledge. Case studies will be chosen from various cultural backgrounds, to allow the presentation of a diverse range of settings and issues. Throughout the courses, but more extensively in the second half of the term, seminars will be dedicated to discussing issues and problems raised in lectures in relation to the project chosen by students in their group for the research protocol.

Teaching: This course will be delivered through a combination of lectures and seminars totalling a minimum of 20 hours during Lent Term. Students will have access to lecture material delivered either in person or as short online videos. Seminars will take place in small groups and consist of a mix of case studies and discussions/presentations of the students' own work. Ahead of the seminars students will work in small groups on structured learning

activities set by the course lead. Each seminar will also be a forum for discussing, presenting and receiving feedback on students' research protocols.

There will be a departmental reading week in week 6 of term.

Formative coursework: A draft protocol. Students will be asked to submit a short 1,500 word draft protocol by week 5. While some aspects of their work may still be work in progress (e.g. using bullet points), students will be expected to write up the start of their protocol in a detailed way. Detailed feedback will be given to each student.

Indicative reading: The main textbook that will be used throughout the course is:

- Glennerster, R., & Takavarasha, K. (2013). *Running Randomized Evaluations: a Practical Guide*. Princeton University Press.

Other useful resources include:

- Gerber, A. S., & Green, D. P. (2012). *Field Experiments: Design, Analysis and Interpretation*. New York, NY: Norton.
- Duflo, Esther, et al. (2006) *Using Randomization in Development Economics Research: A Toolkit*.
- White, Howard (2009) 'Theory-based impact evaluation: principles and practice', *Journal of Development Effectiveness* 1(3)
- Drost, E.A. (2011) *Validity and Reliability in Social Science Research*. *Education Research and Perspectives*, 38, 105- 123
- Olken, B. A. (2015). "Promises and Perils of Pre-analysis Plans." *Journal of Economic Perspectives* 29(3): 61–80.
- Rachel Glennerster and Shawn Powers *Balancing Risk and Benefit: Ethical Tradeoffs in Running Randomized Evaluations*
- Dupas, P., & Miguel, E. (2017). *Impacts and Determinants of Health Levels in Low-Income Countries*. In E. Duflo & A. Banerjee (Eds.), *Handbook of Field Experiments*: North Holland.

Other general interest books that discuss randomised evaluations (applications, challenges) include:

- Halpern, D. (2016). *Inside the Nudge Unit*. London, Penguin Press.
- Leigh, A. (2018). *Randomistas: How Radical Researchers Are Changing Our World*, Yale University Press.

Assessment: Research proposal (100%) in the LT.

The objective of the research protocol (4,000 words max) will be to plan the randomised evaluation of a particular health programme. Students will be asked to choose an intervention to address a particular behavioural problem from a proposed list (e.g. increasing health insurance uptake, improving doctor performance or quality of care; reducing risky health behaviours; increasing patient adherence to treatment etc.). Students will also be given the option to choose their own topic (pending agreement by their seminar leader).

HP429 Half Unit

Behavioural Incentive Design in Health and Health Care

This information is for the 2020/21 session.

Teacher responsible: Dr Joan Costa-Font COW 1.06

Availability: This course is available on the MSc in Global Health Policy, MSc in Health Policy, Planning and Financing, MSc in International Health Policy and MSc in International Health Policy (Health Economics). This course is available as an outside option to students on other programmes where regulations permit.

Access to the course will be given in priority to students from the Health Department.

Course content: The course covers the role of social and monetary incentives in modifying related health behaviour, and especially prevention and health care use. It will primarily draw on theoretical frameworks from several social sciences including applied microeconomics and behavioural economics, psychology, and sociology to provide an integrated framework about how to think about incentives in health and health care. The course will extend health economics teaching to cover quasi-rational behaviour and behavioural economics issues, and it will primarily focus on non-experimental evidence, although it will sometimes draw from

policy and quasi-experiments. Its main purpose will be to discuss key theoretical and empirical background to guide the design of health and health care policies.

The course will focus on the following issues: Quasi-rational actor and motivation. Risk-benefit decision-making framework. Monetary and non monetary incentives. Esteem, Stigma. Obesity and payments. Monetary Incentives, co-payment design, Social Incentives. Reference Points. Risk preferences and perceptions. Locus of Control and Health and Health Care Behaviour. Anchoring and social cues. Taxes and Health: the role of Sin Taxes. Subsidies and Health: the role of conditional cash transfers. Myopia and Insurance Purchase: the case of long-term care insurance. Defaults and Presumed Consent. Motivation Crowding-Out and organ Donation. Information provision: risk information campaigns on food labelling, GM food. Stigma and Esteem: Smoking, Obesity. Cultural economics of health and health care: the role of traditional medicines. Body Self-Identity and Anorexia. Sleep and working time trade-off. Media, narratives and health-related behaviour. Culture, social norms: use of traditional medicine. Identity and blood donation, Food disorders. Health Inequality Aversion and Attitudes to Health Care. Behavioural incentives private and public health insurance design.

Teaching: This course will be delivered through a combination of lectures, seminars and workshops totalling a minimum 25 hours during Lent Term. Students will have access to lecture material either delivered in person or as short online videos. Students will take part in seminars presenting key readings and leading discussion. Students will work in small groups in workshops to develop skills in specific health policy problems and prepare their project to be presented to the entire class and submitted as a course assessment.

There will be a departmental reading week in week 6 of term.

Formative coursework: Students will submit slides of a presentation based on their group project and complete in-class quizzes

Indicative reading: Hanoch, Y A. Barnes and T Rice (2017) *Behavioral Economics and Healthy Behaviors: Key Concepts and Current Research*. Routledge.

Assessment: Essay (100%, 3000 words) in the ST.

The assessment will be an individual essay based on group project work.

HP431 Half Unit

Dissertation in Health Policy

This information is for the 2020/21 session.

Teacher responsible: Dr Justin Parkhurst COW 3.08

Availability: This course is compulsory on the MSc in Global Health Policy, MSc in International Health Policy and MSc in International Health Policy (Health Economics). This course is not available as an outside option.

Course content: The dissertation could be on any topic relevant to topics studied in the student MSc. It should attempt to integrate approaches and knowledge learned across courses and present results to address a health policy issue or a problem identified through the use of either primary or secondary data. It must demonstrate adequate knowledge of relevant theoretical and empirical literature in the field. In addition, careful analysis of the policy implications and formulation of policy recommendations is essential. The main body of the dissertation should, in principle, include the background to the research, method of investigation, results of the analysis, discussion and policy implications and recommendations.

Teaching: 6 hours of workshops in the LT.

These will be complemented by sessions of individual supervision. The course comprising a total of 3 2-hour lectures that will focus on issues pertaining to the dissertation (topic selection, structure, methods, result reporting, ethics approval), as well as general guidance on potential methodological approaches. The course will serve as a means to assist students with the preparation and

finalisation of their dissertation proposals. In this context, students will also receive feedback and assistance from their supervisors, with whom they will need to meet separately.

Formative coursework: Students will be expected to produce 1 piece of coursework in the LT and ST.

Indicative reading: Dunleavy, P. (1986) *Studying for a Degree in the Social Sciences*, Macmillan. (See Chapter 5: Writing a Dissertation). Denscombe, M. (2007) *The Good Research Guide: for small-scale social research projects*. Maidenhead: Open University Press. H61 D41. Dunleavy, P. (2003) *Authoring a PhD: how to plan, draft, write and finish a doctoral thesis or dissertation*. Basingstoke: Palgrave-Macmillan. LB2369 D92. Grix, J. (2004) *The Foundations of Research*. Houndmills : Palgrave Macmillan LB2369 G87. Rudestam, K. and Newton, R. (2001) *Surviving Your Dissertation: a comprehensive guide to content and process*. London: Sage. LB2369 R91

Assessment: Dissertation (100%, 6000 words).

HP432 Half Unit Not available in 2020/21 Mental health policy

This information is for the 2020/21 session.

Teacher responsible: Prof Martin Knapp

Availability: This course is available on the MSc in Global Health Policy, MSc in International Health Policy and MSc in International Health Policy (Health Economics). This course is available as an outside option to students on other programmes where regulations permit.

The proposed course should appeal to students interested in the challenges of, and policy responses to mental illness across a wide range of societies and economies.

Priority will be given to students from the Health Policy Department.

Pre-requisites: Students are required to have some knowledge of health systems or mental health issues.

Course content: The course will consider how public policy can be shaped to address the personal, social and economic challenges posed by mental illnesses, across the life-course. Mental health will be considered in various contexts: high-, medium- and low-income settings. An important emphasis will be on the global nature of the challenges, and the need to find responses that have relevance across different societies.

The strong associations with disadvantage will be a theme running through the course, linked to social determinants of health. Key areas of policy-making will be covered: e.g. evaluating effectiveness, cost-effectiveness and viability of treatments, and social impacts of prevention and interventions in different contexts and life-stages.

Students will discuss issues and strategies on how public policy (not just health policy) can play crucial roles in prevention and risk-reduction, access to and funding of treatments, recovery and re-integration, social and economic inclusion. In addition to coursework, students will have the opportunity, if they wish, to link with an ongoing mental health-related research project in the Department of Health Policy. (This will not be compulsory, and students who do not make such links will not be disadvantaged.) Students may wish to use this as a platform for their group-based summative assessment (see below).

Course outline (by week)

1. What is mental illness? Cultural, clinical and other interpretations and definitions; prevalence; incidence; disability; consequences across the life-course for individuals, families, societies (including subgroups with different risks, such as migrants, LGBTQ+, those experiencing natural or other disasters) and economies (broad introduction); links to broader concepts of wellbeing.
2. Responses? History of responses to mental illness (across a range of sectors); stigma; discrimination; help-seeking and treatment; institutionalisation; bi-directional implications (e.g. links to economic disadvantage, social marginalisation, crime, physical

health, mental health comorbidities). The survival movement; interpretations of recovery.

3. Mental health in low- and middle-income settings: particular challenges in those contexts, although these issues will feature in all later topics too.

4. Perinatal mental health: meaning; risk and protective factors; interventions; policy challenges and responses.

5. Child and adolescent mental wellbeing: meaning; risk and protective factors; interventions; policy challenges and responses.

6. Adult mental health (including addictions and workplace issues): meaning; risk and protective factors; interventions; policy challenges and responses.

7. Old age mental health (especially dementia): meaning; risk and protective factors; interventions; policy challenges and responses.

8. Financing responses to mental illness, including issues of parity

9. Making mental health policy and legislation: contributions from a policy-maker and someone with lived experience of mental illness.

10. Enduring lessons for mental health policy: bringing the strands together.

Teaching: 10 hours of lectures, 10 hours of seminars and 2 hours of help sessions in the LT.

Formative coursework: Students will be expected to produce 1 essay in the LT (of up to 1500 words) during the course, which could be linked to the topic of their group-based project.

Indicative reading:

- Knapp M, Lemmi V (2016) *Mental health*. In Scheffler R (ed.) *Global Handbook of Health Economics*. World Scientific Press.
- Livingston G, Sommerlad A, Orgeta V et al (2017) Dementia prevention, intervention and care (Lancet Commission). *Lancet* 390(10113):2673-2734.
- Lund C, De Silva M, Plagerson S et al. (2011) Poverty and mental disorders: breaking the cycle in low-income and middle-income countries. *The Lancet* 378(9801):1502-1514.
- McDaid D, Park A, Knapp M (2017) *Commissioning Cost-Effective Services for Promotion of Mental Health and Wellbeing and Prevention of Mental Ill-Health*. London: Public Health England.
- Mental Health Task Force (2016) *The Five Year Forward View for Mental Health*. NHS England.
- Patel V, Saxena S, Lund C et al (2018) The Lancet Commission on global mental health and sustainable development. *Lancet* 392(10157):1553-1598.
- Prince M, Patel V, Saxena S et al (2007) No health without mental health. *Lancet* 370(9590):859-877.
- Saxena S, Thornicroft G, Knapp M, Whiteford H (2007) Resources for mental health: scarcity, inequity and inefficiency. *The Lancet* 370(9590):878-889.
- Slade M, Amering M, Farkas M et al (2014) Uses and abuses of recovery: implementing recovery-oriented practices in mental health systems. *World Psychiatry*, 13:12-20.
- Thornicroft G (2006) *Shunned: Discrimination Against People with Mental Illness*. Oxford.

Assessment: Project (100%, 3000 words) in the ST.

HY400

Crisis Decision-Making in War and Peace 1914-2003

This information is for the 2020/21 session.

Teacher responsible: Prof David Stevenson SAR 3.11

Availability: This course is compulsory on the MSc in International Affairs (LSE and Peking University). This course is available on the MSc in History of International Relations, MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: The course is intended for students with or without a detailed knowledge of the international relations of the twentieth century. Students without a detailed knowledge are advised to

undertake preliminary background reading.

Course content: The history of international relations from the First World War to the Iraq War. Particular stress is placed upon key turning points and on crisis decision-making. Topics examined in this course include German decision-making in 1914; peacemaking, 1919; the Ruhr occupation crisis; Manchuria, Abyssinia and the crises of collective security; the Munich agreement; the Nazi-Soviet Pact and the outbreak of war in 1939; Hitler's decision to invade the Soviet Union; the outbreak of the Pacific War; the creation of the state of Israel, 1948-49; the Berlin Blockade; the outbreak and escalation of the Korean War; the Suez Crisis; the Cuban Missile Crisis; the US and Vietnam, 1961-65; the Arab-Israeli Wars of 1967 and 1973; German reunification and the collapse of the Soviet bloc; the origins of the Gulf War, 1990-91; the road to the 2003 Iraq War.

Teaching: Students will engage with seminar content in large and small group meetings. There is one reading week in the MT and one in the LT. Students will be expected to read widely in documentary and other primary sources, and to participate actively in the seminars, which will address the historiographical debates raised in the secondary literature on the topics covered.

Formative coursework: Students will write three essays, each of up to 3,000 words in length, drawing upon primary sources.

Indicative reading: Full bibliographies are provided in the seminars. Students may consult the following introductory accounts: W. R. Keylor, *The Twentieth-Century World: an International History*; A. Best, J. M. Hanhimäki, J. A. Maiolo, and K. E. Schulze, *International History of the Twentieth Century*; S. Marks, *The Ebbing of European Ascendancy: an International History of the World, 1914-1945*; Z. Steiner, *The Lights that Failed: European International History, 1919-1933*; Z. Steiner, *The Triumph of the Dark: European International History, 1919-1939*; R.W. Boyce and J. A. Maiolo (eds.), *The Origins of World War Two: The Debate Continues*; O. A. Westad, *Reviewing the Cold War: Approaches, Interpretation, Theory*; D. J. Reynolds, *One World Divisible: a Global History since 1945*; M. P. Leffler and O. A. Westad, eds, *The Cambridge History of the Cold War*.

Assessment: Take-home assessment (100%) in the ST.

HY411

European Integration in the Twentieth Century

This information is for the 2020/21 session.

Teacher responsible: Prof David Stevenson SAR 3.11 and Prof Nicholas Ludlow SAR 2.16

Availability: This course is available on the MSc in Comparative Politics, MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: A prior knowledge of 20th century European history will be an advantage. Students unfamiliar with the subject should do some preliminary reading. A reading knowledge of French and/or German will be useful but in no sense essential.

Course content: The antecedents and development of Western European integration from the First World War to the 1990s. European integration before 1914; German and Allied projects during the First World War; inter-war developments and the Briand Plan; the Nazi New 'Order'; Resistance and Allied planning during the Second World War; the impact of the Marshall Plan; Federalism and Christian Democracy; the Schuman Plan and the Coal and Steel Community; the European Defence Community project; the Treaties of Rome; the Common Agricultural Policy; the integration policies of the Six and Britain; de Gaulle and the Communities; enlargement; monetary integration; developments in the 1970s and

1980s; Treaty of Maastricht.

Teaching: Students will engage with lecture and seminar content in large and small group meetings. There will be a reading week in the Michaelmas and the Lent Terms.

Formative coursework: Three essays will be required in the course of the year. The essay in the LT will be an assessed piece of work counting towards the final assessment.

Indicative reading: Full bibliographies are provided. As introductory reading, students should consult: P M Stirk, *A History of European Integration since 1914* (London, 1996); D. Dinan, ed, *Origins and Evolution of the European Union* (Oxford, 2006); M. Gilbert, *European Integration: a Concise History* (Lanham, Md, 2012); J Gillingham, *Coal, Steel, and the Rebirth of Europe, 1945-55* (Cambridge, 1991); A S Milward, *The Reconstruction of Western Europe, 1945-51* (London, 1984); A S Milward, *The European Rescue of the Nation State* (London, 1992); N P Ludlow, *Dealing with Britain: the Six and the First UK Application to the EEC* (Cambridge, 1997); W I Hitchcock, *France Restored: Cold War Diplomacy and the Quest for Leadership in Europe, 1944-1954* (Chapel Hill, 1998); A Moravcsik, *The Choice for Europe: Social Purpose and State Power from Messina to Maastricht* (Cornell, 1998); N P Ludlow, *The European Community and the Crises of the 1960s* (London, 2006); W. Kaiser, *Christian Democracy and the Origins of the European Union* (London, 2008); W. Kaiser, B. Leucht and M. Rasmussen, *The History of the European Union: Origins of a Trans- and Supranational Polity 1950-72* (London, 2009); A C Knudsen, *Farmers on Welfare: The Making of Europe's Common Agricultural Policy* (Cornell, 2009).

Assessment: Essay (25%) in the LT.

Take-home assessment (75%) in the ST.

HY422

Presidents, Public Opinion, and Foreign Policy, from Roosevelt to Reagan, 1933-89

This information is for the 2020/21 session.

Teacher responsible: Prof Steven Casey SAR 2.10

Availability: This course is available on the MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: Using a range of secondary sources, the course explores the dynamic interaction between presidents, public opinion, and foreign policymaking in order to test a range of common assumptions about the determinants of American foreign policy in the period from 1933 to 1989. The course explores the interaction between opinion and policy in three periods: First, the Roosevelt era, with emphasis on FDR's response to American isolationism, the media and public attitudes towards Nazi Germany and the Second World War, and the influence of public pressures upon US policy. Second, the period of consensus on the Cold War, examining how Americans viewed the Communist world before, during and after the Korean War, the influence of the atomic bomb upon popular thinking, the limits of dissent in the period of McCarthyism, and the impact of public opinion upon policy-making during the Berlin and Cuban crises. Third, the period when the Cold War consensus broke down, focusing not just on the opposition to the Vietnam war and the new cleavages that emerged within US society but also on the changing nature of the American media and the very different attempts made by Nixon, Carter and Reagan to respond to this new environment.

Teaching: 110-minute weekly seminars, on campus or online as circumstances dictate, with weekly activities determined by the teacher.

Students are expected to keep up with readings for the weekly meetings and to participate in the seminar discussions.

There will be a reading week in the Michaelmas and the Lent terms.

Formative coursework: Students are required to produce one 3,000 word essay in the MT.

Indicative reading: A full bibliography accompanies the course and the teacher will advise on reading. M Small, *Democracy and Diplomacy* (1996); ; S Casey, *When Soldiers Fall* (2014); S Casey, *Cautious Crusade* (2001); S Casey, *Selling the Korean War* (2008); D Foyle, *Counting the Public In* (1999); R Sobel, *The Impact of Public Opinion on US Foreign Policy since Vietnam* (2001) O R Holsti, *Public Opinion and American Foreign Policy* (1996).

Assessment: Essay (40%, 4000 words) in the LT.

Essay (60%, 6000 words) in the ST.

HY423

Empire, Colonialism and Globalisation

This information is for the 2020/21 session.

Teacher responsible: Dr Taylor C. Sherman SAR M.10

Availability: This course is compulsory on the MSc in Empires, Colonialism and Globalisation. This course is available on the MSc in Global Economic History (Erasmus Mundus), MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History and MSc in International and World History (LSE & Columbia). This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: None.

Course content: This course covers the comparative history of empires from the fifteenth century to the present day. Students will study the Ottoman, Mughal, Qing, Spanish, British and American empires in depth. We explore different approaches to these empires, and the dynamics of their rise and fall. We also explore the extent to which the imperial past has helped shape the processes of globalisation in early modern, modern and contemporary times. A number of major themes are addressed, including: gender and Islam in the Ottoman Empire, cultural cosmopolitanism in the Mughal Empire, religious conversion in the Spanish Empire, governing through ethnicity in the Qing Empire; the history of race; the global system of African slavery; the environmental history of India under the British Empire, colonial Medicine in Africa, and settler colonialism in Australia. The course is structured so as to encourage general and comparative discussions rooted in specific case studies.

Teaching: Learning engagement includes seminars, recorded content, small group meetings and asynchronous Moodle posts. There will be a reading week in the Michaelmas and the Lent terms.

Formative coursework: Students are expected to submit 1 draft essay (1200 words) in the MT, and one essay (2500 words) in the MT

Indicative reading: A full reading list will be provided. For general surveys of the subject, students may consult: Jane Burbank & Frederick Cooper, *Empires in World History: Power and the Politics of Difference* (Princeton, NJ, 2010); Frederick Cooper, *Colonialism in Question: Theory, Knowledge and History* (Berkeley, 2005); David B. Abernethy, *The Dynamics of Global Dominance: European Overseas Empires, 1415-1980* (New Haven, CT, 2000); Susan E. Alcock, *Empires: Perspectives from Archaeology and History* (Cambridge, 2001); Christopher A. Bayly, *The Birth of the Modern World, 1780-1914: Global Connections and Comparisons* (Oxford, 2004); Alejandro Colás, *Empire* (Cambridge, 2007); John Darwin, *After Tamerlane: The Global History of Empire* (London, 2007); Michael W. Doyle, *Empires* (Ithaca, NY, 1986); Michael Hardt & Antonio Negri, *Empire* (Cambridge, MA, 2001); Stephen R. Howe, *Empire: A Very Short Introduction* (Oxford, 2002); Herfried Münkler, *Empires: The Logic of World Domination from Ancient Rome to the United States* (Cambridge, 2007); Jürgen Osterhammel, *Colonialism: A Theoretical Overview* (Princeton, NJ, 1997); Jürgen Osterhammel & Niels P. Peterson, *Globalization: A Short History*

(Princeton, NJ, 2005).

Assessment: Essay (45%, 5000 words) in the LT.

Essay (45%, 5000 words) in the ST.

Class participation (10%) in the MT and LT.

HY424

The Napoleonic Empire: The Making of Modern Europe

This information is for the 2020/21 session.

Teacher responsible: Dr Paul Keenan SAR.2.13

Availability: This course is available on the MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International and Asian History and MSc in International and World History (LSE & Columbia). This course is available as an outside option to students on other programmes where regulations permit.

Course content: The Napoleonic Empire was crucial in the formation of modern Europe. Much of Europe was dominated by the Napoleonic Empire and its impact was felt across the continent and in parts of the non-European world. Through an analysis of both those areas directly incorporated into the Napoleonic empire and of those that lay beyond it, this course will examine the extent of the direct and indirect influence of this era on the development of what we understand by a modern European society and a modern state system. The course analyses how this empire was created, as well as the states and societies that it forged. The varied and sometimes contradictory elements of this era will be analysed - from the impact of the growth of secularisation, constitutionalism and the codification of laws to the beginnings of Romanticism, manifestations of early nationalism and monarchical reaction after 1815. The course will also assess the significance of both the reality and the 'myth' of empire, in the assessment of contemporary observers and also in the later nineteenth and twentieth centuries. The course will cover the following topics: the origins of the Empire; changes in armies and warfare; analysis of the changing nature of the Napoleonic Empire from the core to the periphery; the impact of the Empire on countries that remained beyond it; Europe's relationship with the non-European world during this period; the diplomacy of war and the 'system' that emerged after 1815; the impact of the Napoleonic era on the modernisation of society, the economy, law and the state; early manifestations of nationalism in the Italian and German lands, Spain and Russia; reaction against the Napoleonic 'system' after 1815. The course will also assess the significance of both the reality and the 'myth' of Napoleon and his empire, for contemporary commentators and also in the later nineteenth and twentieth centuries.

Teaching: Learning engagement activities will include preparatory small group work, presentations, and live discussion.

There will be a reading week in the MT and the LT.

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

The third essay will be a mock exam answer, which can be completed by students over the Easter break. It will be graded and students given written feedback in the first week of Summer Term.

Indicative reading: A detailed Reading List will be issued at the beginning of the course.

Useful introductory works include: G. Ellis, *Napoleon*; G. Ellis, *The Napoleonic Empire*; M. Broers, *Europe under Napoleon 1799-1815*; S. J. Woolf, *Napoleon's Integration of Europe*; P. Dwyer (ed), *Napoleon and Europe*; C. Esdaile, *Napoleon's Wars: An International History*; O. Connolly, *Napoleon's Satellite Kingdoms*; P. Geyl, *Napoleon, For and Against*.

Assessment: Essay (35%, 3500 words) in the LT.

Presentation (15%) in the MT and LT.

Take-home assessment (50%) in the ST.

HY429

Anglo-American Relations from World War to Cold War, 1939-91

This information is for the 2020/21 session.

Teacher responsible: Prof Nigel Ashton SAR M.07

Availability: This course is available on the MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course analyses the changing nature of the Anglo-American "special" relationship from its creation against the backdrop of the Second World War in Europe through to the end of the Cold War. It will illuminate the foundations of the relationship in terms of culture and ideology, and also the threat posed by common enemies in the Second World War and Cold War. The competitive dimension of the Anglo-American relationship will also be highlighted as a means of explaining instances of discord such as the Suez Crisis of 1956.

The topics covered include: Anglo-American relations in historical perspective; the creation of the Anglo-American alliance, 1939-41; competitive co-operation in war strategy and politics, 1941-45; the American "Occupation" of Britain during the Second World War; the emergence of the Cold War in Europe, 1945-49; the Cold War in Asia, 1945-54; the Palestine question; the Suez Crisis, 1956; nuclear relations and the Skybolt Crisis; Kennedy, Macmillan and the Cuban Missile Crisis; Anglo-American relations and European integration, decolonisation and Anglo-American relations since 1945; the impact of the Vietnam War; the Cultural Cold War; intelligence co-operation; Anglo-American relations in the 1970s; Thatcher, Reagan and the Cold War in the 1980s; the Falklands War; the significance of personal relations at the top; retrospect and prospects for Anglo-American relations.

Teaching: 110-minute live session. Students will engage with seminar content in large and small group meetings. There will be one reading week in the MT and one in the LT.

Formative coursework: Three pieces of written work must be submitted by students taking this course. These consist of two essays of up to 3,000 words in length and one timed class essay.

Indicative reading: For an introduction to Anglo-American relations, students should consult the following texts: K. Burk, *Old World, New World: the Story of Britain and America* (2007); D Reynolds & D Dingley, *An Ocean Apart: the Relationship between Britain and America in the Twentieth Century* (1988); J Dumbrell, *'A Special Relationship': Anglo-American Relations from the Cold War to Iraq* (2006); C Bartlett, *The Special Relationship: A Political History of Anglo-American Relations Since 1945* (1992); W R Louis & H Bull (Eds), *The Special Relationship: Anglo-American Relations since 1945* (1984); D C Watt, *Succeeding John Bull: America in Britain's Place, 1900-75* (1984). A detailed reading list will be issued at the start of the course.

Assessment: Exam (100%, duration: 3 hours) in the summer exam period.

International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: International relations from the early 1980s to the late 1990s examining tensions, rivalries and linkages not merely between the Western and Communist blocs, but also within them, as well as studying the events reflecting the shift from the era of bipolarity to the post-Cold War world. The aim is to address from a historical perspective the diplomacy of the end of the East-West conflict, China's exit from the Cold War, German reunification, Soviet disintegration, Yugoslavia's bloody implosion, European integration, and NATO enlargement. The domestic bases of as well as the political relations between the leading figures (Gorbachev, Yeltsin, Reagan, Bush, Deng, Thatcher, Major, Mitterrand, Delors and Kohl) and respective government machineries will be covered. Major topics include Thatcherism; Reaganomics; Gorbachev's new thinking; the reunification of Germany; the collapse of the Soviet Union and its wider empire; the Kuwait crisis and Yugoslavian Wars; America's unipolar moment; the Single European Act, the Maastricht Treaty and the Euro; the security arrangements of Russia and NATO after 1991.

Teaching: Twenty 110-minute live seminars, on campus or on Zoom as circumstances dictate, with various weekly activities determined by the teacher and bilateral essay planning supervision. There will be a reading week in the MT and the LT.

Formative coursework: Students will be required to present one short class paper during the MT or the LT as well as to submit a practice essay (1,500 words) during the MT.

Indicative reading: A detailed course outline and reading list, subdivided by weekly topics, as well as selected documents will be available at the beginning of the course on Moodle. Key books include: Kristina Spohr, *Post Wall, Post Square* (2019); Philip Zelikow & Condoleezza Rice, *To Build a Better World* (2019); Hal Brands, *The Unipolar Moment* (2016); Kristina Spohr and David Reynolds, eds, *Transcending the Cold War* (2016); Margaret Thatcher, *The Downing Street Years* (1993); EHH Green, *Thatcher* (2006); Julius W Friend, *The Long Presidency, France in the Mitterrand Years* (1998); George Bush & Brent Scowcroft, *A World Transformed* (1999); William Taubman, *Gorbachev* (2018); Misha Glenny, *The Balkans 1804-1999* (2012); Saki Dockrill, *The End of the Cold War Era* (2005); Kenneth Dyson and Kevin Featherstone, *The Road to Maastricht* (1999); Sean Kay, *NATO and the Future of European Security* (1998); Daniel S. Hamilton and Kristina Spohr, eds, *Open Door: NATO and Euro-Atlantic Security After the Cold War* (2019).

Assessment: Essay (40%, 4000 words) in the LT. Essay (60%, 5000 words) in the ST.

HY434

The Rise and Fall of Communism in Europe 1917-1990

This information is for the 2020/21 session.

Teacher responsible: Prof Anita Prazmowska SAR.M.09

Availability: This course is available on the MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The course will examine the rise, survival and collapse of the Soviet Communist ideology and Communist regimes based in Russia and Eastern Europe during the period 1917-1990. The course will also deal with the struggle for Communist influence in Western Europe during the same period. The course will start with the study of the Russian revolution and the civil war to the establishment of the Stalinist regime in the

HY432

From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1999

This information is for the 2020/21 session.

Teacher responsible: Professor Kristina Spohr, SAR 2.17

Availability: This course is available on the MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of

Soviet Union. This will be followed by the study of the history of Soviet involvement in the Second World War and the extension of Soviet influence into Eastern Europe after the Second World War. An examination of the installation of Soviet style regimes in that region will be followed by the analysis of Soviet post-war objectives and Soviet objectives towards Germany. The death of Stalin and the Soviet responses to the Polish and Hungarian events in 1956 is linked to the study of Khrushchev and the Brezhnev eras. Additionally the course analyses the extension of Communist influence into Western Europe through the Comintern and the Cominform. The role of the Communist parties in French and Italian political life will be analysed. The course concludes with a consideration of détente, the Gorbachev period, and the collapse by the end of 1990 of the Soviet Union and other Communist regimes in Europe.

Teaching: Seminars will be on campus or via Zoom, as circumstances dictate. There will be a reading week in the Michaelmas and the Lent Terms.

Formative coursework: Students will be required to write one 3000 word essay in the MT. Submission week 7 of MT. A timed one hour essay is scheduled for the last week of the LT.

Indicative reading: A full bibliography will be provided at the beginning of the academic year. For an introduction, the following may be of assistance:

- F Claudin, The Communist Movement from Comintern to Cominform;
- R C Tucker (Ed), Stalinism: Essays in Historical Interpretation;
- C Kennedy-Pipe, Russia and the World, 1917-1990;
- P Kenz, A History of the Soviet Union from the Beginning to the End;
- C Read, The Making and Breaking of the Soviet System;
- V Mastny, Russia's Road to the Cold War. Diplomacy, Warfare and the Politics of Communism 1941-1945;
- F A Fejtó, A History of the People's Democracies: Eastern Europe since Stalin;
- A Heller & F Feher, From Yalta to Glasnost. The Dismantling of Stalin's Empire;
- G Stokes, The Walls Came Tumbling Down;
- Ronald Grigor Suny, The Soviet Experiment;
- Raymond Pearson, The Rise and Fall of Soviet Europe;
- Archie Brown, The rise and fall of Communism

Assessment: Exam (75%, duration: 3 hours) in the summer exam period.
Essay (25%, 3000 words) in the LT Week 7.

HY435

Political Islam: From Ibn Taymiyya to ISIS

This information is for the 2020/21 session.

Teacher responsible: Dr Kirsten Schulze SAR 2.12

Availability: This course is available on the MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and World History (LSE & Columbia), MSc in Social Anthropology (Religion in the Contemporary World) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course has six objectives: i. To examine the evolution of political Islam as a set of ideas. ii. To compare and contrast different models of Islamic State. iii. To explore the strategies used by Islamist movements to Islamise a state as well as state strategies to prevent this. iv. To explore the phenomena of transnational Islamism and international jihadism. v. To analyse and evaluate the relationship between Islam and the West. vi. To familiarise the student with some of the primary sources (in translation) and the historiographical controversies. This course looks at the evolution of Islamist philosophy and movements, focusing on ideas as well as intellectual, religious

and political leaders. The key areas covered are: Islamist thinkers - Ibn Taymiyya, Wahab, Rida, al-Banna, Qutb, Maududi, Khomeini, Faraj, Azzam and Zawaheri; Models of Islamic State - Iran, Pakistan, Afghanistan, and Malaysia; Islamist Movements – the Muslim Brotherhood, Islamic Jihad, Hizb'Allah, Hamas, the Islamic Salvation Front, and Boko Haram; transnational Islam and international jihadism - Al-Qaeda, Jamaah Islamiyah, and ISIS.

Teaching: This course has an online option in addition to being taught in the classroom.

There will be a reading week in the Michaelmas and the Lent Terms.

Formative coursework: One formative essay (3,500 words) in Michaelmas Term.

Assessment: Essay (35%, 3500 words) in the LT.

Essay (35%, 3500 words) in the ST.

Presentation (15%) and class participation (15%) in the MT and LT.

HY436

Race, Violence and Colonial Rule in Africa

This information is for the 2020/21 session.

Teacher responsible: Dr Joanna Lewis SAR G.02

Availability: This course is available on the MSc in Conflict Studies, MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International Migration and Public Policy, MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course examines the nature of colonial rule in Africa and its impact. It is focused upon the violence inherent in this encounter, its different forms and origins. It seeks to provide an explanation of the conflicts which erupted in Africa after 1989 by developing a historical perspective from the pre-colonial period onward. It is essentially a political history but includes cultural, social and economic aspects. The main thread running through the narrative is provided by the British empire in Africa but Belgian and Portuguese rule are also studied. Topics covered include pre-colonial African kingdoms, the 'Scramble for Africa'; white settler culture and the colonial state; the origins of apartheid South Africa; indirect rule and Chiefs;; the Mau Mau uprising in Kenya; the Congo crisis and the assassination of Patrice Lumumba; the rise and fall of 'white' Rhodesia; the wars of liberation in Mozambique; the end of the apartheid state; the genocide in Rwanda; the civil war in Sierra Leone; Mugabe and Zimbabwe; Somali warlordism and the 'collapsed state'.

Teaching: Learning engagement may include recorded content, Moodle work in groups, and live Zoom sessions; to be determined by the teacher. There will be a reading week in the Michaelmas and the Lent terms.

Formative coursework: Each student is required to write one formative essay of 4000 words in the Michaelmas Term.

Indicative reading: John Iliffe, Africans: The History of a Continent (CUP, 2017 edn); Cheikh Anta Diop, Precolonial. Black Africa: A Comparative Study of the Political and Social Systems of Europe and Black Africa, from Antiquity to the Formation of Modern States (1988); E Akyeampong et al, Africa's Development in Historical Perspective (Cambridge University Press, 2014); Mary Kingsley, Travels in West Africa (Penguin Classic, 2015); Petina Gappah, Out of the Darkness, Shining Light (2020); Thomas Pakenham, The Scramble for Africa (Abacus, 1992); Sylviane A. Diouf, Dreams of Africa in Alabama: The Slave Ship Clotilda and the Story of the Last Africans Brought to America (OUP, 2009); Adam Hirsch, King Leopold's Ghost (Pan Books, 2012 edn); F Furedi, The Silent War: Imperialism and the Changing Perception of Race (Pluto Press, 1998); M. Meredith, The state of Africa (Free Press, 2005); R Dowden, Africa: Altered States. Ordinary Miracles (Portobello

Books, 2009); N Mandela, *Long Walk to Freedom* (Abacas Books, 1994); Magma Fuze, *The Making of a Kholwa Intellectual* by Hlonipha Mokoena (Kwa Zulu University Press, 2011); D Kennedy, *Islands of White: Settler Society and Culture in Kenya and Rhodesia, 1890-1939* (Duke University Press, 1987); F Fanon, *The Wretched of the Earth*, (Penguin Modern Classic); Terri Ochiagha, *A short history of Chinua Achebe's Things Fall Apart* (Ohio University Press, 2018); A. Igoni Barrett, *Blackass* (Chatto & Windus, 2015); Ttsi, *Dangarembga, Nervous Conditions* (Seal Press, 2002 edn); Jeffrey Nyarota, *The Graceless Fall of Robert Mugabe: The End of a Dictator's Reign* (Penguin; 2018); K Holsti, K. *The State, War, and the State of War* (Cambridge University Press, 1996). David van Reybrouck, *Congo: The Epic History of a People* (2015)

Assessment: Essay (40%, 4000 words) in the LT.

Essay (60%, 6000 words) in the ST.

HY440

The Iranian Revolution

This information is for the 2020/21 session.

Teacher responsible: Dr Roham Alvandi SAR M.12

Availability: This course is available on the MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

Please note that students taking this course cannot take GV4E7 Islamic Republic of Iran: Society, Politics, the Greater Middle East (H).

Course content: This course examines the origins of the 1978-79 Iranian Revolution in the cultural, diplomatic, intellectual, political, and social history of Pahlavi Iran. The course begins with the emergence of the modern Iran during the Constitutional Revolution in the Qajar era, before turning to the Iranian encounter with decolonisation and the Cold War under the Pahlavi monarchy. We discuss Iran's experience of American modernisation and the crisis of legitimacy that engulfed the last Shah of Iran, Mohammad Reza Pahlavi, following the 1953 coup in Iran. The course locates the origins of the Iranian Revolution in the global contest between the Shah and the Iranian opposition throughout the 1960s and 1970s, as both the state and its opponents contested notions of modernity, Shi'a Islam, universal human rights, and Third Worldism. Students are asked to look in depth at the politics and ideology of the Pahlavi state and the opposition forces arrayed against the Shah, both in a national and global context. A particular emphasis of the course is on the international relations of Pahlavi Iran, particularly Iran's relations with the United States, and the transnational connections between the Iranian opposition and the anti-imperialist movements of the global 1960s and 1970s. The course culminates with the fall of the Pahlavi monarchy in 1979 and the subsequent creation of the Islamic Republic.

Teaching: Students will engage with class content in large and small group meetings. Learning engagement includes recorded content, live sessions, small group meetings, asynchronous moodle posts, and short presentations

There will be a reading week in the MT and the LT.

Formative coursework: Students are required to submit one 3,500-word essay in the MT.

Indicative reading: Abrahamian, Ervand, *The Iranian Mojahedin* (New Haven: Yale University Press, 1989). Janet Afary and Kevin B. Anderson, *Foucault and the Iranian Revolution: Gender and the Seductions of Islamism* (Chicago: The University Press of Chicago, 2005). Alvandi, Roham (ed.), *The Age of Aryamehr: Late Pahlavi Iran and its Global Entanglements* (London: Gingko Library, 2018). Ansari, Ali, *The Politics of Nationalism in Modern Iran* (Cambridge: Cambridge University Press, 2012). Boroujerdi, Mehrzad. *Iranian Intellectuals and the West: the tormented triumph of nativism* (Syracuse, N.Y.: Syracuse University Press, 1996).

Chehabi, Houchang E., *Iranian Politics and Religious Modernism: the Liberation Movement of Iran under the Shah and Khomeini* (Ithaca: Cornell University Press, 1990). Keddie, Nikki R., *Modern Iran: Roots and Results of Revolution*, New Edition (New Haven and London: Yale University Press, 2006). Milani, Abbas, *The Persian Sphinx: Amir Abbas Hoveyda and the riddle of the Iranian revolution* (Washington, DC: Mage Publishers, 2000). Nabavi, Negin, *Intellectuals and the State in Iran: politics, discourse and dilemma of authenticity* (Gainesville: University Press of Florida, 2003). Paidar, Parvin, *Women and the Political Process in Twentieth Century Iran* (Cambridge: Cambridge University Press, 1995). Rahnema, Ali, *An Islamic Utopian: A Political Biography of Ali Shari'ati* (London: I.B. Tauris, 1998). Shakibi, Zhand, *Pahlavi Iran and the Politics of Occidentalism: The Shah and the Rastakhiz Party* (London: I.B. Tauris, 2020).

Assessment: Essay (35%, 3500 words) in the LT.

Essay (35%, 3500 words) in the ST.

Presentation (15%) and class participation (15%) in the MT and LT.

HY441 Not available in 2020/21

Islam, State and Conflict in Southeast Asia

This information is for the 2020/21 session.

Teacher responsible: Dr Kirsten Schulze SAR 2.12

Availability: This course is available on the MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available as an outside option to students on other programmes where regulations permit.

Course content: This course looks at Indonesia, Malaysia, and the Philippines from the colonial period to the present day. It focuses on Islam, state and conflict, starting with a broader discussion on the Islamisation of Southeast Asia and the entry of the European colonial powers. This is followed by a closer analysis of the relationship between Islam and the colonial state with seminars on the Dutch East Indies, 'British' Malaya, and the 'Spanish' Philippines. The course then looks at the rise of nationalism and the interplay between Islam and nationalism in the Muslim-majority states of Indonesia and Malaysia as well as the Muslim-minority state of the Philippines. In the second term this course studies the dynamics of Islam, the state, and local society in the Darul Islam rebellions (Indonesia), the Aceh conflict (Indonesia), the Mindanao conflict (the Philippines), the Poso and Ambon conflicts (Indonesia). It also looks at Islam and social conflict in Malaysia as well as the rise of regional and international jihadism with Jemaah Islamiyah and the Southeast Asian affiliates of ISIS.

Teaching: 20 two-hour seminars in the Michaelmas and the Lent Terms. This course will be taught online in 2020-21.

Formative coursework: One formative essay (3,500 words) in Michaelmas Term.

Assessment: Essay (35%, 3500 words) in the LT.

Essay (35%, 3500 words) in the ST.

Presentation (15%) and class participation (15%).

HY444

The Cold War in Latin America

This information is for the 2020/21 session.

Teacher responsible: Dr Tanya Harmer SAR M.11

Availability: This course is available on the MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History

of International Relations. This course is available as an outside option to students on other programmes where regulations permit.

Course content: This seminar is designed to introduce students to new historical approaches to the Cold War in Latin America. It responds to new research and debates that have arisen in recent years regarding the meaning of the Cold War in a Latin American context. Students will examine the conflict's origins, who its protagonists were, the extent to which the superpowers were involved in it and its significance at a local, regional, and global level. The course places particular emphasis on the role of ideas and ideological struggles; the intersection between these ideas and the challenges of modernity and economic development; the causes of revolutionary and counter-revolutionary upheaval; the manifestations of violence and its effects; and the cultural Cold War. Students will be encouraged to explore the intra-regional and transnational dynamics of the Cold War in Latin America. They will study how events in one part of Latin America (for example, the overthrow of Jacobo Arbenz in Guatemala, the Cuban Revolution, the Brazilian and Chilean coups or the Central American crises in the 1980s) impacted upon other areas of region. The seminar will also devote time to looking at Latin America's experience of the Cold War from a global comparative perspective, particularly in contrast to other parts of the Third World. Although the seminar will mostly involve intensive reading and discussion of secondary sources, students will also be encouraged to reflect on new online archival material, published writings of principal thinkers and oral histories as a means of understanding key concepts and ideas.

Teaching: Students will engage with seminar content in a variety of ways, including live sessions, small group meetings, asynchronous moodle posts, and short presentations.

There will be a reading week in the Michaelmas and Lent terms.

Formative coursework: Students are required to write one 3,000 word formative essay in the Michaelmas Term and weekly discussion posts on Moodle.

Indicative reading: Gilbert Joseph and Daniela Spenser (eds.), *In From the Cold: Latin America's New Encounter with the Cold War* (2007); Greg Grandin and Gilbert Joseph (eds.), *A Century of Revolution: Insurgent and Counterinsurgent Violence During Latin America's Long Cold War* (2011); Michael Löwy (ed.), *Marxism in Latin America from 1909 to the Present: An Anthology* (1992); Michelle Chase, *Revolution within the Revolution: Women and Gender Politics in Cuba, 1952-1962* (2015); Benjamin Cowan, *Securing Sex: Morality and Repression in the Making of Cold War Brazil* (2016); Jean Franco, *The Decline and Fall of the Lettered City: Latin America in the Cold War* (2002); John Dinges, *The Condor Years: How Pinochet and His Allies Brought Terrorism to Three Continents* (New York: The New Press, 2004); Dirk Kruijt, *Guerrillas: War and Peace in Central America* (2008); Odd Arne Westad, *The Global Cold War: Third World Interventions and the Making of Our Times* (2005); Piero Gleijeses, *Conflicting Missions: Havana, Washington, and Africa, 1959-1976* (2003); Renata Keller, *Mexico's Cold War: Cuba, the United States, and the Legacy of the Mexican Revolution* (2015)

Cindy Forster, *The Time of Freedom: Campesino Workers in Guatemala's October Revolution* (2001)

Assessment: Essay (50%, 6000 words) in the ST.

Essay (35%, 3500 words) in the LT.

Class participation (15%) in the MT and LT.

HY448 Not available in 2020/21

Living with the Bomb: An International History of Nuclear Weapons and the Arms Race from the Second World War to the end of the Cold War

This information is for the 2020/21 session.

Teacher responsible: Prof Matthew Jones SAR 3.09

Availability: This course is available on the MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and World History (LSE

& Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course takes as a prime focus the nuclear policies pursued by some of the major powers in the international system from the initial use of nuclear weapons against Japan in 1945 until the collapse of the Soviet Union in 1991. It introduces and explores three main themes: how the advent of nuclear weapons came to influence national strategies and crisis behaviour; why the development of nuclear weapons and their delivery systems fuelled an arms race that became one of the defining features of the Cold War; and how major powers have attempted to curb the testing of such weapons, the numbers contained in their arsenals, and their spread, through measures of arms control and non-proliferation. After examining the controversy over the atomic bombing of Japan in 1945, including the moral and ethical questions raised by nuclear use, the course includes consideration of some of the most important events and debates in post-war nuclear history – the course is not designed or intended to be a potted history of the Cold War, but rather looks at the influence and role of nuclear weapons (and the strategic thinking that accompanied their development). The movement to ban the testing of nuclear weapons is also covered, and attention given to the Chinese, British and French national nuclear programmes, as well as those of the Soviet Union and United States. The last portion of the course offers close analysis of the international negotiations over arms control and non-proliferation that have featured since the late 1960s. Throughout the course students will engage with contemporary writings and study primary source documents which will accompany each topic.

Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of help sessions in the ST.

Students will be expected to read essential primary and secondary material for each weekly class, to deliver presentations, and to participate in seminar discussions. Reading week will take place in week 6 of MT and LT.

Formative coursework: Students will be required to produce a 2,000 word formative essay during week 6 of the Michaelmas Term.

Indicative reading: Barton Bernstein (ed), *The Atomic Bomb: The Critical Issues* (1976). Richard K. Betts, *Nuclear Blackmail and Nuclear Balance* (1987). Kai Bird and Lawrence Lifschultz (eds), *Hiroshima's Shadow* (1998). McGeorge Bundy, *Danger and Survival: Choice About the Bomb in the First Fifty Years* (1988). Gerard DeGroot, *The Bomb: A History of Hell on Earth* (2004). Robert Divine, *Blowing on the Wind: The Nuclear Test Ban Debate, 1954-60* (1978). Lawrence Freedman, *The Evolution of Nuclear Strategy* (1st ed, 1981, 2nd ed 1988). Francis J. Gavin, *Nuclear Statecraft: History and Strategy in America's Atomic Age* (Ithaca, 2012). Michael J. Hogan (ed), *Hiroshima in History and Memory* (Cambridge, 1996). David Holloway, *Stalin and the Bomb: The Soviet Union and Atomic Energy, 1939-1956* (London, 1994). John W. Lewis and Xue Litai, *China Builds the Bomb* (Stanford, 1988). Shane J. Maddock (ed), *The Nuclear Age* (Boston, 2001). Ernest R. May, John L. Gaddis, Philip H. Gordon and Jonathan Rosenberg (eds), *Cold War Statesmen Confront the Bomb: Nuclear Diplomacy since 1945* (1999). Eric Schlosser, *Command and Control* (London, 2013). Martin Sherwin, *A World Destroyed: Hiroshima and the Origins of the Arms Race* (original ed 1975, rev ed, 1987). Marc Trachtenberg, *History and Strategy* (1991).

Assessment: Exam (50%, duration: 2 hours) in the summer exam period.

Essay (25%, 3000 words) and essay (25%, 3000 words) in the LT. Assessment will be through two methods:

An unseen two hour examination paper, where students will have to write two essays drawn from a list of questions covered in the weekly classes (50%).

Two summative essays, each maximum 3,000 words, and taken from a set list of questions (25% for each essay).

HY458

LSE-Columbia University Double Degree Dissertation

This information is for the 2020/21 session.

Teacher responsible: Dr Roham Alvandi SAR M.12

Dr Victoria Phillips

Availability: This course is compulsory on the MSc in International and World History (LSE & Columbia). This course is not available as an outside option.

Pre-requisites: During their first year at Columbia University, students will identify a topic for the dissertation and will submit a detailed dissertation proposal form to their LSE supervisor. They will also have undertaken substantial research over the course of the summer, have written a Dissertation Research Report before arriving at LSE and be in a position to talk in a detailed manner with regards to their dissertation. These and the completion of other formal requirements for year one of the Double Degree will be needed before students can proceed to the second year of the programme at LSE.

Course content: The individual dissertation will be supervised and assessed at LSE in accordance with the Department's MSc regulations. It will be in the form of a thesis of no more than 15,000 words. The dissertation workshop will complement this by offering sessions on methodological topics, and 7 sessions in which the students will each present updates on their research over the summer (MT) and a 3,000 word extract from their dissertations for group discussion, evaluation and analysis (LT).

Teaching: 10 hours of seminars in the MT. 10 hours of seminars in the LT. Seminars will take place on campus or via Zoom, as circumstances dictate.

Formative coursework: Students will be requested to submit a Dissertation Research Report for discussion in the MT. Students are also required to circulate a 3000-word extract of their dissertation for discussion in the LT.

Indicative reading: A reading list will be provided at the start of the course but will include the following introductory surveys: Berger, Feldner and Passmore, *Writing History*; D Cannadine (Ed), *What is History now?*; L Jordanova, *History in Practice*; R Evans, *In Defence of History*; J Tosh, *The Pursuit of the Past*; M Bloch, *The Historian's Craft*; R G Collingwood, *The Idea of History*.

Assessment: Dissertation (100%, 15000 words) in the ST.

HY459 Not available in 2020/21

The Ottoman Empire and its Legacy, 1299-1950

This information is for the 2020/21 session.

Teacher responsible: Prof Marc Baer SAR 3.17

Availability: This course is available on the MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The Ottoman Empire (1299-1923) was one of the longest lasting and most territorially extensive of all empires in history. Yet today few know about its nature, whether in Turkey or abroad. Who were the Ottomans? How did they run their empire? How did they manage diversity? How did their understanding and practice of Islam change over time? What was the secret of their success, and what ultimately caused the empire's fall? How do the Ottomans compare to other contemporary empires? What is the Ottoman legacy, especially in Turkey and Greece? What is the significance of the Ottoman Empire for world history?

In order to answer these questions we will study the following topics: three pillars of Ottoman inheritance: Byzantium, Islam, Mongols; the origins and rise of the Ottoman Empire; the conquest of Constantinople and its significance for world history; Ottoman

state institutions in the "classic age," gendering Ottoman History; the Ottomans and the Renaissance; the Ottomans and the Age of Exploration; the Ottoman-Safavid-Habsburg struggle for supremacy; Ottoman Jews: model minority?; sixteenth- and seventeenth-century transformations; pietism, conversion, and interreligious relations; reform and repression, 1839-1908; Orientalism and the Ottomans; the Young Turks and the revolution of 1908; World War I and the Armenian genocide; Atatürk: the "Father" of Modern Turkey and the new Turkish Republic; the Kurdish issue; the legacy of the Ottoman Empire in comparative perspective; and the Ottoman past in Turkish historical fiction.

Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.

There will be a reading week in the Michaelmas and the Lent terms and a revision session in the Summer Term.

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

Weekly written and oral reading reports in MT and LT. Completion of these is mandatory, in order to facilitate good seminar discussions.

Indicative reading: Jane Burbank and Frederick Cooper, *Empires in World History: Power and the Politics of Difference* (Princeton 2010); Marshall Hodgson, *Rethinking World History: Essays on Europe, Islam, and World History* (Cambridge 1993); Caroline Finkel, *Osman's Dream: The History of the Ottoman Empire* (London 2005); Giancarlo Casale, *The Ottoman Age of Exploration* (Oxford 2011); Marc David Baer, *Honored by the Glory of Islam: Conversion and Conquest in Ottoman Europe* (Oxford 2008); Marc David Baer, *The Dönme: Jewish Converts, Muslim Revolutionaries, and Secular Turks* (Stanford 2010); Mark Mazower, *Salonica City of Ghosts: Christians, Muslims, and Jews 1430-1950* (Vintage 2006).

Assessment: Exam (50%, duration: 2 hours) in the summer exam period.

Essay (35%, 3000 words) in the LT.

Presentation (15%) in the MT and LT.

The participation grade will be based on the quality of the student's contribution to seminar discussions, and weekly posting of reading responses.

HY461

East Asia in the Age of Imperialism, 1839-1945

This information is for the 2020/21 session.

Teacher responsible: Dr Antony Best SAR 3.14

Availability: This course is available on the MSc in China in Comparative Perspective, MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: There are no formal pre-requisites for this course, but some knowledge of the international history of East Asia would be useful.

Course content: The course looks at the origins and the political, strategic, economic and cultural consequences of the arrival of Western imperialism in East Asia. Subjects covered by the course include the clash between the Westphalian and Sinocentric international orders; the opium wars; the fall of the Tokugawa shogunate; the Japanese, Korean and Chinese responses to the arrival of the West; the history of Western imperialism in China and the rise of Chinese nationalism; the rise of Japanese imperialism; the Russo-Japanese War and its consequences; pan-Asianism, race and immigration; the Chinese revolution of 1911-12; the rise of intra-Asian trade; the effect of Wilsonian and communist internationalism; Japan's move towards aggressive expansion in the 1930s; the outbreak of the Pacific War.

Teaching: Students will engage with seminar content in group meetings, including short presentations.

This course has an online option in addition to being taught in the class room.

Students on this course will have a reading week in Week 6 of the MT and the LT.

Formative coursework: Students will be required to write three essays over the academic year. The second essay will be assessed and the third essay will be a mock examination.

Indicative reading: A detailed reading list will be issued at the start of the course, but the following provide a useful introduction to the themes, events and historiography:

- Shigeru Akita (ed.), *Gentlemanly Capitalism, Imperialism and Global History* (Basingstoke, 2002);
- Warren Cohen, (ed), *Pacific Passage: The Study of American-East Asian Relations on the Eve of the Twenty-First Century* (New York, 1996);
- Merle Goldman & Andrew Gordon, (ed.), *Historical Perspectives on Contemporary East Asia* (Cambridge, Mass. 2000);
- Akira Iriye, *Japan and the Wider World: From the Mid-Nineteenth Century to the Present* (London, 1997);
- Jonathan Spence, *The Search for Modern China* (1999);
- Chushichi Tsuzuki, *The Pursuit of Power in Modern Japan 1825-1995* (Oxford, 2000).

Assessment: Essay (25%, 3000 words) in the LT.

Take-home assessment (75%) in the ST.

HY463

The Origins of the Cold War, 1917-1962

This information is for the 2020/21 session.

Teacher responsible: Prof Vladislav Zubok SAR 3.13

Availability: This course is available on the MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course examines the origins of the Cold War and the dynamics of its rise during the period from World War II to the Cuban Missile Crisis in 1962. It looks at long-term trends as well as specific events in order to elucidate how the Cold War originated and evolved. It deals with the Cold War as international history, covering the period from a wide variety of geographical and national angles: while some meetings necessarily centre on an individual state or a bilateral relationship, there will be others that deal with a wider region or with global trends. Intellectually, therefore, the course stresses the transformation of the field from the study of (primarily American) national foreign policy to a broader international approach.

There are seminars on the following topics: Introduction. The Origins of the Origins, 1917-1943; The Breakdown of the Grand Alliance, 1943-1946; The Division of Germany, 1945-1952; The Sovietisation of Eastern Europe and the Yugoslav Exception; The Marshall Plan and the Foundation of NATO; Nuclear Weapons, Science, and Technology at the Start of the Cold War, 1945-1952; The Communist Victory in China and the Origins of the Korean War; The Korean War; Grand Strategy I: The Soviet Union and the Post-War World, 1945-1953; Grand Strategy II: The United States and the Post-War World, 1945-1953; Cold War Liberalism and McCarthyism: Anti-Communism and the Cold War in American Politics and Culture, 1947-1954; The Sino-Soviet Alliance, 1954-1962; Indochina Wars: From the French Indochina War to the Eve of American Intervention; Eastern Europe from 1953 to the Aftermath of the 1956 Revolutions; The Berlin Crisis, 1958-1962; From the Cuban Revolution to the Cuban Missile Crisis, 1958-1962; Grand Strategy III: Soviet Foreign Policy from Stalin's Death to the

Cuban Missile Crisis; Grand Strategy IV: US National Security Policy from Eisenhower to Kennedy; World Economy, Technology, and the Cold War; The Ideologies, Identities, and the Cold War.

There are lectures (joint with HY206) covering the following topics: The Breakdown of the Grand Alliance, 1943-1946; The Division of Germany; The Iron Curtain; The Marshall Plan and the Foundation of NATO; The United States and Japan, 1945-1965; The Outbreak of the Korean War; The Sino-Soviet Alliance; The 1956 Hungarian Revolution; Technologies, Weapons, and the Arms Race; The Cuban Revolution and the 1962 Missile Crisis; Culture and Mindsets.

Teaching: Seminars will be taught on campus or via Zoom as circumstances dictate. The twofold emphasis of the seminars is on working with the historiography and with the primary sources, in order to understand how historians have interpreted (and re-interpreted) the origins of the Cold War in light of their access to new sources.

Recorded lectures from HY206 The International History of the Cold War will also be available to HY463 students.

There will be a reading week in the Michaelmas and the Lent terms.

Formative coursework: Students are required to make brief historiographical notes for each seminar starting from week 3, to give two oral presentations during the year and to submit one 3000-word formative essay in the Michaelmas Term (the second essay is assessed, see below).

Indicative reading: M.P. Leffler/O.A. Westad (eds), *The Cambridge History of the Cold War*; J.M. Hanhimäki/O.A. Westad (eds), *The Cold War: A History in Documents and Eyewitness Accounts*; J.L. Gaddis, *The Cold War: A New History*; V.M. Zubok, *A Failed Empire*.

Assessment: Exam (75%, duration: 3 hours) in the summer exam period.

Essay (25%, 3000 words) in the LT.

HY465

The International History of the Balkans since 1939: State Projects, Wars, and Social Conflict

This information is for the 2020/21 session.

Teacher responsible: Dr Svetozar Rajak SAR.3.15

Availability: This course is available on the MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course examines the history of the Balkans in the second half of the Twentieth century and on the threshold of the Twenty First century. It is not, however, designed to provide a simple historical overview of the region during this period. The course aims to integrate broader themes and interpretations of the Cold War and its legacy, and of deeper civilizational undercurrents of the second half of the Twentieth Century, with the study of the region and its only federation, Yugoslavia. To do so, it will invoke three main themes that will also facilitate insight into the interaction between the global, regional, and country specific. Firstly, the course will explore the regional and inter-bloc dynamics within the structured Cold War system by looking at the impact the Cold War had on the region and, in turn, at the influence the Balkans, in particular the Greek Civil War and Yugoslavia's conflict with the USSR exercised on the institutionalization and the dynamics of the Cold War during its nascent decade. Secondly, the course will look into the unique role Yugoslavia played in the creation of the alternatives and challenges to the bipolar structure and rigidity of the Cold War world, namely the Non-aligned Movement, and the ideological heresy, the so called "Yugoslav road to Socialism" that created a schism within one of the ideological poles of the Cold War, the Soviet Communism. Thirdly, the course

will offer insight into the dramatic impact the end of the Cold War on the developments in the region, in particular on the collapse of the Yugoslav federation; at the same time, it will assess the role that the disintegration of Yugoslavia and the subsequent wars of secession had on the creation of the concepts that became the building blocks of the post-Cold War international system, namely nation-building, humanitarian intervention, international community, conflict-resolution, limited sovereignty, decreasing role of the UN, American hegemony, etc.

Teaching: Seminars will be taught on campus or via Zoom as circumstances dictate. There will be a reading week in week 6 of the Michaelmas and Lent Terms.

Formative coursework: Students are required to write one 3,000 word essay in the Michaelmas term. There will also be a mock exam (a one-hour essay) in the end of the Lent term.

Indicative reading: Crampton, Richard J., *The Balkans Since the Second World War*, (New York: Longman, 2002). Glenny, Misha, *The Balkans 1804 - 1999: Nationalism, War and the Great Powers*, (London, Granta Books, 1999). Ramet, Sabrina, *The Three Yugoslavias: State Building and Legitimation, 1918-2005*, (Washington D.C.: Woodrow Wilson Center Press/Bloomington and Indianapolis: Indiana University Press, 2006). Todorova Maria, *Imagining the Balkans*, Oxford University Press, 1997. Lawrence S. Wittner, *American Intervention In Greece, 1943-1949*, (New York, Columbia University Press, 1982). Peter J. Stavrakis, *Moscow and Greek Communism, 1944-1949*, (Ithaca and London, Cornell University Press, 1989). Rajak, Svetozar, *The Cold War in the Balkans: From the Greek Civil War to the Soviet-Yugoslav Normalization in Leffler, Melvyn and Westad, Arne (eds), The Cambridge History of the Cold War, Volume I: Origins*, (Cambridge: Cambridge University Press, 2010). Woodward, Susan L., *Balkan Tragedy: Chaos and Dissolution after the Cold War*, (Washington D.C.: The Brookings Institution, 1995). Bose, Sumantra, *Bosnia After Dayton: Nationalist Partition and International Intervention*, (New York: Oxford University Press, 2002). Latawski, Paul, and Smith Martin A., *The Kosovo Crisis and the Evolution of Post-Cold War European Security*, (Manchester and New York: Manchester University Press, 2003).

Assessment: Exam (50%, duration: 2 hours) in the summer exam period.

Essay (25%, 3000 words) in the ST.

Class participation (10%) and presentation (15%) in the MT and LT.

HY469

Maps, History and Power: The Spaces and Cultures of the Past

This information is for the 2020/21 session.

Teacher responsible: Dr Paul Stock SAR 2.15

Availability: This course is available on the MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: How did past societies and cultures understand the world around them? How did those societies use maps to represent physical, social and imaginative spaces? Do maps merely reflect particular mentalities and social practices, or do they actively shape the experience and perception of the world? Maps, History and Power addresses these and other questions by exploring mapping practices and spatial thought in several European and non-European contexts from the medieval to the modern periods. The course explores how past societies have used maps to serve a number of practical and ideological purposes: to express religious belief, to aid navigation and commerce, to assert cultural superiority, and to enable state formation or imperial control. Alongside readings in history and

cartography, the course will make extensive and innovative use of the latest digital resources, allowing students to view and discuss historical maps from the world's great research libraries and collections.

Teaching: Learning engagement may include recorded content, live sessions, small group meetings, asynchronous Moodle posts, and short presentations. The course operates reading weeks in the MT and LT.

Formative coursework: Students will be required to submit two 3,000 word formative essays (one per term). They will also have the opportunity to sit a mock exam.

Indicative reading: Jeremy Black, *Maps and History: Constructing Images of the Past* (New Haven: Yale University Press, 1997). Jerry Brotton, *A History of the World in Twelve Maps* (London: Allen Lane 2012). David Buisseret, *The Mapmakers' Quest: Depicting New Worlds in Renaissance Europe* (Oxford: Oxford University Press, 2003). Denis Cosgrove (ed.), *Mappings* (London: Reaktion, 1999). J.B. Harley, *The New Nature of Maps: Essays in the History of Cartography* (Baltimore: Johns Hopkins University Press, 2001). Christian Jacobs, *The Sovereign Map: Theoretical Approaches in Cartography throughout History*, trans. Tom Conley, ed. Edward H. Dahl (Chicago: Chicago University Press, 2006). Mark Monmonier, *How to Lie with Maps* (Chicago: Chicago University Press, second ed. 1996). David Turnbull, *Maps are Territories, Science is an Atlas* (Chicago: Chicago University Press, 1993). Denis Wood, *The Power of Maps* (London: Routledge, 1993).

Assessment: Exam (100%, duration: 3 hours) in the summer exam period.

Unseen examination paper; in person or online as circumstances permit.

HY471

European Empires and Global Conflict, 1935-1948

This information is for the 2020/21 session.

Teacher responsible: Dr David Motadel SAR 3.16

Availability: This course is available on the MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The course examines the history of the European empires in the Second World War. It covers the history of the war fought in the imperial world and its impact on the lives of millions of colonial civilians; the political, military, and social history of colonial soldiers who fought in Europe's multi-ethnic and multi-religious armies; the history of anti-colonial movements during the war, from Ho Chi Minh's Viet Minh to Gandhi's Quit India movement; and the history of the war's impact on decolonisation and the twentieth century world order. Overall, the course explores the non-European experience of the Second World War, examining the ways in which the conflict shaped societies and political orders in Africa, Asia, and beyond. Drawing on key secondary texts, primary sources, and visual material, the course provides a broad introduction to the most destructive and cataclysmic conflict in modern global history.

Teaching: Seminars will be taught on campus, with online teaching via Zoom as a back-up if required.

There will be reading weeks in the MT and the LT.

Formative coursework: Students will be expected to produce one essay (2,500 to 3,000 words) in MT; one presentation in MT; and one presentation in LT. Students will also be required to prepare short summaries of the readings (bullet points) for the weekly meetings.

Indicative reading: C. A. Bayly and Tim Harper, *Forgotten Armies:*

Britain's Asian Empire and the War with Japan (London, 2004). Judith A. Byfield, Carolyn A. Brown, Timothy Parsons, and Ahmad Alawad Sikainga (eds.), *Africa and World War II* (Cambridge, 2015). Ronald Hyam, *Britain's Declining Empire: The Road to Decolonisation, 1918-1968* (Cambridge, 2007). Ashley Jackson, *The British Empire and the Second World War* (London, 2006). Eric T. Jennings, *Vichy in the Tropics: Pétain's National Revolution in Madagascar, Guadeloupe and Indochina, 1940-1944* (Stanford, 2001). John Kent, *The Internationalization of Colonialism: Britain, France and Black Africa, 1939-1956* (Oxford, 1992). Yasmin Khan, *The Raj at War: A People's History Of India's Second World War* (London, 2015). David Killingray and Richard Rathbone (ed.), *Africa and the Second World War* (London, 1986). William Roger Louis, *Imperialism at Bay, 1941-45: The United States and the Decolonization of the British Empire* (Oxford, 1977). Emily S. Rosenberg (ed.), *A World Connecting, 1870-1945* (Cambridge, MA, 2012). Aviel Roshwald, *Estranged Bedfellows: Britain and France in the Middle East during the Second World War* (New York, 1990). Alberto Sbacchi, *Ethiopia under Mussolini: Fascism and the Colonial Experience* (London, 1985). Martin Thomas, *The French Empire at War, 1940-1945* (Manchester, 1998). Stein Tønnesson, *The Vietnamese Revolution of 1945: Roosevelt, Ho Chi Minh and de Gaulle in a World at War* (London, 1991). Gerhard L. Weinberg, *A World at Arms: A Global History of World War II* (Cambridge, 2005).

Assessment: Essay (50%, 5000 words) in the LT.
Essay (50%, 5000 words) in the ST.

HY472

China and the External World, 1711-1839

This information is for the 2020/21 session.

Teacher responsible: Dr Chung Yam Po SAR 2.18

Availability: This course is available on the MSc in China in Comparative Perspective, MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course provides a critical overview of the history of Qing China from the early eighteenth to the mid-nineteenth centuries, tracing political, institutional, cultural, and social continuities and changes, particularly in China's land and maritime frontiers. Beginning in the Qianlong period, the Qing Empire became involved in an ever-growing network of commerce and cultural exchange, extending from Manchuria to Inner Asia, and from the East Sea to the Indian Ocean. Following the bloody suppression of the Lhasa riots in 1750, a series of events further connected China to the external world: the infamous Dzungar genocide, European encroachment in Asian seas, the rise of port cities in Southeast Asia that were dominated by Chinese entrepreneurs, and increasing tension between China and Western powers over sea lanes and maritime boundaries. This course will use China's shifting frontiers as a fulcrum to re-examine Chinese history in the modern era, factoring in the movement of people, commodities, ideas, cultural meanings, and imaginaries, which clearly indicate "China's outwardness." This challenges the common perception of China as isolated and inward-looking.

Teaching: Students will engage with class content in large and small group meetings. Learning engagement will include live sessions, small group meetings, asynchronous moodle posts, video clips, and short presentations. There will be a reading week in week 6 of the Michaelmas and the Lent Terms.

Formative coursework: One formative essay in the Michaelmas Term.

Indicative reading: Mark C. Elliot, *Emperor Qianlong: Son of*

Heaven, Man of the World (New York: Longman, 2009). Peter C. Perdue, *China Marches West: The Qing Conquest of Central Eurasia* (Cambridge, Mass.: Harvard University Press, 2009). John E. Wills, *China and Maritime Europe, 1500-1800: Trade, Settlement, Diplomacy, and Missions* (Cambridge; New York: Cambridge University Press, 2011). Robert Antony, *Like Froth Floating on the Sea: The World of Pirates and Seafarers in Late Imperial South China* (Berkeley, Calif.: Institute of East Asian Studies, 2003). Kenneth Pomeranz, *The Great Divergence: China, Europe, and the Making of the Modern World Economy* (Princeton, N.J.: Princeton University Press, 2000). Eric Tagliacozzo, Helen F. Siu, Peter C. Perdue, *Asia Inside Out: Connected Places* (Cambridge, Mass.: Harvard University Press, 2015). Ronald C. Po, *The Blue Frontier: Maritime Vision and Power in the Qing Empire* (Cambridge: Cambridge University Press, 2018). Timothy Brook, *Great State: China and the World* (London: Profile Books, 2019). William Rowe, *China's Last Empire: The Great Qing* (Cambridge, MA.: Harvard University Press, 2009)

Assessment: Exam (50%, duration: 2 hours) in the summer exam period.

Essay (35%, 3500 words) in the LT.

Presentation (15%) in the MT and LT.

HY477

Race, Gender and Reproduction in the Caribbean, 1860s-1980s

This information is for the 2020/21 session.

Teacher responsible: Dr Oscar Webber SAR M.13

Availability: This course is available on the MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available as an outside option to students on other programmes where regulations permit.

Course content: In the wake of slavery, debates about the intersecting politics of race, gender, and reproduction arose in the Francophone, Anglophone, and Hispanic Caribbean and continued well into the 1960s. This module explores the ways in which the formerly enslaved as well as former planters, imperial officials, newly indentured labourers from South Asia, philanthropists, medical professionals, and welfare workers contributed to and shaped colonial social welfare, health policies, and ideas surrounding racial uplift and improvement. Students will engage in comparative intellectual and social history by drawing on primary and secondary sources to consider the influence of European and American imperialism in the Caribbean. A range of topics will be explored including post-emancipation population decline; infant mortality; illegitimacy; venereal disease; birth control; inter- and extra regional migration; eugenics; tropical medicine; interwar population increase and the impact these issues had on the First and Second World Wars, decolonisation, departmentalisation and other independence struggles. Each week students will focus on a topic in relation to different Caribbean islands. All primary sources will be available in English.

Teaching: Students will engage with seminar content in small group meetings. Learning engagement includes a mixture of live sessions, small group meetings, short presentations and recorded content.

There will be a reading week in the MT and the LT.

Formative coursework: Students will be expected to produce one essay (2,500 to 3,000 words) in MT; and one presentation in either the MT or the LT. Students will also be required to prepare short summaries of the readings for the weekly meetings.

Indicative reading: Bourbonnais, Nicole, *Birth Control in the Decolonizing Caribbean: Reproductive Politics and Practice on Four Islands, 1930-1970* (Cambridge: Cambridge University Press, 2016). Briggs, Laura, *Reproducing Empire: Race, Sex, Science and*

US Imperialism in Puerto Rico (Berkeley: University of California Press, 2002). De Barros, Palmer, Steven and Wright, David (eds.), *Health and Medicine in the Circum-Caribbean, 1800-1968* (New York: Routledge, 2009). De Barros, Juanita, *Reproducing the British Caribbean: Sex, Gender and Population Politics after Slavery* (Chapel Hill: University of North Carolina Press, 2014). Findlay, Eileen, *Imposing Decency: The Politics of Sexuality and Race in Puerto Rico, 1870-1902* (Durham: Duke University Press, 1999). Holt, Thomas, *The Problem of Freedom: Race, Labor, and Politics in Jamaica and Britain, 1832-1938* (Baltimore: John Hopkins University Press, 1992). Knight, Franklin W. B. W. Higman, and Bridget Brereton (eds.), *General History of the Caribbean* (London: UNESCO Publishing, 1997). Macpherson, Anne, *From Colony to Nation: Women Activists and the Gendering of Politics in Belize, 1912-1982* (Lincoln: University of Nebraska Press, 2007). Renda, Mary, *Taking Haiti: Military Occupation and the Culture of U.S. Imperialism, 1915-1940* (Chapel Hill: University of North Carolina Press, 2001). Palmer, Steven, *Launching Global Health: The Caribbean Odyssey of the Rockefeller Foundation* (Ann Arbor: University of Michigan Press, 2010). Putnam, Lara, *The Company they Kept: Migrants and the Politics of Gender in Caribbean Costa Rica, 1870-1969* (Chapel Hill: University of North Carolina Press, 2002). Shepherd, Verene, Bridget Brereton, and Barbara Bailey (eds.), *Engendering History: Caribbean Women in Historical Perspective* (Kingston: Ian Randle, 1999).

Assessment: Essay (40%, 4000 words) in the LT.

Essay (40%, 4000 words) in the ST.

Class participation (20%) in the MT and LT.

HY478 Not available in 2020/21

Genesis of the Modern World: Europe, China and India, 1550-1840

This information is for the 2020/21 session.

Teacher responsible: Dr Gagan D. S. Sood SAR 2.07

Availability: This course is available on the MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course is about the developments that led to the emergence of our modern world. A variety of conditions have been highlighted by historians as responsible for this, including government reform, agricultural practices, empirical rationality, consumption patterns, military conflict, property rights, family arrangements, territorial conquest, revenue administration, and sheer accident. Although scholarly consensus on the leading-edge conditions still eludes us, there is broad agreement that the polities of northwestern Europe, eastern China and northern India played critical roles, and that the fateful step change occurred between the sixteenth and early nineteenth centuries.

We examine these regions and the relations between them from two distinct but complementary perspectives. These perspectives define the two terms of the course. One is historiographical and centres on received interpretive frameworks, the other is historical and builds on our best current knowledge of Eurasia in the period. In Michaelmas Term, we study the most influential paradigms and narratives that have been elaborated by historians to make sense of the early modern step change which transformed the capacities of human endeavour. Each crystallises a specific set of structures and gives primacy to different polities of Eurasia, with a particular stress on Early Modern England and the English Atlantic, Late Ming and High Qing China, and Mughal and post-Mughal India. In studying these frameworks, we will gain familiarity with the most significant attributes of these polities, and how they have been interpreted by scholars. In Lent Term, we study the ways in which

individual polities of the three regions addressed the near-universal problems that mark all complex states and societies. The solutions to these problems - grouped under the rubric of 'centralised institutions and ideology of rule', 'indirect rule and political economy', and 'plurality, them and us' - powerfully shaped their future trajectories, and had a direct bearing on relations between Europe, China and India. By recovering the most consequential structures and solutions over the two terms of this course, we seek to apprehend the genesis of the modern world.

Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT.

There will be a reading week in both the MT and the LT. As no prior knowledge of the course's subject is either assumed or required, it is essential for students to do the set readings and assignments, attend the seminars and engage actively in discussion. It is also strongly recommended that students meet informally outside the class setting to compare notes and learn from each other.

Formative coursework: A 3000-word essay will be due towards the end of MT on a historiographical topic decided in consultation with the instructor. Each week, students will work through one or more core readings which provide important background information, as well as selected further readings in line with their developing interests. These tasks will be supplemented with short response papers/memos to be posted on Moodle before the weekly seminars and unassessed debates and oral presentations during the seminars themselves.

Indicative reading: For general surveys, students may consult:

- David B. Abernethy, *The Dynamics of Global Dominance: European Overseas Empires, 1415-1980* (New Haven, CT, 2000);
- Christopher A. Bayly, *The Birth of the Modern World, 1780-1914: Global Connections and Comparisons* (Oxford, 2004);
- John Darwin, *After Tamerlane: The Global History of Empire* (London, 2007).

Signal contributions to the subject include:

- Fernand Braudel, *Civilization and Capitalism, 15th-18th Century*, 3 vols (New York, 1981-1984);
- Marshall G. S. Hodgson, *Rethinking World History: Essays on Europe, Islam, and World History* (Cambridge, UK, 1993);
- Antony G. Hopkins (ed.), *Globalization in World History* (London, 2002);
- Victor Lieberman, *Strange Parallels: Southeast Asia in Global Context, c. 800-1830*, 2 vols (Cambridge, UK, 2003-2009);
- Geoffrey Parker, *Global Crisis: War, Climate Change and Catastrophe in the Seventeenth Century* (New Haven, NH, 2013);
- Kenneth Pomeroy, *Great Divergence: Europe, China and the Making of the Modern World Economy* (Princeton, NJ, 2000).

Assessment: Essay (40%, 4000 words) in the LT.

Essay (45%, 4000 words) in the ST.

Class participation (15%) in the MT and LT.

Assessment will be via course participation (15%) and two 4000-word essays (40% and 45%, respectively). Students will be required to submit a formative essay in MT and an essay plan in LT as preparation for the assessed essays. The first assessed essay will be due in Week 9 of LT, the second in Week 1 of ST. The questions for these essays will be selected from an approved list supplied at the start of the course.

HY480

Cold War Public Diplomacy: United States Cultural Battles Abroad

This information is for the 2020/21 session.

Teacher responsible: Dr Victoria Phillips

Availability: This course is available on the MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission

as an outside option to students on other programmes where regulations permit.

Pre-requisites: The course is intended for students with or without a detailed knowledge of public diplomacy. However, students without a detailed knowledge of Cold War history are advised to undertake preliminary background reading.

Course content: Because the Cold War was a series of ideological battles for the "hearts and minds of mankind," culture became a weapon. This seminar examines the United States' export of its ideals to counter communism abroad. Although the course focuses on American-led projects, soft power, and psychological warfare, the reach was global and thus offers the opportunity to examine nations world-wide. The class opens with an examination of American political power from the 19th-century's claims about the frontier through the American Century and Cold War conceptions of "truth," "propaganda," and "informational" practices. The intersection of American governmental branches and clandestine operations with international private foundations, the press, advertising agencies, universities, corporations, and private individuals unpack the complexity of export operations. The course continues to explore cultural diplomacy through radio, music, modernist art, dance, literature, books, magazines, film, television, architecture, and sports. It examines the power of race, gender, and religion. The concept of soft power is challenged by its intersection with military operations, hot wars, or the threat of nuclear attacks in case studies of Korea, Berlin, Cuba, and Vietnam. Cultural exports are examined in the context of secondary source readings and primary sources including conventional archival documents as well as examples of art, film, and performances.

Teaching: Seminars will either be on campus or via Zoom, as circumstances dictate.

There will be a reading week in the Michaelmas and the Lent Terms.

Formative coursework: Students will be expected to produce 1 essay and 1 other piece of coursework in the MT. Students are required to produce one formative essay (3,000 words maximum) by the conclusion of the reading week in the MT. A formative primary source analysis exercise will be due at the conclusion of the MT.

Indicative reading:

- Leigh Armistead, ed., *Information Operations: Warfare and the Hard Reality of Soft Power*;
- Richard Arndt, *The First Resort of Kings: American Cultural Diplomacy in the Twentieth Century*;
- Greg Barnhisel, *Cold War Modernists: Art, Literature, & American Cultural Diplomacy*;
- Laura Belmonte, *Selling the American Way: U.S. Propaganda and the Cold War*;
- Richard H. Cummings, *Cold War Radio: The Dangerous History of American Broadcasting in Europe, 1950-1989*;
- Mary L. Dudziak, *Cold War Civil Rights: Race and the Image of American Democracy*;
- Danielle Fosler-Lussier, *Music in America's Cold War Diplomacy*;
- A. Ross Johnson and R. Eugene Parta, *Cold War Broadcasting: Impact on the Soviet Union and Eastern Europe*;
- Dianne Kirby, ed., *Religion and the Cold War*;
- Melvin P. Leffler and Odd Arne Westad, eds., *The Cambridge History of the Cold War, Volumes I, II, and III*;
- Jane Loeffler, *The Architecture of Diplomacy: Building America's Embassies*;
- Joseph S. Nye, Jr., *Soft Power: The Means to Success in World Politics*;
- Margaret E. Peacock, *Innocent Weapons: The Soviet and American Politics of Childhood in the Cold War*;
- Alfred A. Reisch, *Hot Books in the Cold War: The C.I.A. Funded Secret Western Book Distribution Program Behind the Iron Curtain*;
- Laura Roselle, *Media and the Politics of Failure: Great Powers, Communication Strategies, and Military Defeats*;
- Tony Shaw and Denise J. Youngblood, *Cinematic Cold War: The American and Soviet Struggle for Hearts and Minds*;
- Anders Stephanson, *Manifest Destiny: American Expansion and*

the Empire of Right;

- Stephen Wagg and David Andrews, eds., *East Plays West: Sport and the Cold War*;
- Audrea J. Wolfe, *Freedom's Laboratory: The Cold War Struggle for the Soul of Science*;
- Odd Arne Westad, *The Cold War: A World History*.

Assessment: Essay (55%, 5000 words) in the ST.

Presentation (10%), class participation (10%) and online assessment (25%) in the MT and LT.

On alternate weeks, students will post a brief essay on the syllabus topic (500 word-maximum – 25%) and participate in the seminar discussions (10%). During either the MT or LT, each student will give an in-class presentation relating to the week's agenda (maximum fifteen minutes, 10%). In lieu of a final exam, students will write one maximum 5,000 word essay (including footnotes) based on a primary and secondary source analysis due in the ST (55%).

HY483 Not available in 2020/21

Land and Conflict in Latin America since 1750

This information is for the 2020/21 session.

Teacher responsible: Dr Anna Cant SAR 3.12

Availability: This course is available on the MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: Extending from the late Spanish colonial era, through the wars of independence and up to present-day social conflicts, this course will focus on land. How has land been conceptualised and fought over? How have different social groups developed relationships with the land? In what ways have conflicts over land shaped Latin American politics? Students will be encouraged to take an interdisciplinary approach to these questions, drawing on new research in geography, anthropology and political science, as well as various strands of history. Despite the great diversity of the Latin American continent, land is a constant reference point and one that lends itself to rich comparative study. Topics will include the global and local politics of the colonial hacienda system, anti-colonial indigenous rebellions, scientific exploration and population displacement, peasant movements, land reform, Cold War development policies and ongoing social protests over land and resource extraction.

Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT.

There will be a reading week in week 6 of the Michaelmas and the Lent Terms.

Formative coursework: Students will be expected to produce 1 essay and 2 other pieces of coursework in the MT. Students are required to write one 2,500-word formative essay in the Michaelmas Term and two formative discussion posts at the beginning of the year.

Indicative reading:

- Richard Boyer and Geoffrey Spurling (eds.), *Colonial Lives: Documents on Latin American History, 1550-1850* (OUP, 2009);
- Brooke Larson, *Cochabamba, 1550-1900: Colonialism and Agrarian Transformation in Bolivia* (Duke University Press, 1998);
- Steve J. Stern (ed.), *Resistance, Rebellion, and Consciousness in the Andean Peasant World, 18th to 20th Centuries* (University of Wisconsin Press, 1988);
- F. Salomon and S. Schwartz (eds.), *Cambridge History of the Native Peoples of the Americas: South America* (CUP, 1999);
- Nora E. Jaffary et al (eds.), *Mexican History: A Primary Source Reader* (Westview Press, 2009);
- Laura Gotkowitz, *A Revolution for Our Rights: Indigenous Struggles for Land and Justice in Bolivia, 1880-1952* (Duke

University Press, 2007);

- Joe Foweraker, *The Struggle for Land: A Political Economy of the Pioneer Frontier in Brazil from 1930 to the Present Day* (CUP, 2002);
- Carmen Diana Deere and Magdalena León, *Empowering Women: Land and Property Rights in Latin America* (University of Pittsburgh Press, 2001);
- Enrique Mayer, *Ugly Stories of the Peruvian Agrarian Reform* (Duke University Press, 2009);
- Bettina Engels and Kristina Dietz (eds.), *Contested Extractivism, Society and the State: Struggle over Mining and Land* (Palgrave Macmillan, 2017).

Assessment: Essay (50%, 5000 words) in the ST.

Online assessment (35%) and class participation (15%) in the MT and LT.

Online assessment comprises online discussion posts of 500 words; 6 in the MT and 6 in the LT

HY485

Germanness in the 20th century: Identity, Politics, and Violence in Germany from the First World War to Re-Unification

This information is for the 2020/21 session.

Teacher responsible: Professor Martina Kessel

Availability: This course is available on the MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: Notions of collective identity are deeply intertwined with the phenomenon of how politics are understood and acted out. The class will discuss which notions of Germanness were constructed over the course of the twentieth century. It will ask how they impacted politics and society in key moments of German history, and how they were influenced in turn by political developments. We will pursue two major lines of inquiry. On the one hand, we will analyse how contemporaries framed their imagined identity of 'being German' by deciding who might belong or not belong to German society, in political, legal, confessional, or cultural terms. On the other hand, we will trace how such projections were used to justify various forms of exclusion or violence. The course will start by analysing issues of race, class, gender, and confession before the First World War, as important categories of boundary work. The class will then debate how notions of Germanness served to legitimize violence and non-democratic politics during the First World War and the Weimar Republic. The third section will focus on National Socialism, exploring the construction of imagined identities on the one hand through popular culture and various practices of implementing a 'people's community' and on the other hand through warfare and genocide. Finally, we will discuss the competition between the two German states between 1949 and 1990 in terms of politics and collective identity.

Teaching: 110-minute live session. Some weeks may include break-out sessions on Zoom or other forms of individual and/or group work.

There will be a reading week in week 6 of the Michaelmas and the Lent Terms.

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

Indicative reading: Alon Confino, *A World without Jews. The Nazi imagination from persecution to genocide*, New Haven, Conn. et al.: Yale University Press, 2014. Chin, Rita et al. (Hg.), *After the Nazi racial state: Difference and democracy in Germany and Europe*, Ann Arbor, Mich.: Univ. of Michigan Press, 2009, 80-101. Fulbrook,

Mary, *German National Identity after the Holocaust*, Cambridge: Cambridge UP, 1999. Fulbrook, Mary / Andrew I. Port (eds.), *Becoming East German. Socialist Structures and Sensibilities after Hitler*, New York: Berghahn, 2013. Gillerman, Sharon, *Germans into Jews: Remaking the Jewish social body in the Weimar Republic*, Stanford, Calif.: Stanford University Press, 2009. Grossmann, Atina, *Jews, Germans, and Allies: Close Encounters in Occupied Germany*, Princeton: Princeton University Press, 2007. Horne, John, Alan Kramer, *German Atrocities 1914. A History of Denial*, New Haven: Yale University Press, 2001. Schulte-Sasse, Linda, *Entertaining the Third Reich: Illusions of Wholeness in Nazi Cinema*, Durham, London: Duke University Press, 1996. Mazon, Patricia, Reinhild Steingröver (eds.), *Not so plain as Black and White: Afro-German culture and history, 1890 – 2000*, Rochester, NY: Univ. of Rochester Press, 2005. O'Donnell, Krista et al. (eds.), *The Heimat abroad: The boundaries of Germanness*, Ann Arbor, Mich.: Univ. of Michigan Press, 2005. Palmowski, Jan, *Inventing a socialist nation: Heimat and the politics of everyday life in the GDR, 1945 – 1990*, Cambridge: Cambridge Univ. Press, 2009. Slobodian, Quinn (ed.), *Comrades of Color. East Germany in the Cold War World*, New York 2015.

Assessment: Essay (35%, 3500 words) and presentation (15%) in the LT.

Essay (35%, 3500 words) in the ST.

Class participation (15%) in the MT and LT.

3500-word historiographical essay due in Lent Term (35%); 3500-word state-of-the-field essay due in Summer Term (35%).

HY486

Practicing Abolition in the Atlantic World, c. 1807-1870

This information is for the 2020/21 session.

Teacher responsible: Dr Jake Richards

Availability: This course is available on the MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: Britain's parliamentary act to abolish the transatlantic slave trade in 1807 is a standard reference point in histories of slavery and abolition. But much less is known about the consequences of enforcing that act in West Africa, Latin America, and the Caribbean. Enforcement required huge investment in colonial and naval forces to try to stop slave ships from crossing the Atlantic; it caused a build-up of captives on the African coast because some traders could no longer sell them overseas; it prompted other traders to develop a huge illegal slave trade to Brazil and Cuba; and it generated new forms of bonded labour (such as indenture) in the Americas to replace the diminishing supply of enslaved Africans. These changes altered Britain's political and commercial relationships with polities in Africa and the Americas. This module envisages transatlantic abolition as a set of practices between British agents and the rulers, traders, slaves, and free(d) peoples of different Atlantic societies. How did Britain's colonial empire adapt to accommodate the influx of Africans from captured slave ships? How did political authorities in Africa and Latin America respond to British demands for abolition? And what did the enslaved make of the transformations wrought by abolition? We will explore these questions using sources such as slave narratives, political pamphlets, travel literature, and diplomatic correspondence. Through this course, students will examine how abolishing the transatlantic slave trade produced new modes of encounter, empire, and labour in the Atlantic world.

Teaching:

- Students will engage with class content in large and small group meetings.
- Learning engagement includes recorded content, live sessions, small group meetings, asynchronous Moodle posts, and short presentations.
- There will be a reading week in week 6 of the Michaelmas and the Lent Terms.

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

Indicative reading:

- Lauren A. Benton and Lisa Ford, *Rage for order: the British Empire and the origins of international law, 1800-1850*, Cambridge, Mass., 2016.
- Nemata Amelia Blyden, *West Indians in West Africa, 1808-1880 : the African diaspora in reverse*, Rochester, NY, 2000
- Christopher Leslie Brown,, *Moral capital: foundations of British abolitionism*, Chapel Hill, NC, 2006.
- David Eltis, *Economic growth and the ending of the transatlantic slave trade*, New York, 1987
- Ada Ferrer, *Freedom's mirror: Cuba and Haiti in the age of revolution*, New York, NY, 2014.
- Johnhenry Gonzalez, *Maroon Nation: A History of Revolutionary Haiti*, Yale, 2019
- Richard Huzzey, *Freedom burning: anti-slavery and empire in Victorian Britain*, Ithaca, N.Y., 2012
- Mary C. Karasch, *Slave life in Rio de Janeiro, 1808-1850* (Princeton, N.J., 1987).
- Kristin Mann, *Slavery and the birth of an African city: Lagos, 1760-1900*, Bloomington, IN, 2007
- Jenny S Martinez, *The slave trade and the origins of international human rights law*, Oxford, 2012
- R. Marquese, T. Parron, and M. Berbel, *Slavery and Politics: Brazil and Cuba, 1790-1850*. Albuquerque, NM, 2016.
- Padraic Scanlan, *Freedom's debtors: British antislavery in Sierra Leone in the age of revolution*, New Haven, Conn., 2017

Assessment: Essay (40%, 4000 words) in the LT.

Essay (60%, 6000 words) in the ST.

HY498

Dissertation: LSE-PKU Double Degree MSc in International Affairs; MSc Theory and History of International Relations

This information is for the 2020/21 session.

Teacher responsible: Prof Vladislav Zubok SAR 3.13

Availability: This course is compulsory on the MSc in International Affairs (LSE and Peking University) and MSc in Theory and History of International Relations. This course is not available as an outside option.

Course content: The dissertation is an exercise in using primary source material to write on a precise topic in the history of international affairs. Although candidates may engage with relevant theories and concepts, the dissertation should be largely devoted to utilising such theories and concepts in the analysis of one or more specific historical events and should be based largely upon primary sources. Candidates should aim to include an element of originality in the conceptualising of the thesis or the treatment of evidence. The subject must fall within the syllabus of the degree and must be supervised by a member of staff in the Department of International History

Teaching: Four recorded lectures in the Michaelmas Term. Each lecture will be followed by a live large-group Zoom session for Q&A. HY498 teaching is provided through HY498 Dissertation workshop sessions and through the individual supervision of dissertation projects by supervisors in the Department of International History. Students should use the Michaelmas Term to find, decide on, and develop a suitable dissertation topic and consider possible dissertation supervisors. Help with this process is available from the students' personal advisers. Students are then required to

complete the HY498 Dissertation Proposal Form and to seek approval for their project from their dissertation supervisor. It is the students' responsibility to locate a supervisor. They should meet with the potential supervisor in late Michaelmas term (every member of staff has weekly office hours) to discuss their dissertation proposal, and then ask the supervisor to sign the HY498 Dissertation Proposal Form before the published deadline. It is the student's responsibility to contact their supervisor to arrange at least one but no more than three meetings in the Summer Term to discuss their dissertation. At this stage the supervisor will be prepared to read and give feedback on a draft table of contents and a draft chapter, or a section or a detailed plan of the dissertation of no more than 1,000 words. Students should note that if they submit a dissertation proposal after the deadline the Teacher Responsible for the course may need to allocate them to a non-subject-specialist supervisor, if no specialists are available.

Assessment: Dissertation (100%, 10000 words) in September.

The dissertation must not exceed 10,000 words (100% of course mark), including text and footnotes but excluding the cover page, the table of contents, the list of abbreviations, the bibliography and appendices. A Fail cannot be compensated, and a degree cannot be awarded unless HY498 has been passed. The dissertation must be submitted by the published deadline.

HY499

Dissertation

This information is for the 2020/21 session.

Teacher responsible: Prof Vladislav Zubok SAR 3.13

Availability: This course is compulsory on the MSc in Empires, Colonialism and Globalisation and MSc in History of International Relations. This course is not available as an outside option.

Course content: The HY499 dissertation is an exercise in using primary sources to write on a precise topic in International History. The only formal limit on the choice of subject is that it must fall within the syllabus - i.e. it has to be a topic in International History, and the dissertation has to be a study in the discipline of history. Dissertations that represent contributions to disciplines outside history, such as International Relations or Politics, will not be approved or accepted. Dissertations must therefore be based substantially on a critical analysis of primary sources, and candidates should aim to include an element of originality in the argument and/or the treatment of the evidence. The subject must involve an element of engagement with the analysis of relations between states and/or societies; alternatively it may involve the study of the history of attitudes and/or policies in one society towards others or comparative studies involving at least two states and/or societies. The topic must not be confined purely to the domestic affairs of one society or state. The dissertation supervisor is the final judge of whether a particular topic falls within the syllabus.

Teaching: Four recorded lectures in the Michaelmas Term. Each lecture will be followed by a live large-group Zoom session for Q&A. HY499 teaching is provided through HY499 Dissertation workshop sessions and through the individual supervision of dissertation projects by supervisors in the Department of International History. Students should use the Michaelmas Term to find, decide on, and develop a suitable dissertation topic and consider possible dissertation supervisors. Help with this process is available from the students' personal advisers. Students are then required to complete the HY499 Dissertation Proposal Form and to seek approval for their project from their dissertation supervisor. It is the students' responsibility to locate a supervisor. They should meet with the potential supervisor in late Michaelmas term (every member of staff has weekly office hours) to discuss their dissertation proposal, and then ask the supervisor to sign the HY499 Dissertation Proposal Form before the published deadline. It is the students' responsibility to contact their supervisor to

arrange at least one but no more than three meetings in the Summer Term to discuss their dissertation. At this stage the supervisor will be prepared to read and give feedback on a draft table of contents and a draft chapter, or a section or a detailed plan of the dissertation of no more than 1,000 words. Students should note that if they submit a dissertation proposal after the deadline the Teacher Responsible for the course may need to allocate them to a non-subject-specialist supervisor, if no specialists are available.

Assessment: Dissertation (100%, 10000 words) in September. 100% by dissertation. A Fail cannot be compensated, and a degree cannot be awarded unless HY499 has been passed. Dissertations must not exceed 10,000 words, including text and footnotes but excluding the cover page, the table of contents, the list of abbreviations, the bibliography and appendices. The dissertation must be submitted by the published deadline.

HY4A4

Dissertation with an Asian focus

This information is for the 2020/21 session.

Teacher responsible: Dr Kirsten Schulze SAR 2.12

Availability: This course is compulsory on the MSc in International and Asian History. This course is not available as an outside option.

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

Teaching: Four recorded lectures in the Michaelmas Term. Each lecture will be followed by a live large-group Zoom session for Q&A.

Assessment: Dissertation (100%, 10000 words) in September.

IR410

International Politics

This information is for the 2020/21 session.

Teacher responsible: Dr Jennifer Jackson Preece CBG.7.05

Availability: This course is compulsory on the MSc in International Relations and MSc in International Relations (LSE and Sciences Po). This course is not available as an outside option.

Course content: This course is a graduate-level introduction to the study of international relations. It has 5 objectives: (i) to enquire into the nature of international politics and the role of general theory in advancing our understanding of it; (ii) to introduce students to the main contributions to the general theory of international politics; (iii) to provide students with a range of concepts, ideas, and perspectives to enable them to widen and deepen their understanding of international politics; (iv) to encourage critical, independent thought on international politics; and (v) to ascertain the extent to which progress has been made in our understanding of international politics. At the end of the

course students should be able to think, talk and write in an informed, precise and critical manner about developments within the field of International Relations, past and present.

Teaching: This course is delivered through a combination of classes and lectures totaling a minimum of 40 hours across Michaelmas, Lent and Summer Term. This year, some or all of this teaching will be delivered through a combination of online lectures and in-person classes/classes delivered online. Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will be expected to produce 1 essay in the MT and 1 essay in the LT. Students deliver seminar presentations and write two 2,000-word essays for their seminar teachers.

Indicative reading: H. Bliddal, C. Sylvest and P. Wilson (eds.) *Classics of International Relations: Essays in Criticism and Appreciation* (2013). Brown, C., *Understanding International Relations*, 5th edn. (Palgrave Macmillan, 2019). Dunne, T., Cox, M., and Booth, K., (eds.) *The Eighty Years' Crisis: International Relations 1919-1999* (Cambridge University Press, 1998). Special Issue, *Review of International Studies*. Grieco, J., Ikenberry, J. and Mastanduno, M. *Introduction to International Relations: Enduring Questions and Contemporary Perspectives* (Palgrave, 2014). Hobson, J., *The Eurocentric Conception of World Politics: Western International Theory, 1760-2010* (Cambridge University Press, 2012).

Assessment: Take-home assessment (100%) in the ST.

IR411

Foreign Policy Analysis III

This information is for the 2020/21 session.

Teacher responsible: Dr Federica Bicchì CBG.9.11

Availability: This course is available on the MSc in China in Comparative Perspective, MSc in Comparative Politics, MSc in International Affairs (LSE and Peking University), MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research), MSc in International Relations Theory and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

Students taking the MSc in China in Comparative Perspective, MSc in Comparative Politics, MSc in EU Politics, MSc in EU Politics (LSE and Sciences Po), MSc in International Affairs (LSE and Peking University) may be able to take this course if spaces are available. All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE for You. Admission is not guaranteed.

Pre-requisites: Students need not have studied Foreign Policy Analysis before, but some familiarity with theories of International Relations and modern international history is essential.

Course content: Foreign Policy Analysis (FPA) looks at the way that policies affecting external relations are made and shaped by actors within the state, but also below and above the state level. This makes it distinct from approaches to International Relations that take the structure of the international system as a starting point for analysis. By understanding how policies are shaped by domestic and international politics and structures, it is possible to arrive at new understandings of the foreign policies of individual states and to critique and enrich scholarship in the mainstream of International Relations. This course prepares students for such tasks by introducing them to the major theoretical concepts and approaches of FPA, and applying them to a range of case studies selected from a wide variety of states and international organisations.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas and Lent Term. This year, some or all of this teaching

will be delivered through a combination of online lectures and in-person classes/classes delivered online. Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will be expected to produce two 1,500 word essays for their seminar leader (1 essay in the MT and 1 essay in the LT). Students will also be expected to present one seminar topic.

Indicative reading:

- Alden, Chris and Aran, Amnon, Foreign policy analysis: new approaches: understanding the diplomacy of war, profit and justice, (Abingdon: Routledge, 2016).
- Hudson, Valerie M., Foreign policy analysis: classic and contemporary theory (Latham: Rowman & Littlefield, 2019).
- Morin, Jean-Frédéric, and Jonathan Paquin, Foreign Policy Analysis: A Toolbox, (Springer, 2018).
- Smith, Steve, Hadfield, Amelia and Dunne, Tim, (eds.), Foreign policy, theory, actors, cases, (Oxford: Oxford University Press, 2016).

Assessment: Take-home assessment (100%) in the ST.

IR412

International Institutions

This information is for the 2020/21 session.

Teacher responsible: Dr Theresa Squatrito CBG 8.08

Availability: This course is available on the MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Global Politics, MSc in International Affairs (LSE and Peking University), MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research), MSc in International Relations Theory and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE for You. Admission is not guaranteed.

Course content: The first part of the course introduces the main theoretical approaches that provide alternative explanations for key questions about international institutions: their creation, institutional design, decision-making processes, their impact and their interactions with other international institutions. The second part analyses these key questions with regard to specific international institutions, including the United Nations, the European Union, the North Atlantic Treaty Organisation, the World Trade Organisation, the International Monetary Fund and the World Bank, as well as international institutions in the areas of human rights, environmental protection, and health policy.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas and Lent Term. This year, some or all of this teaching will be delivered through a combination of online lectures and in-person seminars/seminars delivered online.

Students on this course will have a reading week in Week 6, in line with departmental policy.

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

Each seminar participant is required to give presentations on seminar topics.

Indicative reading: Volker Rittberger, Bernhard Zangl, Andreas Kruck and Hylke Dijkstra. 2019. International Organization: Polity, Politics and Policies, Third Edition, London: Red Globe Press. Ian Hurd. 2018. International Organizations: Politics, Law, Practice, Third Edition. Cambridge: Cambridge University Press. Aggarwal, V. K. and Dupont, C. (2014) Cooperation and conflict in the global political economy. In: Ravenhill, John, Global political economy. 4th

edition. Oxford: Oxford University Press. Fehl, C. (2004) 'Explaining the International Criminal Court: A 'Practice Test' for Rationalist and Constructivist Approaches', European Journal of International Relations 10(3): 357-94. Niemann, A. (2006) 'Beyond Problem-Solving and Bargaining: Genuine Debate in EU External Trade Negotiations', International Negotiation 11: 467-97

Assessment: Essay (100%, 4000 words) in the ST.

IR415 Not available in 2020/21

Strategic Aspects of International Relations

This information is for the 2020/21 session.

Teacher responsible: Prof Christopher Coker CLM 5.09

Availability: This course is available on the MSc in International Affairs (LSE and Peking University), MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research), MSc in International Relations Theory and MSc in Theory and History of International Relations. This course is not available as an outside option.

All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE for You. Admission is not guaranteed.

Pre-requisites: A working knowledge of international history since 1815 and of traditional theories of international politics is desirable.

Course content: This is not a conventional Strategic Studies course. It is about the cultural context of military conflict between states and within them. The place of war in international relations, and the social, political, and economic consequences of the use of force. The greater part of the course is concerned with force in international relations since 1945. The Western Way of War; Non Western Ways of Warfare; Technology and War. Clausewitz and the Western Way of Warfare; war and genocide; war in the developing world; terrorism and crime; NATO and its future; Globalisation and Security; the 'end of war' thesis.

Teaching: 10 hours of lectures and 12 hours of seminars in the MT. 6 hours of lectures and 12 hours of seminars in the LT. 1 hour and 30 minutes of seminars in the ST.

The majority of seminar topics will be on strategic aspects of postwar international relations and examination papers will reflect this. Students on this course will have a reading week in week 6 in line with departmental policy.

Formative coursework: Three 2,000-word essays will be set and marked by the seminar teacher.

Indicative reading: The following short list comprises some of the most important and some of the best currently available books.

An asterisk indicates publication in paperback edition. R Aron, Peace and War; C M Clausewitz, On War (Ed by M Howard & P Paret); J L Gaddis, Strategies of Containment; M E Howard, War and the Liberal Conscience; F M Osanka, Modern Guerrilla Warfare; C Coker, War and the Twentieth Century; J Keegan, A History of Warfare; C Coker, War and the Illiberal Conscience.

Assessment: Exam (100%, duration: 3 hours) in the summer exam period.

IR416

The EU in the World

This information is for the 2020/21 session.

Teacher responsible: Prof Karen Smith CBG.10.04

Availability: This course is available on the MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Global Politics, MSc in International Affairs (LSE and Peking University), MSc in

International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research), MSc in International Relations Theory, MSc in The Global Political Economy of China and Europe (LSE and Fudan) and MSc in Theory and History of International Relations. This course is not available as an outside option.

All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE for You. Admission is not guaranteed.

Pre-requisites: Some basic knowledge of International Relations as an academic discipline is desirable, together with some acquaintance with the general evolution of world politics over the last one hundred years.

Course content: The development of the external activities of the European Communities, now the European Union, since 1957, including the development of European Political Cooperation and the Common Foreign and Security Policy, and trade and development policy. The relationship between the member states and these external activities, in particular the impact of the evolution of EU institutions and policies on national foreign policies. Relations between the EU and non-EU states and regions, including the United States, Russia, the Middle East, Asia and Africa.

Watch a short introductory video on this course:

<http://www.lse.ac.uk/internationalRelations/video/IR416-EUW-video.aspx>

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 40 hours across Michaelmas and Lent Term. This year, some or all of this teaching will be delivered through a combination of online lectures and in-person classes/classes delivered online. Students on this course will have a reading week in Week 6, in line with departmental policy.

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

Students are expected to submit two 2,000-word essays during the course, to be marked by seminar leaders.

Indicative reading: Christopher Hill and Michael Smith (eds), *International Relations and the European Union*, 3rd edition, OUP, 2017. Amelia Hadfield, Ian Manners, and Richard Whitman, eds, *Foreign Policies of EU Member States*, Routledge 2017. Reuben Wong and Christopher Hill, eds, *National and European Foreign Policy*, Routledge 2011. Karen E. Smith, *European Union Foreign Policy in a Changing World*, 3rd edition, Polity Press, 2014. Stephan Keukeleire and Tom Delreux, *The Foreign Policy of the European Union*, 2nd edition, Palgrave, 2014

Assessment: Take-home assessment (100%) in the ST.

IR418

International Politics: Asia & the Pacific

This information is for the 2020/21 session.

Teacher responsible: Prof Christopher Hughes CBG.8.04 and Dr Jurgen Haacke CBG.9.01

Availability: This course is available on the MSc in Development Studies, MSc in International Affairs (LSE and Peking University), MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research), MSc in International Relations Theory and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE for You. Admission is not guaranteed.

Course content: The course looks at how states in the Asia-Pacific region develop policies and strategies to manage international crises and build stability through regionalization. The first term develops knowledge of the policies and strategies of the states

in Northeast Asia and uses scenario building to explore the management of the challenges posed by the rise of China and the role of the US, disputes over territory in the East China Sea between China and Japan, the status and security of Taiwan, and the nuclear crisis on the Korean Peninsula. The second term focuses on Southeast Asia's international relations. Topics covered include the region's state-formation processes; Southeast Asia's inter-state relations, ASEAN's search for regional order, the development and potential of economic regionalism, the Southeast Asia strategies and policies pursued by the United States and China, the foreign policy ambitions and roles of Indonesia as the largest state in the sub-region, the multi-faceted (e.g. hedging) strategies adopted by maritime and continental Southeast Asian states vis-à-vis great powers and China in particular, and the case of Myanmar to explore the prospects for peace and stability, democracy, and human rights against the backdrop of geopolitical change.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 40 hours across Michaelmas, Lent and Summer Term. This year, some or all of this teaching will be delivered through a combination of online lectures and in-person classes/classes delivered online. Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will be expected to produce one 2,000-word policy paper in the MT and one 2,000-word essay in the LT on dates stipulated by the teacher responsible.

Indicative reading:

- Michael Yahuda, *The International Politics of the Asia-Pacific, 1945-1995* (Routledge Curzon, 4th edn, 2019);
- Alagappa (Ed), *Asian Security Order* (Stanford University Press 2003);
- Amitav Acharya, *The Making of Southeast Asia* (Cornell University Press, 2013);
- Christopher Dent, *East Asian Regionalism* (Routledge, 2nd ed., 2016);
- Evelyn Goh *The Struggle for Order: Hegemony, Hierarchy, and Transition in Post-Cold War East Asia* (Oxford, 2015);
- Leszek Buszynski, *Geopolitics and the Western Pacific: China, Japan and the US* (Routledge, 201)
- Maung Aung Myoe, *In the Name of Pauk-Phaw: Myanmar's China Policy Since 1948* (ISEAS, 2011)

Assessment: Exam (50%, duration: 2 hours) in the summer exam period.

Coursework (50%, 2000 words) in the LT.

The 50% coursework will be a policy memo. The exam will cover LT material.

IR419

International Relations of the Middle East

This information is for the 2020/21 session.

Teacher responsible: Prof Fawaz Gerges CBG.10.03

Availability: This course is available on the MSc in Global Politics, MSc in International Affairs (LSE and Peking University), MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research), MSc in International Relations Theory and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

The course is intended primarily for students on programmes run by the Department of International Relations (IR). Students on the MSc in Comparative Politics and MSc in Global Politics may take the course, but this is subject to students demonstrating that they have a grasp of International Relations theory, or have made efforts to cover this ground before starting the course.

All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE for

You. Admission is not guaranteed; students external to the IR department must clearly outline the extent to which they are familiar with IR theory/ efforts they will make to familiarise themselves with this area before the course begins.

Pre-requisites: A knowledge of the international political system, of the major issues in its contemporary development, and at least a basic understanding of core International Relations theory, is required. Background in IR and/or political science and/or history is a prerequisite.

Course content: The course is intended to provide an analysis of the regional politics of the Middle East since 1918, and of their interaction with problems of international security, global resources and great power/super power/hyperpower politics.

Topics covered include: The emergence of the state system in the Middle East during the inter-war period; the interplay of domestic politics, regional conflicts and international rivalries; the Cold War and post-Cold War significance of the Middle East in global politics; the importance of oil and other economic factors and interests; conflict in the Gulf and the Arab-Israeli conflict; the foreign policies of major Middle Eastern states and the Lebanese civil war; the role of ideologies and social movements: Arab nationalism, militarism, political Islam and global jihadism; state and non-state actors; democracy and human rights issues, the Arab Spring uprisings; and international relations theory and its significance for the study of Middle East politics.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 40 hours across Michaelmas, Lent and Summer Term. This year, some or all of this teaching will be delivered through a combination of online lectures and in-person classes/classes delivered online. Students on this course will have a reading week in Week 6, in line with departmental policy.

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

Seminar attendees will be expected to submit two 2,500-word essays, based on past examination papers, to be marked by their seminar teacher, and to give presentations in both the MT and LT.

Indicative reading:

Students are strongly advised to read before the beginning of the course:

- Fawaz A. Gerges, *Making the Arab World: Nasser, Qutb, and the Clash That Shaped the Middle East*
- F. Halliday, *The Middle East in International Relations: Power, Politics and Ideology*
- Madawi al-Rasheed, *A Most Masculine State: Gender, Politics and Religion in Saudi Arabia*
- Fawaz A. Gerges, *The Superpowers and the Middle East: Regional and International Politics*
- Louise Fawcett, *International relations of the Middle East*

In addition they are recommended to consult:

- Nazih Ayubi, *Over-stating the Arab State: politics and society in the Middle East*
- Lisa Anderson, 'The State in the Middle East and North Africa' *Comparative Politics*, October 1987
- R Hinnebusch & A Ehteshami (Eds), *The Foreign Policies of Middle East States*
- B Korany & A Dessouki (Eds), *The Foreign Policies of Arab States*
- John Chalcraft, *Popular Politics in the Making of the Middle East*
- Madawi al-Rasheed, *Demystifying the Caliphate*
- Fanar Haddad, *Sectarianism in Iraq: Antagonistic Visions of Unity*
- Fawaz A. Gerges (ed.), *The New Middle East: Protest and Revolution in the Arab World*
- Z. Lockman, *Contending Visions of the Middle East: The History and Politics of Orientalism*

Assessment: Exam (100%, duration: 3 hours) in the summer exam period.

IR422

Conflict and Peacebuilding

This information is for the 2020/21 session.

Teacher responsible: Dr David Rampton

Availability: This course is available on the MSc in Conflict Studies, MSc in Gender, Peace and Security, MSc in Global Politics, MSc in International Affairs (LSE and Peking University), MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research), MSc in International Relations Theory and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE for You. Admission is not guaranteed.

Pre-requisites: A basic background knowledge of the subject would be an advantage.

Course content: This course is intended for those interested in theoretical and practical approaches to the question of peace, the problems of war, conflict and violence, and responses to them particularly in the form of liberal peacebuilding and statebuilding. The course is divided into three unequal but interconnected parts. The first part examines ideas and debates about the concepts, causes, contexts, dynamics and representations of conflict, violence and war. The second explores and problematises the concept of peace and the nature, meanings and goals of peace and peacebuilding. This leads into the third section which is concerned with a critical engagement with the range of international responses to conflict associated with the discourses and practices of liberal peacebuilding and statebuilding. The seminars explore the nexus between theory and practice. Although the course and its readings are mainly theoretical and conceptual rather than empirical, students are encouraged to apply the ideas to actual cases, past and present.

Teaching: This course is delivered through a combination of classes and lectures totaling a minimum of 40 hours across Michaelmas and Lent Term. This year, some or all of this teaching will be delivered through a combination of online lectures and in-person classes/classes delivered online. Students on this course will have a reading week in Week 6, in line with departmental policy. The course also features film showings linked to some of the lecture themes. These are delivered in person but due to the current situation are now unlikely to commence until the Lent Term.

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

The MT formative essay up to 2,000 words. The LT essay outline up to 1,500 words.

Indicative reading: Jacob Bercovitch, Victor Kremenyuk and William Zartman (eds.) *The Sage Handbook of Conflict Resolution* (Sage Publications, 2009). Mark Duffield *Global Governance and the New Wars* (Zed Books 2014). Sinisa Malesevic *The Sociology of War and Violence* (Cambridge University Press 2010). Edward Newman and Karl DeRouen (eds.) *Routledge Handbook of Civil Wars* (Routledge, 2016). Roland Paris and Timothy Sisk (eds.), *The Dilemmas of Statebuilding* (Routledge 2008). Oliver Richmond (ed.) *Palgrave Advances in Peacebuilding: Critical Developments and Approaches* (Palgrave MacMillan UK 2010). Hugh Miall, Oliver Ramsbotham, and Tom Woodhouse, *Contemporary Conflict Resolution: The Prevention, Management and Transformation of Deadly Conflicts*, 3rd ed (Polity, 2011).

Assessment: Essay (40%, 2500 words) in the LT.

Essay (60%, 4000 words) in the ST.

IR429

Economic Diplomacy

This information is for the 2020/21 session.

Teacher responsible: Dr Stephen Woolcock CBG.8.09

Availability: This course is available on the MSc in Global Politics, MSc in International Affairs (LSE and Peking University), MSc in International Political Economy, MSc in International Political Economy (LSE and Sciences Po) and MSc in International Political Economy (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

All students will be required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE for you. Admission to the course is not guaranteed, due to limited space.

The course is primarily for students on the IPE Masters and LSE-Sciences-Po Double Degree masters.

Course content: The first term of this full unit course introduces students to the theories and analytical frameworks relating to decision-making and negotiation in international economic relations. It also covers the application of these theories and analysis to cases in economic diplomacy. There is coverage of the respective roles of the main actors, institutional settings and processes involved in domestic decision-making and international negotiation, and their interaction. The course is essentially concerned with the process of international economic negotiations, which distinguishes it from other optional courses that cover more on the substance of trade, finance, money, environment, etc.

The second term takes the form of a simulation of a relevant international negotiation. The simulation is supported by lectures on the substance of the policy issues to be negotiated as well as negotiating techniques. In this second term the seminar sessions will then cover discussion of the substantive policy issues as well as the simulation in working groups, delegations and plenary sessions.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 40 hours across Michaelmas and Lent Term. This year, some or all of this teaching will be delivered through a combination of online lectures and in-person classes/classes delivered online. Students on this course will have a reading week in Week 6, in line with departmental policy.

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

Indicative reading: Bayne, Nicholas and Woolcock, S. The new economic diplomacy: decision-making and negotiation in international economic relations, Third edition, Ashgate, Stephen 2013. Odell, John Negotiating the world economy 2000. van Bergeijk Economic Diplomacy: The Issues . 2011. Okano-Heijmans, Maaikje Conceptualizing Economic Diplomacy: The Crossroads of International Relations, Economics, IPE and Diplomatic Studies 2011. Woolcock, Stephen European Union Economic Diplomacy: the role of the EU in international economic relations, Ashgate 2013.

Assessment: Exam (40%, duration: 2 hours) in the summer exam period.

Essay (40%, 3000 words) and class participation (20%) in the LT.

IR433 Half Unit Not available in 2020/21

The International Politics of EU Enlargement

This information is for the 2020/21 session.

Teacher responsible: Prof Karen Smith CLM.4.09

Availability: This course is available on the MSc in International Affairs (LSE and Peking University), MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research) and MSc in International Relations Theory. This course is available with permission as an

outside option to students on other programmes where regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE4You. Admission is not guaranteed.

Course content: This course examines EU enlargement from the point of view of International Relations. The principal aim is to understand the interplay between enlargement, EU (foreign) policy and wider geopolitics. With this in mind enlargement is considered both as an act of European foreign policy and as a phenomenon impacting on the (foreign) policies of other states and actors. The course begins with a discussion of the theoretical issues of the international dimension of EU enlargement, including: size; diversity; pace of change; reach; external reactions; and the widening v. deepening dilemma within the EU. It moves on to a broadly chronological discussion of the various phases of enlargement from 1973 to the present, examining the inputs from key Member States as well as from the EU institutions, and analysing the extent to which strategic policy-making characterised each round. In the last part of the course attention switches to more thematic concerns: the impact of EU enlargement on the self-excluded states (Norway, Switzerland, Iceland, and the UK); security, NATO and the post-Cold War European order; the geopolitical issue of Europe's final border; and the view from outsiders, such as the United States and Russia. Watch a short introductory video on this course: <http://www.lse.ac.uk/internationalRelations/video/IR433-EUE-video.aspx>

Teaching: 10 hours of lectures and 15 hours of seminars in the LT. 1 hour of lectures in the ST.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Two 2,000-word essays.

Indicative reading: Marise Cremona, ed, The Enlargement of the European Union (Oxford University Press, 2003); Heather Grabbe, The EU's Transformative Power: Europeanization Through Conditionality in Central and Eastern Europe (Palgrave, 2006); IDEAS, Special Report, The Crisis of EU Enlargement, 2014; Neill Nugent, ed., European Union Enlargement (Palgrave, 2004); Frank Schimmelfennig and Ulrich Sedelmeier, eds., The Politics of European Union Enlargement: Theoretical Approaches (Routledge, 2005); Christina J. Schneider, Conflict, Negotiation and European Union Enlargement (Cambridge University Press, 2009); Helene Sjursen, ed., Questioning EU Enlargement: Europe in Search of Identity (Routledge, 2006); Karen E. Smith, The Making of EU Foreign Policy: The Case of Eastern Europe, 2nd edition (Palgrave, 2004)

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

IR434 Half Unit Not available in 2020/21

European Defence and Security

This information is for the 2020/21 session.

Teacher responsible: Dr Spyridon Economides COW 2.07

Availability: This course is available on the MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in International Affairs (LSE and Peking University), MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research) and MSc in International Relations Theory. This course is available with permission as an outside option to students on other programmes where regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE4You. Admission is not guaranteed.

Course content: This course examines the role of defence and security issues in European integration. It traces the evolution

and nature of decision-making with respect to European defence initiatives, and examines the structures and institutions of EU defence and security. It also seeks to understand the relationship between foreign policy and security/defence policy in the EU especially in the context of transatlantic relations, and NATO, and the EU's wider international role. The course is divided into two parts. Part one provides a theoretical overview of the role of defence and security issues in European integration. It addresses the question of defence and European identity, the relationship between European defence and the national objectives of Member-States, the link between collective defence and collective security as well as the role of defence in the EU's evolution as a civilian, normative and global actor in international relations. It also looks at the historical evolution of the plans, structures and institutions of European defence and security. It places this evolution in the context of the early post-Second World War era, the Cold War and German rearmament and the issues of extended deterrence, burden-sharing within NATO and the emergence of a European pillar to Western defence. Part two examines the more contemporary developments in European defence and security and concentrates on the relationship with European Political Cooperation/Common Foreign and Security Policy, moves to institutionalise defence and provisions for crisis management and conflict prevention. Included in the second part are examinations of the EU's 'comprehensive approach', and recent CSDP missions and the implications of this on the EU's role in the world.

Teaching: 10 hours of lectures and 13 hours and 30 minutes of seminars in the MT. 1 hour and 30 minutes of seminars in the ST. Students on this course will have a reading week in Week 6, in line with departmental policy.

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

Students are expected to submit one 2,000-word essay and one Group Policy Analysis paper 2,500 words.

Indicative reading: Anne Deighton (Ed), *Western European Union: Defence Security Integration*; Andrew Cottee, *Security in the New Europe*; Jolyon Howorth, *Security and Defence Policy in the European Union*; Simon Duke, *The Elusive Quest for European Security*; From EDC to CFSP; Paul Gebhard, *The United States and European Security*; Heather Grabbe, *The Sharp Edges of Europe*; Francois Heisbourg et al, *European Defence: Making it Work*; Sean Kay, *Nato and the Future of European Security*; G Rees Wyn, *The Western European Union at the Crossroads*; Stanley Sloan, *The United States and European Defence*; Panos Tsakaloyannis, *The European Union as a Security Community* (1996).

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

IR436

Theories of International Relations

This information is for the 2020/21 session.

Teacher responsible: Dr Jennifer Jackson Preece CBG.7.05 and Dr Tristen Naylor CBG.10.07

Availability: This course is compulsory on the MSc in International Relations (Research) and MSc in International Relations Theory. This course is not available as an outside option.

Course content: This course examines the ways that different theories conceive, analyse and explain the character of international relations. The purpose of the course is to provide a thorough interrogation of these theories, exploring debates both within and between them. Theoretical approaches to be considered include: classical and neo-realism; liberal institutionalism and neo-liberalism; Marxism; constructivism; English School theory; critical theory; post-structuralism; and feminism. The course also interrogates issues relating to the philosophy of science and philosophy of history.

Watch a short introductory video on this course: <http://www2.lse.ac.uk/internationalrelations/video/IR436-IRT-video.aspx>

Teaching: This course is delivered through a combination of classes and lectures totaling a minimum of 40 hours across Michaelmas, Lent and Summer Term. This year, some or all of this teaching will be delivered through a combination of online lectures and in-person classes/classes delivered online. Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students are required to prepare at least one 500 word blog post and one 250 word response to another's blog post on a Moodle forum (weeks assigned by instructor). All students are expected to prepare for and participate in seminar discussions.

Indicative reading:

- Chris Brown and Kirsten Ainley (2010) *Understanding International Relations*, 4th Ed. (Palgrave Macmillan);
- Patrick Jackson (2010), *The Conduct of Inquiry in International Relations*, (London: Routledge);
- Christian Reus-Smit and Duncan Snidal (eds, 2010), *The Oxford Handbook of International Relations*, (Oxford: Oxford University Press);
- Scott Burchill et al (eds, 2009), *Theories of International Relations*, 4th ed. (London: Palgrave).

Assessment: Essay (100%, 4000 words) in the ST.

IR445 Not available in 2020/21

China and the World

This information is for the 2020/21 session.

Teacher responsible: Prof William Callahan CBG.9.05

Availability: This course is available on the MSc in China in Comparative Perspective, MSc in International Relations, MSc in International Relations (LSE and Sciences Po) and MSc in International Relations (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE for You. Admission is not guaranteed. Preference will be given to students on the MSc in International Relations programmes.

Course content: This course will provide students with an historical overview of the development of Chinese foreign and security policy, the theoretical concepts used for analysing the making of Chinese foreign policy, and an up-to-date survey of China's evolving relations around the world. The first five weeks will be dedicated to providing a long historical perspective, and use a number of case studies to show how basic factors used in foreign policy analysis shape policy outcomes, including economic factors, the role of perception, geopolitical influences, bureaucratic politics, nationalism, and socialisation into the international system. The remainder of the course will involve analysing case studies on China's relations with the United States, Japan and Korea, Southeast Asia, South Asia, Russia and Central Asia, Australasia and the Pacific Islands, the EU, Africa, Latin America, the Middle East.

Watch a short introductory video on this course: <http://www2.lse.ac.uk/internationalrelations/video/IR445-CFSP-video.aspx>

Teaching: 10 hours of lectures and 12 hours of seminars in the MT. 18 hours of seminars in the LT.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will complete three 2,000 word essays during the course and will make two presentations to the seminar. It is permissible for the presentations to be on the same topics as the essays.

Indicative reading:

- Yahuda, Michael, *The International Politics of the Asia-Pacific*, 4 edn. London: Routledge, 2019.
- French, Howard. *Everything under the heavens: how the past*

helps shape China's push for global power. London: Scribe UK, 2017.

- Christensen, Thomas J. *The China Challenge: Shaping the Choices of a Rising Power*. New York: W.W. Norton, 2015.
- Shambaugh, David. *China Goes Global*. New York: Oxford University Press, 2013.
- Johnston, Alistair Iain. *Social States: China in International Institutions, 1980-2000*. Princeton, NJ: Princeton University Press, 2008.
- Liao, Xuanli *Chinese Foreign Policy Think Tanks and China's Policy Towards Japan*. Hong Kong: Chinese University Press, 2006.

Assessment: Exam (100%, duration: 3 hours) in the summer exam period.

IR447 Half Unit Not available in 2020/21 Political Economy of International Labour Migration

This information is for the 2020/21 session.

Teacher responsible: Dr Covadonga Meseguer CBG.9.13

Availability: This course is available on the MSc in Development Studies, MSc in International Affairs (LSE and Peking University), MSc in International Migration and Public Policy, MSc in International Political Economy, MSc in International Political Economy (LSE and Sciences Po), MSc in International Political Economy (Research), MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research) and MSc in International Relations Theory. This course is available with permission as an outside option to students on other programmes where regulations permit. All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE for You. Admission is not guaranteed

Pre-requisites: No pre-requisites

Course content: The mobility of workers is one of the pillars of globalization. However and surprisingly, international political economists have paid less attention to the political causes and consequences of international migration in comparison to that paid to other aspects of globalization such as trade or finance. In this course, we shall employ a political economy perspective to study the historical evolution of migration policy, the relationship between trade and migration, and the political causes and consequences of migration flows. I shall place special emphasis on the study of the political consequences of migration for sending (rather than receiving) countries. We shall also pay attention to an important capital flow associated to international migration: remittances. Rather than focusing on the economic/developmental consequences of remittances, we shall discuss how remittances impact political outcomes as diverse as democratization, the survival of dictatorships, political clientelism, corruption, political participation, and political accountability.

Teaching: 10 hours of lectures and 15 hours of seminars in the LT. Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will be expected to produce 1 essay and 1 presentation in the LT. Students are expected to write one essay of 2000 words and make one class presentation.

Indicative reading:

- Rosenblum, M and Tichenor, D (eds). 2012. *The Oxford Handbook of the Politics of International Migration*. New York: Oxford University Press.
- Hatton, T and J. Williamson. 2005. *Global Migration and World Economy. Two Centuries of Policy and Performance*. Cambridge, MA: MIT Press.
- Moses, J.W. 2011. *Emigration and Political Development*. New York: Cambridge University Press.

- Kapur, D. 2010. *Diaspora, Development, and Democracy: The Domestic Impact of International Migration from India*. Princeton, NJ: Princeton University Press.

Assessment: Essay (100%, 3500 words) in the ST.

IR448 Half Unit American Grand Strategy

This information is for the 2020/21 session.

Teacher responsible: Prof Peter Trubowitz CBG 10.16

Availability: This course is available on the MSc in International Relations, MSc in International Relations (Research) and MSc in International Relations Theory. This course is available with permission as an outside option to students on other programmes where regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE for You. Admission is not guaranteed

Course content: This course will explore American foreign policy at the broadest level of analysis – the level known as grand strategy. The course will showcase the main theoretical perspectives that inform the study of US grand strategy and apply them to historical and contemporary cases of American statecraft. In this connection, we will assess the relevance of the US experience for theorizing about power politics and the implications of alternative theories for thinking critically about American behaviour. Students will gain an appreciation of the debates and controversies that animate the study of US foreign policy, as well as of the unique challenges posed by making foreign policy in the American political, economic, and cultural context.

Teaching: This course is delivered through a combination of seminars and lectures totaling a minimum of 20 hours across Michaelmas Term (MT). This year some or all of this teaching will be delivered via online lectures and in-person seminars or seminars delivered online.

Formative coursework: Students will write short weekly blog posts on Moodle and provide an 800-word outline of their assessed essay by the end of Week 8. This will be returned by the end of MT.

Indicative reading:

- John Lewis Gaddis, *Strategies of Containment* (2005)
- Peter Trubowitz, *Politics and Strategy* (Princeton 2011)
- Linda Weiss, *America Inc.?* (Cornell 2014)
- Fareed Zakaria, *From Wealth to Power* (Princeton 1998)
- Robert Kagan, *The Jungle Grows Back* (Knopf, 2018)

Assessment: Essay (100%, 4000 words) in the LT.

Students will write a 4,000-word assessed essay selecting from a list of topics and questions provided by the course coordinator. The essay will be due at the end of Week 1 of the LT.

IR452 Half Unit Empire and Conflict in World Politics

This information is for the 2020/21 session.

Teacher responsible: Prof Tarak Barkawi CBG.9.03

Availability: This course is available on the CEMS Exchange, MBA Exchange, MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in Gender, Peace and Security, MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research) and MSc in International Relations Theory. This course is available with permission as an outside option to students on other programmes where regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE for You. Admission is not guaranteed

Course content: This is a course about war and empire. Many peoples and places in the world have been shaped by imperialism. This course explores some of the violent dimensions of the imperial past and present. It imagines world politics as a space of co-constitution and war or violent conflict as a form of social interconnection. The course considers armed conflict in imperial context from colonial "small war" through to the War on Terror. It looks at how warfare shapes (and is shaped by) the societies, cultures and politics that populate world politics. The course considers also some of the intellectual traditions that have arisen out of the experience of, and inquiry into, colonial violence, from the thought of resistance leaders to subaltern and postcolonial studies. The premise of the course is that imperial warfare and violence have been generative forces in shaping world politics, well beyond the times and places of specific battles and killings. This course familiarises students with some themes from scholarship on empire and conflict in the social sciences and humanities. This involves, first, understanding the limitations of the sovereign nation-state as the basic unit of world politics. For most people in most times and places, international relations have taken imperial form of one kind or another. What would it mean to take empire seriously in international thought and inquiry? The course approaches this question by looking at the relations between empire and globalisation in historical and theoretical context. Second, although much scholarship on empire concerns economy and culture, the history of empire is a history of continual warfare and armed resistance. Such "small wars" have shaped society and politics in both the core and periphery of the international system, and often continue to do so long after the guns fall silent (as for example in the case of the US and the Vietnam War). The course will cover the histories, strategies and theories associated with such wars and their effects. Third and finally, the course will explore the intersection between empire and knowledge in political theory and social inquiry. Not only did anti-colonial resistance produce its own theorists, such as Frantz Fanon and Mao Zedong, but in recent decades empire has been the site of new turns in social and political theory and inquiry, as for example in subaltern studies and post-colonialism. The course will introduce students to this work and its applications to understanding world politics.

MSc Seminars

The seminars will develop students' abilities to read, digest, and critique monograph length texts. Each will be based upon a single book. Students will be expected to read the assigned book in its entirety before each seminar. Every student will be expected to come to seminar prepared to participate. There will be no individual seminar presentations. Every student is expected to speak in every seminar. Students should be prepared to comment on the main argument of each book; to place each text in a wider intellectual context, concerning for example the debates and audiences the book is speaking to; and to offer a critical assessment of the book's contributions.

There will be some variation in the texts assigned to MSc students each year.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 20 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of online lectures and in-person classes/ classes delivered online. Students on this course will have a reading week in Week 6, in line with departmental policy.

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

Indicative reading:

- Tzvetan Todorov, *The Conquest of America: The Question of the Other* (Norman: University of Oklahoma Press, 1999 [1984]).
- Peter Linebaugh and Marcus Rediker, *The Many-Headed Hydra: The Hidden History of the Revolutionary Atlantic* (London: Verso, 2000).
- Ranajit Guha, *Elementary Aspects of Peasant Insurgency in Colonial India* (Durham and London: Duke University Press, 1999).
- Edward Said, *Culture and Imperialism* (New York: Vintage, 1994 [1993]).
- Frantz Fanon, *The Wretched of the Earth* (Harmondsworth:

Penguin Books, 1967 [1961]).

- Lisa Yoneyama, *Cold War Ruins: Transpacific Critique of American Justice and Japanese War Crimes* (Durham: Duke University Press, 2016)
- Gary Wilder, *Freedom Time: Negritude, Decolonization and the Future of the World* (Durham: Duke University Press, 2015)
- Greg Grandin, *Empire's Workshop: Latin America, the United States, and the Rise of the New Imperialism* (New York: Owl Books, 2007 [2006]).
- Faisal Devji, *The Terrorist in Search of Humanity: Militant Islam and Global Politics* (London: Hurst, 2008).

Assessment: Essay (100%, 5000 words) in the ST.

IR453 Half Unit

Global Business in International Relations

This information is for the 2020/21 session.

Teacher responsible: Dr Robert Falkner FAW 11.01B

Availability: This course is available on the MSc in International Political Economy, MSc in International Political Economy (LSE and Sciences Po), MSc in International Political Economy (Research), MSc in International Relations, MSc in International Relations (LSE and Sciences Po) and MSc in International Relations (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE for You. Admission is not guaranteed

Course content: This course examines the role of global business as an actor in international relations. It reviews the political and economic theories that seek to explain the rise of global business, paying attention in particular to International Relations and International Political Economy theories (realism, liberalism, Marxism), but also covering the main economic explanations of MNCs. Thereafter, the course examines the interaction between global business and states in international relations. This involves the study of corporate power and how to conceptualise it in IPE, the study of state-firm bargaining over investment decisions, and the regulation of global business by states and international governance institutions. The final part of the course considers the role that global business plays in selected global policy areas: economic development, environmental protection and human rights.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 20 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of online lectures and in-person classes/ classes delivered online. Students on this course will have a reading week in Week 6, in line with departmental policy. 10 lectures and 10 seminars on the following topics:

1. Introduction: global business in international relations
2. Globalisation and the rise of MNCs
3. Economic theories of the global firm
4. The political economy of MNC-state relations
5. International rules for MNCs I: trade and investment
6. International rules for MNCs II: taxation and offshore finance
7. The UN and global business regulation
8. MNCs, FDI and developing countries
9. MNCs and environmental protection
10. MNCs, corporate social responsibility and human rights

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

Formative essay of 2,000 words.

Indicative reading:

- Bonnitich, J., Poulsen, L. N. S., & Waibel, M. (2017). *The political economy of the investment treaty regime*: Oxford University Press.
- Dashwood, H. S. (2012). *The Rise of Global Corporate Social*

Responsibility: Mining and the Spread of Global Norms. Cambridge, Cambridge University Press.

- Falkner, R. (2008). *Business Power and Conflict in International Environmental Politics*. Basingstoke, Palgrave Macmillan.
- Hughes, O. E. and D. O'Neill (2008). *Business, Government and Globalization*. Basingstoke, Palgrave Macmillan.
- Knudsen, J.S. and J. Moon (2017). *Visible Hands. Government Regulation and International Business Responsibility*. Cambridge, Cambridge University Press.
- Manger, M. (2009). *Investing in Protection*. Cambridge, Cambridge University Press.
- Mikler, J., Ed. (2013). *The Handbook of Global Companies*. Wiley-Blackwell.
- Mikler, J. (2018). *The political power of global corporations*. Cambridge: Polity.
- Rugman, A. M. (2014). *Multinationals and development*: Yale University Press.
- Woll, C. (2008). *Firm Interests: How Governments Shape Business Lobbying on Global Trade*. Ithaca, Cornell University Press.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

IR454 Half Unit Not available in 2020/21

Governing International Political Economy: Lessons from the Past for the Future

This information is for the 2020/21 session.

Teacher responsible: Dr James Morrison 95 ALD 1.14

Availability: This course is available on the MSc in International Political Economy, MSc in International Political Economy (LSE and Sciences Po), MSc in International Political Economy (Research), MSc in International Relations, MSc in International Relations (LSE and Sciences Po) and MSc in International Relations (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: History has always been central to the study and practice of international political economy. The most influential scholars and practitioners of international political economy have repeatedly turned to history both to explain, and to offer a fresh perspective on, the great challenges of their day. This course is designed to help students cultivate that invaluable skill and habit of mind.

Proceeding from the seventeenth century to the present, it examines:

- seminal theorists' particular treatments of international political economy
 - the ongoing, timeless debate between these theorists
 - the major shifts in the global economic order
 - the interaction between theories and policy in each shift
- The course begins with mercantilism and the 'age of empires.' It then explores the great critics of mercantilism—Adam Smith and David Hume—and the relationship between their critique and the revolutions in IPE that followed. It goes on to analyse the rise of so-called 'English' political economy and the 'First Era of Globalisation' in the 19th Century.

The course then pivots to consider two major challenges to this hegemony of thought and practice. First, it traces the development of socialism from an internal critique through the writings of Marx & Engels to an instantiated alternative system in the early Soviet Union. Second, it considers the German Historical School's return to mercantilism and the ascent of the American Empire onto the global stage. The clash of empires then leads to the cataclysm of the First World War.

In the interwar period, the course analyses the failed attempts to restore the global order. It analyses the radical challenge posed by fascist political economy. It also considers the variety of responses issued by different types of liberals. The course then transitions into a discussion of the several postwar orders, from Keynes's

neoliberal institutionalism to Gandhi's rejection of Eurocentric political economy.

Last, the course turns to the modern era. It analyses the trajectories of the postwar global trade and financial systems. It then turns to contemporary issues, such as the post-Cold War order, the 2008 Global Financial Crisis, and the rise of emerging markets.

Teaching: 10 hours of lectures and 15 hours of seminars in the MT.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will be expected to produce 1 essay and 2 presentations in the MT.

Indicative reading: Thomas Munn. *England's Treasure by Foreign Trade*. Adam Smith. *An Inquiry into the Nature and Causes of the Wealth of Nations*. Karl Marx. *Communist Manifesto*. JM Keynes. *General Theory of Employment, Interest, & Money*. Gandhi, Mohandas K. *Hind Swaraj or Indian Home Rule*.

Assessment: Essay (100%, 2000 words) in the LT.

IR461 Not available in 2020/21

Islam in World Politics

This information is for the 2020/21 session.

Teacher responsible: Prof John Sidel

Availability: This course is available on the MSc in Conflict Studies, MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in Global Politics, MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research), MSc in International Relations Theory and MSc in Social Anthropology (Religion in the Contemporary World). This course is available with permission as an outside option to students on other programmes where regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection LSE for You. Admission is not guaranteed.

Course content: The course focuses on the role of Islam in world politics, posing two inter-related questions: First, how can we explain the varying nature and strength of Islam as a discursive and mobilizational force in world politics? Second, how should we understand the impact of changes in world politics on the institutions, authority structures, and identities associated with Islam? In this course, the approach to these questions is comparative. The course begins with an examination of the distinctive transnational structures of Islam as compared with another major world religion: Christianity. The trajectory of Islam as a force in international relations since the late 19th century is examined across successive periods in world history. The course covers the rise of transnational Islamist networks from the late Ottoman era through the tumultuous years of mass mobilisation in the interwar era, demobilisation with the formation of new nation-states in the early Cold War era, and the revival of Islam in world politics by the 1970s with the Iranian Revolution and developments elsewhere in the Muslim world. But most of the course covers the contemporary post-Cold War era, examining the varying role of Islam in diverse regional settings - Asia, Africa, the Middle East, and Europe - and in the contexts of globalization and democratization, mass migration, separatist struggles and regional conflicts. Close attention is paid to the role of Saudi Arabia and Iran and the rise of sectarian conflict between Sunnis and Shi'a. The course also focuses important cases like Al Qa'ida and the Taliban in Afghanistan and Pakistan, civil wars in settings as varied as Chechnya and Somalia, the rise of the so-called 'Islamic State' in Iraq and Syria, as well as important trends in Western Europe, including the UK.

Teaching: 10 hours of lectures and 13 hours and 30 minutes of seminars in the MT. 10 hours of lectures and 15 hours of seminars

in the LT. 1 hour of lectures and 1 hour and 30 minutes of seminars in the ST.

Professor Sidel will be solely responsible for the lectures and the seminars. Students will be divided into seminar discussion groups at the beginning of the course.

Formative coursework: Students are expected to submit two essays of 2,000-3,000 words in length - one in Michaelmas term; one early in Lent term. These essays will help students develop their knowledge of specific topics of particular interest to them and to receive feedback and guidance from Professor Sidel. Students will also produce a 2-3 page outline of their assessed essay in Week 7 of the Lent Term. The outline should include a research question, an overview of the argument, a draft structure and an indicative reading list. Advice and approval will be provided within two weeks of submission of essay outlines.

Indicative reading: Akbar Ahmed, *The Thistle and the Drone: How America's War on Terror Became a Global War on Tribal Islam* (Washington, DC: Brookings Institution Press, 2013); Seema Alavi, *Muslim Cosmopolitanism in the Age of Empire* (Cambridge, MA: Harvard University Press, 2015); Faisal Devji, *Landscapes of the Jihad: Militancy, Morality, Modernity* (Ithaca: Cornell University Press, 2005); Fawaz A. Gerges, *ISIS: A History* (Princeton, NJ: Princeton University Press, 2016); Nasher Hashemi and Danny Postel (eds.), *Sectarianization: Mapping the New Politics of the Middle East* (London: C. Hurst, 2017); Gilles Kepel, *Terror in France: The Rise of Jihad in the West* (Princeton, NJ: Princeton University Press, 2017); Jytte Klausen, *The Cartoons That Shook the World* (New Haven, CT: Yale University Press, 2009); Laurence Louer, *Shiism and Politics in the Middle East* (London: C. Hurst, 2013); Carrie Rosefsky Wickham, *The Muslim Brotherhood: Evolution of an Islamist Movement* (Princeton, NJ: Princeton University Press, 2013); Olivier Roy, *Globalised Islam: The Search for a New Ummah* (London: C. Hurst, 2004).

Assessment: Essay (100%, 5000 words) in the ST.

The essay topic must be approved by the course convener and focus on observable patterns and/or processes of mobilisation in the name of Islam in world politics.

IR462 Half Unit Not available in 2020/21 International Political Theory

This information is for the 2020/21 session.

Teacher responsible: Dr Henry Radice

Availability: This course is available on the MSc in China in Comparative Perspective, MSc in Global Politics, MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research), MSc in International Relations Theory, MSc in Political Theory and MSc in Theory and History of International Relations. This course is not available as an outside option.

All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE for You. Admission is not guaranteed.

Course content: Introduction to International Political Theory; the ethics of statehood; the politics of humanity; human rights and their critiques; humanitarianism; the ethics of war and violence; global justice; borders, migration, and refugees; climate ethics.

Teaching: 18 hours of seminars in the MT.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will be expected to produce 1 x 2,000 word essay and a 2-page outline of the summative essay.

Indicative reading: Appiah, K.A. *Cosmopolitanism: Ethics in a World of Strangers* (Allen Lane, 2006); Benhabib, S. *Another Cosmopolitanism* (Oxford, 2006); Brown C. and Eckersley R. *The Oxford Handbook of International Political Theory* (Oxford, 2018); Brown C. *International Society, Global Polity* (Sage, 2015); Crawford, N. *Argument and Change in World Politics* (Cambridge,

2002); Erskine, T. *Embedded Cosmopolitanism* (Oxford, 2008); Griffin, J. *On Human Rights* (Oxford, 2009); Hutchings, K. *Global Ethics: An Introduction* (Polity, 2010); Walzer M. *Just and Unjust Wars* (Basic Books, 2006).

Assessment: Essay (100%, 4000 words) in the LT.

IR464 Half Unit Not available in 2020/21 The Politics of International Law

This information is for the 2020/21 session.

Teacher responsible: Dr Kirsten Ainley

Availability: This course is available on the MSc in China in Comparative Perspective, MSc in Global Politics, MSc in Human Rights, MSc in Human Rights and Politics, MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research), MSc in International Relations Theory and MSc in Theory and History of International Relations. This course is not available as an outside option.

Course content: An introduction to the politics of the creation and implementation of international law, intended for non-lawyers. The course focuses on the areas of international law most relevant to International Political Theory: human rights, the use of force and international crime, and examines the increasing legalization of international politics, the tensions between international politics and international law, alternatives to international law and international law post 9/11.

Watch a short introductory video on this course: <http://www2.lse.ac.uk/internationalRelations/video/IR464-PIL-video.aspx>

Teaching: 20 hours of seminars in the LT. 4 hours of seminars in the ST.

There are no lectures on the course, but there are a number of voluntary workshops as well as a voluntary class trip to international courts in The Hague. Students on this course will have a reading week in Week 6, in line with departmental policy

Formative coursework: A 2000-2500 word essay.

Indicative reading: Alter, K. *The New Terrain of International Law* (Princeton, 2014); Armstrong, D. *International Law & International Relations* (Cambridge, 2007); Bass, G. *Stay the Hand of Vengeance: The Politics of War Crimes Tribunals* (Princeton UP, 2000); Charlesworth, H. & Chinkin, C. *The Boundaries of International Law* (Manchester UP, 2000); Koskeniemi, M. *The Politics of International Law* (Hart, 2011); Maogoto, J. *War Crimes and Realpolitik: International Justice from World War I to the 21st Century* (Lynn Rienner, 2004); McGoldrick, D. *From 9-11 to the Iraq War 2003: International Law in an Age of Complexity* (Hart Publishing, 2004); Orford, A. *Reading Humanitarian Intervention* (Cambridge, 2003); Reus-Smit, C. ed. *The Politics of International Law* (Cambridge, 2004); Simpson, G. *Law, War & Crime* (Polity, 2007).

Assessment: Essay (100%, 4000 words) in the ST.

IR465 Not available in 2020/21 The International Politics of Culture and Religion

This information is for the 2020/21 session.

Teacher responsible: Dr Katerina Dalacoura CBG.9.14

Availability: This course is available on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in Human Rights, MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research), MSc in International Relations Theory and MSc in Social Anthropology (Religion in the Contemporary World). This course is available with permission as an outside option to students on other programmes where regulations permit.

All students are required to obtain permission from the Teacher

Responsible by completing the online application form linked to course selection on LSE for You. Admission is not guaranteed.

Pre-requisites: Background in International Relations or a related discipline.

Course content: The overall objective of the course will be to explore the role of culture and religion in the discipline of IR from both a theoretical and an empirical perspective, using Islam as a major case study. The first part of the course will place culture and religion within the broader context of global history, global modernity and social science. In its second part, the course will concentrate on the role of culture and religion in a number of international relations theories, such as constructivism, the English School, cosmopolitanism and communitarianism, historical sociology, post-colonialism and feminism. The third part of the course will examine the role that cultural and religious issues play in the practice of international relations and in particular their influence on international norms, foreign policy, conflict and war and theories of the state.

Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.

Formative coursework: Students will be expected to produce 1 essay in the MT and 2 essays in the LT.

Formative essays 2,000 words.

Indicative reading: A detailed reading list will be available online and in printed form well before the first lecture/seminar. W.C. Smith (1991) *The Meaning and End of Religion* (Fortress Press). Monica Toft (2013) 'Religion and International Relations Theory', in: Risse, Thomas, Walter. Carlsnaes, and Beth A Simmons. *Handbook of International Relations*, edited by Thomas Risse, et al. (SAGE Publications). Christian Reus-Smit (2018) *On Cultural Diversity* (Cambridge University Press). Brenda Shaffer, ed. (2006) *The Limits of Culture: Islam and Foreign Policy* (MIT Press). Ashis Nandy (1988) *The Intimate Enemy: Loss and Recovery of Self under Colonialism* (Oxford University Press)

Assessment: Exam (100%, duration: 3 hours) in the summer exam period.

IR466 Half Unit Genocide

This information is for the 2020/21 session.

Teacher responsible: Dr Jens Meierhenrich CBG.10.01
Dr Pilar Elizalde CBG.9.08

Availability: This course is available on the MSc in Conflict Studies, MSc in Gender, Peace and Security, MSc in Global Politics, MSc in Human Rights, MSc in Human Rights and Politics, MSc in International Affairs (LSE and Peking University), MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research), MSc in International Relations Theory, MSc in Theory and History of International Relations and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE for You. Admission is not guaranteed.

Course content: This seminar course provides an introduction to the study of genocide. The course's disciplinary ambit ranges from anthropology to economics, from history to law, and from political science to sociology. Against the background of diverse disciplinary approaches, it explores major theoretical and empirical aspects of the role(s) of genocidal campaigns in international politics, inter alia, their origins, development, and termination; the manner of their perpetration, progression, and diffusion; their impact on the maintenance of international peace and security; their consequences for the reconstruction and development of states and the building of nations; and their adjudication in

domestic and international courts and tribunals. Empirical cases to be discussed include Australia, Cambodia, China, the Democratic Republic of Congo, East Timor, Nazi Germany, Guatemala, Iraq, Northern Ireland, the Ottoman Empire, Rwanda, Uganda, the Soviet Union, Sudan, and the former Yugoslavia, among others. The course is designed to equip students with the analytic tools necessary for making sense of the evolution of the international system from the nineteenth century to the present and for critically assessing the promise and limits of responding to collective violence.

Teaching: This course is delivered through seminars totalling a minimum of 20 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of in-person classes/classes delivered online. Students on this course will have a reading week in Week 6, in line with departmental policy.

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

The formative assessment is a 2,000 word essay.

Indicative reading:

- Christian Gerlach, *The Extermination of the European Jews* (Cambridge: Cambridge University Press, 2016)
- Michael Mann, *The Dark Side of Democracy: Explaining Ethnic Cleansing* (Cambridge: Cambridge University Press, 2005).
- Jens Meierhenrich, *Genocide: A Reader* (Oxford: Oxford University Press, 2014).
- A. Dirk Moses, *The Problems of Genocide: Permanent Security and the Language of Transgression* (Cambridge: Cambridge University Press, 2021)
- Filip Reyntjens, *The Great African War: Congo and Regional Politics, 1996-2006* (Cambridge: Cambridge University Press, 2009).
- Geoffrey B. Robinson, *The Killing Season: A History of the Indonesian Massacres, 1965-66* (Princeton: Princeton University Press, 2017)
- Joachim J. Savelsberg, *Representing Mass Violence: Conflicting Responses to Human Rights Violations in Darfur* (Berkeley: University of California Press, 2015),
- William A. Schabas, *Genocide in International Law: The Crime of Crimes*, Second edition (Cambridge: Cambridge University Press, 2009).
- Barbie Zelizer, *Remembering to Forget: Holocaust Memory Through the Camera's Eye* (Chicago: University of Chicago Press, 1998)

Assessment: Essay (100%) in the ST.

IR467 Half Unit Global Environmental Politics

This information is for the 2020/21 session.

Teacher responsible: Dr Robert Falkner FAW 11.01B

Availability: This course is available on the MSc in Environmental Economics and Climate Change, MSc in Environmental Policy and Regulation, MSc in Global Politics, MSc in International Affairs (LSE and Peking University), MSc in International Political Economy, MSc in International Political Economy (LSE and Sciences Po), MSc in International Political Economy (Research), MSc in International Relations, MSc in International Relations (Research), MSc in Political Science and Political Economy and MSc in Regulation. This course is available with permission as an outside option to students on other programmes where regulations permit. All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE for You. Admission is not guaranteed.

Course content: An introduction to concepts and issues in the study of global environmental politics, with special emphasis on the political economy of environmental protection. Environmentalism and the greening of international society; domestic sources of environmental diplomacy; environmental

leadership in international negotiations; international environmental regimes and their effectiveness; the role of nonstate actors (business, NGOs); corporate environmentalism; private environmental governance; trade and environment; international environmental aid; greening foreign direct investment; climate change; biosafety regulation; deforestation.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 20 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of online lectures and in-person classes/ classes delivered online. Students on this course will have a reading week in Week 6, in line with departmental policy.

Topics:

1. Introduction: The rise of global environmentalism in international politics
2. States and foreign environmental policy
3. Nonstate actors (NGOs and business) in global environmental politics
4. International environmental regimes and regime effectiveness
5. International trade and global environmental protection
6. Global finance, aid and sustainable development
7. Multinational corporations and private environmental governance
8. Climate change: international negotiations and multi-level governance
9. Biosafety: scientific uncertainty and the politics of precaution
10. Deforestation: non-regimes and private governance

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

Indicative reading:

- Biermann, F., & Kim, R. E. (2020). *Architectures of Earth System Governance: Institutional Complexity and Structural Transformation*. Cambridge: Cambridge University Press.
- Chasek, Pamela S., Downie, David L., & Brown, Janet Welsh. (2017). *Global Environmental Politics* (7th edition ed.). London: Routledge.
- Clapp, J. and P. Dauvergne (2011). *Paths to a Green World: The Political Economy of the Global Environment*. Cambridge, MA, MIT Press.
- Corry, O., & Stevenson, H. (2017). *Traditions and trends in global environmental politics: International relations and the earth*. London: Routledge.
- Falkner, R. (2008). *Business Power and Conflict in International Environmental Politics*. Basingstoke, Palgrave Macmillan.
- Falkner, R., Ed. (2016). *The Handbook of Global Climate and Environment Policy*. Cheltenham, John Wiley & Sons.
- Hoffmann, M. J. (2011). *Climate Governance at the Crossroads: Experimenting with a Global Response after Kyoto*. New York, Oxford University Press.
- Jinnah, Sikina, & Morin, Jean-Frédéric. (2020). *Greening through trade: How American trade policy is linked to environmental protection abroad*. Cambridge, MA: MIT Press.
- Jordan, A., Huitema, D., van Asselt, H., & Forster, J. (Eds.). (2018). *Governing Climate Change: Polycentricity in Action?* Cambridge, Cambridge University Press

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

IR468 Half Unit

The Political Economy of Trade

This information is for the 2020/21 session.

Teacher responsible: Dr Stephen Woolcock CBG.8.09

Availability: This course is available on the MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in International Affairs (LSE and Peking University), MSc in International Political Economy, MSc in International Political Economy (LSE and Sciences Po), MSc in International Political Economy (Research) and MSc in Political

Science and Political Economy. This course is available with permission as an outside option to students on other programmes where regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE for You. Admission is not guaranteed due to limited space.

Course content: The course begins with a discussion of the ideational factors that have shaped and continue to shape trade policy, before introducing some of the core analytical models that help with our understanding of the political economy of trade. The course then covers the nature of trade and investment in the 21st century, including among other things the impact of the growth of global supply chains on the political economy of trade and investment. The domestic and international institutional frameworks within which trade and investment policy are conducted are discussed. The course then considers some of the underlying trends in trade towards the use of preferential and plurilateral rather than multilateral approaches. There is coverage of the links between trade and development, the main topics in current negotiations including agriculture and food security, trade in manufactures, services and investment, digital trade and sustainable trade. The current crisis in the world trading system is discussed as are the sources of international trade frictions.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 20 hours across Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of online lectures and in-person classes/classes delivered online. Students on this course will have a reading week in Week 6, in line with departmental policy.

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

The formative assessment is 2,000 words.

Indicative reading:

- Heydon, K and Woolcock, S (eds) (2012) *The Ashgate Research Companion to International Trade Policy*, HF 1379 A 82: e-book and hard copies available.
- Hoekman, B and Kosteki. (2009) *The Political Economy of the World Trading System* HF 1359 H69 e-book available but reasonably price in paperback so something to purchase.
- Martin, L (ed) (2014) *Oxford Handbook of The Political Economy of International Trade*, available as an e-book.

Assessment: Exam (100%, duration: 2 hours) in the January exam period.

IR469 Half Unit

Politics of Money in the World Economy

This information is for the 2020/21 session.

Teacher responsible: Prof Jeffrey Chwieroth CBG.10.12

Availability: This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in International Affairs (LSE and Peking University), MSc in International Political Economy, MSc in International Political Economy (LSE and Sciences Po), MSc in International Political Economy (Research), MSc in Political Science and Political Economy and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE for You. Admission is not guaranteed.

Pre-requisites: Students intending to take the course should have

a strong background in monetary economics.

Course content: This course is designed as a component of the study of a global system in which the management and mismanagement of money and finance are matters of fundamental consequence for international relations. It is intended to be of particular relevance to students specialising in international political economy. This is a course in applied international political economy theory. It deals with the basic concepts regarding the creation, use and management of money and finance in the global system. Students are then introduced to the political foundations of international monetary governance. Issues covered include the use of national currencies as international money, the politics of exchange rate adjustment, the operations of banks and other institutions in international money and capital markets, the evolution of global financial markets, the relationship between states and markets in the arena of global finance, international monetary cooperation, and the choices of monetary and financial policies open to developed and developing countries. The course emphasises that contemporary issues, such as international financial crises, international financial regulation and the politics of IMF conditionality, are best understood in a broader theoretical and analytical context.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 20 hours across Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of online lectures and in-person classes/classes delivered online. Students on this course will have a reading week in Week 6, in line with departmental policy.

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

Students are expected to make presentations on topics of their choice and to write one 1,500 word essay, to be marked by the seminar teacher.

Indicative reading: No one book covers the entire syllabus, but the following general works provide a useful introduction:

- B Eichengreen, *Globalizing Capital* (2019);
- T Porter, *Globalization and Finance* (2005);
- D Andrews (ed), *International Monetary Power* (2006);
- J Frieden, *Currency politics: the political economy of exchange rate policy* (2015);
- E Helleiner, *The status quo crisis: global financial governance after the 2008 meltdown* (2014);
- C. Norloff, *America's global advantage: US hegemony and international cooperation* (2010);
- B Cohen, *Currency power: understanding monetary rivalry* (2015);
- J Chwieroth and A Walter, *The Wealth Effect* (2019)

Assessment: Take-home assessment (100%) in the LT. Assessment will be undertaken in the January exam period

IR470 Half Unit International Political Economy

This information is for the 2020/21 session.

Teacher responsible: Dr James Morrison CBG.10.12

Availability: This course is compulsory on the MSc in International Political Economy, MSc in International Political Economy (LSE and Sciences Po) and MSc in International Political Economy (Research). This course is not available as an outside option.

Course content: An advanced introduction to concepts and contending theoretical, analytical, and methodological approaches in international political economy, and an overview of contemporary issues in international economic relations. This course is the core course for MSc International Political Economy. It aims to introduce students to various approaches to the study of international political economy (IPE), and to apply theories to important contemporary empirical issues. The first part of the course introduces students to the main theoretical concepts in and analytical approaches to political economy,

emphasising the overlap between international and comparative approaches. After surveying the main schools of thought in the subject, it examines more recent theoretical developments, including the comparative and domestic approaches that have become increasingly prominent in the literature. The second part of the course examines the evolution of the international economic system since the Second World War, with particular reference to contemporary concerns, debates and issues. Previous background in international relations, international economics, comparative politics and history is helpful but is not a requirement.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 20 hours across Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of online lectures and in-person classes/classes delivered online. Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: One 2,000-word essay will be set and marked by the seminar teacher. Students will also give a presentation delivered during the seminars.

Indicative reading: It is advisable to begin reading before the lectures start, and the following general texts are recommended. A more complete source-list is provided in the course outline.

- Oatley, 'International Political Economy' (2017)
- Ravenhill, 'Global Political Economy' (2020);
- Walter and Sen, 'Analyzing the Global Political Economy' (2009);
- J Frieden, D Lake and JL Broz (eds), 'International Political Economy' (2017);

Assessment: Take-home assessment (100%) in the LT. Assessment will take place in the January exam period

IR471 Half Unit Not available in 2020/21 The Situations of the International Criminal Court

This information is for the 2020/21 session.

Teacher responsible: Dr Jens Meierhenrich CBG.10.01

Availability: This course is available on the MSc in Global Politics, MSc in International Affairs (LSE and Peking University), MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research), MSc in International Relations Theory, MSc in Theory and History of International Relations, MSc in Theory and History of International Relations and MSc in Women, Peace and Security. This course is available with permission as an outside option to students on other programmes where regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the online application linked to the course selection on LSE for You. Admission to the course is not guaranteed.

Course content: This taught seminar introduces students to the practices of the International Criminal Court (ICC). Focusing on the ICC's ongoing investigations and prosecutions - its so-called 'Situations' - the courses exemplifies the politics of international law in the context of one of the most embattled international organisations in the international system. On the foundation of 'practice theory', it blends methodological approaches from law, the social sciences and the humanities. By adopting an evolutionary perspective to the ICC, the seminar raises - and answers - pertinent theoretical questions about institutional design and development of in international politics. Empirical cases to be discussed include the settings of the ICC's nine Situations (the DRC, Uganda, the Central African Republic, Sudan, Kenya, Libya, Cote d'Ivoire, and Mali) as well as the territories of the ICC's preliminary examinations (Afghanistan, Columbia, Georgia, Guinea, Iraq, Nigeria, Palestine, and Ukraine). Students will learn to work with both court documents and theoretical texts.

Teaching: 20 hours of lectures in the LT.

In line with departmental policy, students on the course will have a

reading week in Week 6.

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

Students will also receive feedback on their seminar participation. Students are required to research and write one essay (2,500 words). In addressing a given essay topic, students must integrate theory and history and bring empirical evidence to bear on the research question they have chosen. Essays must be fully - and carefully - referenced using one of the major conventions consistently. Submissions are due in Week 8 and must be in hard copy. Feedback is provided by the course teacher, who is responsible for marking essays.

Several criteria are applied in the evaluation of student essays, notably: (1) originality of argument. (2) use of literature: has relevant scholarship been digested and put to good use? (3) soundness of analysis: is the inquiry comprehensive and logically consistent? (4) organisation of evidence: have argument and evidence been introduced and presented in a compelling manner? (5) validity of findings: does the argument remain valid when applied empirically? (6) clarity of presentation: are grammar, punctuation and references flawless?

Indicative reading: Jens Meierhenrich (ed) 'The Practices of the International Criminal Court', Law and Contemporary Problems Special Issue (Vol.76, Nos 3 & 4: 2014). Sarah M H Nouwen, Complementarity in the Line of Fire: The Catalysing Effect of the International Criminal Court in Uganda and Sudan (Cambridge: CUP, 2013). Benjamin N Schiff, Building the International Criminal Court (Cambridge: CUP, 2008). Carsten Stahn (ed), The Law and Practice of the International Criminal Court (Oxford: OUP, 2015). Patrick S Wegner, The International Criminal Court in Ongoing Intrastate Conflicts: Navigating the Peace-Justice Divide (Cambridge: CUP, 2015). Additional readings: Prosecutor v. Lubanga Dyilo, Judgment pursuant to Article 74 of the Statute, ICC-01/04-01/06 (ICC TC I, March 14, 2012). Prosecutor v. Al Bashir, Warrant of Arrest for Omar Hassan Ahmad Al Bashir, ICC-02/05-01/09-1 (ICC PTC I, March 04, 2009). Prosecutor v. Al Bashir, Decision on the Prosecution's Application for a Warrant of Arrest against Omar Hassan Ahmad Al Bashir, ICC-02/05-01/09-3 (ICC PTC I, March 04, 2009). Prosecutor v. Al Bashir, Judgment on the Appeal of the Prosecutor against the "Decision on the Prosecution's Application for a Warrant of Arrest against Omar Hassan Ahmad Al Bashir," ICC-02/05-01/09-73 (ICC AC, February 03, 2010). Prosecutor v. Al Bashir, Second Decision on the Prosecution's Application for a Warrant of Arrest, ICC-02/05-01/09-94 (ICC PTC I, July 12, 2010). William Schabas, The International Criminal Court: A Commentary on the Rome Statute (Oxford: Oxford University Press, 2010). Robert Dryer et al., An Introduction to International Criminal Law and Procedure, Third edition (Cambridge: Cambridge University Press, 2014). Gerhard Werle and Florian Jessberger, Principles of International Criminal Law, Third edition (Oxford: Oxford University Press, 2014)

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

IR472 Half Unit Not available in 2020/21 Nuclear Non-proliferation and World Politics (Advanced Topics in International Relations)

This information is for the 2020/21 session.

Teacher responsible: Professor Etel Solingen (Susan Strange Visiting Professor during 2019/20)

Availability: This course is available on the MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research) and MSc in International Relations Theory. This course is not available as an outside option. All students are required to obtain permission from the Teacher Responsible by completing the online application linked to the course selection on LSE for You. Admission to the course is not guaranteed.

Course content: This course will apply theories of international relations to explain why some states have pursued nuclear weapons whereas most others have abstained. What is the role of the nonproliferation regime, major powers, international norms, democracy, and globalization on decisions to acquire or renounce nuclear weapons? How do international institutions, major powers and other states respond to violations of international legal commitments not to develop nuclear weapons? What is the relative effectiveness of sanctions and positive inducements in persuading states to abandon nuclear weapons programs? Countries under focus will be North Korea, Iran, Japan, Taiwan, Iraq, Libya, South Korea, India, Pakistan, Israel, and Egypt, among others. There will be simulations of negotiations geared to dissuade actual or potential nuclear proliferators from pursuing such designs and Oxford-style debates.

Teaching: 9 hours of lectures and 13 hours and 30 minutes of seminars in the LT.

In line with departmental policy, students on the course will have a reading week in Week 6.

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

1 x 1,500 word essay, 1 x 1 page outline summary for the summative essay.

Indicative reading: Solingen, Etel, Nuclear Logics: Contrasting Paths in East Asia and the Middle East (Princeton University Press, 2007). William Potter and G. Mukhatzhanova, "Divining Nuclear Intentions" International Security 33, 1 (2008). Nicholas L. Miller, "The Secret Success of Nonproliferation Sanctions," International Organization 68, No. 4 (2014): 913-944. Nicholas L. Miller "Nuclear Dominoes: A Self-Defeating Prophecy?" Security Studies 23, No. 1 (2014): 33-73. Nina Tannenwald, The Vanishing Nuclear Taboo? Foreign Affairs November/December 2018. Solingen, Etel (ed.), Sanctions, Statecraft, and Nuclear Proliferation (Cambridge University Press, 2012)

Assessment: Essay (100%, 4000 words) in the ST.

IR473 Half Unit China and the Global South

This information is for the 2020/21 session.

Teacher responsible: Prof John Alden CBG.9.04

Availability: This course is available on the MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research) and MSc in International Relations Theory. This course is available with permission as an outside option to students on other programmes where regulations permit.

All students are required to obtain permission of the Teacher Responsible by completing the online application linked to LSE for You. Admission to the course is not guaranteed.

Course content: This course focuses on the substantive role that China plays in the Global South where its preponderance of material power and putative developing country status confers upon it a dominant position in bilateral and regional political economies. China's economic position, coupled to an astute use of finances flowing from its mercantilist policies, has enabled it to become the leading trading partner and a significant investor in the developing world. Moreover, the Global South is increasingly figuring in Beijing's expanding security interests and soft power provisions. Interpretations embedded in prevailing academic discussions like socialisation, threat and peaceful rise take on new meaning when studied through the lens of ties with developing countries. Understanding how dynamics in this relationship are impacting upon a host of global and contemporary issues (BRICs, multilateralism, peacekeeping, the environment) is crucial to the shape of the 21st century. Students will acquire a deeper appreciation of the concept of agency linked to the varied response of countries and regional organisations in the Global South, from policy elites to local communities, to China's growing structural power, as well as placing Chinese engagement within the context

of other 'traditional' and emerging powers. This will offer a deeper analysis of the way in which the dynamics of China's economic and political model impact on its relationship with the Global South.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 20 hours across Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of online lectures and in-person classes/classes delivered online. Students on this course will have a reading week in Week 6, in line with departmental policy.

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

Essay length 1500 words

Indicative reading: Ariel Ahram, 'Theory and Method of Qualitative Area Studies', *Qualitative Research* (11:1 2011), pp. 69-90. Chris Alden and Chris R Hughes, 'Harmony, Discord and Learning in China's Foreign Policy', *China Quarterly*, Special Issue (No.9 December 2009), pp.13-34. Chris Alden, 'China and Africa - The Relationship Matures', *Strategic Analysis* (36:5 2012), pp.701-707. Kevin Gallagher, *The China Triangle: Latin America's China Boom and the Fate of the Washington Consensus* (OUP:2016). Arthur R Kroeber, *China's Economy: What Everyone Needs to Know* (OUP: 2016). Barry Naughton, 'China's Distinctive System: Can it be a Model for Others?' *Journal of Contemporary China* (19:65: 2010), pp.437-460. Michael Pettis, *Avoiding the Fall: China's Economic Restructuring* (Washington DC: Carnegie Endowment for International Peace: 2013). David Shambaugh, *China Goes Global: The Partial Power* (OUP: 2014). Ian Taylor, *Africa Rising? BRICs and Diversifying Dependency* (James Currey: 2014). Carol Wise and Margaret Myers (eds), *The Political Economy of China-Latin America Relations in the New Millennium: Brave New World* (Routledge: 2016)

Assessment: Essay (80%, 4000 words) in the LT. Presentation (20%) in the MT.

During the course of the seminars students will participate in a group presentation (20%) and submit a 4,000 word essay (80%) at the start of the LT.

IR474 Half Unit Not available in 2020/21 Revolutions and World Politics

This information is for the 2020/21 session.

Teacher responsible: Dr George Lawson CBG.9.12

Availability: This course is available on the MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research) and MSc in International Relations Theory. This course is available with permission as an outside option to students on other programmes where regulations permit.

All students are required to obtain permission of the Teacher Responsible by completing the online application linked to LSE for You. Admission to the course is not guaranteed.

Course content: Revolutions are often considered to be a 'side order' to the 'main course' of International Relations. But as this course explores, the lack of attention paid to revolutions is a mistake - revolutions have played a major part in the making of the modern international order. From the 'Atlantic Revolutions' of the late 18th and early 19th centuries to the 'colour revolutions' of the early 21st century, revolutions have been constitutive of notions of sovereignty, order, justice, and more. Revolutions have also been tightly bound up with dynamics of war and peace. This course explores both the theory and practice of revolutions, teasing out their effects and examining the prospects for revolutionary change in the contemporary world.

List of Topics:

Part 1: Thinking about revolutions

1. What are revolutions?
2. Key themes in the study of revolutions
3. Revolutions in world politics

Part 2: The experience of revolutions

4. The Atlantic 'age of revolutions'

5. Socialist revolutions
6. Reading week - session on the assessed essay
7. 'Third World' revolutions
8. The 'last great revolution'?
9. 'Colour' revolutions
- Part 3 Revolution today
10. The Arab uprisings
11. Rethinking revolutions

Teaching: 10 hours of lectures, 20 hours of seminars and 4 hours of workshops in the MT.

The main aim of the course is to provide an opportunity for students to make informed judgements about how and in what ways revolutions have impacted on core features of modern international order. Additional aims include assessment of the place of revolutions in the contemporary world and, more generally, the ability to connect theoretical arguments about revolutions with the substantive experience of revolutions.

In line with departmental policy, students on the course will have a reading week in Week 6.

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

Formative essay 1,500 words.

Indicative reading: Hannah Arendt, *On Revolution* (Penguin: 1963). Colin Beck, *Radicals, Revolutionaries and Terrorists* (Polity: 2015). Mlada Bukovansky, *The American and French Revolutions in International Political Culture* (Princeton: 2002). John Foran, *Taking Power* (Cambridge: 2005). Jeff Goodwin, *No Other Way Out* (Cambridge: 2001). Fred Halliday, *Revolution and World Politics* (Palgrave: 1999). Doug McAdam, Sidney Tarrow and Charles Tilley, *Dynamics of Contention* (Cambridge: 2001). Daniel Ritter, *The Iron Cage of Liberalism* (Oxford: 2015). Theda Skocpol, *States and Social Revolution* (Cambridge: 1979). Stephen Walt, *Revolutions and War* (Cornell: 1996)

Assessment: Essay (70%, 4000 words), presentation (15%) and blog post (15%) in the MT.

Students are expected to produce 10 weekly blog posts of 250 words.

IR475 Half Unit Gender/ed/ing International Politics

This information is for the 2020/21 session.

Teacher responsible: Dr Katharine Millar CBG.8.13

Availability: This course is available on the MSc in International Relations, MSc in International Relations (Research) and MSc in International Relations Theory. This course is not available as an outside option.

All students are required to obtain permission of the Teacher Responsible by completing the online application linked to LSE for You. Admission to the course is not guaranteed.

Course content: This course foregrounds gender - as noun, verb and structure - in understanding the practices/events studies as global politics and the discipline/study of international relations. The course is grounded in feminist theory and provides students with an introduction to feminist epistemologies and methods. It proceeds in two sections, moving from theoretical foundations to an examination of gender and the macro, transnational and historical processes of global politics. Each 'macro' examination of the gendering of international politics is followed by a corresponding examination of several substantive areas of international politics, including security, development, NGOs and transnational social movements and international law/organisations. These overarching topics are balanced with issue-specific case studies (eg sexual/sexualised violence in conflict; gendering of the informal economy), derived from current events, to be discussed in seminars. Particular thematic attention will be paid to the on-going construction (and transmission) of global/transnational hierarchies that are gendered and gendering.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 20 hours across

Lent Term. This year, some or all of this teaching will be delivered through a combination of in-person classes/classes delivered online. Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students must submit formative essay questions and outlines in LT in order to support success in the summative.

Indicative reading: B Ackerly, J True and M Stern (eds), *Feminist Methodologies for International Relations* (CUP: 2006). C Enloe, *Bananas, beaches and bases: making feminist sense of international relations*, rev'd 2nd ed (University of California Press: 2014). C Mohanty, *Feminism without Borders: Decolonising Theory; Practising Solidarity* (Duke University Press: 2003). L Sjobeg, *Gender, War and Conflict* (Polity: 2014). C Weber, *Queer International Relations: sovereignty, sexuality and the will to knowledge* (OUP:2016)

Assessment: Essay (65%, 4000 words) in the ST. Coursework (35%) in the LT.

The coursework entails three components.

One (500 word max) blog posts, to a Moodle forum on a week assigned by the instructor (marked with grade, 20%).

Two (250 word max) response to colleagues' blog posts and two (for two different weeks) questions posed for discussion in seminar (completion/participation grade, 15%).

IR476 Half Unit Not available in 2020/21 Gender and Political Violence

This information is for the 2020/21 session.

Teacher responsible: Dr Katharine Millar CBG.8.13

Availability: This course is available on the MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research) and MSc in International Relations Theory. This course is not available as an outside option. All students are required to obtain permission of the Teacher Responsible by completing the online application linked to LSE for You. Admission to the course is not guaranteed.

Course content: This course foregrounds gender as an analytic lens to highlight and question received wisdom regarding the interrelations of various practices of violence and manifestations of conflict. It moves away from the concept of 'security' to examine assemblages of threats and vulnerabilities that connect and problematise traditional international relations concepts of scale (eg local, national, international) as well as the public and private. Taking gender seriously allows us to trace the 'systems level' war into the everyday, and to follow everyday practices of violence into the global. The course encourages students to consider not only the ways different practices of violence are masculinised/feminised, but also how these gendering violences are implicated in social power relations, sexualised/sexual hierarchies, and the production of order/normality. Geographically, this approach brings the Global North and South into the same analytical frame. Particular thematic emphasis is placed on the questions of what constitutes violence, and how this key conceptualisation relates to our ways of analysing, interpreting and making sense, both academically and experientially, of the phenomenon.

Teaching: 20 hours of seminars in the LT.

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

Indicative reading: M Zalweski, *Feminist International Relations: Exquisite Corpse* (2013). C Sylvester, *War as Experience* (2012). M Erikson Baaz and M Stern, *Sexual Violence as a Weapon of war?* (2013). V Hudson, *Sex and World Peace* (2012). C Nordstrum, *Shadows of War* (2004). M Jackman, 'Violence in Social Life', *ARS* (Vol.28, 2002). T N Coates, *Between the World and Me* (2015)

Assessment: Essay (100%, 4000 words) in the ST.

IR477 Half Unit Not available in 2020/21 Sub-Saharan Africa: Governance, Peace, and Security

This information is for the 2020/21 session.

Teacher responsible: Dr Milli Lake

Availability: This course is available on the MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research) and MSc in International Relations Theory. This course is available with permission as an outside option to students on other programmes where regulations permit.

All students are required to obtain permission of the Teacher Responsible by completing the online application linked to LSE for You. Admission to the course is not guaranteed.

Course content: This course examines contemporary sub-Saharan African politics and society in three parts, exploring some of the toughest challenges the continent has faced in the post-independence period. It begins with a review of twentieth century African politics, exploring the experiences and legacies of colonial occupation, and what these tell us about the present day. Following this, it turns to the common challenges of the post-independence period, as newly created states struggle to establish and maintain authority at home while finding their place in the international system. Finally, it explores humanitarian governance and development aid in the twenty-first century, drawing from literature spanning a wide variety of subfields and epistemological traditions. This component of the course considers the nature of public and private authority, as well as the role played by countries in the global north in intervening in the domestic political affairs of sovereign states.

Teaching: 20 hours of seminars in the LT.

In line with departmental policy, students on the course will have a reading week in week 6.

Formative coursework: Students will be expected to produce 1 essay and 6 other pieces of coursework in the LT.

For six of the ten sessions, students on the course will submit a one-page reading memo of approximately 600 words, pulling together key themes from that week's discussions.

In addition, students will produce an assessed essay outline in week 10 consisting of a research question, an overview of the argument, a draft structure and an indicative reading list. Feedback will be provided via email and/or individual sessions with students.

Indicative reading:

- Séverine Autesserre, 'Dangerous Tales: Dominant Narratives on the Congo and Their Unintended Consequences', *African Affairs* (2012)
- Alex de Waal, *Famine Crimes: Politics and the Disaster Industry in Africa* (Indian University Press, 2009)
- Pierre Englebert and Denis Tull, 'Post-Conflict Reconstruction in Africa: Flawed Ideas about Failed States', *International Security* 32:4 (2008)
- Maria Eriksson Baaz and Maria Stern. 2008. "Why Do Soldiers Rape? Masculinity, Violence, and Sexuality in the Armed Forces in the Congo" *International Studies Quarterly*
- Thomas Flores and Irfan Nooruddin, *Elections in Hard Times: Building Stronger Democracies in the 21st Century* (CUP: 2016)
- Jeffrey Herbst, 'Power and Space in Pre-Colonial Africa' in *States and Power in Africa*. (Princeton University Press, 2014), pp. 35-57
- Nancy Rose Hunt. 1998. "Le Bebe En Brousse": European Women, African Birth Spacing and Colonial Intervention in Breast Feeding in the Belgian Congo." *The International Journal of African Historical Studies* 21: 3 pp. 401-32
- Robert Jackson and Carl Rosberg, 'Why Africa's Weak States Persist: The Empirical and the Juridical in Statehood' *World Politics* (35:1 1982), pp.1-24
- Mahmood Mamdani, *Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism* (PUP: 1996)
- Laura Mann and Marie Berry. 2016. "Understanding the Political Motivations That Shape Rwanda's Emergent Developmental State" *New Political Economy*. Volume 21: 1
- Paul Nugent, *African Independence: Poisoned Chalice or Cup of*

Plenty?' in *Africa Since Independence* (Palgrave Macmillan, 2004), pp. 7-57.

- Nathan Nunn and Leonard Wantchekon, 'The Slave Trade and the Origins of Mistrust in Africa' (excerpts), *American Economic Review* (101: 7, 2011), pp. 3221-6, 3249-50.
- Daniel Posner, 'The Colonial Origins of Ethnic Cleavages: The Case of Linguistic Divisions in Zambia', *Comparative Politics* (35:2, 2003), pp. 127-146.
- William Reno, *Warfare in Independent Africa* (CUP, 2011)
- Aili Mari Tripp, *Women and Power in Post-Conflict Africa* (CUP: 2015)

Assessment: Essay (80%, 4000 words) in the ST. Class participation (20%).

Students will submit a 4,000 word essay (80%) due in week 1 of the ST.

IR478 Half Unit Not available in 2020/21

Critical War Studies

This information is for the 2020/21 session.

Teacher responsible: Prof Tarak Barkawi CBG.9.03

Tarak Barkawi is Professor in the Department of International Relations at the London School of Economics and Political Science. He studies warfare between the West and the non-European world, past and present. He writes on the pivotal place of armed force in globalization, imperialism, and modernization, and on the neglected significance of war in social and political theory. He is author of *Soldiers of Empire, Globalization and War* and many scholarly articles.

Availability: This course is available on the MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research) and MSc in International Relations Theory. This course is available with permission as an outside option to students on other programmes where regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE for You. Admission is not guaranteed

Course content: War transforms the social and political orders in which we live, just as it obliterates our precious certainties. Nowhere is this more obvious than in the fate of truths offered about war itself. War regularly undermines expectations, strategies and theories, and along with them the credibility of those in public life and the academy presumed to speak with authority about it. This course begins with the recognition that the unsettling character of war has been a profound opportunity for scholarship. For it is precisely in war's disordering and unsettling of politics and identities that the socially and historically generative powers of war are exposed. In bending, stretching and even breaking institutions and societies, war reveals them to us anew and offers perspectives obscured in times of peace. At the same time, these disruptions shape and inform the course and character of war. This violent but fecund juncture between war, society and politics is what this course seeks to understand.

Teaching: 10 hours of lectures and 18 hours of seminars in the LT. This course consists of ten lectures, nine seminars and eight film evenings. It is primarily a book-based graduate seminar. The lecture series provides concepts, ideas and histories - intellectual scaffolding - against which to read the course books. Each of the nine seminars for this course will be based upon a single book. The seminars will develop students' abilities to read, digest, and critique monograph length texts. Students will be expected to read the assigned book in its entirety before each seminar. Every student will be expected to come to seminar prepared to participate. There will be no individual seminar presentations. Every student is expected to speak in every seminar. Students should be prepared to comment on the main argument of each book; to place each text in a wider intellectual context,

concerning for example the debates and audiences the book is speaking to; and to offer a critical assessment of the book's contributions.

The optional film series provides an opportunity for sociability and the exploration of course themes in popular cultures. Films are an important way in which war has shaped modern culture. The course coordinator will briefly introduce each film and a short discussion will follow the screening.

Formative coursework: To help them prepare for their summative essay, students will write two 2000 word book reviews of seminar books of their choosing.

Indicative reading: 1 Hew Strachan, *Clausewitz's On War* (New York: Grove Press, 2007). 2 Michel Foucault, *Society Must be Defended* (London: Penguin, 2004). 3 Anders Engberg-Pedersen, *Empire of Chance: The Napoleonic Wars and the Disorder of Things* (Cambridge, MA: Harvard University Press, 2015). 4 Helen M. Kinsella, *The Image Before the Weapon: A Critical History of the Distinction between Combatant and Civilian* (Ithaca: Cornell University Press, 2011). 5 Paul Fussell, *The Great War and Modern Memory* (New York: Oxford University Press, 1975). 6 Adam Tooze, *The Deluge: The Great War and Remaking of Global Order* (London: Allen Lane, 2014). 7 Debbie Lisle, *Holidays in the Danger Zone: Entanglements of War and Tourism* (Minneapolis: University of Minnesota Press, 2016). 8 Hugh Gusterson, *Nuclear Rites: A Weapons Laboratory at the End of the Cold War* (Berkeley: University of California Press, 1998). 9 Banu Bargu, *Starve and Immolate: The Politics of Human Weapons* (New York: Columbia University Press, 2014)

Assessment: Essay (100%, 5000 words) in the LT.

The course will be 100% assessed by essay due after the end of term and based on a topic of the student's choice.

IR479 Half Unit Not available in 2020/21

Russia in World Politics

This information is for the 2020/21 session.

Teacher responsible: Prof Tomila Lankina CBG.10.13

Availability: This course is available on the MSc in Global Politics, MSc in International Affairs (LSE and Peking University), MSc in International Political Economy (LSE and Sciences Po), MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research) and MSc in Theory and History of International Relations. This course is not available as an outside option.

The course offers an analysis of key issues in the development of Russian foreign and security policies and the role that it plays in global politics. It is primarily intended for the courses listed above and is available as an outside option on the MSc in Comparative Politics to students with permission from the course convenor.

Pre-requisites: There are no formal prerequisites but some knowledge of social science methods and an interest in Russian politics will be taken for granted.

Course content: The course covers the various factors shaping Russian foreign and security policy. It will explore both the traditional foreign policy and security issues, such as Russia's recent military build-up, economic power projection, the geopolitics of oil and gas, as well as soft power and soft security aspects of Russia's foreign policy, including the role of the media and propaganda; hybrid warfare; the role of ideas and norms; we will also explore the historical legacies influencing how Russia sees the world and its neighbours. Each of the ten topics covered will speak to the major theoretical debates on the factors shaping security and foreign policy and students will be encouraged to evaluate the merits of the various theories based on available evidence. The background seminar focuses on the domestic and international context preceding Russia's emergence as a successor to the Soviet Union. The subsequent sessions analyse post-communist Russian foreign policy with a special focus on foreign policy under President Putin, including the military interventions in Georgia and

Ukraine, the securitisation of Russia's media and Russia's attempts to influence politics in the EU and beyond.

Some of the questions to be addressed in the course of the ten seminars are: How have domestic institutions and political regime change following the collapse of the USSR impacted on foreign policy making and thinking? How has Russia sought to use traditional security mechanisms, hard power and soft power to influence the "near abroad"? What explains the failure of "reset" policy between the US and Russia? Has Russian engagement with Europe and its main institutions, the EU and NATO, suggested that it is part of or apart from Europe? What are the key mechanisms of Western influence on Russia's foreign policy? What kind of a relationship has Russia forged with China and what are the factors shaping this relationship? What drives the nuances of Russia's policy in the Middle East? What role do energy politics play in Russia's relations with its neighbours and in Russia's foreign policy globally? The final section will address the question of the other longer-term historical influences shaping the foreign policy of Russia.

Teaching: 20 hours of seminars in the LT.

Students who are new to international politics are advised to attend the lectures for IR202, Foreign Policy Analysis.

Formative coursework: Students will be expected to produce 1 presentation, 1 other piece of coursework and 1 other piece of coursework in the LT.

Each student will write a review of one of the required readings in no more than 500 words.

In the course of the academic term, each student will be also expected to make one presentation on a given topic. Presenters will be expected to distribute a 1 paragraph summary of the main points of their presentations to Professor Lankina and students in advance of the seminar.

Students will also produce a 2-3 page outline of their assessed essay by Week 6 of the Lent term.

Indicative reading: Stent, Angela, *The Limits of Partnership: U.S-Russian Relations in the Twenty-First Century*. Princeton: Princeton University Press, 2015. Mankoff, Jeffrey, *Russian Foreign Policy: The Return of Great Power Politics*. Lanham: Rowman and Littlefield, 2009 (or 2016, 2017 edition if available). Allison, Roy, *Russia, the West, and Military Intervention*. Oxford: Oxford University Press, 2013. Tsygankov, Andrei, *Russia's Foreign Policy: Change and Continuity in National Identity*. Oxford: Rowman and Littlefield, 4th edition, 2016. Tsygankov, Andrei, *Russia and the West from Alexander to Putin: Honor in International Relations*. New York: Cambridge University Press, 2012. Cadier, David and Light, Margot, (eds.) *Russia's Foreign Policy: Ideas, Domestic Politics and External Relations*. Basingstoke: Palgrave Macmillan, 2015. Allison, Roy, *Russia, the West, and Military Intervention*. Oxford: Oxford University Press, 2013

Assessment: Essay (80%, 5000 words) in the ST.

Class participation (20%) in the LT.

IR480 Half Unit

Globalisation and the State in Developing Countries

This information is for the 2020/21 session.

Teacher responsible: Dr Jostein Hauge CBG.8.14

Availability: This course is available on the MSc in Global Politics, MSc in International Affairs (LSE and Peking University), MSc in International Political Economy, MSc in International Political Economy (LSE and Sciences Po), MSc in International Political Economy (Research), MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the

online application form linked to course selection on LSE for You.

Admission is not guaranteed

Course content: What role should the state play in economic development? How has globalisation effected what the state can still actually do to promote economic development? Between the 50s and 80s, the East Asian 'developmental state' model delivered rapid industrialisation through extensive state intervention, seemingly refuting not only the claims of free market economics, but also of dependency theory: that poor countries could never develop due to the very nature of the capitalist world system. Since the 80s, the applicability of the East Asian model was challenged in new ways. Structural changes in the global political economy, including the end of fixed exchange rates, increased capital mobility, the development of international financial markets, privatisation of the commanding heights of the economy, the proliferation of restrictive trade and investment agreements, and the rise of global value chains, led many to argue that even if it was economically beneficial for other countries to implement the East Asian model, this was no longer possible because globalisation had dramatically constrained the power of the nation state. Others argued that concerns over the constraints posed by globalisation were overblown, and that domestic interests, institutions, and ideas were responsible for holding back structural transformation of the economy.

This course will combine debates in IPE, over how the process of globalisation has transformed the capacity for state action, with debates in the political economy of development over the role of the state in the process of late development. Students will gain an understanding not only of the debate over how much domestic policy autonomy developing countries have after globalisation, but also of the kinds of policies they need this policy space for. Problems of underdevelopment are approached through the prism of both core-periphery power relations, and power relations arising from the domestic productive structure.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 20 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of online lectures and in-person classes/ classes delivered online.

Students on this course will have a reading week in Week 6, in line with departmental policy.

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

Indicative reading: Chang, H. J., & Grabel, I. (2014). *Reclaiming development: an alternative economic policy manual*. Zed Books Ltd. Haggard, S. (2018). *Developmental States*. Cambridge University Press. Cardoso, F. H., & Faletto, E. (1979). *Dependency and development in Latin America (Dependencia y desarrollo en América Latina, engl.)*. Univ of California Press. Strange, S. (2015). *States and markets*. Bloomsbury Publishing. Chang, H. J. (2002). *Kicking away the ladder: development strategy in historical perspective*. Anthem Press. Hirst, P., Thompson, G., & Bromley, S. (2015). *Globalization in question*. John Wiley & Sons.

Assessment: Essay (90%, 2500 words) in the ST.

Continuous assessment (10%) in the LT.

The continuous assessment will be weekly writings: 10 x 1-page bullet point outlines answering one of the assigned seminar questions.

IR481 Half Unit Not available in 2020/21

Europe, the US and Arab-Israeli Relations

This information is for the 2020/21 session.

Teacher responsible: Dr Federica Bicchì CLM. 4.13

Availability: This course is available on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in Global Politics, MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research), MSc in International Relations Theory and MSc in Theory and History of International Relations. This course is available with permission

as an outside option to students on other programmes where regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the online application form linked to course selection on LSE for You. Admission is not guaranteed.

Pre-requisites: A knowledge of post-1945 world history of the European Union governance system and of Middle East politics is required.

Course content: The course focuses on the foreign policy of the EU and of EU member states towards Arab-Israeli relations (with a special emphasis on Palestinian-Israeli relations), in comparison with the US foreign policy. The main focus will be on the European perspective, but it would be impossible to analyse this subject without taking into account the US position and, to some extent, Transatlantic relations. After an overview of Palestine during the British mandate, the course will cover the period from 1948 to nowadays with a particular emphasis on contemporary issues. The British mandate on Palestine. The partition of Israel and the birth of Israel. Early support for Israel. The Suez crisis. The evolution of European and US policy towards Israel. The birth of the "special relationship" between the US and Israel. The 1973 war, the energy crisis and the Euro-Arab Dialogue. The Venice Declaration. The US and European contribution to the Arab-Israeli peace process in the 1990s. The Euro-Mediterranean Partnership and the European Neighborhood Policy. Western democracy promotion and trade. Western aid to the Palestinians. The legalisation of relations with Israel. The collapse of the peace process and attempts at reviving it.

Teaching: 10 hours of lectures and 15 hours of seminars in the LT. 1 hour of lectures and 1 hour and 30 minutes of seminars in the ST. Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: One 2,000-word essay during the course and one presentation (or alternatively two 2000-word essays), to be marked by seminar teachers. These do not count towards the final mark.

Indicative reading: Students will be expected to read widely in appropriate books and journals. A detailed reading list will be provided at the beginning of the course. The following provide a general background to the topic: Bicchieri, Federica, *European Foreign Policy Making toward the Mediterranean*, New York: Palgrave (2007); Fawcett, L. (2013) *International Relations of the Middle East*, 3rd ed., Oxford: Oxford University Press; Lesch, David, ed. *The Middle East and the United States*. Boulder: Westview (2012), 5th ed.; Pardo, S. and J. Peters (2009), *Uneasy Neighbours: Israel and the European Union*, Lexington Books; Quandt, W.B. (1993) *Peace Process. American Diplomacy and the Arab-Israeli Conflict Since 1967*, Washington /Berkeley/Los Angeles: The Brookings Institution/University of California Press; Roberson, B.A. (1998) *The Middle East and Europe. The Power Deficit*, London/New York: Routledge; Spiegel, Steven, *The Other Arab-Israeli Conflict: Making America's Middle East Policy from Truman to Reagan*, Chicago, (1985); Youngs, Robert, *Europe and the Middle East. In the Shadow of September 11*. Boulder/London: Lynne Rienner, (2006).

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

The normal length of the examination paper is eight questions, of which candidates are invited to answer any two.

IR485

Dissertation in International Political Economy

This information is for the 2020/21 session.

Teacher responsible: Dr Ranjit Lall CBG.08.01

Availability: This course is compulsory on the MSc in International Political Economy, MSc in International Political Economy (LSE and Sciences Po) and MSc in International Political Economy (Research). This course is not available as an outside option.

Course content: MSc students are required to write a 10,000 word dissertation on a topic within the field of IPE approved by

the student's dissertation lead. The dissertation need not be an account of original research and may rely on secondary sources.

Teaching: 1 hour of lectures in the MT. 4 hours of lectures and 4 hours of workshops in the LT. 1 hour of workshops in the ST. There will be a 60-minute preliminary lecture in the MT about the Dissertation process and 4 lectures in the LT on specific topics and concepts relevant to the dissertation process. In the 60-minute of small group workshops, the students apply the concepts introduced in the lecture to their own research projects. Two members of the teaching faculty will work between groups to support them and answer questions. The last ST session will be a 'drop in' opportunity for students to raise questions and discuss their specific concerns.

Formative coursework: Students submit the initial topic and research question early in LT; and a more detailed 4-5 page dissertation plan later in LT.

Indicative reading: George, A., & Bennett, Andrew. (2005). *Case studies and theory development in the social sciences* (BCSIA studies in international security). Cambridge, Mass.: MIT Press. Gerring, J. (2006). *Case study research : Principles and practices* (Second ed., *Strategies for social inquiry*). King, G., Keohane, Robert O., & Verba, Sidney. (1994). *Designing social inquiry: Scientific inference in qualitative research* (Princeton paperbacks). Seawright, J., & Gerring, J. (2008). *Case Selection Techniques in Case. Study Research: A Menu of Qualitative and Quantitative Options*. *Political Research Quarterly*, 61(2), 294-308.

Assessment: Dissertation (100%, 10000 words) in August.

IR486

Dissertation in International Relations Theory and International Relations (Research)

This information is for the 2020/21 session.

Teacher responsible: Dr Peter Wilson CBG.10.10

Availability: This course is compulsory on the MSc in International Relations (Research) and MSc in International Relations Theory. This course is not available as an outside option.

Course content: MSc students are required to write a 10,000 word dissertation on a topic within the field of IR approved by the student's academic mentor. The dissertation need not be an account of original research and may rely on secondary sources.

Teaching: There will be an initial lecture in the MT providing an overview about the Dissertation process. This will be followed by further sessions later in MT and LT on choosing a topic and research question, research design and components of a thesis and case selection and case analysis. A further final 'troubleshooting' session will be held in ST. Students submit the initial topic and research question in LT; and a more detailed dissertation plan later in LT

Assessment: Dissertation (100%, 10000 words) in August.

IR487 Half Unit

Critical Theories of International Relations

This information is for the 2020/21 session.

Teacher responsible: Dr Tristen Naylor

Availability: This course is available on the MSc in International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course examines the ways that different theories conceive, analyse and critique the character of international relations. The purpose of the course is to provide a thorough interrogation of these theories, exploring debates both within and between them. Theoretical approaches to be considered include: Critical theory; post-colonialism; post-structuralism; race and empire, and gender and feminism. The course also interrogates issues relating to the philosophy of

science and philosophy of history.

Teaching: 10 hours of lectures and 15 hours of seminars in the LT. 1 hour of lectures in the ST.

In line with departmental policy, there will be a reading week in week 6 LT.

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

Students are required to submit formative coursework (two 2,000-word essays) and to deliver at least one formal seminar presentation. All students are expected to prepare for and participate in seminar discussions.

Indicative reading: Chris Brown and Kirsten Ainley (2010) *Understanding International Relations*, 4th Ed. (Palgrave Macmillan); Patrick Jackson (2010), *The Conduct of Inquiry in International Relations*, (London: Routledge); Christian Reus-Smit and Duncan Snidal (eds, 2010), *The Oxford Handbook of International Relations*, (Oxford: Oxford University Press); Scott Burchill et al (eds, 2009), *Theories of International Relations*, 4th ed. (London: Palgrave).

Assessment: Essay (100%, 4000 words) in the ST.

IR499

Dissertation in International Relations

This information is for the 2020/21 session.

Teacher responsible: Prof John Sidel CBG.3.35

Availability: This course is compulsory on the MSc in International Relations and MSc in International Relations (LSE and Sciences Po). This course is not available as an outside option.

Course content: All MSc IR student are required to write a 10,000-word dissertation on a topic within the field of IR, to be determined in consultation with their academic mentors. The dissertation does not need to entail original empirical research and may rely solely on secondary sources.

Teaching: All MSc IR students will be assigned dissertation supervisors before the end of the Michaelmas Term. The Department will allocate dissertation supervisors on the basis of the relevant expertise and availability of members of academic staff, with student preferences taken into consideration. Dissertation supervisors will be available to provide guidance in one-on-one meetings and through other forms of communication over the late Michaelmas, Lent, and Summer terms. Thereafter students are expected to work independently on their dissertations without further supervision.

In addition, the Department will provide support by offering a number of lectures and workshops throughout the academic year. An introductory lecture in the Michaelmas Term will provide an overview of the MSc Dissertation and the processes involved in terms of requirements, oversight and supervision, research and writing, submission and assessment. Bespoke workshops will be offered in the Michaelmas, Lent, and Summer terms in collaboration with LSE Life. In the Lent Term workshop, students will be split into four separate groups, within which Dissertation outlines will be presented for comments, questions, and suggestions from other students. The MSc IR programme director will also offer a question-and-answer session in the Summer Term in conjunction with the LSE Life workshop. Over the summer period the Department will also offer 'drop in' sessions for students with individual queries.

Assessment: Dissertation (100%, 10000 words) in August.

LL468 Half Unit

European Human Rights Law

This information is for the 2020/21 session.

Teacher responsible: Dr Kai Möller

Availability: This course is available on the LLM (extended part-

time), LLM (full-time), MSc in Conflict Studies, MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Human Rights and University of Pennsylvania Law School LLM Visiting Students.

This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 30 students.

Course content: The course will offer a theoretically informed introduction to the law of the European Convention on Human Rights. It will focus on both the doctrinal framework that the European Court of Human Rights has developed – in particular: proportionality, the margin of appreciation, negative and positive obligations, the living instrument doctrine, and the emerging consensus doctrine – and the substantive questions of what the values underlying human rights are and what these values require in specific contexts. With regard to the latter, more philosophical, aspect, we will pay special attention to the idea of human dignity, exploring in some depth the Court's view that respect for human dignity [and human freedom] is the 'very essence' of the Convention.

Topics include: An introduction to the European Convention. Basic concepts of European Convention law: proportionality, the margin of appreciation, living instrument, emerging consensus. Human dignity - 'the very essence' of the Convention? Freedom from torture and inhuman or degrading treatment or punishment and the role of religious arguments in human rights law. The right to freedom of expression and the protection of offensive expression. Militant democracy and democratic backsliding in Europe. The right to private life and the enforcement of morality. The right to freedom of religion and religious pluralism in Europe.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Lent Term. Students will usually have two additional hours in the Summer Term. This year teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Week 6 of Lent Term.

Formative coursework: There will be a formative assessment, its format to be confirmed at the start of the course.

Indicative reading: There is no single text covering the course and required readings will be uploaded to Moodle before the seminar. The readings will consist of a mixture of cases and theoretical materials. The following are useful textbooks:

- Jacobs, White and Ovey, *The European Convention on Human Rights*, 8th edn (OUP 2020)
- Harris, O'Boyle and Warbrick, *Law of the European Convention on Human Rights*, 4th edn (OUP 2018).

A strong European perspective is to be found in:

- van Dijk, van Hoof, van Rijn and Zwaak (eds), *Theory and Practice of the European Convention on Human Rights* 5th edn (Intersentia, 2018)

Very good edited books include:

- Brems and Gerards (eds), *Shaping Rights in the ECHR* (CUP 2013)
- Follesdal, Peters and Ulfstein (eds), *Constituting Europe* (CUP 2013)

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

LL469 Half Unit Not available in 2020/21

UK Human Rights Law

This information is for the 2020/21 session.

Teacher responsible: Prof Conor Gearty NAB 6.11

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where

regulations permit.

Those seeking to take it will need to discuss this first with the course teacher: the course is quite legal in focus.

This course is capped at 30 students.

Course content: This course will be made up of a detailed study of the UK Human Rights Act. The origins and the political background to the Act will be explained, and the structure of the measure will be fully elaborated, relying on the text of the Act itself but also on the burgeoning case law that accompanies the measure. The course will identify the principles that underpin the Act and explain its proper place in English law. It will also explore the wider constitutional implications of the measure, looking at its effect on the relationship between courts and Parliament. The political context in which the measure has had to operate will be considered, and the relationship with the change to human rights protection likely to follow the UK's departure from the EU will be considered.

Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.

There will be a reading week in week 6.

Formative coursework: One 2,000 word essay.

Indicative reading: The key text is now C A Gearty, *On Fantasy Island. Britain, Strasbourg and Human Rights* (OUP, 2016). See also R Costigan and R Stone, *Civil Liberties and Human Rights* (11th edn, OUP, 2017); Kavanagh, *Constitutional Review under the UK Human Rights Act* (Cambridge, 2009); Hickman, *Public Law After the Human Rights Act* (Hart, 2010); Gearty, *Principles of Human Rights Adjudication* (Oxford University Press, 2004).

While these books will be referred to, students will also be expected to read cases: they will receive a detailed Reading list for each topic.

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

This subject is examined by one two-hour paper, composed of at least six questions of which two must be attempted. There will be a fifteen minute reading time during which the exam paper may be written on.

LL475 Half Unit

Terrorism and the Rule of Law

This information is for the 2020/21 session.

Teacher responsible: Prof Conor Gearty NAB.6.11

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Conflict Studies, MSc in Human Rights and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available across all courses and potentially suitable for all but is particularly designed for LLM, MSc Conflict Studies, MSc Human Rights students.

This course is capped at 60 students.

Course content: This course will provide a theoretical and historical introduction to the concept of terrorism. It will critically consider definitions of terrorism, and analyse the relationship between terrorism and the right to rebel, and the right to engage in civil disobedience. The historical development of the idea of 'terrorism' from the late eighteenth century through to the present will then be traced, with the emphasis on locating the practice of political terror in its political and military/quasi-military context. The role of international law generally and international human rights law in particular in the context of terrorism and anti-terrorism action will be considered in detail. The course will teach the material in context, so the subject will be analysed by reference to particular situations where necessary, e.g. Northern Ireland, the Palestine/Israel conflict and the post 11 September 'war on terror'. The recent extension of state controls from terrorism to 'extremism' will be analysed. The aim of the course is to give the student a good critical understanding of this most controversial of

subjects, and also to impart an understanding of the role of law in shaping the fields of terrorism and of counter-terrorism.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Lent Term. Students will usually have two additional hours in the Summer Term. This year teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Week 6 of Lent Term.

Formative coursework: One 2,000 word essay.

Indicative reading: There is no set text though reliance is made on the work of authors such as Richard English, Adrian Guelke, Lawrence Freedman, Igor Primoratz, Paul Wilkinson and the course teacher Conor Gearty. Students will receive a detailed Reading list for each topic, which will include legal cases from time to time. Two recommended texts are Gearty, *Liberty and Security* (Polity Press, February 2013) and English, *Terrorism How to respond* (Oxford 2009).

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

This subject is examined by one two-hour paper, composed of at least six questions of which two must be attempted. There will be a fifteen minute reading time during which the exam paper may be written on.

LL4A6 Half Unit

Climate Change and International Law

This information is for the 2020/21 session.

Teacher responsible: Dr Stephen Humphreys NAB 6.15

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Environmental Policy and Regulation, MSc in Human Rights and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Course content: This course covers international law in relation to climate change with a view to assessing how the harms and burdens associated with climate change are governed and allocated in different legal regimes. The course adopts the stance that the political and ethical questions raised by climate change cannot be addressed by reference to climate change law or international environmental law alone. Climate change gives rise to a series of profound problems touching upon a range of bodies of law (trade, human rights, migration, state responsibility) in a complex political and ethical environment. In approaching climate change as a concrete concern relevant to these various bodies of law and practice, the course will address the normative bases for choosing between actions designed to prevent and/or manage climate change and its consequences, given developmental imperatives and the concerns raised by the 'fragmented' nature of international law. Projected seminars include: climate change science, politics and ethics; the theory of international law; international environmental law; trade law; human rights law; migration law. The course includes two case studies, from among the following: climate technology transfer; carbon markets; food security.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Lent Term. Students will usually have two additional hours in the Summer Term. This year teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Week 6 of Lent Term.

Formative coursework: One 1,800 word essay to be submitted by

the end of week 6.

Indicative reading: IPCC, Fifth Assessment Report, Cambridge UP (2013-14); IPCC, Special Report on Global Warming of 1.5C; Rosemary Rayfuse and Shirley Scott (eds), *International Law in the Era of Climate Change*, Edward Elgar (2011); Stephen Gardiner, Simon Caney, Dale Jamieson and Henry Shue (eds), *Climate Ethics: Essential Readings*, Oxford UP (2010); Stephen Humphreys (ed.), *Climate Change and Human Rights*, Cambridge UP (2010); Larry Lohmann, *Carbon Trading*, Dag Hammarskjöld Foundation (2006); Margaret Young (ed.), *Regime Interaction in International Law: Facing Fragmentation*, Cambridge UP (2012).

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

LL4A8 Half Unit

International Law and the Use of Force

This information is for the 2020/21 session.

Teacher responsible: Dr Devika Hovell, NAB 6.32

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Conflict Studies, MSc in Gender, Peace and Security, MSc in Human Rights and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Pre-requisites: Some prior knowledge of international law is useful but not essential.

Course content: This half-unit course examines the law relating to when it is permissible to use force (*jus ad bellum*). The aim of this course is to develop an understanding of the principles of international law that regulate the use of force in international society. It concentrates on the prohibition of resort to force in Article 2(4) of the United Nations Charter and the exceptions to that prohibition. It looks in detail at the right of self-defence, humanitarian intervention and the responsibility to protect, pro-democratic intervention, the protection of nationals and the criminalization of aggression. The use of force by or with the authorization of the United Nations is also considered.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Michaelmas Term. Students will usually have two additional hours in the Summer Term. This year teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Week 6 of Michaelmas Term.

Formative coursework: One 2,000 word essay.

Indicative reading: A detailed reading list will be issued at the first seminar. See, in particular: Dinstein, *War, Aggression and Self-Defence* (5th ed, 2011); Gray, *International Law and the Use of Force* (3rd ed., 2008).

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

LL4A9 Half Unit Not available in 2020/21

Law in War

This information is for the 2020/21 session.

Teacher responsible: Dr Stephen Humphreys NAB 6.15

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Human Rights, MSc in Women, Peace and Security and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where

regulations permit.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Pre-requisites: Some prior knowledge of international law is useful but not essential. LL4A8 is useful but not essential.

Course content: This course covers the international law governing the conduct of hostilities (*jus in bello*, also known as the law of armed conflict (LOAC) or international humanitarian law (IHL))—as distinct from the law on the resort to force (*jus ad bellum*), which is covered in a separate course (LL4A8). The course will take a critical and historical approach to the international regulation and facilitation of armed conflict. As well as the laws governing the means and methods of war ('Hague' law), the 'protected' groups hors de combat ('Geneva' law), and the distinction between international and non-international armed conflict, the course will cover 'lawfare' more generally: the recourse to law as a means of waging war. It will examine the application of the laws of war, including occupation law, in historical, actual, and ongoing conflicts, including recent wars in Iraq, Afghanistan, and Syria, the 'war on terror', and the Occupied Palestinian Territories. Students can expect to have a thorough grasp of the principles and regulations governing the conduct of hostilities, the context and efficacy of enforcement mechanisms, and a critical understanding of the normative and political stakes of international law in this area.

Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.

There will be a reading week in week 6.

Formative coursework: Students have the option of submitting a 1,800 word essay to be submitted at the end of week 6.

Indicative reading: It is worthwhile acquiring the following book: Yoram Dinstein, *The Conduct of Hostilities Under the Law of International Armed Conflict* (Cambridge UP, 3rd ed., 2016). The following book of primary texts may be taken into an exam (unannotated) and may be worth acquiring: Roberts and Guelff, *Documents on the Laws of War* (Oxford UP, 2000); Michael Walzer, *Just and Unjust Wars* (Basic books, 4th ed. 2006); David Kennedy, *Of Law and War* (Princeton UP, 2006); Geoffrey Best, *War and Law Since 1945* (Oxford UP, 1997). Current debates in this field are very lively on blogs such as *Opinio Juris*, *EJILTalk!* and *Lawfare*. Detailed readings for each seminar will be made available on Moodle.

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

LL4AD Half Unit Not available in 2020/21

Rethinking International Law: International Law and Contemporary Problems

This information is for the 2020/21 session.

Teacher responsible: Prof Susan Marks NAB 7.14

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is part of the following LLM specialism: Public International Law.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSE for You.

Pre-requisites: There are no formal prerequisites.

Course content: This course is primarily designed for students who have already had some exposure to public international law and wish to deepen their understanding of the international legal dimensions of contemporary problems. Each week the relation will be explored between international law and a different global issue or theme, such as war, poverty, terrorism, humanity, and territory. Course readings will encompass both legal scholarship and relevant writing by scholars from other disciplines (geography, anthropology, philosophy, literary studies, etc.).

Teaching: 20 hours of seminars in the MT. 2 hours of seminars in the ST.

Students are expected to have done the set reading and be willing to participate in seminar discussion.

There will be a reading week in week 6.

Formative coursework: One 2,000 word essay.

Indicative reading: Reading lists will be provided for each seminar on Moodle. Relevant readings are likely to include: David Kennedy, *Of War and Law*; Sundhya Pahuja, *Decolonising International Law: Development, Economic Growth and the Politics of Universality*; and Balakrishnan Rajagopal, *International Law from Below: Development, Social Movements and Third World Resistance*.

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

LL4AE Half Unit Not available in 2020/21

Rethinking International Law: International Legal Thought

This information is for the 2020/21 session.

Teacher responsible: Prof Gerry Simpson NAB 6.13

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is part of the Public International Law specialism.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSE for You.

Course content: This course can be thought of as an argument that international law is a literary and historical project that has come to represent the "last of the humanities": a space (enclaval, utopian, imaginative) where a different politics might be conjured – even perhaps advanced and defended – amidst the drive to technique and professionalisation often/sometimes found in the humanities in general. So, we begin with this idea before tracing a history commencing in 1919 with the apparent revitalisation of international law (and the re-colonisation of The Levant) at Versailles and in Geneva (Weeks 2 and 3). In Weeks 4 to 6, we turn to the Cold War as a legal project and international law as a Cold War project by de-centring the UN (Week 4), re-inhabiting nuclear war as a lawful moment (Week 5) and understanding neutrality or non-alignment as an international legal doctrine and a Cold War ideal. The course ends with three thematic classes on international law as lived experience, international law as historical (anti-) method, and international law as imaginative bet.

Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.

Students are expected to have done the set reading and be willing to participate in seminar discussion.

There will be a Reading Week in Week 6.

Formative coursework: One 2,000 word essay.

Indicative reading: Reading lists will be provided for each seminar on Moodle. Readings likely to be set include a selection of international legal texts (including work-in-progress and "new authors") and readings from the fields of intellectual history, 18th century literature and political theory. The key works, apart from the usual contemporary international lawyers, are by Carl Schmitt, Friedrich Schiller and David Scott

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

LL4AF Half Unit

Principles of Global Competition Law

This information is for the 2020/21 session.

Teacher responsible: Dr Niamh Dunne

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Regulation and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course will be relevant to the following LLM specialisms: Competition, Innovation and Trade; Corporate and/or Commercial Law; European Law; International Business Law.

This course is capped at 60 students. Students must apply through Graduate Course Choice on LSEforYou.

Course content: This module provides an overview of the major features of contemporary competition (antitrust) law. Competition law comprises a set of legal rules which aim to control the socially-harmful exercise of private market power, whether through hardcore cartels, single firm monopoly behaviour, or mergers that reduce structural competition. This is a discipline that has undergone a remarkable process of expansion in recent decades, and competition laws are now actively enforced in around 130 jurisdictions worldwide. Instead of focusing on a particular regime, the module puts an emphasis on the fundamental debates underlying the adoption and evolution of this field, addressed in comparative perspective. Examples drawn primarily from EU and US competition law will be generally used by way of illustration. The course assumes no prior knowledge of competition law or economics, but aims to equip students to understand and analyse the key substantive elements found within most competition regimes. These include:

- Competition policy and basic concepts of antitrust economics;
- Anti-competitive agreements, including cartels and vertical restraints;
- Unilateral conduct rules, including refusal to deal and exclusionary practices; and
- Merger control, including horizontal and vertical mergers.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Michaelmas Term. Students will usually have two additional hours in the Summer Term. This year teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Week 6 of Michaelmas Term.

Formative coursework: All students are expected to produce one 1,500-word formative essay during the course.

Indicative reading:

- Whish & Bailey, *Competition Law* (9th ed., 2018);
- Jones & Sufrin, *EU Competition Law: Cases and Materials* (7th ed., 2019);
- Roger van den Bergh, *Comparative Competition Law and Economics* (2017); and
- Hovenkamp, *The Antitrust Enterprise* (2005).

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

LL4AG Half Unit

Competition Law, Technology and Intellectual Property

This information is for the 2020/21 session.

Teacher responsible: Prof Pablo Ibanez Colomo

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Regulation and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course will be relevant to the following LLM specialisms: Competition, Innovation and Trade; Corporate and/or Commercial Law; European Law; International Business Law. This course is capped at 60 students. Students must apply through Graduate Course Choice on LSEforYou.

Pre-requisites: Prior knowledge of Competition Law is desirable, but not essential.

Course content: This module addresses some of the most topical and intellectually challenging aspects of contemporary Competition Law. The emphasis will be put on US antitrust and EU Competition Law, but developments from other jurisdictions are discussed where relevant. The module examines, inter alia, the application of competition law in high-technology industries as well as its intersection with intellectual property (standard-setting agreements and issues arising in relation to the enforcement of patents in the pharmaceutical sector).

Topics may include the following:

- Competition Law, Intellectual Property and Innovation
- Competition Law in High-Technology Markets (including investigations involving the Big Tech giants like Google and Amazon)
- Online distribution and brand protection over the Internet
- Competition Law and the pharmaceutical industry
- Standard-setting and technology licensing

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Lent Term. Students will usually have two additional hours in the Summer Term. This year teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Week 6 of Lent Term.

Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.

Indicative reading: Whish, *Competition Law* (9th edn, 2018); Jones & Sufrin, *EU Competition Law: Cases and Materials* (4th edn, 2016); Elhauge & Geradin, *Global Competition Law and Economics* (3rd edn, 2018); Hovenkamp, *The Antitrust Enterprise* (2005).

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

LL4AH Half Unit Corporate Governance

This information is for the 2020/21 session.

Teacher responsible: Dr Eva Micheler

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Regulation and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 30 students (or two groups of 30 students each, i.e. 60 students depending on demand). LLM Specialisms This course will be relevant to the following LLM specialisms: Corporate and/or Commercial Law; Corporate and Securities Law; International Business Law.

Pre-requisites: Students should have some knowledge of corporate law.

Course content: This course will focus on the corporate governance of companies. The course will be taught largely on a comparative basis, focussing on English and German law. We will also cover the relevant EU materials. Topics such as the following will be discussed:

- 1- Corporate governance: law, codes and theory
- 2- Allocation of decision making within the company
- 3- Board structure (one tier boards/two tier boards/board committees) and board remuneration
- 4- Directors' duties – proper purpose
- 5- Directors' duties – duty of care/business judgement

- 6- Directors' duties – related party transactions and corporate opportunities
- 7- Auditors
- 8- Stakeholders
- 9- Extended reporting and employee interests
- 10- Shareholder activism/stewardship

These topics may slightly change from year to year reflecting current developments.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Michaelmas Term. Students will usually have two additional hours in the Summer Term. This year teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Week 6 of Michaelmas Term.

Formative coursework: All students are expected to produce one 1,500 word formative essay during the course.

Indicative reading: Gordon and Ringe, *The Oxford Handbook of Corporate Law and Governance* (OUP 2018); M Moore and M Petrin, *Corporate Governance: Law, Regulation and Theory* (Palgrave 2017)

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

LL4AJ Half Unit Corporate Rescue and Reorganisation

This information is for the 2020/21 session.

Teacher responsible: Ms Sarah Paterson

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course will be relevant to the following LLM specialisms: Corporate and/or Commercial Law. This course is capped at 30 students. Students must apply through Graduate Course Choice on LSE for You.

Course content: This course focuses on registered companies and is concerned with the use of formal legal procedures to rescue financially distressed companies and businesses. US, UK and European law procedures and initiatives are examined. Topics include: rescuing the business and assets of a company as a going concern; restructuring and small companies; restructuring and large companies; the reform agenda; and theory of rescue and restructuring.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Michaelmas Term. Students will usually have two additional hours in the Summer Term. This year teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Week 6 of Michaelmas Term.

Formative coursework: One 1,500 word essay.

Indicative reading: A full Reading List will be distributed during the course. The recommended text is V. Finch and D. Milman, *Corporate Insolvency Law: Perspectives and Principles* (Cambridge University Press, 2009) (3rd edition). Wider background reading will include some comparative law reform and other material including: The Report of the Review Committee on Insolvency Law and Practice (Cork Report) (Cmd 8558, 1982); T H Jackson, *The Logic and Limits of Bankruptcy Law*, Harvard (1986).

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

LL4AK Half Unit

Principles of Corporate Insolvency Law

This information is for the 2020/21 session.

Teacher responsible: Ms Sarah Paterson

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course will be relevant to the following LLM specialisms: Corporate and/or Commercial Law.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSE for You.

Pre-requisites: It is recommended that students have completed Corporate Rescue and Reorganisation (LL4AJ), although this is not essential.

Course content: This course focuses on registered companies and is concerned with the principles and policies underlying the realisation and distribution of assets in an insolvency. The impact of these procedures and approaches on third parties such as corporate groups, secured and unsecured creditors, directors and employees, is also considered. Topics include: setting aside transactions; the *pari passu* principle and the distributional order of priority in insolvency; secured creditors and security devices; the problem of corporate groups; company directors in troubled times; employees in distress; and EC and international recognition of insolvency proceedings.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Lent Term. Students will usually have two additional hours in the Summer Term. This year teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Week 6 of Lent Term.

Formative coursework: One 1,500 word essay.

Indicative reading: A full Reading List will be distributed during the course. The recommended text is V. Finch, *Corporate Insolvency Law: Perspectives and Principles* (Cambridge University Press, 2009) (2nd edition).

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

LL4AL Half Unit

International Business Transactions: Commercial Litigation

This information is for the 2020/21 session.

Teacher responsible: Dr. Jacco Bomhoff, NAB 6.09

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

Specialism International business law.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Pre-requisites: Knowledge of conflict of laws (private international law) would be useful but is not essential. A good general understanding of commercial law is essential.

Course content: Jurisdictional problems arising in litigation resulting from international business transactions. The following topics will be studied from the point of view of English (common and statute) law, European Union law, Canadian law and US law: a. General jurisdiction over companies and individuals; b. Jurisdiction over branches and agents; c. Specific jurisdiction over contract and tort claims; d. Constitutional limitations on jurisdiction in the United States.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Lent Term. Students

will usually have two additional hours in the Summer Term. This year teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Week 6 of Lent Term.

Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.

Indicative reading: Core textbook: Trevor C Hartley, *International Commercial Litigation* (Cambridge University Press, 2nd edn, 2015, or newer) (selected chapters). Further reading: Born (Gary B) and Rutledge (Peter B), *International Civil Litigation in United States Courts: Commentary and Materials* (Wolters Kluwer, Austin, Boston, Chicago, New York, the Netherlands, 6th edn, 2018); Fentiman (Richard), *International Commercial Litigation* (Oxford University Press, Oxford, 2nd edn, 2015).

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

LL4AM Half Unit Not available in 2020/21

International Business Transactions: Advanced Procedure and Tactics

This information is for the 2020/21 session.

Teacher responsible: Prof Trevor Hartley, NAB 7.24

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

Specialism International business law.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Pre-requisites: Students must have completed International Business Transactions: Commercial Litigation (LL4AL). Students must have taken LL4AL International Business Transactions: Commercial Litigation or obtained equivalent knowledge elsewhere. Knowledge of conflict of laws (private international law) would be useful but is not essential. Non-LLM students must have a full law degree (a degree which fulfils the degree requirement for becoming a lawyer in your country). A good general understanding of commercial law is essential.

Course content: Litigation resulting from international business transactions. The following topics will be studied from the point of view of European Union law, English law, Canadian law and US law: choice-of-court agreements; forum non conveniens and lis pendens; antisuit injunctions; freezing orders; arbitration and the Brussels Regulation; obtaining evidence abroad; recognition and enforcement of foreign judgments.

Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.

There will be a reading week in Week 6 of LT.

Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.

Indicative reading: Core textbook: Trevor C Hartley, *International Commercial Litigation* (Cambridge University Press, 3rd edn, 2020) (specified chapters only). For reference: Trevor C Hartley, *Civil Jurisdiction and Judgments in Europe* (Oxford University Press, 2017). Further reading: Born (Gary B) and Rutledge (Peter B), *International Civil Litigation in United States Courts: Commentary and Materials* (Wolters Kluwer, Austin, Boston, Chicago, New York, the Netherlands, 6th edn, 2018); Fentiman (Richard), *International Commercial Litigation* (Oxford University Press, Oxford, 2nd edn, 2015); Hartley, "Jurisdiction in Conflict of Laws – Disclosure, Third-Party Debt and Freezing Orders" (2010) 126 LQR 194

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

LL4AN Half Unit Not available in 2020/21

International Business Transactions: Conflict of Laws, Extraterritoriality, and Global Governance

This information is for the 2020/21 session.

Teacher responsible: Dr Jacco Bomhoff NAB 6.09

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Pre-requisites: Knowledge of conflict of laws (private international law) would be useful but is not essential.

Course content: States often aim to regulate activities that transcend their own borders. When such measures are challenged or enforced through litigation, domestic courts become important sites of global governance. This course brings together perspectives from tort & company law, private international law (conflict of laws), public law, and regulation theory, to study such forms of extraterritorial and transnational regulation. Questions for discussion include: What law should a court in England apply to a case involving environmental damage allegedly caused abroad by a multinational mining company? Should companies operating in China ever be bound by US competition law rules or other US regulations? Should the UK Human Rights Act apply to actions by British soldiers in a foreign country? Topics to be studied throughout the course are: (1) Choice of law in tort law and in company law (especially in Europe and the US); (2) Extraterritorial application of statutes (incl. competition law, securities law, and environmental regulations); (3) extraterritorial application of constitutional- and human rights law; (4) theories of transnational regulation (e.g. institutional roles of courts, regulatory arbitration).

Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.

There will be a reading week in week 6.

Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.

Indicative reading: Core textbook: Trevor C Hartley, *International Commercial Litigation* (Cambridge University Press, 2nd edn, 2015, or newer) (specified chapters only). Further reading: Christopher Whytock, *Domestic Courts and Global Governance*, 84 *Tulane Law Review* (2009); Campbell McLachlan, *Foreign Relations Law* (Cambridge University Press, 2016); Brilmayer, Goldsmith & O'Hara O'Connor, *Conflict of Laws: Cases and Materials* (7th edn., 2015).

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

Canadian law and US law: 1) Principles and theories of choice of law; 2) Proof and application of foreign law; 3) Contracts: applicable law; 4) The international reach of legislation for the regulation of business and the protection of consumers and employees; 5) The private international law aspects of boycotts and embargoes; 6) Exchange controls; 7) Currency problems in international contracts; 8) The international aspects of property transactions; 9) The recognition of foreign expropriations and other governmental acts affecting property (including financial assets).

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Lent Term. Students will usually have two additional hours in the Summer Term. This year teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Week 6 of Lent Term.

Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.

Indicative reading: Core textbook: Trevor C Hartley, *International Commercial Litigation* (Cambridge University Press, 3rd edn, 2020) (selected chapters). Further reading: Dicey, Morris & Collins, *The Conflict of Laws* (Sweet and Maxwell, London, 15th edn, 2012 by Sir Lawrence Collins with specialist editors); Plender (Richard) and Wilderspin (Michael), *The European Private International Law of Obligations* (Sweet & Maxwell, London, 4th edn, 2015)

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

LL4AQ Half Unit Not available in 2020/21

Constitutional Theory

This information is for the 2020/21 session.

Teacher responsible: Prof Martin Loughlin NAB 7.12

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course will be relevant to the following LLM specialisms: Human Rights Law, Legal Theory, Public Law.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Course content: This course examines the role of constitutions and the nature of constitutional discourse. It considers the ways in which theorists have advanced understanding of constitutions and devised solutions to a range of constitutional questions. The course addresses the following topics: constitutions, constitutional order, constitutional foundation; constitutionalism; constitutional exception; constitutional rights; constitutional democracy; constitutional adjudication; constitutional recognition; and cosmopolitan constitutionalism.

Teaching: 20 hours of seminars in the MT. 2 hours of seminars in the ST.

There will be a reading week in week 6.

Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.

Indicative reading: Much of the reading for the course consists of readings available online and the course is delivered through Moodle. A background text is Martin Loughlin, *The Idea of Public Law* (OUP, 2003).

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

LL4AP Half Unit

International Business Transactions: Contracts and Property

This information is for the 2020/21 session.

Teacher responsible: Prof Trevor Hartley NAB 7.24

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Pre-requisites: Knowledge of conflict of laws (private international law) would be useful but is not essential. Good general understanding of commercial law is essential. Non-LLM students must have a full law degree (a degree which fulfils the degree requirement for becoming a lawyer in your country).

Course content: The following topics will be studied from the point of view of European Union law, English (common and statute) law,

LL4AR Half Unit

International Criminal Law: Core Crimes and Concepts

This information is for the 2020/21 session.

Teacher responsible: Prof Gerry Simpson NAB 6.13

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Criminal Justice Policy, MSc in Human Rights and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course will be relevant to the following LLM specialisms: Criminology and Criminal Justice, Public International Law, Human Rights Law. This course is capped at 30 students.

Course content: The course looks at the rules, concepts, principles, institutional architecture, and enforcement of what we call international criminal law or international criminal justice, or, sometimes, the law of war crimes. The focus of the course is the area of international criminal law concerned with traditional "war crimes" and, in particular, four of the core crimes set out in the Rome Statute (war crimes, torture as a crime against humanity, genocide and aggression). It adopts a historical, philosophical and practical focus throughout, though the course is mainly directed at the conceptual problems associated with the prosecution of war criminals and, more broadly, legalised retribution. Attention, in this respect, will be directed towards the moral and jurisprudential dilemmas associated with bureaucratic criminality and individual culpability. Topics might include Pre-History (Vitoria, Grotius, Gentili, Cicero), Versailles, Nuremberg and Tokyo, the Trial of Adolf Eichmann, Crimes Against Humanity, the Crime of Aggression, Anti-Anti-Impunity, International Criminal Law's Historical Method.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Michaelmas Term. This year teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Week 6 of Michaelmas Term.

Formative coursework: One 2,000 word essay.

Indicative reading: Gerry Simpson, *Law, War and Crime*, (2007). Philippe Sands, *East-West Street*, (2017). Georg Schwarzenberger, *International Law and Totalitarian Lawlessness*, (1943). Judith Shklar, *Legalism*, (1964). Maurice Hankey, *Politics, Trials, Errors* (1950). Christine Schwobel, *Critical Approaches to International Criminal Law: An Introduction* (2015). Sam Moyn, *The Last Utopia*, (2010). Mark Lewis, *The Birth of the New Justice: The Internationalization of Crime and Punishment, 1919-1950* (2014)

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

of international criminal law. Rather than examining the history and core crimes, the course focuses on the fora for prosecution of international crimes and the practice, procedure and politics of international prosecutions.

In terms of the forum for prosecution, we examine the ad hoc international criminal tribunals for Rwanda and the former Yugoslavia and hybrid tribunals such as the Special Tribunal for Lebanon, the Extraordinary Chambers in the Courts of Cambodia and the Special Court for Sierra Leone. We then consider the opportunities for prosecution of international crimes in domestic courts, looking in particular at the principle of universal jurisdiction. Finally, we turn to the International Criminal Court. We consider the foundation of authority of international criminal tribunals, the relationship between the various international criminal tribunals and controversial questions about jurisdiction in current cases. In terms of practice and procedure, we examine the modes, limits, exclusion and enforcement of individual criminal responsibility. We will look at questions, theory and case law surrounding modes of liability, immunities, defences and state cooperation. Finally, we will consider future challenges for the prosecution of international crimes. The course will respond to current controversial issues in international criminal law, such as Palestine's accession to the Rome Statute, the selectivity of international criminal prosecutions, the relationship between domestic legal systems such as Libya and the ICC and the implications of these issues for the legitimacy of the international criminal law project.

Teaching: 20 hours of seminars in the MT. 2 hours of seminars in the ST.

There will be a reading week.

Formative coursework: One 2,000 word essay.

Indicative reading: Reading lists will be provided for each week's seminar on Moodle. Indicative reading includes Jose Alvarez, 'Crimes of States/Crimes of Hate: Lessons from Rwanda' (1999) 24 *Yale Journal of International Law* 365; Henry Kissinger, 'The Pitfalls of Universal Jurisdiction', *Foreign Affairs* (July 2001); Dapo Akande & Sangeeta Shah, 'Immunities of State Officials, International Crimes and Foreign Domestic Courts' (2010) 21(4) *European Journal of International Law* 815. Students may wish to refer to Robert Cryer et al., *An Introduction to International Criminal Law and Procedure* (Cambridge, 2010), 2nd edition.

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

LL4AT Half Unit

Regulation: Strategies and Enforcement

This information is for the 2020/21 session.

Teacher responsible: Prof Veerle Heyvaert NAB7.06

Also taught by: Prof. Nicola Lacey NAB 6.12

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Public Administration and Government (LSE and Peking University), MSc in Public Policy and Administration and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is NOT available for students of the MSc Regulation programme.

This course will be relevant to the following LLM specialisms: Banking Law and Financial Regulation; Corporate and/or Commercial Law; Criminology and Criminal Justice; Information Technology, Media and Communications Law; Intellectual Property Law; Legal Theory; and Public Law.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEForYou.

Course content: The course provides an introduction to key topics

LL4AS Half Unit Not available in 2020/21

International Criminal Law: Prosecution and Practice

This information is for the 2020/21 session.

Teacher responsible: Dr Devika Hovell

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Criminal Justice Policy, MSc in Human Rights and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course will be relevant to the following LLM specialisms: Criminology and Criminal Justice, Public International Law, Human Rights Law.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEForYou.

Course content: This course examines the practice and procedure

relating to regulatory strategies and their implementation. It deals with issues from a systemic and comparative perspective and draws on approaches encountered in public administration, socio-legal studies and institutional economics. Topics include:

- Introduction: What is Regulation and why regulate?
- Regulation Strategies: Command-and-control; regulating through rules, standards and principles; alternative approaches including emissions trading; and self-regulation
- Risk regulation as a regulatory paradigm
- Enforcement: tools, strategies and principles
- Regulatory Policy: Cost/benefit Assessment, Regulatory Impact Assessment and Better Regulation;
- Regulatory competition; and
- Transnational Regulation

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Michaelmas Term. Students will usually have two additional hours in the Summer Term. This year teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Week 6 of Michaelmas Term.

Formative coursework: One 1,000 - 1,500 (upper limit) word essay. Students will also have the opportunity to sit a mock exam.

Indicative reading: R Baldwin, M Cave and M. Lodge Understanding Regulation 2nd ed.(OUP, 2012); R. Baldwin, M. Cave and M. Lodge (ed.) Oxford Handbook on Regulation (OUP, 2010) Ian Ayres and John Braithwaite, Responsive Regulation: Transcending the Deregulation Debate by (OUP, 1992); V. Heyvaert, Transnational Environmental Regulation and Governance (CUP, 2019) B. Morgan and K. Yeung, An Introduction to Law and Regulation (CUP, 2007).

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

LL4AU Half Unit Not available in 2020/21 Regulation: Legal and Political Aspects

This information is for the 2020/21 session.

Teacher responsible: Prof Veerle Heyvaert

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Law and Accounting, MSc in Public Administration and Government (LSE and Peking University), MSc in Public Policy and Administration and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is NOT available for students of the MSc Regulation programme.

This course will be relevant to the following LLM specialisms: Banking Law and Financial Regulation; Corporate and/or Commercial Law; Criminology and Criminal Justice; Information Technology, Media and Communications Law; Intellectual Property Law; Legal Theory; and Public Law.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSE for You.

Pre-requisites: Students must have taken Regulation: Strategies and Enforcement (LL4AT) .

Course content: The course aims to give students an essential grounding in theories of regulation as these relate to the evaluation of regulatory regimes and the challenges of accounting for regulatory practice. Different ways of understanding regulatory developments will be discussed as will the set of challenges that arise when regulation is carried out by numbers of regulators at different levels of government. Topics dealt with will include:

- What is Good Regulation?

- Accountability & Regulation
- Regulation and Cost Benefit Analysis
- The Better Regulation Movement
- Self-Regulation
- Rules, Standards and Principles
- Regulatory Competition
- Regulatory Networks
- Lenses for Viewing Regulation
- The Future of Regulation

Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.

There will be a reading week in week 6.

Formative coursework: One 2,000 word essay.

Indicative reading: R Baldwin, M Cave and M. Lodge, Understanding Regulation 2nd ed.(OUP, 2012); R. Baldwin, M. Cave and M. Lodge (ed.) Oxford Handbook on Regulation (OUP, 2010) R Baldwin, C Hood & C Scott, Socio-Legal Reader on Regulation (OUP, 1998); Responsive Regulation: Transcending the Deregulation Debate by Ian Ayres and John Braithwaite (OUP, 1992). B. Morgan and K. Yeung (2007,) An Introduction to Law and Regulation (Cambridge University Press, 2007); J. Jordana and D. Levi-Faur (2004/eds), The Politics of Regulation (Edward Elgar, 2004) A Ogus, Regulation (OUP, 1994); R Baldwin, Rules and Government (OUP, 1995); I Ayres & J Braithwaite, Responsive Regulation (OUP, 1992).

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

LL4AV Half Unit

International Economic Law and Development

This information is for the 2020/21 session.

Teacher responsible: Dr Mona Pinchis-Paulsen

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Pre-requisites: None. The course will provide students with a brief background in international economic law, however students may also find it helpful to take International Trade Law (LL4B1) and Investment Treaty Law (LL4E7). Students with no background in international trade law, may wish to consult a succinct summary of international trade law beforehand, see, for example, M. Trebilcock & J. Trachtman, Advanced Introduction to International Trade Law (Elgar, 2nd ed., 2020).

Students will benefit from an introduction into the foundations of public international law. Students with no previous background in public international law may find it helpful to consider consulting a standard textbook such as M. Evans (ed.), International Law (OUP, 5th ed., 2018) or J. Crawford, Brownlie's Principles of Public International Law (OUP, 9th ed., 2019).

Course content: This course is designed for lawyers and policymakers who seek a deeper understanding of international economic governance and development in the international political economy. The focus of the course is how international economic law and its institutions interact with major concepts and debates in international development studies. The course adopts a global governance model, moving beyond a state-centric focus towards a more complicated picture of the world, examining regime design, institutions, corporations and trans-national networks, and the disaggregated state. Students will examine economic growth through theoretical, historical, and practical approaches to learn how the trade, finance, and international investment regimes establishes principles, standards, and mechanisms which impact economic development. In addition, students will use an historical lens to assess competing perspectives of globalisation as they work to

understand processes of development and international economic governance. Overall, the course seeks to allow students to imagine new structures, focus, and ambitions for international economic law in development processes.

Topics to be covered may include: the law and development movement; the new developmentalism; the institutionalisation of economic development; the concept of equitable treatment; the idea of common concern of humankind; food security and agricultural trade; special and differential treatment for developing countries; public interests in international investment law; responsibilities of multi-national corporations; the concept of sustainability and its application in trade, investment, and finance; international health; gender equality; and the increasing role of technology and data.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Lent Term. Students will usually have two additional hours in the Summer Term. This year teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Week 6 of Lent Term.

Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.

Indicative reading: Reading lists will be provided for each seminar on Moodle. Relevant readings may include: H.W. Arndt, *Economic Development: The History of an Idea* (Chicago UP, 1987); J. Bonnitche et al., *The Political Economy of the Investment Treaty Regime* (OUP, 2017); L. Eslava, *Local Space, Global Life: The Everyday Operation of International Law and Development* (CUP, 2015); C. Deere, *The Implementation Game: The TRIPS Agreement and the Global Politics of Intellectual Property Reform in Developing Countries* (OUP, 2009); K. Pistor, *The Code of Capital: How the Law Creates Wealth and Inequality* (Princeton UP, 2019); J. Linarelli et al., *The Misery of International Law: Confrontations with Injustice in the Global Economy* (OUP, 2018); A. Narlikar, *Power Narratives and Power Paradoxes in International Trade Negotiations and Beyond* (CUP, 2020); J. Pohl, 'Societal Benefits and Costs of International Investment Agreements,' *OECD Working Papers on International Investment* (2018); D. Rodrik, *Straight Talk on Trade: Ideas for a Sane World Economy* (Princeton UP, 2018); A. Santos et al., *World Trade and Investment Law Reimagined: A Progressive Agenda for an Inclusive Globalization* (Anthem, 2019); A. Sen, *Development as Freedom* (Random House, 1999); G. Fiti Sinclair, *To Reform the World: International Organizations and the Making of Modern States* (OUP, 2017); J. Stiglitz, 'Dealing with Debt: How to Reform the Global Financial System' (2003) 25 *Harvard International Review* 54; T. St John, *The Rise of Investor-State Arbitration* (OUP, 2018); J. Trachtman & C. Thomas, *Developing Countries in the WTO Legal System* (OUP, 2009); and K.E. Davis & M.J. Trebilcock, 'The Relationship between Law and Development: Optimists versus Skeptics' 56 (2008) *American Journal of Comparative Law* 895.

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

LL4AW Half Unit Not available in 2020/21

Foundations of International Human Rights Law

This information is for the 2020/21 session.

Teacher responsible: Prof Susan Marks NAB 7.14

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Development Studies, MSc in Human Rights and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is part of the following LLM specialisms: Public International Law, Human Rights Law. This course is capped at 30 students.

Pre-requisites: None

Course content: The course provides an introduction to key developments, issues and ideas that have given shape to the regime of international human rights law. We consider enduring debates around the foundations and universality of human rights, and look at a range of controversies relating to the interpretation and application of human rights treaties. Through the study of relevant concepts, norms, processes and debates, students are encouraged to develop an informed and critical assessment of the significance of international human rights law as a force for emancipatory change.

Teaching: 20 hours of lectures in the MT. 2 hours of lectures in the ST. There will be a reading week in week 6.

Formative coursework: One 2,000 word essay.

Indicative reading: Reading lists will be provided for each seminar on Moodle. Relevant readings may include: Charles Beitz, *The Idea of Human Rights* (2009); Conor Gearty and Costas Douzinas (eds.), *The Cambridge Companion to Human Rights Law* (2012); and Philip Alston and Frédéric Mégret, *The United Nations and Human Rights: A Critical Appraisal* (2017).

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

LL4AX Half Unit Not available in 2020/21

Selected Topics in International Human Rights Law

This information is for the 2020/21 session.

Teacher responsible: Dr Margot Salomon NAB 6.16

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Development Studies, MSc in Human Rights and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is part of the following LLM specialisms: Public International Law, Human Rights Law.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSE for You.

Pre-requisites: None

Course content: This course explores the contribution and limits of international human rights law through a range of contemporary topics. We consider international human rights law and such issues as water, property, sexuality, and indigenous rights to land and resources. We also investigate overarching topics of relevance including human rights as resistance, the fragmentation of international law, and current developments at international human rights institutions. Through the study of relevant concepts, norms, processes and debates, students are encouraged to develop an informed and critical assessment of the significance of international human rights law as a force for emancipatory change.

Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.

There will be a reading week in week 6.

Formative coursework: One 2,000 word essay.

Indicative reading: Reading lists will be provided for each seminar on Moodle. Readings may include: O de Schutter, *International Human Rights Law: Cases, Material and Commentary*; P Mecklem, *Human Rights in International Law: Three Generations or One?* 3 *London Review of International Law* 1 (2015); C Clark, 'Of What Use is a Deradicalized Human Right to Water?' 17 *Human Rights Law Review* 2 (2017); W Schabas, 'The Omission of the Right to Property in the International Covenants' 4 *Hague Yearbook of International Law* (1991); J Kozma, M Nowak and M Scheinin, *A World Court of Human Rights - Consolidated Draft Statute and Commentary* (Neuer Wissenschaftlicher Verlag, 2010)

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

LL4AY Half Unit International Tax Systems

This information is for the 2020/21 session.

Teacher responsible: Eduardo Baistrocchi NAB 7.33

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course will be relevant to the following LLM specialisms: International Business Law, Taxation.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Pre-requisites: Students should have at least a basic knowledge of a tax system of a country (not necessarily the UK) or be studying LL4Z1 Business Taxation.

Course content: This course examines how taxation applies to transactions in the international context. The focus is on rules that operate at an international or supra-national level, though we will look at some domestic rules that are important to international taxation and that can be found in a number of tax systems. The course will look at a series of international transactions, starting with the very basic example of an export and import of goods and culminating with the treatment of some complex and artificial structures. The features of tax systems will be studied through these transactions, particularly those features found in double tax conventions and in the law of the European Union. In the first part of the course this will be supplemented by introductions to some key foundation concepts that are needed in the study of international taxation. Throughout the course examples will be drawn from the tax systems of a range of G20 countries.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Lent Term. Students will usually have two additional hours in the Summer Term. This year teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Week 6 of Lent Term.

Formative coursework: Students are asked to submit one 2,000-word essay.

Indicative reading: Detailed reading lists will be provided during the course via Moodle.

Recommended preliminary reading: Avi-Yonah, Reuven S., 'Double Tax Treaties: An Introduction' (2007). Available at SSRN: <http://ssrn.com/abstract=1048441>; Baistrocchi, Eduardo A., 'The Use and Interpretation of Tax Treaties in the Emerging World: Theory and Implications' [2008] British Tax Review 352. Available at SSRN: <http://ssrn.com/abstract=1273089>; Roxan, Ian, 'Limits to Globalisation: Some Implications for Taxation, Tax Policy, and the Developing World' (January 30, 2012). LSE Legal Studies Working Paper No. 3/2012. Available at SSRN: <http://ssrn.com/abstract=1995633>

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

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Pre-requisites: Students should have at least a basic knowledge of a tax system of a country (not necessarily the UK) or be studying LL4Z1 Business Taxation.

Course content: This course offers both theoretical and practical understanding of the fundamentals of the transfer pricing problem. The course will begin with an overview of the transfer pricing issue, including its history, current importance and global trends. General concepts, special rules and the different types of transfer pricing transactions will be discussed, as well as the specific rules and methods for tangible goods, intangibles, services and loans. Finally, the course will provide a review of transfer pricing controversy in G20 countries.

Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.

This is based on a format of lecture-discussions with the possibility of guest speakers where appropriate and depending on numbers, corresponding fortnightly one-hour classes.

There will be a reading week in week 6.

Formative coursework: Students are asked to submit one 2,000 word essay.

Indicative reading: Detailed reading lists will be provided during the course via Moodle.

Recommended preliminary reading

E. Baistrocchi, 'Transfer Pricing Dispute Resolution: The Global Evolutionary Path' in E. Baistrocchi and I. Roxan (eds.), *Resolving Transfer Pricing Disputes: A Global Analysis* (Cambridge University Press). Available at SSRN: <https://ssrn.com/abstract=2337717>

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

LL4B1 Half Unit International Trade Law

This information is for the 2020/21 session.

Teacher responsible: Dr Mona Pinchis-Paulsen

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Development Studies and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSE for You.

Pre-requisites: None. Students with no previous background in public international law may find it helpful to consider consulting a standard textbook such as M. Evans (ed.), *International Law* (OUP, 5th ed., 2018) or J. Crawford, *Brownlie's Principles of Public International Law* (OUP, 9th ed., 2019).

Course content: This course provides a comprehensive overview of the multilateral trading system, particularly the law governing international trade as established by the World Trade Organization (WTO). The course begins with an intellectual history of international trade theory and policy, and introduces students to major competing perspectives on trade and globalization. The course proceeds to concentrate on the WTO agreements' coverage of goods and services, dispute settlement procedures, and transparency mechanisms. In addition, the course will explore specialized areas of international trade regulation, such as health standards and safety, contingent protection measures, agriculture, intellectual property, and environment.

Beyond the detailed coverage of WTO law, the course emphasizes in-depth analysis of the history and the political economy of international trade law. We will carefully examine what WTO legal institutions do and how they operate to understand how the law and institutions of the WTO impact national regulation and policy goals. We will also evaluate how economic, political, and social questions have shaped, and may continue to shape, the decision-making, trade negotiations, and dispute settlement processes of

LL4AZ Half Unit Not available in 2020/21 Taxation of Multinational Enterprises: Transfer Pricing

This information is for the 2020/21 session.

Teacher responsible: Eduardo Baistrocchi, Room NAB 7.33.

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course will be relevant to the following LLM specialisms: International Business Law, Taxation.

the WTO. Finally, with our study of WTO functions, legal disciplines, and case law we will develop informed assessments of the future governance of the WTO, particularly in light of the WTO's diverse membership and current global concerns, such as cybersecurity, pandemics, and climate change.

Students interested in development and public international law may complement this course with LL4AV: International Economic Law and Development.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Michaelmas Term. Students will usually have two additional hours in the Summer Term. This year teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Week 6 of Michaelmas Term.

Formative coursework: One 2,000 word essay.

Indicative reading: Reading lists will be provided for each seminar on Moodle. Relevant readings may include: P. Van den Bossche & W. Zdouc, *The Law and Policy of the World Trade Organization: Text, Cases and Materials* (CUP, 4th ed., 2017). J. Pauwelyn, A. Guzman, & J. Hillman, *International Trade Law* (Aspen, 3rd ed., 2016); and M. Matsushita et al., *The World Trade Organization: Law, Practice, and Policy* (OUP, 3rd ed., 2017). Primary WTO source materials are available for download from the WTO website.

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

LL4BA Half Unit

International Law and the Movement of Persons within States

This information is for the 2020/21 session.

Teacher responsible: Dr Chaloka Beyani NAB7.04

Associate Professor of Law and former UN Special Rapporteur on the Human Rights of Internally Displaced Persons 2010-2016. Member of the UN Secretary General's Human Rights Up Front 2014 and continuing.

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Human Rights, MSc in International Migration and Public Policy and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course will be relevant to the following LLM specialisms: Public International Law and Human Rights Law. This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Course content: The course provides a detailed study of the international legal framework in which the causes, problems, policies, standards, techniques and institutions concerning the movement of persons within States and protection of internally displaced persons are situated. The course explores the overlap between International Human Rights Law, International Humanitarian Law and Humanitarian Assistance with respect to internally displaced persons. It covers: the definition of internally displaced persons; individual criminal responsibility for forcible displacement before ad hoc Tribunals with criminal jurisdiction and the International Criminal Court; standards applicable in international law to the protection of internally displaced persons, the regime of humanitarian assistance to displaced persons; and finally the institutional protection of internally displaced persons by the United Nations Special Rapporteur on the Human Rights of Internally Displaced Persons, the United Nations High Commissioner for Human Rights, and the United Nations High Commissioner for Human Refugees. Topics include:

- Regulation of movement within States in International Law
- Territorialism, movement, and displacement
- Internally displaced persons and the role of the UN Special

- Rapporteur on the Human Rights of Internally Displaced Persons
- Protection of Internally Displaced Persons in International Human Rights Law
- Protection of Internally Displaced Persons in International Humanitarian Law
- The Regime of Climate Change induced Displacement
- Individual Criminal Responsibility for Forcible Displacement
- Institutional Protection and Humanitarian Assistance
- Internally Displaced Persons in Post-Conflict Situations
- Remedies and 'durable' solutions for Internally Displaced Persons.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Lent Term. Students will usually have two additional hours in the Summer Term. This year teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Week 6 of Lent Term.

Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.

Indicative reading: G.S. Goodwin-Gill and Jane MacAdam, *The Refugee in International Law*, 3rd ed., (Oxford, 2007). Allehone Abebe, *The Emerging Law of Forced Displacement in Africa: Development and Implementation of the Kampala Convention on Internally Displaced Persons* (Routledge, 2017). C. Phuong, *International Protection of Internally Displaced Persons* (Cambridge, 2009). J. McAdam, *Climate Change, Forced Migration, and International Law* (OUP, 2012)

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

LL4BB Half Unit

International Law and the Movement of Persons Between States

This information is for the 2020/21 session.

Teacher responsible: Dr Chaloka Beyani NAB7.04

Associate Professor of Law and former UN Special Rapporteur on the Human Rights of Internally Displaced Persons 2010-2016. Member of the UN Secretary General's Human Rights Up Front 2014 and continuing.

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Human Rights, MSc in International Migration and Public Policy and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course will be relevant to the following LLM specialisms: Public International Law and Human Rights Law. This course is capped at 60 students. Students must apply through Graduate Course Choice on LSEforYou.

Course content: The course provides a detailed study of the international legal framework in which the causes, problems, policies, standards, techniques and institutions concerning the protection of asylum seekers, refugees and refugee women, and migrants are situated. The course explores the overlap between International Refugee Law, International Human Rights Law, International Criminal Law, the phenomenon of Migration, including Human Trafficking in the context of refugees, legal and illegal migrants. It covers: the definition of refugees, legal and illegal migrants, including trafficking in human beings; the concepts of 'well-founded fear' of persecution and group eligibility to refugee protection; procedures for determining refugee status on an individual and group basis, in Africa, Asia, Australia, the European Union, North America, and Latin America; temporary protection; the process of exclusion from refugee protection; the role, in refugee law and human rights, of the principle of non-refoulement in refugee protection; the cessation of refugee status, voluntary repatriation, and safe return; standards applicable in international

law to the protection of refugees, migrants, and evolving standards against human trafficking; the regulation of migration in regional economic and political unions, namely the European Union, East African Community, the Union of West African States, the Caribbean Community and the Southern African Development Community; and finally the institutional protection of refugees and migrants by the United Nations High Commissioner for Refugees and the, the International Organisation for Migration. Topics include:

- International Law and the Movement of Persons Between States
- Definition of Refugees
- The Right to Seek and Obtain Asylum and Determination of Refugee Status
- Exclusion from Refugee Protection
- Protection of asylum seekers and refugees from Refoulement
- Standards of Protection and cessation of refugee status
- Definition of Migrants
- Protection of Migrants in International Human Rights Law
- Regional Integration and Migration
- Trafficking in Human Beings and Human Smuggling

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Michaelmas Term. Students will usually have two additional hours in the Summer Term. This year teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Week 6 of Michaelmas Term.

Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.

Indicative reading: G.S. Goodwin-Gill and Jane MacAdam, *The Refugee in International Law*, 3rd ed., (Oxford, 2007) J. Hathaway, *The Rights of Refugees under International Law* (Cambridge, 2005) E. Feller, V. Turk and F. Nicholson, *Refugee Protection in International Law: UNHCR's Global Consultations on International Protection* (Cambridge University Press 2003) I. Brownlie and G. Goodwin-Gill, *Basic Documents on Human Rights* latest edition, Oxford: Clarendon Press, OR Ghandi, *International Human Rights Documents*, latest edition, Oxford: Clarendon Press

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

LL4BF Half Unit Not available in 2020/21 International Financial Regulation

This information is for the 2020/21 session.

Teacher responsible: Philipp Paech

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Accounting, Organisations and Institutions, MSc in Regulation, MSc in Risk and Finance and University of Pennsylvania Law School LLM Visiting Students. This course is not available as an outside option.

This course will be relevant to the following LLM specialisms: Banking Law and Financial Regulation, Corporate and Securities Law and International Business Law. This course is capped at 60 students.

Course content: This course focuses on the micro- and macro-prudential regulation of financial institutions and the financial system. It examines the prudential regulation of banks, bank resolution schemes, the regulation of shadow banking and other regulatory attempts to ensure financial stability, including with regard to novel, technology-induced types of financial services ('FinTech'). The focus will be on the regulation of national and international aspects of financial institutions and the financial system, rather than on private law and transactional aspects. No previous knowledge of financial market regulation or

background in economics is required for those wishing to follow this course. For non-lawyers, a willingness to engage in legal analysis will be necessary, although a legal background is not required.

The syllabus may include the following topics:

The Rational of International, EU and UK Regulatory Structures
Core concepts of Financial Regulation, pre- and post-Crisis
Financial Stability – Policy Issues, Principles and Global Standard
Setters
Prudential Regulation of Banks – The Basel Accords
National and Cross-border Resolution of Failing Banks
Regulating Shadow Banks
Regulating Credit Rating Agencies
Regulating FinTech

Teaching: 20 hours of lectures and 5 hours of classes in the MT. 2 hours of lectures in the ST.

There will be 10 two-hour lectures, plus 'follow-up' classes if numbers exceed 30. Guest lecturers may also be invited to give seminars on their specialist areas. There will be a Reading Week in week 6.

Formative coursework: All students are expected to produce one 2,000 word formative essay during the course. The course offers also a voluntary mock exam.

Indicative reading: A full reading list will be distributed during the course and essential materials will be made available to the students electronically where possible. In addition, the students will be invited to do independent reading. A good general introduction is J. Armour et al, *Principles of Financial Regulation*, OPU 2016

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

LL4BG Half Unit Rethinking EU Law

This information is for the 2020/21 session.

Teacher responsible: Dr Michael Wilkinson NAB 6.28

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

For the LLM (Specialisms: European Law, Legal Theory, Public Law, Human Rights Law)

Course content: The course examines the theoretical underpinnings of the EU and European Union law: it explores issues such as the nature and evolution of the EU and its legal order, its democratic and constitutional credentials, the place of fundamental rights and values and their relationship to market freedoms, the idea of a European economic constitution, and the impact of the Euro-crisis, the rule of law crisis, populism and Brexit on the trajectory of integration. It offers students a deeper understanding of the structures and systems that constitute the EU but also an opportunity to think about how European integration informs our ideas about law and the modern state.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Lent Term. This year teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Week 6 of Lent Term.

Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.

Indicative reading:

- K. Tuori and K. Tuori, *The Eurozone Crisis: A Constitutional Analysis* (Cambridge University Press, 2014);
- J Habermas, *The Crisis of the European Union: A Response* (Polity 2012);
- C Bickerton, *European Integration: From Nation-States to Member States* (Oxford University Press, 2012);
- P Lindseth, *Power and Legitimacy: Reconciling Europe and the Nation-State* (OUP 2010);
- L van Middelaaar, *The Passage to Europe: How a Continent Became a Union* (Yale University Press, 2013);
- F Scharpf, *Governing in Europe* (OUP 1999); A Stone Sweet, *The Judicial Construction of Europe* (OUP 2004);
- JHH Weiler, *The Constitution of Europe: "Do the New Clothes Have an Emperor?" And Other Essays on European Integration* (CUP 1999);
- A Wiener and T Diez (eds), *European Integration Theory* 2nd ed (OUP 2009)

Assessment: Essay (100%) in the ST.

LL4BH Half Unit Not available in 2020/21 Law and Government of the European Union

This information is for the 2020/21 session.

Teacher responsible: Dr Floris De Witte

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

For the LLM (Specialisms: European Law, Public Law, Human Rights Law)

Pre-requisites: Basic knowledge (at an undergraduate level) of EU law is required.

Course content: How is the European Union governed? This course will discuss this question in both a descriptive and a normative fashion. In descriptive terms, the course looks at the way in which the EU institutions are structured, how they function internally, and the powers that they have. It looks at the power of the European Court of Justice, at the role of fundamental rights, and the way in which the Treaty can be amended. This descriptive discussion forms the backdrop for the (more central) normative discussion: how should Europe be governed? Is the EU democratic? Should it be? Should Member States have more or less power to challenge EU measures? What will the future of the EU look like? And what should it look like?

Students will be challenged to think about the EU as an institutional structure in which both law and politics play a crucial role. Really understanding the EU requires knowledge of both areas as well as knowledge of their interaction. At no other time in the development of the EU has the interaction between law and politics so fundamentally affected the direction of the integration process. The coming years will see fundamental changes to the EU's structure; which are informed as much by political dynamics as by legal mechanisms. This course prepares you to fully understand those changes - and allow you to analyse critically both their normative content and institutional structure.

Teaching: 20 hours of seminars in the MT.

Formative coursework: All students are expected to produce one 2,000 word formative essay during the course. The formative essay serves as a basis for the assessed essay.

Indicative reading:

- G de Búrca and JHH Weiler (eds), *The Worlds of European Constitutionalism* (CUP 2012),
- P Lindseth, *Power and Legitimacy: Reconciling Europe and the*

Nation-State (OUP 2010);

- F Scharpf, *Governing in Europe* (OUP 1999);
- JHH Weiler, *The Constitution of Europe: "Do the New Clothes Have an Emperor?" And Other Essays on European Integration* (CUP 1999).

Assessment: Essay (100%, 8000 words) in the ST.

LL4BK Half Unit Corporate Crime

This information is for the 2020/21 session.

Teacher responsible: Professor Jeremy Horder

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Accounting and Finance, MSc in Criminal Justice Policy, MSc in Regulation, MSc in Risk and Finance and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course will be relevant to the following LLM specialisms:

Banking Law and Financial Regulation Corporate and/or Commercial Law Corporate and Securities Law Criminology and Criminal Justice International Business Law.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Course content: This course focuses on crime committed within the commercial and business environment. The course considers the principles of corporate criminal liability and the consequences of conviction for a corporation. The exercise of prosecutorial discretion in corporate crime cases, with a consideration of options such as deferred prosecution agreements, is examined. The course addresses the challenges in the international fight against corruption. As well as exploring the nature, extent and consequences of corruption, the course examines the law of fraud and false accounting, as well as international responses to corporate crime and their implementation into domestic law. The increasing emphasis placed by the law on a company's obligation to prevent the occurrence of corporate crime is also examined. The course concludes with an exploration of the various ways in which a corporation can be abused by fraudulent trading, as well as by organised criminals to conceal the proceeds of their criminal activity. There is no overlap between this course and the course on Financial Crime in the Lent (second) Term.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Michaelmas Term. Students will usually have two additional hours in the Summer Term. This year teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Week 6 of Michaelmas Term.

Formative coursework: One 2,000-word essay.

Indicative reading: Reading is prescribed for each lecture and seminar. There are no core textbooks available for the course; however, all the reading material is available from resources easily accessible through LSE Moodle, LSE Electronic Library and the internet. Preliminary reading is not required but for an understanding of the areas covered in the course students may read Wells: *Corporations and Criminal Responsibility*, 2nd edition, 2001, Oxford University Press; Gobert & Punch: *Rethinking Corporate Crime*, 2003, Butterworths LexisNexis; Green: *Lying, Cheating and Stealing: A Moral Theory of White Collar Crime*, 2007, Oxford University Press.

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

LL4BL Half Unit

Financial Crime

This information is for the 2020/21 session.

Teacher responsible: Mr Jonathan Fisher

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Accounting and Finance, MSc in Criminal Justice Policy, MSc in Regulation, MSc in Risk and Finance and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit. This course will be relevant to the following LLM specialisms: Banking Law and Financial Regulation Corporate and/or Commercial Law Corporate and Securities Law Criminology and Criminal Justice International Business Law. This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Course content: This course focuses on financial crime committed within the commercial and business environment and explores current perspectives in the detection, investigation and prosecution of these cases.

The first part of the course explores the emergence of anti-money laundering regimes, through criminal offences and regulatory compliance, as the primary response to financial crime. In addition, the course examines models for confiscation of criminally obtained property following conviction and frameworks for non-conviction-based confiscation and taxation in the civil courts. The case for illicit enrichment offences and use of special investigation tools such as unexplained wealth orders and compulsory interrogation powers in the detection of financial crime is explored. The course addresses the compatibility of these initiatives with protections on due process and the rights to privacy and property set out in the European Convention on Human Rights and other international instruments.

The second part of the course explores the engagement between financial crime and the global financial markets, with a close focus on offences such as insider dealing, misleading the financial markets and false accounting. The challenges of detection and enforcement are discussed, and the contribution of financial crime to the global financial crisis in 2008 is studied. In addition, the course explores the potential criminality of other market practices such as manipulating the financial markets, short selling and reckless risk taking.

The course is bracketed by two introductory sessions which examine the taxonomy of financial crime. The first session explores the nature and extent of financial crime, the relationship between organised crime groups and financial crime, and the social and economic impact of financial crime. The second session addresses the perceived ambivalence to the prosecution of financial crime cases, the limitations on public authorities to fight financial crime, and the rise of private prosecutions. The course concludes with a session on the principles of sentencing in financial crime cases and an examination of alternatives to the imposition of lengthy custodial sentences. There is no overlap between this course and the course on Corporate Crime in the Michaelmas (first) Term. Corporate Crime is not a pre-requisite for this course.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Lent Term. Students will usually have two additional hours in the Summer Term. This year teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Week 6 of Lent Term.

Formative coursework: One 2,000-word essay.

Indicative reading: Reading is prescribed for each lecture and seminar. There are no core textbooks available for the course; however, all the reading material is available from resources easily accessible through LSE Moodle, LSE Electronic Library and the internet. Preliminary reading is not required but for an understanding of the areas covered in the course students may read Green: Lying, Cheating and Stealing: A Moral Theory of White

Collar Crime, 2005, Oxford University Press; Ryder: Financial Crime in the 21st Century, Law and Policy, 2011, Edward Elgar; Edelbacher, Kratcoski, Theil: Financial Crimes, A Threat to Global Security, 2012, CRC Press Taylor & Francis Group.

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

LL4BM Half Unit

The Legal Protection of Inventions

This information is for the 2020/21 session.

Teacher responsible: Dr Siva Thambisetty NAB 7.29

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course will be relevant to the following LLM specialisms: Information Technology, Media and Communications Law, Intellectual Property Law, Corporate and Commercial Law, International Business Law, and Competition, Innovation and Trade Law.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Pre-requisites: Students interested in this subject are encouraged to consider enrolling onto Innovation, Technology and Patent Law (LL4BN) in the Lent Term.

Course content: This course provides an advanced and comprehensive introduction to the legal protection of invention through patents. Legally defined inventions are everywhere - in the velcro used to fasten a gym bag, in the tap or touch of a smartphone, in the food we eat, the medicines we take, the clothes we wear and in the buildings we live in. There are yet more inventions in the innovation pipeline and some that live only in our fertile technical imagination. Patent rights over such inventions increasingly intersect with diverse values such as competitive innovation, income equality, universal healthcare, regulation of risky technologies and the autonomy to pursue scientific prospects. In this course we will study the basics of patent prosecution as well as the theoretical and actual relationship between patents and innovation, both in law and in economics. Students will address central patentability criteria as well as patent eligibility for inventions that incorporate software, biotechnology or morally controversial technologies. These topics often call for a comparative approach based on UK, EU and US patent law. The aims of this course are to gain in-depth knowledge of patent law doctrine, familiarity with widely different contexts of innovation and a sound critical approach to the general principles of the legal protection of inventions. Students do not need a scientific background and will be supported in learning the relevant technical aspects.

Topics covered include: Novelty, inventive step, person skilled in the art, industrial applicability, sufficiency of disclosure, computer implemented inventions and business methods, biotechnology, exclusions (such as animal varieties, diagnostic methods, on grounds of morality) and the fundamentals of claim construction and infringement.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Lent Term. Students will usually have two additional hours in the Summer Term. This year teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Week 6 of Lent Term.

Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.

Indicative reading: Weekly reading will include core chapters from books, cases and articles from law reviews. Bentley, Sherman,

Gangjee and Johnson Intellectual Property Law Oxford University Press 2018. Fysh et al The Modern Law of Patents Lexis Nexis Butterworths. Michael Spence Intellectual Property Clarendon Law Series 2007. Tanya Aplin Intellectual Property Law: Text, Cases and Materials (Oxford University Press 2013). Justine Pila The Requirement for an Invention in Patent Law (OUP 2010)

Assessment: Essay (100%, 8000 words) in the LT.

LL4BN Half Unit Not available in 2020/21 Innovation, Technology and Patent Law

This information is for the 2020/21 session.

Teacher responsible: Dr Siva Thambisetty NAB 7.29

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course will be relevant to the following LLM specialisms: Information Technology, Media and Communications Law, Intellectual Property Law, Corporate and Commercial Law, International Business Law and Competition, Innovation and Trade Law.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Pre-requisites: Students must have completed The Legal Protection of Inventions (LL4BM).

Course content: This course will build on the comprehensive introduction to patent law provided in LL4BM to address sophisticated issues of law and public policy through multiple perspectives. Indicative list of weekly seminar topics include biotechnology and biodiversity, synthetic biology, artificial intelligence, pharmaceuticals and access to medicines, research use exception, competition law and policy with respect to the patent rights in particular sectors, patent offices and patent litigation, and the Unitary Patent Convention. The course will allow students to bring a wide variety of interests to the table and will address questions of reform of law and institutions. Course content complements several areas of national and international law and policy including competition law, access and benefit sharing issues around genetic resources, transnational rules that impact domestic innovation policy, institutional theory, affordability of patented medicines, human rights and bioethics.

Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.

This is a Lent term course, and consists of 10 weekly two-hour seminars in variable format including lecture-discussions, student-led seminars and guest lecturers where appropriate. Students are expected to participate in class discussions and critically explore further implications of the reading covered each week.

Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.

Indicative reading: Weekly readings will include book chapters, law review articles, reports and studies as well as cases.

Robert Merges Justifying Intellectual Property Law HUP 2011. James Boyle The Public Domain: Enclosing the Commons of the Mind Yale University Press 2008 (free access online). Boldrin and Levin Against Intellectual Monopoly CUP 2010. Alexander Stack International Patent Law: Cooperation, Harmonisation and an Institutional Analysis of WTO and WIPO Edward Elgar 2012. Justine Pila The Requirement for an Invention in Patent Law OUP 2010. A Pottage and B Sherman Figures of Invention: A History of Modern Patent Law OUP 2011

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

LL4BP Half Unit

Current Issues in Intellectual and Cultural Property Law

This information is for the 2020/21 session.

Teacher responsible: Dr Sivaramjani Thambisetty Ramakrishna NAB.7.29

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Law, Anthropology and Society and University of Pennsylvania Law School LLM Visiting Students.

This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

This course will be relevant to the following LLM specialisms: Intellectual Property Law; Legal Theory and Competition, Innovation and Trade Law.

Course content: This course takes a broadly historical, theoretical and contextual approach to the study of intellectual and cultural property law. It focuses on a set of topical questions that illuminate paradigms, institutional models and social and economic formations that cut across the diversity of intellectual and cultural property regimes; questions about the nature of property in intangible things, about the implications of the transnational expansion of intellectual property forms and institutions, about the role of comparative analysis in the study of intellectual property, or about how regimes forged in the era of industrialization have adapted to new modes of production and distribution.

These expansive questions are not asked in abstraction. Seminars will focus on specific case studies of institutions, transactional forms and social effects. Many of these studies are chosen for their topicality, so the contents of the course will evolve from year to year, but seminar topics might include: the nature of the link between legal incentives and technological innovation; the usefulness of economic models in understanding the proprietary value of patents, the emergence of new regimes of open source biotechnology and the governance of synthetic biology, the re-emergence of old tensions between author's rights in copyright in the context of digitised information and distribution of works, what follows from the consideration of intellectual property as a human right, the use and misuse of the public domain in intellectual property discourses, the nature of 'negative spaces' (the fashion industry, magicians, manga and stand up comedy) within the otherwise pervasive order of intellectual property, the evolution of non-conventional trade marks such as scents, textures and shapes; the effects of regime-shifting between different international frameworks for the regulation of questions of intellectual property; the use and circulation of genetic resources under the Convention on Biological Diversity and the UN Law of the Sea Convention and the tensions with IP norms and sustainable use of these resources, the bases of markets in cultural property and heritage. The object of the course is to introduce key themes in critical debates about intellectual property, and to offer a set of conceptual resources that might be drawn upon in more specialized LLM courses in intellectual property.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Lent Term. Students will usually have two additional hours in the Summer Term. This year teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Week 6 of Lent Term.

Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.

Indicative reading:

- Biagioli, Jaszi & Woodmansee, Making and Unmaking Intellectual Property (2011).
- Benkler, The Wealth of Networks (2006).
- Boyle, The Public Domain. Enclosing the Commons of the Mind (2009).
- Miles, Art as Plunder. The Ancient Origins of Debate About

Cultural Property (2008).

Assessment: Essay (100%, 8000 words) in the ST.

LL4BQ Half Unit

Trade Mark Law

This information is for the 2020/21 session.

Teacher responsible: Luke McDonagh

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Law, Anthropology and Society and University of Pennsylvania Law School LLM Visiting Students.

This course is available with permission as an outside option to students on other programmes where regulations permit.

This course will be relevant to the following LLM specialisms: Intellectual Property Law; Information Technology, Media and Communications Law

Pre-requisites: None

Course content: This course offers in depth analysis of legislation and case law concerning trade marks in the UK and EU. In so doing the module considers relevant developments in international and comparative law. Topics covered include: national, regional and international trade mark registration systems; absolute grounds and relative grounds of refusal; the scope of trade mark rights; trade mark infringement; exceptions and defences; and the ownership of brand image in the context of the interaction between consumers and corporate brands.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Michaelmas Term. This year teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Week 6 of Michaelmas Term.

Formative coursework: One 2,000 word essay.

Indicative reading: Core Textbook - S Karapapa and L McDonagh, Intellectual Property Law 1st edition (OUP, Oxford 2019). Students will be expected to read widely in designated journals and books. All of the recommended cases and journal articles are available in electronic form and additional materials will be made available on the Moodle website which supports this course. A detailed reading list will be provided for the course, but the following are indicative: Available in the Library: L Bently, J Davis, J Ginsburg (eds) Trade Marks & Brands: An Interdisciplinary Critique (CUP, Cambridge 2008); A Arvidsson, Brands. Meaning and Value in Media Culture (Routledge, London 2006); C Lury, Brands. The Logos of the Global Economy (Routledge, London 2004); G Dinwoodie & M Janis (eds) Trade Mark Law and Theory: A Handbook of Contemporary Research (Edward Elgar, Cheltenham 2008); S Maniatis & D Botis, Trade Marks in Europe: A Practical Jurisprudence 2nd ed (Sweet & Maxwell, London 2010).

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

LL4BT Half Unit

Cultural Property and Heritage Law

This information is for the 2020/21 session.

Teacher responsible: Dr Tatiana Flessas NAB.5.15

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Law, Anthropology and Society and University of Pennsylvania Law School LLM Visiting Students.

This course is available with permission as an outside option to students on other programmes where regulations permit.

This course will be relevant to the following LLM specialisms: Intellectual Property Law.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSE for You.

Course content: This course looks at cultural property and

heritage law from legal, social theoretical and practice-oriented perspectives. It provides an overview of existing and emerging cultural property and heritage legislation (domestic and international). We will be looking in particular at the development of cultural property legislation in the 20th century and emerging international cultural property and heritage initiatives under the auspices of the UN and UNESCO. Topics to be covered include the origins of cultural property law, the problems in defining cultural property and heritage, current issues and cases in repatriation and restitution of cultural objects, the National Trust and other heritage protection regimes, and intangible cultural heritage. The course also addresses the creation and management of museums and heritage sites, primarily within the UK, but also including sites in North and South America, Europe and Asia. We consider how the issues that we've identified throughout the course arise in the ongoing construction, protection, and (primarily economic) uses of heritage. Along with specialist seminars, the course includes visits to museums and contact with practising experts in the field.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Michaelmas Term. Students will usually have two additional hours in the Summer Term. This year teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Week 6 of Michaelmas Term.

Formative coursework: One 2,000 word essay or other type of formative assessment.

Indicative reading: Neil Cookson, Archaeological Heritage Law (2000 Barry Rose); John Henry Merryman and Albert E. Elsen, Law, Ethics and the Visual Arts (2002 Kluwer Law International); Lyndel V. Prott & P.J. O'Keefe, Law and the Cultural Heritage Vol 1 (1984 Abingdon); Lyndel V. Prott & P.J. O'Keefe, Law and the Cultural Heritage Vol 3 (1989 Butterworths); J.E. Tunbridge and G.J. Ashworth, Dissonant Heritage: the management of the past as a resource in conflict (1996 J. Wiley); Norman Palmer, Museums and the Holocaust: law, principles and practice (2000 Institute of Art and Law); John Henry Merryman, Thinking about the Elgin Marbles: critical essays on cultural property, art and law (2000 Kluwer Law International); Nick Merriman, Beyond the Glass Case: the past, the heritage and the public in Britain (1991); Jeanette Greenfield, The Return of Cultural Treasures (1989); Richard Prentice, Tourism and Heritage Attractions (1993); G.J. Ashworth and P.J. Larkham, eds. Building a New Heritage: tourism, culture, and identity (1994); Peter Mandler, The Fall and Rise of the Stately Home (1997); Patrick J O'Keefe, Trade in Antiquities: reducing destruction and theft (1997); Ismail Serageldin, Ephim Shluger, Joan Martin-Brown, eds. Historic Cities and Sacred Sites: cultural roots for urban futures (2001); Federico Mayor, Memory of the Future (1995); Peter J. Fowler, The Past in Contemporary Society: then, now (1992); David Brett, The Construction of Heritage (1996); Karl Ernest Meyer, The Plundered Past (1974).

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

LL4BU Half Unit Not available in 2020/21

Art Law

This information is for the 2020/21 session.

Teacher responsible: Dr Tatiana Flessas NAB.5.15

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Law, Anthropology and Society and University of Pennsylvania Law School LLM Visiting Students.

This course is available with permission as an outside option to students on other programmes where regulations permit.

This course will be relevant to the following LLM specialisms: Intellectual Property Law.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSE for You.

Course content: This course engages in a discussion of specific

cases and issues regarding acquisition, ownership, and restitution of works of art, and the problems that arise in regulating markets in art and cultural artefacts. We will look at domestic (UK and US) and international legislation regulating the art trade. Against this legislative background, the course examines important cases in disputes regarding commodification and sale of cultural goods, including the issues that arise in the operation of the art market (dealers, museums, collectors and auction houses). 'Art Law' is a specialized area of practice and an emerging area of theory and scholarship. We will look at some of the cases and theory of art and law, including the practices of dealers and auction houses in valuing (and mis-valuing) art for sale; the recent developments in addressing the restitution of art taken during the Nazi era; museum loans and the cross-border movement of art; the restoration and conservation debate(s) and then turn to a scholarly and interpretive approach to the issues that arise in considering the art market. We will also return to the questions that arise in dealer, auction house and museum policies more generally. Finally, practitioners in these areas, museum and auction house professionals, archaeologists, and art experts will be contributing to the seminars on the emerging legal issues in this area.

Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.

Week 6 in the LT is a Reading Week.

Formative coursework: One 2,000 word essay.

Indicative reading: Colin Renfrew, *Loot, Legitimacy and Ownership: The Ethical Crisis in Archaeology* (2000 Duckworth); Neil Cookson, *Archaeological Heritage Law* (2000 Barry Rose); James Cuno, *Who Owns Antiquity? Museums and the Battle over our Ancient Heritage* (2010 Princeton University Press); John Henry Merryman and Albert E. Elsen, *Law, Ethics and the Visual Arts* (2002 Kluwer Law International); Lyndel V. Prott & P.J. O'Keefe, *Law and the Cultural Heritage Vol 1* (1984 Abingdon); Lyndel V. Prott & P.J. O'Keefe, *Law and the Cultural Heritage Vol 3* (1989 Butterworths); Norman Palmer, *Museums and the Holocaust: law, principles and practice* (2000 Institute of Art and Law); Olav Velthuis, *Talking Prices: Symbolic Meanings of Prices on the Market for Contemporary Art* (2007 Princeton University Press); Jason Felch & Ralph Frammolino, *Chasing Aphrodite: The Hunt for Looted Antiquities at the World's Richest Museum* (2010 Houghton Mifflin Harcourt); Sarah Thornton, *Seven Days in the Art World* (2009 Granta Books); Jeanette Greenfield, *The Return of Cultural Treasures* (1989); Patrick J O'Keefe, *Trade in Antiquities: reducing destruction and theft* (1997); Karl Ernest Meyer, *The Plundered Past* (1974).

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

LL4BV Half Unit

Transnational Environmental Law

This information is for the 2020/21 session.

Teacher responsible: Prof Veerle Heyvaert NAB7.06

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Environmental Policy and Regulation, MSc in Regulation and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course will be relevant to the following LLM specialisms: European Law, Public International Law, Public Law.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSE for You.

Course content: The course instructs students on key issues in environmental law and governance beyond the state. Through the study of recent developments in international environmental law, regional law (including EU law) and private environmental regulation, the course investigates how new transnational environmental laws are made, what the role is of science in environmental decision-making and dispute resolution, how

transnational environmental law is implemented and enforced, and whether transnational corporations can be held accountable for environmental damage. The questions are illustrated through case studies relating to, among others, climate change, biodiversity protection and chemical risk control.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Michaelmas Term. Students will usually have two additional hours in the Summer Term. This year teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Week 6 of Michaelmas Term.

Formative coursework: One 1,000 - 1,500 (upper limit) word essay. The students are given an opportunity to sit a mock exam in Week 9 of MT.

Indicative reading: A detailed reading list will be provided for each seminar. The overwhelming majority of readings are electronically available as e-books or in journals. Essential reference works include the journal *Transnational Environmental Law*; Heyvaert, *Transnational Environmental Regulation and Governance* (CUP, 2019); Heyvaert & Duvic-Paoli, *Research Handbook on Transnational Environmental Law* (Edward Elgar, 2020 forthcoming); Kingston, Heyvaert & Cavoški, *European Environmental Law* (CUP, 2017); Sands & Peel, *Principles of International Environmental Law* (4th ed, CUP, 2018); Bodansky, *The Art and Craft of International Environmental Law* (2010, Harvard University Press); Bodansky, Brunnee & Hey, *The Oxford Handbook of International Environmental Law* (OUP, 2007); and the *Stern Review Executive Summary* (online).

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

LL4BW Half Unit Not available in 2020/21

Law and Political Thought

This information is for the 2020/21 session.

Teacher responsible: Professor Thomas Poole

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Political Theory and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSE for You.

This course will be relevant to the following LLM specialisms:

Human Rights Law, Legal Theory and Public Law

Pre-requisites: None.

Course content: This course examines the relationship between law and political theory. It does so through the study of classic texts of political thought: typically Hobbes, *Leviathan*, Rousseau, *Social Contract*; Burke, *Reflections on the Revolution in France*; Schmitt, *Constitutional Theory*; Oakeshott, *On Human Conduct*; Hayek, *Law, Legislation and Liberty*. In this way, the course deals with major topics of theoretical and juridical interest, such as the rule of law, liberalism and republicanism, cultural pluralism, theories of authority and legitimacy, revolution and the state, nationalism and cosmopolitanism.

Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.

There will be a reading week in week 6.

Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.

Indicative reading: The reading for the course consists of classic texts in political thought. Many are available online and the course is delivered through Moodle.

Assessment: Essay (100%, 8000 words) in the ST.

LL4C2 Half Unit

World Poverty and Human Rights

This information is for the 2020/21 session.

Teacher responsible: Dr Margot Salomon Law Department

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Development Studies, MSc in Global Politics, MSc in Human Rights and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSE for You.

Pre-requisites: None but some knowledge of public international law is helpful.

Course content: This course examines world poverty and inequality in light of international law aimed at the protection of human rights. Drawing on rights and obligations, the course considers the duties of states and non-state actors and the ways in which they may be implicated in the deprivation which has 2.7 billion people concentrated in the South, and many in the North, unable to exercise even their minimum essential levels of human rights. The course is interested in studying conceptual, normative, and critical approaches to human rights and will draw on literature that situates human rights and development in broader interdisciplinary contexts. It will explore the role of international actors and institutions that impact positively or negatively on human rights today, as well as examine global developments and the application of legal standards to some areas of outstanding concern. Topics to be covered may include:

- Poverty as a human rights issue
- Human rights and development
- The right to development and claims against the public international order
- The scope, content and limits of the obligation of international cooperation
- Human rights, the World Bank and IMF
- Human rights and international trade, investment, and finance
- Interrogating the Sustainable Development Goals.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Lent Term. Students will usually have two additional hours in the Summer Term. This year teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Week 6 of Lent Term.

Formative coursework: One 2,000 word essay.

Indicative reading: G. Abi-Saab, 'The Legal Formulation of the Right to Development', in R-J Dupuy (ed), *The Right to Development at the International Level*, Hague Academy of International Law (1980); B.S. Chimni, 'International Institutions Today: An Imperial Global State in the Making' *European Journal of International Law* (2004); C. Chinkin, 'The United Nations Decade for the Elimination of Poverty: What Role for International Law?' *54 Current Legal Problems* (2001) 553; A. Eide, 'Human Rights-Based Development in the Age of Economic Globalization' in B.A. Andreassen and S.P. Marks (eds), *Development as a Human Right: Legal, Political and Economic Dimensions* (2010); M.E. Salomon, *Global Responsibility for Human Rights: World Poverty and the Development of International Law* (2007); R. Danino, 'The Legal Aspects of the World Bank's Work on Human Rights' in P. Alston and M. Robinson (eds), *Human Rights and Development* (2005); P. Muchlinski, 'Holistic Approaches to Development and International Investment Law: The Role of International Investment Agreements' in J. Faundez and C. Tan (eds), *International Law, Economic Globalization and Development* (2010). *Maastricht Principles on Extraterritorial Obligations of States in the area of Economic, Social and Cultural Rights* (2011). M.E. Salomon, 'Of Austerity, Human Rights and International Institutions' *European Law Journal* (2015); Report of the UN Independent Expert on the effects of foreign debt and other related international financial obligations of states on the

full enjoyment of all human rights, particularly economic, social, and cultural rights: Mission to Greece' UN Doc A/HRC/31/60/Add2 (29 Feb 2016). O.C. Okafor, 'The Bandung Ethic and International Human Rights Praxis: Yesterday, Today and Tomorrow' in L. Eslava, M. Fakhri and V. Nesiah (eds) *Bandung, Global History, and International Law* (2017). J. Linarelli, M.E. Salomon and M. Sornarajah, *The Misery of International Law: Confrontations with Injustice in the Global Economy* (2018). A detailed reading list will be issued at the first seminar.

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

LL4C5 Half Unit

Fundamentals of International Commercial Arbitration

This information is for the 2020/21 session.

Teacher responsible: Dr Jan Kleinheisterkamp

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 60 students.

Course content: This course offers the fundamentals of international commercial arbitration, the most important dispute settlement mechanism for international commercial transactions. The course provides a complete introduction to the functioning of arbitration in theory and in practice. London being one of the main centres of arbitration in the world, this course focuses mainly on English arbitration law which is put into a comparative perspective and contrasted especially with the UNCITRAL Model Law on International Commercial Arbitration and French law. Special attention is given to the different types of rules that may have to be taken into consideration in an international arbitration. This course prepares for LL4C6 *Advances Issues of International Commercial Arbitration* and provides for some of the procedural basics for LL4E7 *Investment Treaty Law*.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Lent Term. Students will usually have two additional hours in the Summer Term. This year teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Week 6 of Lent Term.

Formative coursework: One 2,500 word essay after week 6 on previous exam questions (choice of 1 out of 3).

Indicative reading: M. Moses, *The Principles and Practice of International Commercial Arbitration* (3rd edn, CUP 2017); G. Born, *International Arbitration: Law and Practice* (2nd edn, Kluwer 2015); N. Blackaby & C. Partasides, *Redfern and Hunter on International Commercial Arbitration* (6th edn, OUP 2015); J.-F. Poudret & S. Besson, *Comparative Law of International Commercial Arbitration* (Sweet & Maxwell 2007); E. Gaillard & J. Savage, *Fouchard Gaillard Goldman on International Commercial Arbitration* (1999).

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

LL4C6 Half Unit Not available in 2020/21

Advanced Issues of International Commercial Arbitration

This information is for the 2020/21 session.

Teacher responsible: Dr Jan Kleinheisterkamp NAB 7.09

Availability: This course is available on the LLM (extended part-

time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 60 students. Students must apply through Graduate Course Choice on LSEforYou.

Pre-requisites: It is recommended that students have completed Fundamentals of International Commercial Arbitration (LL4C5) in Michaelmas Term, or a course on arbitration in previous studies, or have solid practical experience in the field.

Course content: This course aims at giving students who already are acquainted with the fundamentals of arbitration the possibility to go into depth into selected problems of international commercial arbitration. The course is based on student presentations and intense discussions of these problems in order to raise the sensitivity for the issues at stake. The course is highly relevant for those wanting to specialise in arbitration practice, as the theoretical problems have a significant impact on practical solutions. The course will treat a selection of topical contemporary issues of international commercial arbitration, such as the law applicable to arbitration agreements; the extension of arbitration agreements to non-signatories; third party funding; the effects of insolvency; arbitration and fraud and corruption; the enforcement of awards set aside abroad; and the role of public policy. The course seeks to be as topical as possible, so that some content may change in the light of new developments.

Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.

There will be a reading week in week 6

Formative coursework: One group presentation in the seminar and an essay of 2,500 words.

Indicative reading: G. Born, *International Arbitration: Law and Practice* (2nd edn, Kluwer 2015); N. Blackaby & C. Partasides, *Redfern & Hunter on International Commercial Arbitration* (6th edn, OUP 2015); J.-F. Poudret & S. Besson, *Comparative Law of International Commercial Arbitration* (Sweet & Maxwell 2007); E. Gaillard & J. Savage, *Fouchard Gaillard Goldman on International Commercial Arbitration* (Kluwer 1999).

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

LL4CB Half Unit Not available in 2020/21

Modern Legal History: Private Law and the Economy 1750-1950

This information is for the 2020/21 session.

Teacher responsible: Prof. Michael Lobban

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Economic History, MSc in Economic History (Research), MSc in Law, Anthropology and Society, MSc in Regulation and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

LLM Specialisms This course will be relevant to the following LLM specialisms: Legal Theory; Corporate and/or Commercial Law.

Course content: This course will examine how the common law aided or hindered economic growth in the era between 1750 and 1950, by focusing in particular on the development of doctrines of private law. The course will concentrate on a number of themes and topics. It will begin with a discussion of the nature of the common law, and the modes of common law reasoning, to establish what kind of legal system economic actors were dealing with. It will then look at the developing law of contract, to explore how far the ideology of 'freedom of contract' assisted growth. It will further explore the law relating to civil wrongs (including the law relating to compensation for accidents and pollution) and unjust enrichment (particularly in the context of business failures).

It will also explore some specific topics, including the law relating to corporate enterprise, bankruptcy and insurance.

Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.

There will be a reading week in week 6.

Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.

Indicative reading: J. Oldham, *English Common Law in the Age of Mansfield* (Chapel Hill, 2005). W.R. Cornish et al, *The Oxford History of the Law of England* vols. 11-13 (Oxford, 2010). W.R. Cornish and et al, *Law and Society in England 1750-1950* (London, 2019). P.S. Atiyah, *The Rise and Fall of Freedom of Contract* (Oxford, 1979). R. Harris, *Industrializing English Law: Entrepreneurship and Business Organization, 1720-1844* (Cambridge, 2000). Rob McQueen, *A Social History of Company Law: Great Britain and the Australian Colonies 1854-1920* (Ashgate, 2009). J. Taylor, *Creating Capitalism: Joint Stock Enterprise in British Politics and Culture 1800-1870* (Boydell, 2006). M. Finn, *The Character of Credit: Personal Debt in English Culture, 1740-1914* (Cambridge 2003).

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

LL4CC Half Unit Not available in 2020/21

Commercial Remedies

This information is for the 2020/21 session.

Teacher responsible: Dr Solene Rowan NAB 7.26, Prof Charles Webb NAB 6.26 and Dr Andrew Summers

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is not available as an outside option.

Specialisms: Corporate and/or Commercial Law; International Business Law

Pre-requisites: Undergraduate contract law

Course content: The objective of the course is to provide students with a detailed understanding of remedies in a commercial context. The reading addresses both case law and academic commentary. Here is an indicative list of the issues that will be considered on the course:

1. The aims of commercial remedies: What interests and other policies may be served by the law when remedying commercial disputes?
2. The function of contract damages: How do the courts assess damages for breaches of contract? Should the courts do more to protect the claimant's interest in performance? What limits are placed on the recovery or measure of damages?
3. Punishment: Is punishment of a defaulting defendant ever a legitimate aim in commercial remedies? Should punitive damages be given a greater role in English commercial law?
4. Agreed remedies: To what extent are commercial parties free to fix the remedies available to them in the event of breach? Does freedom of contract extend to the parties' secondary obligations?
5. Unjust enrichment: What is the law of unjust enrichment? What is its relationship to the law of contract? What can commercial parties recover under the law of unjust enrichment?
6. Comparative law: How do other jurisdictions deal with these questions? What might the common law learn from civil law systems?

Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.

There will be a reading week in week 6.

Formative coursework: All students are expected to produce one 1,500 word formative essay during the course. Formative assessment opportunities will be provided (essay or problem questions)

Indicative reading: Rowan, *Remedies for Breach of Contract: A Comparative Analysis of the Protection of Performance* (OUP 2012). Burrows, *Remedies for Torts and Breach of Contract*

(4th edn OUP 2019). Virgo and Worthington (eds), *Commercial Remedies: Resolving Controversies* (CUP 2017). Webb, *Reason and Restitution* (OUP 2016)

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

LL4CD Half Unit Not available in 2020/21 European Company Law

This information is for the 2020/21 session.

Teacher responsible: Mr Edmund-Philipp Schuster NAB 6.30

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Law and Accounting, MSc in Regulation and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is capped at 30 students. Students must apply through Graduate Course Choice on LSE for You. This course will be relevant to the following LLM specialisms: Corporate and/or Commercial Law; Corporate and Securities Law; European Law.

Pre-requisites: There are no formal prerequisites, but some understanding of European law and EU law-making is of advantage.

Course content: This course will examine the EU harmonization programme for companies. It will analyse the framework of primary EU law within which companies and national legislators must operate (the Treaty provisions on the right of establishment and the free movement of capital), as well as secondary measures of EU law regulating companies and relevant soft law initiatives. The course will also deal with the most important European forms of company, notably the SE (Societas Europaea or European Company) and investigate the implications that corporate mobility within the EU has for regulating companies at the national level. Topics include:

- EU company law harmonization programme
- 1st Company Law Directive: formation and disclosure
- Right of establishment: primary and secondary establishment, transfer of seat, jurisprudence of the European Court of Justice (in particular: Centros, Überseering, SEVIC, Cartesio, VALE)
- Free movement of capital: golden shares jurisprudence of the European Court of Justice, BAA, KPN/TPG, VW; proportionality principle in the EU
- 2nd Directive and capital structure: minimum capital; payment for shares; publicity; distributions; stock repurchase; increases in capital and capital reductions; serious loss of capital; case law interpreting the 2nd Directive; reform initiatives (e.g., SLIM Working Group)
- Corporate governance regulation in the EU: abandoned 5th Directive; Recommendation on the role of non-executive or supervisory directors of listed companies; remuneration policies; Shareholder Rights Directive
- European Company Law Forms: European company (SE) and European private company
- State of European company law harmonisation; potential for regulatory competition and regulatory arbitrage

Teaching: 20 hours of lectures in the MT. 2 hours of lectures in the ST.

Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.

Indicative reading: M Andenas and F Wooldridge, *European Comparative Company Law*, Cambridge University Press 2009; S M Bartman (ed), *European Company Law in Accelerated Progress*, Kluwer Law International 2006; U Bernitz and W-G Ringe, *Company Law and Economic Protectionism: New Challenges to European Integration*, Oxford University Press 2010; A F M Dorresteyn et al (eds), *European Corporate Law*, Kluwer Law International 2009; Vanessa Edwards, *EC Company Law*, Clarendon Press 1999; S Grundmann, *European Company Law*, 2nd ed, Hart 2012; Jonathan Rickford (ed), *The European Company: Developing a Community*

Law of Corporations, Intersentia 2003; Gert-Jan Vossestein, *Modernisation of European Company Law and Corporate Governance*, Kluwer Law International 2010

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

LL4CE Half Unit Not available in 2020/21 Security and Criminal Law

This information is for the 2020/21 session.

Teacher responsible: Prof Peter Ramsay NAB 6.27

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Criminal Justice Policy and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Pre-requisites: Undergraduate study of criminal law (or equivalent).

Course content: This is a course in advanced criminal law theory. The central concern of contemporary criminal justice policy is public protection. The course examines the different security interests that are protected by the different categories of criminal offence and the issues at stake in the expansion of the scope of the substantive criminal law. Examples will be drawn mainly from the criminal law of England and Wales, but also from other jurisdictions. An introduction to the structure of the criminal law in the common law world will be included. The theoretical issues are universal.

Seminars cover:

- the concept of security;
- the concept of criminal law;
- the presumption of innocence;
- 'true crimes';
- public welfare offences;
- inchoate offences;
- pre-emptive offences;
- fear, harassment and speech offences;
- pre-crime;
- the right to security.

Each seminar consists of a student presentation on a key question, class discussion and a teacher presentation. There is a reading week in Week 6.

Teaching: 20 hours of seminars in the LT.

There will be a Reading Week in week 6 of MT.

Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.

Indicative reading: A Ashworth and L Zedner *Preventive Justice* (OUP 2014); I Dennis and GR Sullivan (eds), *Seeking Security: Pre-empting the Commission of Criminal Harms* (Hart, 2012); A Brudner, *Punishment and Freedom* (OUP, 2009); RA Duff, *Answering for Crime* (Hart, 2007); P Ramsay *The Insecurity State: Vulnerable Autonomy and the Right to Security In the Criminal Law* (OUP, 2012); A Ashworth (et al), *Prevention and the Limits of Criminal Law* (OUP, 2013).

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

LL4CF Half Unit UK Corporate Law

This information is for the 2020/21 session.

Teacher responsible: Prof. David Kershaw and Dr Elizabeth Howell

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School

LLM Visiting Students. This course is not available as an outside option.

This course is capped at 90 students. This course will be relevant to the following LLM specialisms: Corporate and Securities Law; Corporate and/or Commercial Law.

Course content: 1. The Evolution of the UK company. This session will address the evolution of the corporate form from the mid-19th century, and outline the partnership based conception of UK company. It will contrast the partnership conception with the corporate / entity conception. 2. Legal personality, formation and structure – considering the implications and function of separate legal personality and the scope to disregard the corporate veil; the process of formation; and the constitutional make-up of the company. 3. Corporate Actions – considering how the company acts in contract, tort and crime. 4. The distribution of power in a UK company – considering the location and contractual distribution of power in a UK corporation; the problem of separation of ownership and control / the agency problem; mandatory versus default rules; core mandatory rights: removal of directors and calling shareholder meetings. 5. Director's duties I: the nature of duties; who owes them; to whom; the corporate objective; the duty to promote the success of the company. 6. Directors Duties II: the duty of care (business judgments, business process, monitoring, systems and controls, risk management) 7. Directors Duties III: the duty of loyalty (self-dealing transactions, corporate opportunities, competing with the company, bribes and commissions). 8. Company law and creditor protections – shareholder incentives to exploit creditors; the scope for unlimited liability, duties to creditors; wrongful trading. 9. Derivative Actions: the rule in *Foss v Harbottle*; the new derivative action mechanism; indemnity orders and contingency fees; reflective loss. 10. Minority shareholder protections – common law restraints on the exercise of majority shareholder power and influence; statutory constraints on the exercise of such power and influence (122(g) Insolvency Act 1986 and section 994 Companies Act 2006).

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Michaelmas Term. This year teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Week 6 of Michaelmas Term.

Formative coursework: One 2,000 word essay.

Indicative reading: Core Texts: David Kershaw, *Company Law in Context* (2nd ed, OUP 2012). Paul Davies, Gower and Davies' *The Principles of Modern Company Law* (9th eds, Sweet & Maxwell, 2012). For detailed reading lists please see the Moodle website.

Assessment: Exam (100%, duration: 2 hours, reading time: 30 minutes) in the summer exam period.

LL4CG Half Unit

Tax Law and Policy

This information is for the 2020/21 session.

Teacher responsible: Dr Ian Roxan NAB.7.25

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Pre-requisites: This course is suitable for students from any disciplinary background within the social sciences. No previous study of taxation is required. Some prior familiarity with tax concepts is advantageous but not essential.

Course content: This course looks at the interaction of tax law and tax policy in modern societies. Taxation is fundamental and pervasive in modern society in both developed and developing

countries. It has an impact on the work of lawyers in many fields, and tax lawyers themselves have to consider the operation of tax law in many contexts, such as corporate and commercial law, family and trust law, labour and employment law, environmental law and intellectual property law. And, as taxpayers seek to minimise their tax burdens, whether legally or by less than legal means, tax law becomes more complex in response.

Using a series of topical examples drawn from different countries and globally, this course will explore what is involved in 'doing' tax law, how tax policy is made, and the different perspectives through which tax law and policy, and the interaction between them, can be understood, including law itself, economics, economic analysis of law, politics, sociology and anthropology.

Seminars discussing these principles and perspectives will be complemented by the monthly LSE Taxation Seminars during the Michaelmas Term, which will provide students with direct exposure to leading speakers from a wide range of backgrounds on current debates in taxation. The LSE Taxation Seminars series, established since the 1960s, brings together a wide variety of participants, including lawyers, economists, accountants and government officials. The Taxation Seminars provide an important forum for topical discussion on taxation.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Michaelmas Term. Students will usually have two additional hours in the Summer Term. This year teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Week 6 of Michaelmas Term.

Formative coursework: Students are expected to submit one 1,500-word formative essay.

Indicative reading:

- Avi-Yonah, et al., *Global Perspectives on Income Taxation Law* (Oxford: Oxford Univ. Press, 2011);
- Mirrlees, et al., *Tax by Design: the Mirrlees Review* (Oxford: Oxford Univ. Press: 2011);
- Mirrlees, et al. (eds), *Dimensions of Tax Design: the Mirrlees Review* (Oxford: Oxford Univ. Press, 2010);
- Lamb, et al. (eds), *Taxation: An Interdisciplinary Approach to Research* (Oxford: Oxford Univ. Press, 2004);
- Murphy and Nagel, *The Myth of Ownership* (New York: Oxford Univ. Press, 2002);
- Weisbach, "Formalism in the Tax Law" (1999), 66 U. Chicago L. Rev. 680;
- James and Nobes, *The Economics of Taxation* (2018), (Birmingham: Fiscal Publications, 17th or 18th ed.);
- Brys, et al., 'Tax Design for Inclusive Economic Growth', OECD Taxation Working Papers, No. 26 (Paris: OECD Publishing, 2016);
- Keen and Konrad, 'The Theory of International Tax Competition and Coordination' (2014), Working Paper of Max Planck Inst. for Tax Law and Public Fin. No. 2012-06;
- Marc Leroy, 'Tax Sociology: Sociopolitical Issues for a Dialogue with Economists' (2008) 3 socio-logos.

Detailed reading lists will be provided during the course via Moodle.

Assessment: Essay (100%, 8000 words).

LL4CH Half Unit

Tax in the Digital Economy

This information is for the 2020/21 session.

Teacher responsible: Dr Ian Roxan

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Pre-requisites: This course is suitable for students from any disciplinary background within the social sciences. No previous study of taxation is required. Some prior familiarity with principles of tax design is advantageous but not essential.

Course content: Economic activity across the world is increasingly digital. Taxation systems across the world developed in the pre-digital age, but they have been rapidly finding ways to adapt to the new reality. This course will look in depth at the present and proposed responses of tax systems to the challenges of the digital economy. The issues will be examined both from a legal perspective and with wider interdisciplinary approaches including economics, sociology and political science.

Topics to be covered will include: the challenges posed by the digital economy (what is the digital economy?), taxing work in the digital economy, taxing sales and consumption in the digital economy, international tax challenges and solutions (the BEPS 2.0 project), tax challenges for developing countries, and digital solutions for tax compliance and administration.

Students will collaborate in groups to develop a deeper understanding of specific topics in the course. The summative assessment will be an essay building on this work.

Seminars discussing these issues will be complemented by the monthly LSE Taxation Seminars during the Lent Term. Established since the 1960s, the LSE Taxation Seminar series brings together a wide variety of participants, including lawyers, economists, accountants and government officials. The Seminars provide an important forum for topical discussion on taxation. They provide students with the opportunity to actively participate in current debates, link insights from the Seminars to other issues studied in the course and connect with leading speakers from a wide range of backgrounds on current debates in taxation.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Lent Term. Students will usually have two additional hours in the Summer Term. This year teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Week 6 of Lent Term.

Formative coursework: Students are expected to submit one 1,500-word formative essay or an equivalent assignment.

Indicative reading:

- James & Nobes, *Economics of Taxation*, Avi-Yonah, et al., *Global Perspectives on Income Taxation Law*, or another introductory tax policy book
- Dean Curran, 'Risk, Innovation, and Democracy in the Digital Economy' (2018), 21(2) *European Journal of Social Theory* 207–26
- OECD, *Addressing the Tax Challenges of the Digital Economy: Action 1 Final Report*, OECD/G20 Base Erosion and Profit Shifting Project (Paris: OECD Publishing, 2018), chapters 3, 4, 7 and 8
- Wolfgang Schön, 'Ten Questions about Why and How to Tax the Digitalized Economy' (2017), Max Planck Institute for Tax Law and Public Finance Working Paper 2017 – 11 (also (2018), 72(4/5) *Bulletin for Int'l Taxation* 278-92)
- David R. Agrawal & William F. Fox, 'Taxes in an e-commerce generation' (2017), 24(5) *Int'l Tax Public Finance* 903-26.

Detailed reading lists will be provided during the course via Moodle.

Assessment: Essay (100%, 8000 words).

LL4CL Half Unit

Explaining Punishment: Philosophy, Political Economy, Sociology

This information is for the 2020/21 session.

Teacher responsible: Prof Peter Ramsay NAB 6.27

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Criminal Justice Policy and University of Pennsylvania Law School LLM Visiting Students. This course is available as an outside option to students on other programmes

where regulations permit.

This course is capped at 30 students.

Course content: The course aims to provide students with a comprehensive overview of the theories that explain the practice of punishment, a practice that defines the criminal law. It will do this by introducing students to philosophical, sociological, political economy and comparative approaches to punishment. It will involve the discussion of all the major philosophical justifications and critiques of state punishment, and sociological and political economy explanations and critiques of punishment.

After an introduction discussing the different approaches to punishment, three seminars will discuss the classical philosophical justifications of punishment and a fourth the contemporary critiques of those classical approaches. Seminars 5 and 6 will discuss punishment from the perspective of sociology and political economy. Seminar 7 will consider comparative approaches to punishment. Seminars 8 and 9 will look at two key aspects of the sociology of punishment, punishment as a cultural phenomenon and punishment as an exercise of power and authority. The final seminar considers the relation between these different perspectives.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Michaelmas Term. This year teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Week 6 of Michaelmas Term.

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

Indicative reading:

- A von Hirsch, A Ashworth and J Roberts, *Principled Sentencing: Readings on Theory and Policy* (Hart, 2009)
- B Hudson, *Understanding Justice* (Open University Press 2003)
- N Lacey, *The Prisoners' Dilemma: Political Economy and Punishment in Contemporary Democracies*, (Cambridge University Press 2008)
- J Simon and R Sparks (eds), *The Sage Handbook of Punishment and Society* (Sage 2013)
- D Garland, *Punishment and Modern Society: A Study in Social Theory* (Oxford University Press 1990)

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

LL4CO Half Unit

Taxation of Wealth

This information is for the 2020/21 session.

Teacher responsible: Dr Andrew Summers NAB.6.06

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Inequalities and Social Science and University of Pennsylvania Law School LLM Visiting Students.

This course is available with permission as an outside option to students on other programmes where regulations permit.

Students must apply through Graduate Course Choice on LSE for You.

Pre-requisites: This course is suitable for students from any disciplinary background within the social sciences. No previous study of taxation is required. Some prior familiarity with principles of tax design is advantageous but not essential.

Course content: The course examines the taxation of wealth from a variety of academic perspectives, drawing on research from political theory, economics, sociology and law. Taxes on wealth are defined broadly to include taxes on transfers of wealth, returns on wealth, and holdings of wealth. The course equips students with an interdisciplinary framework for explaining and evaluating taxes on wealth, and applies these approaches to existing tax policies and options for reform. The focus is on the UK and US contexts although comparisons are also made with other jurisdictions.

Part I of the course introduces key debates from across the social sciences relevant to the taxation of wealth. Seminars 1-5 cover: (i) defining and measuring wealth; (ii) inequality and distributive justice; (iii) property rights; (iv) economic perspectives; and (v) social and political perspectives. Part II applies these debates to specific wealth tax policies. Seminars 6-10 cover: (i) taxes on transfers: inheritance/estate tax, lifetime receipts tax, comprehensive income tax; (ii) taxes on returns: capital gains tax, capital income tax and (iii) taxes on holdings: property tax, land-value tax, net wealth tax.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Michaelmas Term. Students will usually have two additional hours in the Summer Term. This year teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Week 6 of Michaelmas Term.

Formative coursework: Students will receive formative feedback on two essay-plans (comprising 300-word abstract, outline of sub-headings, and bibliography) based on past or sample summative essay titles.

Indicative reading: Atkinson, *Inequality: What can be Done?* (Harvard University Press 2015); Graetz & Shapiro, *Death by a Thousand Cuts: The Fight over Taxing Inherited Wealth* (Princeton University Press 2005); Hills et al, *Wealth in the UK: Distribution, Accumulation and Policy* (OUP 2013); Institute for Fiscal Studies, *The Structure and Reform of Direct Taxation: The Meade Report* (Allen & Unwin 1978); Institute for Fiscal Studies, *Tax by Design: The Mirrlees Review, Vols 1 & 2* (OUP 2011); Murphy and Nagel, *The Myth of Ownership: Taxes and Justice* (OUP 2002); Piketty, *Capital in the Twenty-First Century* (Harvard University Press 2014); Sandford, *Taxing Personal Wealth* (Allen & Unwin 1971); Scheve & Stasavage, *Taxing the Rich: A History of Fiscal Fairness in the United States and Europe* (Princeton University Press 2016); Waldron, *The Right to Private Property* (OUP 1991); Young, *The Myth of Millionaire Tax Flight: How Place Still Matters for the Rich* (Stanford University Press 2017)

Assessment: Essay (100%, 6000 words) in the ST. Students must answer two essay questions (3,000 words each) from a set of essay titles.

LL4CP Half Unit

Tax Avoidance

This information is for the 2020/21 session.

Teacher responsible: Dr Michael Blackwell (NAB 7.21)

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Regulation and University of Pennsylvania Law School LLM Visiting Students. This course is available as an outside option to students on other programmes where regulations permit.

Course content: This course will provide a comprehensive overview of the phenomenon of tax avoidance and of the attempts by states to combat it: both unilaterally and multilaterally. Whilst using examples predominantly from the UK, Australia and USA the issues addressed by the course are general across many jurisdictions and so will be applicable to those with interests beyond the UK, Australia and USA.

The course will be multi-disciplinary, in that the course will draw on accessible social-science literature.

Taxpayers have always sought to minimise their tax burden. However recent decades have witnessed a sharp rise in popular and governmental concern with tax shelters and other tax avoidance. Traditional strategies of tax avoidance have included postponement of taxes and tax arbitrage, in addition to attempting to exploit 'loopholes' through a formalist interpretation of

legislation. In recent years the proliferation of complex financial instruments has increased the opportunities for such avoidance. Additionally, globalisation and the development of the digital economy have facilitated tax avoidance strategies of base erosion and profit shifting (BEPS). This rise in opportunities for tax avoidance has been accompanied by an increased public concern that individuals and companies pay their 'fair share' of taxation: which states have responded to both through unilateral and multilateral actions (including the OECD's project on BEPS and the EU's Anti Tax Avoidance Package).

Particular topics covered will include (i) defining avoidance; (ii) strategies of tax avoidance; (iii) statutory interpretation and judicial approaches to tax avoidance especially with reference to the UK and USA; (iv) General Anti-Abuse and Anti-Avoidance Rules and Specific and Targeted Anti-Avoidance Rules; (v) reporting rules and other policies to deter avoidance; (vi) BEPS and the EU; and (vii) corporate social responsibility, professional ethics and public attitudes with regard tax avoidance.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Michaelmas Term. This year teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Week 6 of Michaelmas Term.

Formative coursework: Students should submit a detailed essay plan and working bibliography for the assessed essay. All students are expected to contribute to a series of class and online exercises and act as either a presenter or discussant during seminars.

Indicative reading: Michael Blackwell, 'The April 2019 loan charge' [2019] (3) British Tax Review 240-257. Michael Blackwell, 'Conduct Unbefitting: Solicitors, the SRA and Tax Avoidance' [2019] (1) British Tax Review 31-55. Michael Blackwell, 'Variation in the Outcomes of Tax Appeals Between Special Commissioners: An Empirical Study' [2013] British Tax Review 154-174. Dhammika Dharmapala, 'What Do We Know about Base Erosion and Profit Shifting? A Review of the Empirical Literature' (2014) 35(4) Fiscal Studies 421. J Feldman and JA Kay, 'Tax Avoidance' in Paul Burrows and Cento G Veljanovski (eds), *The Economic approach to law* (Butterworths 1981). Edward J McCaffery, *Income Tax Law: Exploring the Capital Labour Divide* (OUP 2012) 12-22; 182-202 (ie 1.6 until the end of Chapter 1 and 'Chapter 7, 'A Summary, of Sorts: Anatomy of a Tax Shelter'). Judith Freedman, 'Interpreting Tax Statutes: Tax Avoidance and the Intention of Parliament' (2007) 53 LQR 123. David A Weisbach, 'An Economic Analysis of Anti-Tax-Avoidance Doctrines' [2002] American Law and Economics Review 88. Grahame R Dowling, 'The curious case of corporate tax avoidance: Is it socially irresponsible?' (2014) 124 Journal of Business Ethics 173. Judith Freedman, 'The Tax Avoidance Culture: Who is Responsible?' (2006) 59 Current Legal Problems 359. Kevin Holland, Sarah Lindop, and Fatimah Zainudin, 'Tax Avoidance: A Threat to Corporate Legitimacy? An Examination of Companies' Financial and CSR Reports' [2016] (3) BTR 310

Assessment: Essay (100%, 6000 words) in the ST.

LL4CQ Half Unit

Legal Aspects of Private Equity and Venture Capital

This information is for the 2020/21 session.

Teacher responsible: Ms Sarah Paterson New Academic Building 6.06 and Dr Simon Witney

Simon Witney teaches weeks 1-5, and 7-9. Sarah Paterson teaches weeks 10 and 11.

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

Students should note that private equity is a specialist asset class, and the basics of debt and equity are not covered in LL4CQ. The course is, therefore, recommended for students who are taking other, relevant corporate law and financial law courses, or who have relevant experience.

Course content: This course will equip students with a detailed understanding of the legal structures and issues arising in international private equity and venture capital. It is founded on deep academic analysis of pertinent theoretical and legal issues complemented by insights from relevant practitioners. It will have a UK focus but will include relevant aspects of European Union law with comparative global perspectives.

Class 1: Introduction to private equity and venture capital and some basic theory

This introductory session will include a critical discussion of the academic research suggesting that private equity outperforms other asset classes and will introduce some of the theoretical frameworks that will underpin the course.

Class 2: Fund structures and terms: the limited partnership and other international structures

This class looks at the structures adopted, and the reasons why, with particular emphasis on the legal, tax and regulatory characteristics of limited partnerships. We also examine some key fund terms.

Class 3: Fund terms and structures (continued)

This class continues our analysis of fund terms and structures, including the fund management vehicle.

Class 4: Private equity fund (and manager) regulation

This session looks at UK and EU regulatory initiatives, and critically evaluates the provisions of the Alternative Investment Fund Managers Directive which affect private equity funds.

Class 5: Venture capital investments

Starting from a theoretical perspective, we will analyse the terms of a typical venture capital investment into a portfolio company by reference to example documents. We will also examine various aspects of contract and company law which have particular relevance to VC structures.

Class 6: The VC deal: feedback from a practitioner

This week the students will discuss the key points arising from a venture capital investment case study with a leading VC lawyer. We will focus on key points which have a legal as well as a commercial aspect, and connect these to the theoretical discussions in Class 5.

Class 7: The buyout: structure and terms

This class will examine the structure of a buyout and how it differs from a VC investment. We will focus on pertinent company law rule and the main commercial terms.

Class 8: The buyout: corporate governance issues

This class will examine recent developments in corporate governance of large, private companies and their relevance for and application to portfolio companies in buyouts.

Class 9: Financing

This class will look at the leveraged finance model, advantages of leverage, the LMA Leveraged Loan Agreement, High Yield Bonds, the Inter-creditor Agreement and 'covenant-lite' and incurrence covenants.

Class 10: This week we will analyse a suite of leveraged loan deal documentation for a typical private equity buyout. Students will be provided with a fact pattern and asked to apply the theory that they have studied in week 9 to the deal documentation.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Lent Term. Students will usually have two additional hours in the Summer Term. This year teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Week 6 of Lent Term.

Formative coursework: A formative essay will be due in Week 7 and detailed feedback will be provided shortly after. The essay will have a word limit of 1,500 and will provide invaluable preparation for the summative assessment.

Indicative reading: Example core readings:

Blake J., and Robinson, L., "Private equity fund structures – the limited partnership", in Hale, C. (ed.), *Private Equity: A Transactional Analysis*, 3rd edition (Globe Law and Business, 2015). Cooke, D.J., *Private Equity: Law and Practice*, 5th edition (Sweet & Maxwell, 2015), selected chapters. Gullifer, L. and Payne J., *Corporate Finance Law: Principles and Policy* (Hart Publishing, 2015), 768-790. Jensen, M.C. & Meckling, W.H., "Theory of the firm: Managerial behavior, agency costs and ownership structure", 1976, *Journal of Financial Economics*, 3(4), pp.305–360. Talmor, E. & Vasvari, F., *International Private Equity* (John Wiley & Sons, 2011), selected chapters. Witney, S., *Private Equity Finance and Buyouts*, in Dunne, P., (ed). *Company Acquisitions Handbook* (Tottel Publishing Ltd, 2007), p. 651. Witne, S., *The Corporate Governance of Private Equity-Backed Companies*, 2017, PhD thesis (<http://etheses.lse.ac.uk/3557/>). Additional weekly readings will be provided to the students at the beginning of the course.

Assessment: Take-home assessment (100%) in the ST.

Students will be given a period of time in which to complete and return a take home exam, with penalties for late submission. Students will be asked to complete 2 questions from a possible 6 (with a requirement to choose one question from Part 1 and one question from Part 2) and each answer will be limited to 1,500 words, with penalties for exceeding the word limits. The length of time set for this assessment already takes into account that students may also have one or more other exams during this period.

For more information regarding penalties, please refer to the LLM Handbook.

LL4CS Half Unit

Law and Economics of Network Industries

This information is for the 2020/21 session.

Teacher responsible: Pablo Ibáñez Colomo

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Regulation and University of Pennsylvania Law School LLM Visiting Students. This course is not available as an outside option.

Course content: The module provides an overview of the regulation of network industries. It encompasses not only sector-specific regimes but also the ways in which competition law contributes to shaping the said industries.

Instead of focusing on a particular system, it revolves around the main underlying issues. The EU-UK system provides the basis for class discussions. Examples from the US will be used where relevant.

The module is divided into three parts: one that discusses generalities about the law and economics of network industries; a second that focuses on the sector-specific regimes applying to three sectors (telecommunications, energy and transport); a third that covers the application of competition law and examines how these fields of law are transformed and adapted when it engages with them.

Part I: Generalities

Session 1: The Economics of Network Industries.

This session addresses the features of network industries, in particular the concepts of natural monopoly, network effects and two-sided markets. It discusses the implications of the tendency of these industries towards monopoly.

Session 2: Regulatory approaches to network industries

The second session discusses the various regulatory techniques that have been used to deal with network industries. These techniques are also put in perspective: it covers the days of exclusive rights, the liberalisation efforts in the 1980s and 1990s (in the US, the EU and beyond) as well as the modern regimes.

Part II: Specific issues

Session 3: Telecommunications and electronic communications (I)
This session provides an overview of the regulation of telecommunications (or electronic communications in the EU system). After a brief overview of the basic technology-related concepts (access, interconnection) and of the evolution of regulation, it will cover the EU Regulatory Framework for electronic communications.

Session 4: Telecommunications and electronic communications (II)
This session covers some specific issues at length, in particular access to the incumbent network by new entrants and network neutrality.

Session 5: Energy (I)

The first session covers the basic concepts (TSO, DSO) as well as the regulatory models that have been put in place in the EU and the US.

Session 6: Energy (II)

The second session would deal in detail with some contemporary challenges, namely the decarbonisation of the economy and energy prices.

Session 7: Transport

The regulation of railways gives rise to major challenges and has been controversial, in the UK and beyond. This session covers the UK model and the various liberalisation steps taken in the EU.

Part III: Competition law and network industries

Session 8: The relationship between competition law and regulation

Competition law overlaps to some extent with regulation. The question is whether the former takes precedence, or vice versa. This session covers the EU and US responses.

Session 9: Competition law and network industries (I)

Competition law is transformed when it applies to network industries. This session explores the reasons for this transformation with some concrete examples.

Session 10: Competition law and network industries (II)

See above. It builds and expands on the preceding session.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Lent Term. Students will usually have two additional hours in the Summer Term. This year teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Week 6 of Lent Term.

Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.

Indicative reading:

- Christopher Decker, *Modern Economic Regulation* (Cambridge University Press 2014)
- Niamh Dunne, *Competition Law and Economic Regulation: Making and Managing Markets* (Cambridge University Press 2015)
- Christopher Jones (ed), *EU Energy Law* (Claeys & Casteels 2020)
- Tony Prosser and Luke Butler, 'Rail Franchises, Competition and Public Service' (2018) 81 *Modern Law Review* 23
- Oz Shy, *The Economics of Network Industries* (Cambridge University Press 2001)
- Ian Walden, *Telecommunications Law and Regulation* (5th edn, Oxford University Press 2018)

Additional Reading:

- Robert Baldwin, Martin Cave and Margin Lodge, *Understanding Regulation* (2nd edn, Oxford University Press 2012)
- Leigh Hancher, 'Community, State and Market' dans Paul Craig and Grainne de Burca (eds), *The Evolution of EU Law* (Oxford University Press 1999), pp. 721-743
- Stuart Minor Benjamin et James Speta, *Telecommunications Law and Policy* (4ème édition, Carolina Academic Press 2015), pp. 187-216
- Stephen Breyer, *Regulation and Its Reform* (Harvard University Press 1984)
- Pierre Larouche, *Competition and Regulation in European Telecommunications* (Hart Publishing 2000)
- Christopher Jones (ed), *EU Energy Law, Volume I - The Internal Market* (Claeys & Casteels 2020)

Assessment: Essay (100%, 8000 words) in the ST.

Students will be free to choose a topic concerning the regulation of network industries, whether or not covered in class (for instance, postal services, or broadcasting). The essay can relate both to sector-specific regulation and to the application of competition law to network industries.

LL4E6 Half Unit

International Dispute Resolution: Courts and Tribunals

This information is for the 2020/21 session.

Teacher responsible: Dr Devika Hovell

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Human Rights and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Pre-requisites: Some prior knowledge of international law is useful but not essential.

Course content: Increasingly, international law is developed, applied and amended through litigation in international, regional and domestic courts. Richard Goldstone, former Prosecutor of the Yugoslav Tribunal, has gone so far as to say, 'it seems to me that if you don't have international tribunals, you might as well not have international law'. In this course, we examine key courts and tribunals operating on the world stage, including the International Court of Justice, the International Criminal Court, the European Court of Human Rights and the WTO Dispute Settlement Body. We look at the theory, politics and practical difficulties of international dispute resolution in these courts.

The course has practical and theoretical aspects. For those interested in a career in international law, we will have the opportunity to hear from a range of interesting and eminent practitioners currently working in the courts and tribunals we study. Interested students can engage in a 'mini-moot' before our guest speakers, providing an opportunity to hone their advocacy skills.

The theoretical dimension of the course involves three main elements:

1. First, the course examines the structure and work of the International Court of Justice, the principal judicial organ of the United Nations, focusing on jurisdiction/admissibility, contentious cases and advisory opinions.
2. Secondly, the course introduces a variety of other international courts and tribunals, such as the International Criminal Court, domestic and regional courts dealing with international law and human rights, including the European Court of Human Rights and the European Court of Justice, the WTO Dispute Settlement Body and investment treaty arbitral tribunals. Using contemporary and controversial case studies, the course will critically analyse and contrast the institutional design and jurisdiction of these courts and tribunals.
3. Thirdly, throughout the course we explore key theoretical controversies surrounding the adjudication of international law, focusing in particular on (a) how these courts and tribunals relate to one another (hierarchy, specialization and fragmentation); (b) what criteria should be used in assessing the legitimacy and effectiveness of these courts and tribunals; and (c) whether and how these courts and tribunals create international law.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Michaelmas Term. Students will usually have two additional hours in the Summer Term. This year teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Week 6 of

Michaelmas Term.

Formative coursework: Students are asked to choose from EITHER an oral moot presentation and written submissions OR one 2,000 word formative essay.

Indicative reading: Reading lists will be provided for each week's seminar on Moodle.

Indicative reading includes Karen Alter, *The New Terrain of International Law: Courts, Politics, Rights* (2014 Princeton); Gleider Hernández, *The International Court of Justice and the Judicial Function* (2014 OUP); Yuval Shany, 'No Longer a Weak Department of Power? Reflections on the Emergence of a New International Judiciary' (2009) 20(1) *European Journal of International Law* 73; Frederic Megret and Marika Giles Samson, 'Holding the Line on Complementarity in Libya: the Case for Tolerating Flawed Domestic Trials' (2013) 11 *Journal of International Criminal Justice* 571.

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

LL4E7 Half Unit Investment Treaty Law

This information is for the 2020/21 session.

Teacher responsible: Dr Jan Kleinheisterkamp NAB 7.09 and Dr Mona Pinchis

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Course content: The aim of the course is to introduce students to international investment law and dispute settlement, the latter emphasizing developments in investment treaty arbitration. The course focuses on the public international law rules and institutions that govern investments and investment treaty disputes. The course has four components: (1) the historical, theoretical and policy background behind investment treaties and dispute settlement by arbitration; (2) the rules governing jurisdiction and admissibility of investor-state arbitration cases; (3) the substantive principles and standards - such as national treatment, most-favoured-nation treatment, expropriation, and the minimum standard in international law - that may apply to the investor-state relationships; and (4) recognition and enforcement of investor-state arbitral awards and interaction between international tribunals and national courts.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Lent Term. Students will usually have two additional hours in the Summer Term. This year teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Week 6 of Lent Term.

Formative coursework: Students are asked to choose from EITHER an oral moot presentation and written submissions OR one 2,000 word formative essay.

Indicative reading: C.L. Lim, J. Ho, M. Paparinskis, *International Investment Law and Arbitration* (CUP 2018); R. Dolzer and C. Schreuer, *Principles of International Investment Law* (2nd edn, OUP 2012); G. Van Harten, *Investment Treaty Arbitration and Public Law* (OUP 2006)

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

LL4F2 Half Unit The Law and Practice of International Finance

This information is for the 2020/21 session.

Teacher responsible: Dr Joanne Braithwaite NAB 7.28

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 90 students. Students must apply through Graduate Course Choice on LSEforYou.

Course content: LL4F2 examines the legal issues which arise in international financial markets based in London. This course looks at various types of financial transactions and structures which are widely used in the financial markets, such as derivatives and syndicated loans. We make reference to certain sets of trade association drafted terms throughout the course, subject to obtaining the necessary licences from the trade associations in question. With an emphasis on private law, the course considers the relevant legal, commercial and regulatory background, and the risks and protections available to participants in the global financial markets. The course is based upon an analysis of the relevant issues under English law with some reference to other systems for comparative purposes. The subject matter ties in well with the LLM evening seminars in financial and corporate law. The course will be underpinned by discussion of the legal principles involved in international finance, but the case studies referenced will be topical. In this sense, the content of the course will be adapted to the fast-moving developments affecting international markets in capital and in risk (for example, in recent sessions the course has examined mis-selling litigation in the international derivatives markets, the legal basis of prime brokerage relationships, the related Lehman Brothers litigation and the ongoing regulatory reform of the OTC derivatives markets, including the new requirement of mandatory CCP clearing triggered by the G20 statement in 2009).

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Lent Term. Students will usually have two additional hours in the Summer Term. This year teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Week 6 of Lent Term.

Formative coursework: Students will be asked to submit one essay, which may be completed in exam conditions. The course also involves group presentations and other classwork.

Indicative reading: Examples of texts which will be referenced on the course: J Braithwaite, 'Law after Lehmans' (LSE Law Working Paper 11/2014); J Braithwaite 'Standard form contracts as transnational law' (2012) 75(5) *MLR* 779; L Gullifer and J Payne, *Corporate Finance Law: Principles and Policy* (Hart, 3rd edition, 2020). A full reading list will be distributed via Moodle.

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

Assessment is by closed book written examination.

LL4F3 Half Unit Mergers, Acquisitions and Restructurings in Europe

This information is for the 2020/21 session.

Teacher responsible: Mr Edmund-Philipp Schuster NAB 6.30

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 90 students. Students must apply through Graduate Course Choice on LSEforYou.

Course content: In this course, we will explore the corporate law aspects of company mergers, acquisitions and restructurings in Europe. The course will examine the available legal techniques for the combination and restructuring of business operations in Europe, with a particular focus on cross-border transactions. Areas covered will include corporate mobility in Europe, an introduction to transaction structures, domestic and cross-border mergers, demergers, spin-offs, and public takeovers. Particular attention will be paid to the interaction between the relevant legal concepts and the economic and financial environment firms operate in.

Content overview

- The market for corporate control, corporate ownership structures and transaction structures for public and private acquisitions, and corporate restructurings in Europe
- European takeover regulation
- Domestic mergers
- Divisions & spin-offs
- Cross-border mergers in Europe
- Employee participation and its relevance for corporate transactions

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Lent Term. Students will usually have two additional hours in the Summer Term. This year teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Week 6 of Lent Term.

Formative coursework: One 1500 word essay, due in Week 7 of LT.

Indicative reading: A full reading list will be made available via Moodle at the beginning of the course. Sample readings: R. Romano, A Guide to Takeovers: Theory, Evidence and Regulation (1992) 9 Yale Journal of Regulation 119; RD Kershaw, Principles of Takeover Regulation (OUP 2016); RD Kershaw, Company Law in Context (2012), Web Chapter A [available here: http://global.oup.com/uk/orc/law/company/kershaw2e/resources/chapters/Web_Chapter_A.pdf]; S Grundmann, European Company Law (Intersentia, 2nd ed. 2011); PL Davies et al, The Takeover Directive as a Protectionist Tool? [available here: <http://ssrn.com/paper=1554616>]; C Clerk et al, A Legal and Economic Assessment of European Takeover Regulation ; E-P Schuster, The Mandatory Bid Rule: Efficient, After All? (2013) 76 Modern Law Review 529; KJ Hopt and E Wymeersch (eds), European Takeovers: Law and Practice.

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

LL4F4 Half Unit Not available in 2020/21 Takeover Regulation in the UK and the US

This information is for the 2020/21 session.

Teacher responsible: Prof. David Kershaw

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 90 students. Students must apply through Graduate Course Choice on LSEforYou.

Course content: This course will look at the regulation of the market for corporate control in the United Kingdom and the United States. The course focuses in particular on the regulation of the bid process and takeover defence regulation in the UK and the US. For a full topic and reading list, see the Moodle web site.

Teaching: 20 hours of seminars in the MT. 2 hours of seminars in the ST.

There will be a Reading Week in Week 6 of MT.

Formative coursework: 1,500 word essay.

Indicative reading: A full reading list will be made available via Moodle at the beginning of the course. Background material can be found in D. Kershaw, Principles of Takeover Regulation (OUP, 2016), R. Kraakman et al, The Anatomy of Corporate Law (2004).

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

LL4F9 Half Unit

Legal Research and Writing Skills

This information is for the 2020/21 session.

Teacher responsible: Prof Thomas Poole

Availability: This course is compulsory on the LLM (extended part-time) and LLM (full-time). This course is not available as an outside option.

Course content: This course on Legal Research and Writing has a taught component focusing on research and writing skills and a stand-alone dissertation (details about which may be found in the LLM Handbook), to be written in a substantive law area of the student's choice.

The two components will be carefully integrated. Over the taught part of the course, students should gain a better understanding of:

- the nature of research in general; the distinctive features of legal research and the range of questions and research methodologies to be found within legal scholarship;
- how to conduct legal research, including research design, refining a research question, resource identification and searching for relevant materials; legal referencing and citation skills;
- how to develop legal writing skills, relating to both the process of writing, as well as the end-product; integrating a literature review; and presenting findings to a scholarly audience, etc.

Topics for the lectures will be: (1) Choosing your dissertation topic; (2) Research methods; (3) Writing skills; (4) Library skills, referencing and plagiarism.

The two tutorials will have a small group format (usually 4-5 students in each tutorial) and will focus on: (1) developing your research proposal; and (2) writing skills. One of the aims of the tutorials will be to prepare students for their two dissertation supervisions with faculty members.

The course will also offer the opportunity to participate in workshops. For example, there are skills sessions run by the LSE Library designed for students on this course to develop their legal research skills and awareness of the resources on offer in the LSE Library and beyond. The course also links in closely to the programme of workshops and events offered by the LSE Life centre, and the most relevant of these support sessions will be referenced on this course.

Teaching: This course is delivered through a combination of classes and lectures throughout Michaelmas and Lent terms. Students will usually have additional hours in the Summer Term. This year teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus.

Formative coursework: Students will be invited to prepare a short writing samples and dissertation plans, etc., for their tutorials.

Assessment: Dissertation (100%, 10000 words) post-summer term.

See the LLM handbook for full details and regulations about the dissertation.

LL4G8 Half Unit Law of Corporate Finance

This information is for the 2020/21 session.

Teacher responsible: Dr Eva Micheler (NAB 5.14) and Mr Edmund-Philipp Schuster (NAB 6.30)

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 90 students.

Course content: The course examines the private law rules governing how companies raise finance. The issues covered include e.g. capital structures, an introduction to basic finance concepts relevant to understanding the legal rules covered, the rules on raising equity capital, initial legal capital and alternatives, dividends, reduction of capital and share buy-backs, disclosure obligations for listed companies, property rights in shares, the settlement and holding of securities including through distributed ledger (blockchain) technology and insider dealing and market manipulation.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Michaelmas Term. Students will usually have two additional hours in the Summer Term. This year teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Week 6 of Michaelmas Term.

Formative coursework: Students will have the opportunity to write a formative essay for each of the seminars. All students are strongly encouraged to write at least one essay.

Indicative reading: Gower and Davies, *Principles of Modern Company Law*, 10th edn, 2016; Eilis Ferran and Look Chan Ho, *Principles of Corporate Finance Law*, 2014, Eva Micheler, *Interests in Securities*, 2007.

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

LL4H2 Half Unit Not available in 2020/21 Freedom of Speech, Media and the Law

This information is for the 2020/21 session.

Teacher responsible: Dr Andrew Scott NAB 6.25

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Media and Communications (Media and Communications Governance) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The course examines freedom of speech and the legal and administrative regulation of mass media publication that bears upon it (principally the press, the broadcast media, and institutionalised Internet publication). The course is introduced with consideration of a number of themes that underpin the rest of the syllabus: the role(s) of the media in society (including conceptions of the 'public interest'); the main social, technological and regulatory influences that shape media publication practise, and rights jurisprudence (in particular, the freedom of expression and freedom of the press in national and international law). The course then examines potential restrictions on publication that are aimed at promoting or preserving specific private and/or public interests. The key private interests considered are those in reputation (defamation), privacy, and confidentiality. The key public interests considered are the integrity of the judicial process (contempt and reporting restrictions), the impartiality of political representations, the avoidance of offence (obscenity and religion), and national security.

Teaching: 20 hours of seminars in the LT.

There will be a reading week in week 6.

10 weekly two-hour seminars in LT. The course is also supported by a series of specialist seminars with outside speakers, and by an online discussion forum.

Formative coursework: Students must submit either a formative essay of 1,500 words or an essay plan and working bibliography for the assessed essay.

Indicative reading: Supporting texts for the course include Greenawalt, 'Free Speech Justifications' (1989) 89 Columbia Law Review 119; Parkes and Mullis (eds), *Gatley on Libel and Slander* (Rev 12th edn, Sweet & Maxwell, 2015); Waldron, *The Harm in Hate Speech* (Harvard University Press, 2012); Millar and Scott, *Newsgathering: Law, Regulation and the Public Interest* (OUP, 2016), Kenyon and Scott (eds), *Positive Free Speech: Rationales, Methods and Implications* (Hart Publishing, 2020), and Barendt et al, *Media Law: Texts, Cases and Materials* (Pearson, 2013). Most materials relevant to the course are made available via the BLPEs electronic resources or online.

Assessment: Essay (100%, 8000 words).

LL4H3 Half Unit Not available in 2020/21 Media Law: Regulating Newsgathering

This information is for the 2020/21 session.

Teacher responsible: Dr Andrew Scott NAB 6.25

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Media and Communications (Media and Communications Governance) and University of Pennsylvania Law School LLM Visiting Students. This course is available as an outside option to students on other programmes where regulations permit.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Course content: This course examines the legal and administrative regulation of newsgathering and content production practices undertaken by journalists and others working in the media sector. The course is introduced with consideration of a number of themes that underpin the rest of the syllabus: the role(s) of the media in society (including conceptions of the 'public interest'); the main social, technological and regulatory influences that shape media newsgathering practise, and rights jurisprudence (in particular, the freedom of expression and freedom of the press in national and international law). The course then examines a number of newsgathering practices that are either facilitated or proscribed by law and/or other forms of regulation. These include the protection of sources and journalistic materials; 'cheque-book journalism' (including payments to witnesses and to criminals); access to information held by the state (freedom of information); access to courts and legal documents; media-police interaction; harassment and media intrusion, and the regulation of surreptitious newsgathering practices (hacking, tapping and subterfuge).

Teaching: 20 hours of seminars in the LT.

There is a reading week in week 6.

The course is also supported by a series of specialist seminars with outside speakers, and by an online discussion forum.

Formative coursework: Students must submit an essay plan and working bibliography for the assessed essay. All students are expected to contribute to a series of class and online exercises, and to submit one 1,500 word formative essay.

Indicative reading: Supporting texts for the course include Millar and Scott, *Newsgathering: Law, Regulation and the Public Interest* (Oxford University Press, 2016); Leveson, *An Inquiry Into the Culture, Practices and Ethics of the Press: Report*, HC 780, 2012, Warby, Moreham and Christie (eds), *Tugendhat and Christie: The Law of Privacy and the Media*, (3rd ed, OUP, 2015), *Flat Earth News* (Chatto & Windus, 2008); de Burgh, *Investigative Journalism* (Routledge, 2nd ed, 2008). Many of these and other materials

relevant to the course are made available via the BLPES electronic resources or online.

Assessment: Essay (100%, 8000 words) in the ST.

LL4H4 Half Unit

International Financial Law

This information is for the 2020/21 session.

Teacher responsible: Dr Philipp Paech

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The law of the traditional financial market sectors of insurance, commercial banking, derivatives, capital markets and asset management are converging in practice, but their academic analysis is still largely sector-based. The main goal of this course is to offer a cross-sectoral, functional understanding of the commercial, property and insolvency law of finance, permitting students to grasp the big picture and apply acquired understanding to very diverse legal constellations in finance. The course also highlights certain anomalies in differing legal treatment of the respective sectors or certain types of transactions that induce regulatory arbitrage. Further, students will acquire the ability to identify and put into context key trends in finance.

The course provides an overview of the substantive law aspects (UK, EU and international) of international financial and business transactions. The focus is mainly on broad principles and policy issues rather than a detailed examination of statute, case law and drafting. However, where appropriate, legal concepts and market practice will be explained by reference to case law and other legal sources. The course is designed to be as topical as possible, and the content may change in the light of developments. While the precise topics covered will vary from year to year they typically will include the following:

- Introduction:

Logic and players of the financial market

Overview of types of financial transactions

Reasoning and sources of financial law and regulation

The different types of risk and the role of financial law

European and global legal and regulatory architecture

- Raising capital:

Taking risk through funded positions

The nature of banks, deposit taking, loans, syndicated loans

Issuance of debt securities, eurobonds and equity

Investment funds

Cross-comparison of funded positions, common patterns and differences

- Mitigating risk:

Simple financial positions (guarantee, insurance, derivatives and credit default swaps)

Close out netting, clearing

Financial collateral

- Insolvency policy:

Preferential treatment of financial firms

- Cross-jurisdictional analysis:

Private international law analysis in financial law

International bank insolvencies

- Specific constellations:

Intermediated securities and cross-border collateral

Securitisation

Crypto assets, blockchain and other FinTech-related issues

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Lent Term. Students will usually have two additional hours in the Summer Term. This year teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on

campus. This course includes a reading week in Week 6 of Lent Term.

Formative coursework: Students will be asked to submit a 2,000 word essay during LT. A voluntary mock exam is also offered.

Indicative reading: A detailed reading list will be made available on Moodle prior to teaching.

Recommended general reading: (a) Joanna Benjamin, *Financial Law*, Oxford University Press, 2007; (b) Colin Bamford, *Principles of International Financial Law*, Oxford University Press, 2011; (c) Philip Wood, *Law and Practice of International Finance* (University Edition) 2007, Sweet&Maxwell; (d) S. Valdez, Ph. Molyneux, *An Introduction to Global Financial Markets*, 6th ed., Palgrave-McMillan, 2010 (this last one is not a legal work but ideal for understanding market practice).

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

Assessment is by closed book written examination. The exam is two hours plus 15 minutes reading time.

LL4H8 Half Unit

Employment Law

This information is for the 2020/21 session.

Teacher responsible: Dr Astrid Sanders

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Human Resources and Organisations (Human Resource Management/CIPD), MSc in Human Resources and Organisations (International Employment Relations and Human Resource Management), MSc in Human Resources and Organisations (Organisational Behaviour), MSc in Inequalities and Social Science and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Course content: Regulation of the content and the form of the employment relation. The contract of employment, including express and implied terms and the scope of employment law. Regulation of minimum wage and working time. Protection against discrimination in the workplace. Discipline and protection from dismissal and termination of employment. Business reorganisation and economic dismissals. Freedom of association and the right to strike. The approach involves theoretical perspectives, economic analysis, comparative law of employment, and examination of relevant European law.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Michaelmas Term. This year teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Week 6 of Michaelmas Term.

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

Indicative reading: Detailed syllabus of weekly readings will be available and the materials can all be accessed through Moodle. Hugh Collins, *Employment Law*, 2nd edn (Oxford University Press, 2010), Chapters 1-9.

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

Candidates are allowed to take an unannotated copy of a collection of statutory materials into the examination.

LL4H9 Half Unit Not available in 2020/21**Human Rights in the Workplace****This information is for the 2020/21 session.****Teacher responsible:** Dr Astrid Sanders**Availability:** This course is available on the LLM (extended part-time), LLM (full-time), MSc in Human Resources and Organisations (Human Resource Management/CIPD), MSc in Human Resources and Organisations (International Employment Relations and Human Resource Management), MSc in Human Resources and Organisations (Organisational Behaviour) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Course content: The sources and application of human rights in the workplace, including international and European laws and conventions. Civil liberties of employees. Social and economic rights of workers. Protection from discrimination in the labour market and employment. As well as detailed examination of legal materials, the approach involves discussion of theories of human rights and comparisons between legal systems.**Teaching:** 20 hours of seminars in the LT. 2 hours of seminars in the ST.**Formative coursework:** One 2,000 word essay and one presentation.**Indicative reading:** A detailed syllabus of weekly readings will be available and the materials can all be accessed through Moodle Preliminary reading: Hugh Collins, *Employment Law*, 2nd edn (Oxford University Press, 2010), Chapters 9-10.**Assessment:** Essay (100%, 8000 words) in the ST.

doctrine in relation to international law and human rights. Those taking the course will gain an appreciation for self-determination's particular contribution to political and economic liberty.

Teaching: 20 hours of seminars in the MT.

(Please note that week six will be a reading week.)

Formative coursework: Students will be asked to submit one 2,000 word essay.**Indicative reading:** Introductory reading: James Crawford, "The Right of Self-Determination in International Law: Its Development and Future" in Philip Alston, ed., *People's Rights* (Oxford: Oxford University Press, 2001) 7. Additional sources: Philip Alston, ed., *Peoples' Rights* (Oxford: Oxford University Press, 2001); S. James Anaya, , *Indigenous Peoples in International Law*, 2nd ed. (Oxford: Oxford University Press, 2004); Allen Buchanan, *Justice, Legitimacy, and Self-Determination: Moral Foundations for International Law* (Oxford: Oxford University Press, 2004); Cassese, Antonio, *Self-Determination of Peoples: A Legal Reappraisal* (New York: Cambridge University Press, 1995); Hillary Charlesworth, & Christine Chinkin, *The Boundaries of International Law* (Manchester: Manchester University Press, 2000); James Crawford, ed., *The Rights of Peoples* (Oxford: Clarendon Press, 1988); Hurst Hannum, *Autonomy, Sovereignty, and Self-Determination: the Accommodation of Conflicting Rights*, rev. ed. (Philadelphia: University of Philadelphia Press, 1996); James Irving, "Self-Determination and Colonial Enclaves: The Success of Singapore and the Failure of Theory" (2008) 12 S.Y.B.I.L. 97-122.; Christian Walter, Antje von Ungern-Sternberg & Kavus Abushov, eds., *Self-Determination and Secession in International Law* (New York: Oxford University Press, 2014).**Assessment:** Essay (100%, 8000 words).**LL4K4 Half Unit Not available in 2020/21****The International Law of Self-Determination****This information is for the 2020/21 session.****Teacher responsible:** Dr James Irving**Availability:** This course is available on the LLM (extended part-time), LLM (full-time), MSc in Human Rights and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Pre-requisites: Some prior knowledge of international law is useful but not essential.**Course content:** This course will provide a general introduction to the doctrine of self-determination in international law. Self-determination will be historically contextualised from its intellectual progenitors in the Enlightenment through to its political birth at the 1919 Paris Peace Conference and its formal induction into international law by virtue of the 1945 UN Charter. Both the detail of the doctrine's content and the dynamic governing its development will be explored. The relationship between self-determination and state formation (including decolonisation and secession), minority rights, aboriginal rights, women's rights and the nascent right to democratic governance will be central topics. Reference will also be made to the interplay between self-determination and economic rights, including permanent sovereignty over natural resources, the right to development and the "third generation rights" movement more generally. Self-determination's influence upon the international rules governing the use of force will be discussed, but these rules will not be a primary focus. Upon completion of the course students will be in a position to legally analyse contemporary fact patterns and to identify both strengths and weaknesses in the existing legal framework. Students will have considered new and novel approaches to self-determination and will be able to situate the**LL4K5 Half Unit****International Commercial Contracts - General Principles****This information is for the 2020/21 session.****Teacher responsible:** Dr Jan Kleinheistercamp, NAB 7.09**Availability:** This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Pre-requisites: Firm knowledge in contract law and/or international sale of goods from previous studies.**Course content:** The course treats what can be called the general part of transnational contract law, i.e. the general principles of law which are of relevance in any kind of international contract, be it sale, construction, shipping, financing, or joint venture.

These general principles relate to contractual formation and negotiations, interpretation, transversal general principles, changed circumstances and hardship, agency, third parties, assignment, self-help and set-off, direct performance and damages and penalties. At present, such contracts are governed either by uniform rules of international conventions or by the national laws applicable by virtue of conflict of law rules. The course puts the existing national and international solutions in a comparative perspective so as to work with the sources of such generally accepted principles. Where there are divergences between existing solutions, the course focuses on the elaboration of new efficient solutions that are internationally acceptable and have the potential of becoming general principles in the future. For these purposes, special attention is given to the UNIDROIT Principles on International Commercial Contracts. Other national laws, however, are drawn upon from time to time. Students are also encouraged, in both classes and examination, to reflect upon the similarities and differences between their own national laws and the UNIDROIT Principles.

Teaching: This course is delivered through a combination of classes

and lectures totalling a minimum of 20 hours in Lent Term. Students will usually have two additional hours in the Summer Term. This year teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Week 6 of Lent Term.

Formative coursework: One 2,500 word essay after week 6 on previous exam questions (choice of 1 out of 3).

Indicative reading: S. Vogenauer & J. Kleinheisterkamp, Commentary on the UNIDROIT Principles of International Commercial Contracts (1st edn, OUP 2009); H. Kötz, European Contract Law (OUP 1997); K. Zweigert & H. Kötz, An Introduction to Comparative Law (3rd edn, OUP 1998); H. Beale et al., *Ius Commune Casebook on the Common Law of Europe: Cases Materials and Text on Contract Law* (2nd edition, OUP 2010); T. Kadner Graziano, *Comparative Contract Law* (Palgrave 2009).

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

LL4K7 Half Unit Not available in 2020/21

Mental Health Law: The Criminal Context

This information is for the 2020/21 session.

Teacher responsible: Prof Jill Peay NAB.5.08

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Criminal Justice Policy and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 30 students.

Course content: This course aims to integrate a practical and theoretical understanding of mental health law, as it relates to mentally disordered offenders. It is not intended to provide a comprehensive understanding of the detail of the relevant law in England and Wales, but rather aims at broader conceptual understanding of the problem areas that are likely to bedevil any law relating to those with mental disabilities who have offended. The course makes reference to both the Mental Health Act 1983 and the Criminal Justice Act 2003.

Teaching: 20 hours of seminars in the MT. 2 hours of seminars in the ST.

There will be a reading week in week 6. Summer term is a review and revision session.

Formative coursework: One 2,000 word essay.

Indicative reading: J. Peay (2011) *Mental Health and Crime*, Routledge. B. Hale (2017) *Mental Health Law*, Sweet and Maxwell

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

Two-hour unseen examination in ST (100%).

LL4K8 Half Unit Not available in 2020/21

Law of Corporate Finance: Securities Regulation

This information is for the 2020/21 session.

Teacher responsible: Prof Niamh Moloney NAB6.08

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Law and Accounting and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 60 students.

Course content: The course examines the legal issues arising out of the operation of the capital markets as intermediaries between investors and issuers; it focuses on the regulation of capital-raising through the markets. The topics covered include: disclosure theory;

the role of trading markets in finance-raising and their regulation; prospectus disclosure; ongoing disclosure; market abuse; and the internationalization of capital-raising and harmonization. The course will focus primarily on English law. Course coverage may vary slightly from year to year.

Teaching: 22 hours of lectures and 5 hours of seminars in the LT. Teaching on this course takes the form of weekly two-hour lectures in LT. Five classes/seminars (of one-hour duration) will also take place as scheduled in the LL4K8 timetable.

Formative coursework: A mock examination will be held at a time to be advised during LT.

Indicative reading: Reading lists will be provided in advance for each session. Sample texts include: Ferran and Ho, *Principles of Corporate Finance Law*, 2 ed 2014; Payne and Gullifer, *Corporate Finance Law*, 2011.

Preliminary reading

Ferran and Ho, *Principles of Corporate Finance Law*, 2 ed 2014, Chapters 1 and 13.

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

LL4K9 Half Unit

European Capital Markets Law

This information is for the 2020/21 session.

Teacher responsible: Prof Niamh Moloney NAB6.22

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Regulation and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Course content: The course examines the EU's regulation of the capital markets. It considers the harmonized regulatory regime which applies to capital market actors across the Member States and which supports the integrated market. The topics which may be covered include: the rationale for integration and the role of law and the evolution of the integration project, including the impact of the financial crisis; the deregulation, liberalization, harmonization, and re-regulation mechanisms used to integrate and regulate the EU market; market access and the passport for investment services; the liberalisation of order execution and the regulation of trading markets; retail investor protection; the prospectus and disclosure regime; the regulation of gatekeepers; and the institutional structure supporting regulation and supervision, including the role of the European Securities and Markets Authority. Course coverage may vary slightly from year to year.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Lent Term. Students will usually have two additional hours in the Summer Term. This year teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Week 6 of Lent Term.

Formative coursework: A mandatory in-class formative assessment (in the form of a timed exam question) will be held in week 6.

Indicative reading: Reading lists will be provided in advance for each seminar. Sample texts include: Moloney, *EU Securities and Financial Markets Regulation*, 3rd edition (2014); Veil (ed), *European Capital Markets Law*, 2nd edition (2017); Mugge (ed), *Europe and the Governance of Global Finance* (2014); Ferran, *Building an EU Securities Market* (2004).

Preliminary reading

Moloney, *EU Securities and Financial Markets Regulation* (2014), chapter 1

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

LL4L1 Half Unit Not available in 2020/21

The Theory and Practice of Alternative Commercial Dispute Resolution

This information is for the 2020/21 session.

Teacher responsible: Dr Jan Kleinheisterkamp (Convener) NAB 7.09, Dr Philipp Paech NAB 7.21

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Law, Anthropology and Society and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit. This course will be relevant to the following LLM specialisms: Commercial Law; International Business Law. This course is capped at 30 students. Students must apply through Graduate Course Choice on LSE for You.

Pre-requisites: None.

Course content: Given the high cost and risk of litigation and arbitration, parties to commercial transactions have an interest in managing, and hedging against, the risk of future disputes with their business partners and others. This course introduces and explores the different methods of alternative dispute resolution (ADR), i.e. those methods for settling commercial disputes out of courts, both from a theoretical and a practical perspective. The first half of the course lays the foundations of alternative resolution of commercial disputes, exploring its history, socio-legal context and its embedding in procedural law and reform. The second half will then focus on the particularities of disputes in commodities trade, including shipping, maritime and insurance; construction; IP; financial markets; regulatory and inter-agency / interstate disputes and international tax disputes.

The course prepares for LL4L7 – Advanced Negotiation and Mediation. It complements LL4C5 – Fundamentals of International Commercial Arbitration and LL4E7 – Investment Treaty Law.

Teaching: 20 hours of seminars in the MT. 2 hours of seminars in the ST.

There will be a Reading Week in week 6 of MT.

Formative coursework: One 2,000 word essay.

Indicative reading: H Brown / A Marriott, ADR Practice and Principles (Sweet & Maxwell 2011); S Roberts / M Palmer, Dispute Processes: ADR and the Primary Forms of Dispute Resolution (2nd edn, CUP 2005); R Fisher / W Ury, Getting to Yes: Negotiating an Agreement Without Giving In (2011)

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

LL4L5 Half Unit Not available in 2020/21

Socio-legal Theory and Practice

This information is for the 2020/21 session.

Teacher responsible: Dr Meredith Rossner NAB 6.33

Availability: This course is compulsory on the MPhil/PhD in Law (Socio-Legal Theory). This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit. Proposed +4 ESRC PhD students registered in the law department (and in other departments with permission). This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Course content: This course will explore the interface between social theory, methodology and socio-legal practice. After an initial engagement with literature on the history, scope and nature of doctrinal, realist, critical and socio-legal approaches to law, the course will focus on seminal empirical studies of law and legal phenomena. In particular students will be asked to identify how specific theoretical frameworks for research have influenced choice of methodology, methods and the subsequent

interpretation of data. Empirical studies exploring central legal concepts such as rights, regulation, access to justice, judgment, neutrality, due process and equality will be selected for in-depth analysis. An important feature of the course is that authors of leading socio-legal research outputs will be invited to lead 'master classes' in order to discuss the intellectual origins of their work and how this impacted on design and implementation.

Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.

There will be a Reading Week in Week 6.

Formative coursework: Students will be asked to prepare a poster presentation outlining the theoretical framework, methodological choices, ethical implications and practical obstacles for a research project they would like to undertake. The 'ideas map' they present will be used as a plan for the formal summative assessment. Each student will present their poster to the class before week seven of the term and will receive detailed feedback on their presentation by the end of the same term. This will give students the time to reflect on the comments made before writing up their ideas in their course dissertation. A fuller version of the presentation will later be submitted as the coursework component of the course. This is an unusual form of assessment for law students but is used extensively in other disciplines. Students will be directed to websites which provide guidance in preparing a poster presentation and will also be given the opportunity to study examples of posters collected by the course convener.

Indicative reading: Roger Cotterrell, Why Must Legal Ideas Be Interpreted Sociologically? (1998) 25 Journal of Law and Society pp171-92; David Nelken, Blinding Insights? The Limits of Reflexive Sociology of Law (1998) 25 Journal of Law and Society 407-26; Simon Halliday and Patrick Schmidt (eds) Conducting law and Society Research: Reflections on methods and Practices, Cambridge University Press, 2009; Max Travers, The sociology of law in Britain The American Sociologist, Vol 32, no 2, June 2001.

Assessment: Essay (100%, 8000 words) in the ST. The essay will take the form of a research proposal (100%).

LL4L6 Half Unit Not available in 2020/21

Theory of Constitutional Rights

This information is for the 2020/21 session.

Teacher responsible: Dr Kai Moller NAB7.01

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Human Rights and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Some knowledge of human or constitutional rights law of any jurisdiction may be helpful, but is not essential. A knowledge of philosophy is not required.

Course content: The course will provide an introduction to the theory of constitutional rights. The emphasis is on a combination of law and theory; to this end, each seminar will rely on a mixture of cases from various jurisdictions and theoretical and philosophical materials. Topics to be discussed will include: Robert Alexy's Theory of Rights as Principles; Ronald Dworkin's Theory of Rights as Trumps; The Debate about Proportionality; Absolute Rights; The Justifiability of Judicial Review; The Culture of Justification and the Right to Justification.

Teaching: 20 hours of seminars in the MT. 2 hours of seminars in the ST.

There will be a reading week in week 6.

Formative coursework: One 2,000 word essay.

Indicative reading: The course will rely on both cases from various jurisdictions and articles and book chapters from authors including Ronald Dworkin, Robert Alexy, Matthias Kumm, Jeremy Waldron and Frances Kamm.

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

LL4L7 Half Unit Not available in 2020/21**Advanced Mediation and Negotiation**

This information is for the 2020/21 session.

Teacher responsible: Dr Philipp Paech (Convener) NAB 7.21
Dr Jan Kleinheisterkamp NAB 7.09

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Law, Anthropology and Society and University of Pennsylvania Law School LLM Visiting Students.

This course is available with permission as an outside option to students on other programmes where regulations permit.

This course will be relevant to the following LLM specialisms:

Commercial Law; International Business Law.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSE for You.

Pre-requisites: Students wishing to take Advanced Negotiation and Mediation are recommended to have taken LL4L1 - The Theory and Practice of Alternative Commercial Dispute Resolution, or have equivalent prior experience.

Course content: This course explores the dynamics of disputes and the use of negotiation and mediation to assist in their resolution. These techniques can allow parties to overcome antagonistic positions or disputes, refocus on their actual needs and to come to an agreement over how to align their interests and to allocate risk for the future – and to draw a line under tensions of the past. The course pays particular attention to understanding the dynamics of disputes; obstacles to their resolution arising from cultural differences and the role of language, including techniques such as non-violent communication; different theories and models of negotiation and mediation and their practical applications, such as facilitative, evaluative, narrative / transformative and transactional approaches; the sometimes/often problematic role of lawyers; the nature of settlement and its potential dangers for weaker parties or public interests.

In sum, the course aims to facilitate not only an advanced theoretical but also practical understanding of the processes and techniques involved in negotiation and mediation. For that purpose, case studies will illustrate some specific challenges, such as in negotiations of international transactions, family mediation, mediation in international crisis situations or policy negotiations in the context of public institutions. Experienced practitioners will be invited to share their insights from experiences in the field.

Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.

There will be a Reading Week in Week 6.

Formative coursework: One 2,000 word essay.

Indicative reading: R Fisher / W Ury / B Patton, *Getting to Yes: Negotiating Agreement Without Giving In* (revised edn, 2011); W Ury, *Getting Past No: Negotiating with Difficult People* (1992); M Rosenberg, *Non-Violent Communication* (2015); O Fiss, 'Against Settlement' (1983/84) 93 Yale LJ 1073-1090; S Roberts / M Palmer, *Dispute Processes: ADR and the Primary Forms of Dispute Resolution* (2nd edn, CUP 2005).

Assessment: Essay (100%, 8000 words) in the ST.

LL4N6 Half Unit**Principles of Copyright Law**

This information is for the 2020/21 session.

Teacher responsible: Dr Martin Husovec
Other Staff Involved: Dr Luke McDonagh

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSE for You.

Pre-requisites: None

Course content: The course explains the foundations and structure of copyright law. It is aimed at those who have not studied the subject in detail before but also those wishing to deepen their understanding of copyright law in the comparative context. Topics to be covered will include the history and evolution of copyright, protected subject matter, the scope of the economic and moral rights, and the principles underlying copyright enforcement.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Michaelmas Term. Students will usually have two additional hours in the Summer Term. This year teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Week 6 of Michaelmas Term.

Formative coursework: One 2,000 word essay.

Indicative reading: Reading lists will be issued on a weekly basis. The legislation, cases and soft law instruments will make up additional required reading for this course. All of this material is available in electronic form via the Moodle site which supports the course. Useful texts include Lionel Bently and Brad Sherman, *Intellectual Property Law* 4th ed. (OUP, Oxford 2018); Thomas Dreier and P. Bernt Hugenholtz (eds.) *Concise European Copyright Law* (Kluwer, 2016); Paul Goldstein and P. Bernt Hugenholtz, *International Copyright Law* 3rd ed. (OUP 2019); and Eleonora Rosati, *Copyright and the Court of Justice of the European Union* (OUP 2019).

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

LL4S1 Half Unit**Cyberlaw**

This information is for the 2020/21 session.

Teacher responsible: Professor Andrew Murray NAB 6.08
Other Staff Involved: Dr. Valerie Verdoodt NAB 7.23

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Regulation and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Pre-requisites: This course does not require an in-depth understanding of contemporary computer technology.

Course content: This course examines and discusses topical issues in relation to the law and digital data information storage, access and exchange through digital information devices (computers, smartphones, tablets etc.). It opens by examining the issues relating to network regulation or control by addressing questions such as "can internet-enabled communications be regulated?" and "who is competent to police online content and activity?" It concludes its examination of structural controls by examining the highly topical and politically charged issue of enshrined network neutrality: by asking the question: should Internet Service Providers be allowed to vary service conditions by types of content? It will also address cutting edge issues such as algorithmic regulation, profiling, deceptive content, protection of children, influencer and advertiser regulation and "smart" devices (Internet of Things).

Students taking the course will be expected to develop knowledge and understanding of the different values brought to bear in the regulation of new media technologies and communities formed through such technologies and the factors leading towards choices of particular values, regulatory institutions and process. Such knowledge and understanding will operate both at the theoretical level and the level of particular examples of regulatory regimes. Students will be expected to apply organisational and analytical skills to the investigation of evidence and problems and show effective communication through written work and seminar

discussion. Students shall research an assessed extended essay.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Lent Term. This year teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Week 6 of Lent Term.

Formative coursework: Students should submit an essay plan and working bibliography for the assessed essay. All students are expected to contribute to a series of class and online exercises, and to submit one 2,000 word formative essay.

Indicative reading: Murray, Information Technology Law: The Law and Society (OUP, 4th ed, 2019). Edwards (ed), Law, Policy and the Internet (Hart, 2018). Reed & Murray, Rethinking the Jurisprudence of Cyberspace (Edward Elgar, 2020). Murray, The Regulation of Cyberspace (Routledge, 2007). Reed, Making Laws for Cyberspace (OUP, 2012). Lessig, Code Ver, 2.0 (Basic Books, 2006). Zittrain, The Future of the Internet (Penguin, 2009)

Assessment: Essay (100%, 8000 words) in the ST.

LL4S2 Half Unit E-Commerce Law

This information is for the 2020/21 session.

Teacher responsible: Prof Andrew Murray NAB 6.08

Other Staff Involved: Dr. Martin Husovec

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 60 students. Students must apply through Graduate Course Choice on LSEforYou.

Course content: This course is to introduce students from a legal background to the specialised legal structure which surrounds e-commerce. The course looks at the specific problems an e-commerce start-up must overcome in order to begin trading, including arranging hosting agreements, designing terms and conditions of service and delivery, and arranging distribution agreements. From here the course will develop to examine the problems of more mature e-commerce businesses including jurisdiction, payment systems (including cryptocurrency and distributed ledger technology) and rules on marketing and privacy. Special classes on Online Dispute Resolution and the regulation of gig economy platforms will complete the analysis. The course is designed to act as an interface between ICT law and commercial law and practice in that it examines in detail the close sub-set of online transactions which are clearly commercial in nature.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Lent Term. This year teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Week 6 of Lent Term.

Formative coursework: Students should submit an essay plan and working bibliography for the assessed essay. All students are expected to contribute to a series of class and online exercises, and to submit one 2,000 word formative essay.

Indicative reading: Murray: Information Technology Law: The Law and Society 4ed (OUP, 2019); Lodder & Andrew Murray (eds) EU Regulation of E-Commerce: A Commentary (Edward Elgar, 2017); Edwards (ed): Law, Policy and the Internet (Bloomsbury, 2018); Tapscott & Tapscott: Blockchain Revolution: How the Technology Behind Bitcoin is Changing Money, Business and the World (Penguin, 2016); Kuner: Transborder Data Flows and Data Privacy Law (OUP, 2013)

Assessment: Essay (100%, 8000 words).

LL4S4 Half Unit

Digital Rights, Privacy and Security

This information is for the 2020/21 session.

Teacher responsible: Dr Orla Lynskey NAB 6.23

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Regulation and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 30 students and priority is given to LLM and MSc in Regulation students when allocating places. Students must apply through Graduate Course Choice on LSEforYou.

Pre-requisites: Basic knowledge of EU law is desirable, but not essential, for this course. Students who do not have this background knowledge are advised to do some preparatory reading (2-3 chapters) before the seminar begins.

Course content: Personal data is an important factor of production in data-driven economies, and the processing of personal data can generate significant economic and social benefits. However, personal data processing can also have a detrimental impact on established rights and values, such as autonomy, privacy and data protection. As a result, legal frameworks to regulate personal data processing have been enacted across the world, with the EU legal model used as a blueprint. Yet, despite the development of such legal frameworks, critical questions remain unanswered. For instance, the objectives of data protection frameworks differ with some prioritising a fundamental-rights approach to data protection regulation while others frameworks are based on an economic free-trade rationale. Disagreement also persists regarding how the balance should be struck between effective data protection and other rights (such as freedom of expression and freedom of information) and interests (such as innovation and national security).

This course will critically evaluate the legal framework applicable to personal data processing. It will be done predominantly with reference to the EU framework, as this has served as a model for over 100 other jurisdictions. Participants will be introduced to techniques and technologies for monitoring and processing personal data in the information society. In order to bring key issues to life, a number of case studies will be considered, including the application of data protection rules to online behavioural advertising and the use of automated decision-making in the criminal justice context.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Michaelmas Term. Students will usually have two additional hours in the Summer Term. This year teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Week 6 of Michaelmas Term.

Formative coursework: All students are expected to contribute to a series of class exercises and to submit one piece of formative work for assessment.

Indicative reading:

- Bygrave: Data Privacy Law: An International Perspective (OUP, 2015)
- Cohen: Between Truth and Power (OUP, 2019)
- Kuner: Transborder Data Flows and Data Privacy Law (OUP, 2013)
- Lynskey: The Foundations of EU Data Protection Law (OUP, 2015)

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

This is an open-book exam.

LL4S5 Half Unit Not available in 2020/21**Copyright Law**

This information is for the 2020/21 session.

Teacher responsible: Dr Martin Husovec

Other Staff Involved: Prof Andrew Murray NAB 6.08

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Course content: The course examines the law and policy issues relating to a number of key aspects of online piracy, copyright protection and other forms of intellectual property rights (IPRs). At the end of the course, students should be able to:

- critically evaluate ongoing developments in law relating to IPRs and the digital environment;
- display an understanding of how these developments relate to one another;
- examine areas of doctrinal and political debate surrounding rules and theories;
- evaluate those rules and theories in terms of internal coherence and practical outcomes;
- draw on the analysis and evaluation contained in primary and secondary sources.

The speed of technological innovation means that even as laws and regulatory practices are formulated, they are already under pressure from the next wave of development. One of the greatest challenges of the digital environment has been the compression and transmissibility of all data including entertainment data such as music, movies, TV shows and video games. For more than twenty years the entertainment industries have found themselves under continuous assault from their own customers and have often been painted as the villains of the piece. Lawyers and lawmakers have been forced to respond, often following behind the technology.

This class explores how legislators, regulators and those in the entertainment and luxury products industries interact in their attempts to develop a coherent and flexible body of law and regulatory practice for an increasingly globalised environment. This will involve consideration of current and potential legal and regulatory strategies that can be used to achieve aims such as protection of copyright content, software, luxury branded goods and the battle between open source and proprietary software.

Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.

There will be a Reading Week in Week 6.

Formative coursework: All students are expected to contribute to a series of class exercises, and to submit to one one-hour mock exam.

Indicative reading: Murray: Information Technology Law: The Law and Society 4ed (OUP, 2019). Husovec: Injunctions against Intermediaries in the European Union: Accountable but Not Liable? (CUP, 2017). Koo: The Right of Communication to the Public in EU Copyright Law (Hart, 2019). Klein, Moss & Edwards: Understanding Copyright Intellectual Property in the Digital Age (Sage 2015). Rosati: Copyright and the Court of Justice of the European Union (OUP, 2019)

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

time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou. Students from other Departments are allowed to apply with permission of the course convener.

Course content: This course covers both the comparison of law and legal institutions from different legal systems and traditions (comparative law), and the study of forms of legal regulation beyond the state (transnational law). For each these two fields, topics for discussion are selected based on their relation to one or both of two broad themes: First, the connections between law and its surroundings (culture, society, economy, etc.); and second, the character of 'law' generally (as a form of reasoning, or a set of institutional arrangements, or a distinctive 'worldview', etc.). Studying these two classic themes across of a range different national- and transnational settings allows us to ask a series of more concrete questions, such as: "Why are courts in some legal systems more powerful or more trusted than courts in other systems?"; "Why do some countries send far more people to prison than others?"; "Is it possible for a lawyer from one legal system to really understand what law means or how law works in some other system; or for a legal doctrine from one system to be 'transplanted' to another?"; and: "How is 'law' in non-state contexts similar to and different from state law?".

The course combines attention to theory (social- and cultural theory, theories of comparison, and of the transnationalisation of law) with detailed case studies in selected areas from different fields of law (comparative constitutional law, comparative private law, comparative criminal justice, EU law; and commercial arbitration, among others). The course might be especially interesting for students already taking other courses with a comparative- or a transnational law dimension, and for all students interested in the ways law works, and does not work, and in how lawyers think, in different parts of the world.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Lent Term. Students will usually have two additional hours in the Summer Term. This year teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Week 6 of Lent Term.

Formative coursework: All students are expected to produce one 2,000 word formative essay during the course. This essay is due in Week 7.

Indicative reading:

- Adams, Maurice & Bomhoff, Jacco, Practice and Theory in Comparative Law (Cambridge, 2013)
- Cotterrell, Roger, What is Transnational Law?, LAW & SOCIAL INQUIRY (2012)
- Frankenberg, Gunther, Critical Comparisons: Re-thinking Comparative Law, 26 HARVARD INTERNATIONAL LAW JOURNAL (1985)
- Pirie, Fernanda, The Anthropology of Law (Oxford, 2013)
- Reimann, Mathias and Zimmermann, Reinhard, The Oxford Handbook of Comparative Law (Oxford, 2006)
- Ruskola, Teemu, Legal Orientalism (Harvard, 2013)
- Shaffer, Greg, Theorizing Transnational Legal Ordering, ANNUAL REVIEW OF LAW AND SOCIAL SCIENCE (2016)
- Special Issue: 'Comparative Socio-Legal Studies', INTERNATIONAL JOURNAL OF LAW IN CONTEXT (2017)

Assessment: Take-home assessment (100%) in the ST.

The take home exam will consist of 2 essay questions (out of 6 set), each with a 3000 word limit. Students will be given their exam questions at 9:00 am on Wednesday morning of Week 1 Summer Term, via Moodle, and will have until 5:00 pm on Thursday afternoon of Week 2 Summer Term to submit the exam. The length of time set for this assessment already takes into account that students may also have one or more other exams during this period.

LL4Y9 Half Unit**Comparative and Transnational Law**

This information is for the 2020/21 session.

Teacher responsible: Dr Jacco Bomhoff NAB 6.09

Availability: This course is available on the LLM (extended part-

LL4Z1 Half Unit Business Taxation

This information is for the 2020/21 session.

Teacher responsible: Eduardo Baistrocchi NAB.7.33 and Ian Roxan NAB 7.25

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Pre-requisites: The course is suitable both for those who have not studied taxation before and for those who have. It is recommended for those studying LL4AY International Tax Systems, LL4CJ Comparative Corporate Taxation or LL4CK Taxation of Corporate Transactions who have not studied taxation previously.

Course content: This course looks at how businesses are taxed in the UK. The course focuses on the key elements of the taxation of the income of businesses, including:

- taxation of trading income
- corporation tax, the nature of taxes on companies and the taxation of dividends
- capital allowances - relief for depreciation
- capital gains taxation
- partnership taxation
- tax relief for losses

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Lent Term. Students will usually have two additional hours in the Summer Term. This year teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Week 6 of Lent Term.

Formative coursework: One 2,000 word essay.

Indicative reading: Indicative reading: Loutzenhiser, Tiley's Revenue Law; Fairpo and Salter (formerly Lee), Revenue Law Principles and Practice; Salter, Lee and Snape, Revenue Law: Text and Materials. Legislation: Tolley's Yellow Tax Handbook, or CCH The Red Book. Current editions need to be used. Detailed reading lists will be provided during the course via Moodle.

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

Relevant legislation may be taken into the examination room (Tolley's Yellow Tax Handbook or CCH The Red Book) if unannotated.

LL4Z2 Half Unit Not available in 2020/21 Principles of Taxation and Tax Disputes

This information is for the 2020/21 session.

Teacher responsible: Eduardo Baistrocchi NAB 7.33

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Pre-requisites: The course is suitable both for students who have not studied taxation before and for those who have. It is recommended for students who have not studied taxation previously, as well as for those who are studying any of the other tax courses offered at LLM/MSc level.

Course content: This course looks at how tax systems work and the principles that lie behind tax systems. Topics covered include the reasons for taxation and the main types of tax, how income is taxed, how the tax administration operates, and the impact

of tax competition among countries on international tax policy. The course uses tax disputes from G20 countries to illustrate the issues discussed. The course is suitable for those who have not studied taxation before, as well as for those with a background in tax who are interested in exploring the principles of taxation in greater depth.

Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.

Formative coursework: One 2,000 word essay.

Indicative reading: Appropriate readings from journal articles and from books including: Avi-Yonah, Sartori and Marian, Global Perspectives on Income Taxation Law; Messere et al., Tax Policy: Theory and Practice in OECD Countries; Baistrocchi, A Theory of International Taxation; Dagan, International Tax Policy: Between Competition and Cooperation; Murphy and Nagel, The Myth of Ownership, Taxes and Justice; Thuronyi, Comparative Tax Law; James and Nobes, The Economics of Taxation; Mirrlees et al., Tax By Design. Further materials include: Morse and Williams, Davies Principles of Tax Law; Kay and King, The British Tax System; Thuronyi, Tax Law Design and Drafting. Detailed reading lists will be provided during the course via Moodle.

Recommended preliminary reading: Avi-Yonah, Sartori and Marian, Global Perspectives on Income Taxation Law (Oxford University Press, 2011).

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

LL4Z5 Half Unit Not available in 2020/21 EU State Aid Law

This information is for the 2020/21 session.

Teacher responsible: Prof Pablo Ibanez Colomo NAB5.16

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Regulation and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course will be relevant to the following LLM specialisms: Competition, Innovation and Trade; Corporate and/or Commercial Law; European Law; International Business Law.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Course content: Member States of the EU are not free to award subsidies to companies or to support them in a comparable way (by, inter alia, granting them loans at favourable rates or by providing unlimited guarantees). In the wake of the recent financial crisis, for instance, bailout measures adopted across the EU had to be cleared by the European Commission in accordance with Articles 107 and 108 TFEU. The first part of the course explores the economic rationale underpinning the principle whereby State aid is incompatible with the EU internal market (the reasons why similar regimes are not implemented at the national level in federal countries facing similar issues, such as the United States, will also be explored). The second part is devoted to (i) the notion of State aid within the meaning of Article 107(1) TFEU (that is, the range of measures that are subject to ex ante control by the European Commission) and to (ii) the conditions under which such measures may be declared to be in the interest of the EU as a whole. The third part provides an overview of the application of the law in some sectors (including the energy or the communications sectors) or for some purposes (e.g. research and development, regional aid). The fourth part is devoted to the procedural aspects of the discipline and to the application of similar rules beyond the EU (in particular in the context of the WTO, the EEA and other trade agreements concluded by the EU).

Teaching: 20 hours of seminars in the MT. 2 hours of seminars in

the ST.

There will be a reading week in week 6.

Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.

Indicative reading: Quigley, *European State Aid Law and Policy* (3rd Edition, 2015); Jones and Sufrin, *EU Competition Law* (online Chapter, 6th Edition, 2017); Bacon (ed), *European Community Law of State Aid* (3rd Edition, 2017).

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

LL4Z6 Half Unit

Comparative Constitutional Law

This information is for the 2020/21 session.

Teacher responsible: Dr Jo Murkens NAB7.31

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Course content: Comparative Constitutional Law is a rejuvenated discipline that attracts a broad range of interdisciplinary interest in the formation, design, and operation of constitutions. This course examines the central issues across a range of jurisdictions and from a variety of perspectives. Part I discusses various approaches to the study of CCL as well as the migration of constitutional ideas and related notions of constitutional borrowing and legal transplants. Part II deals with key constitutional concepts, such as fundamental law, constitutional change, the rule of law, as well as an introduction to the constitution of the United Kingdom, which are discussed from a historical and comparative perspective. Part III deals with constitutional design, a classic as well as topical area of comparative law. As well as offering a critique of mainstream liberal thought that idealises constitutions as normative constraints on politics, these sessions examine whether formal constitutions in divided and authoritarian societies facilitate democratisation and political change or whether they undermine democracy and entrench the rulers. The study of law, like the study of all social phenomena, is always comparative - and inevitably fragmented. This objective of the course is to study comparative constitutional law comprehensively, critically, and contextually (historical, conceptual, regional). This approach enables the student to branch out independently into related areas and topics.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Michaelmas Term. Students will usually have two additional hours in the Summer Term. This year teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Week 6 of Michaelmas Term.

Formative coursework: One 2,000-word essay.

Indicative reading: There is not a set book for this course. All materials will be made available in advance on Moodle.

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

LL4Z7 Half Unit Not available in 2020/21

Comparative Constitutional Rights

This information is for the 2020/21 session.

Teacher responsible: Dr Kai Möller NAB 7.01

Availability: This course is available on the LLM (extended part-

time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is not available as an outside option.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Course content: This course examines a range of controversial issues in human and constitutional rights law from a comparative perspective. These issues include: abortion; euthanasia and physician-assisted suicide; same sex marriage; religion in the public sphere; hate speech and denial of the holocaust; obscenity. We will approach them by comparing and contrasting judgments from courts all over the world, with a certain emphasis on cases from the U.S. Supreme Court, the Canadian Supreme Court, the South African Constitutional Court, the European Court of Human Rights, the U.K. Supreme Court, and the German Federal Constitutional Court. The goals of the course are, first, to introduce the students to the jurisprudence of those powerful and influential courts, and, second, to invite them to think about and critically analyse some of the most controversial, difficult, and important rights issues of our time.

Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.

There will be a reading week in week 6.

Formative coursework: One 2,000 word essay.

Indicative reading: The course is mainly case-based; however, interested students may find the following book helpful: V Jackson and M Tushnet, *Comparative Constitutional Law*, 3rd edition, 2014.

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

LL4Z9 Half Unit

Banking Law

This information is for the 2020/21 session.

Teacher responsible: Dr Joanne Braithwaite NAB.7.28

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 60 students. Students must apply through Graduate Course Choice on LSEforYou.

Course content: This course focuses on the private law of banking as it relates to the core banking activities not covered elsewhere on the LLM (ie, on courses about the financing activities of banks; the debt markets and the regulation of banking activities). In particular, we look at the deposit-taking relationship, the legal issues surrounding bank payment services, and the interdisciplinary debates about the nature of money and payments. The course aims to be both domestic and international in perspective, though the emphasis will be on English law. Topics include: 1. The deposit-taking relationship; 2. Money, transfers of money and payment including the development of new digital currencies and decentralised payment systems; 3. Bank payment methods: funds transfers and unauthorised payments; and 4. Bank payment services in an international context.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Michaelmas Term. Students will usually have two additional hours in the Summer Term. This year teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Week 6 of Michaelmas Term.

Formative coursework: Students will be asked to submit one essay, which may be written in exam conditions. Students will also be expected to take part in group presentations during the course.

Indicative reading: For introductory purposes, students are referred to Cranston et al, *Principles of Banking Law* (OUP, 3rd ed,

2017). Full reading lists will be distributed during the course.

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

MA400

September Introductory Course (Financial Mathematics and Quantitative Methods for Risk Management)

This information is for the 2020/21 session.

Teacher responsible: Dr Christoph Czichowsky

Availability: This course is compulsory on the MSc in Financial Mathematics and MSc in Quantitative Methods for Risk Management. This course is available with permission as an outside option to students on other programmes where regulations permit.

Students who wish to select this course as an outside option must have a quantitative background.

Course content: The purpose of this course is to review some key concepts of probability used in finance. The course develops the common mathematical background that is assumed by the MSc Financial Mathematics and addresses some aspects of the mathematical theory that is central to the foundations of the programme: probability spaces, random variables, distributions, expectations and moment generating functions are reviewed; the concepts of conditional probability and conditional expectation as random variables are introduced using intuitive arguments and simple examples; stochastic processes, martingales, the standard Brownian motion are introduced; Itô integrals, Itô's formula and Girsanov's theorem are discussed on a formal basis.

Teaching: This course is delivered through a combination of classes and lectures over two weeks in September, prior to the start of the academic year. This year, all of the teaching will be delivered through a combination of virtual classes and lectures delivered as online videos. The material covered in the lectures will be totalling to an amount of roughly 30 hours of lecturing. There will be 8 hours via video link. There will be an informal examination at the end of the course. Its purpose is to provide student feedback and it does not count towards the degree.

Formative coursework: Exercises are assigned and form the basis of class discussion.

Indicative reading: Lecture notes will be provided.

S. Shreve, Stochastic Calculus for Finance II Continuous-Time Models, Springer. D. Williams, Probability with Martingales, Cambridge University Press.

Assessment: This course does not form part of the degree award.

MA402 Half Unit

Game Theory I

This information is for the 2020/21 session.

Teacher responsible: Prof Bernhard Von Stengel

Availability: This course is available on the CEMS Exchange, MBA Exchange, MSc in Applicable Mathematics, MSc in Financial Mathematics and MSc in Operations Research & Analytics. This course is available as an outside option to students on other programmes where regulations permit.

It is not available to students who have taken Game Theory (MA300) or Game Theory I (MA301).

Pre-requisites: The course emphasises a formal treatment of mathematical Game Theory through definitions, theorems and proofs. Familiarity with a rigorous treatment of mathematics is expected. Students must know basics of linear algebra (matrix multiplication, geometric interpretation of vectors) and probability theory (expected value, conditional probability, independence of random events).

Course content: Concepts and methods of mathematical game theory with some applications to economics. Nim and combinatorial games. Congestion games. Game trees with perfect information. Backward induction. Extensive and strategic (normal) form of a game. Expected utility. Nash equilibrium. Commitment. Zero sum games, mixed strategies, maxmin strategies. Nash equilibria in mixed strategies. Finding mixed-strategy equilibria for two-person games. Extensive games with information sets, behaviour strategies, perfect recall. If time permits: The Nash bargaining solution, multistage bargaining, private-value auctions.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and lectures delivered as online videos.

Formative coursework: Weekly exercises are set and marked.

Indicative reading: Lecture notes will be provided. Supplementary reading: K Binmore, Playing for Real: Game Theory CUP, 2007; E Mendelson, Introducing Game Theory and Its Applications, CRC 2004

Assessment: Exam (90%, duration: 2 hours) in the summer exam period.

Coursework (10%).

Weekly exercises will be set and marked, and count as coursework.

MA407 Half Unit

Algorithms and Computation

This information is for the 2020/21 session.

Teacher responsible: Prof Konrad Swanepoel and Prof Julia Boettcher

Availability: This course is available on the MSc in Applicable Mathematics, MSc in Data Science, MSc in Operations Research & Analytics, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan), MSc in Statistics (Financial Statistics) (Research) and MSc in Statistics (Research). This course is available with permission as an outside option to students on other programmes where regulations permit. The course is compulsory for students on the MSc Applicable Mathematics who are not taking MA421 Advanced Algorithms; it is optional for students on the MSc Applicable Mathematics who take MA421 Advanced Algorithms.

Pre-requisites: Good general knowledge of mathematics, including familiarity with abstract concepts. A willingness to cope with technical details of computer usage, and with a rapid introduction to programming.

Course content: Introduction to programming in Java. Introduction to the theory of algorithms: running time and correctness of an algorithm. Recursion. Data structures: arrays, linked lists, stacks, queues, binary search trees. Sorting algorithms. Greedy algorithms. Dynamic programming. Inheritance and Generics in Java.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 30 hours across Michaelmas Term. There are also optional computer help sessions for this course. Before the start of Michaelmas Term there will be 6 hours of pre-session programming tutorials. This year, some or all of this teaching will be delivered through a combination of virtual classes and lectures delivered as online videos.

Formative coursework: Weekly exercises are set and marked.

Many of these will require implementation of programming exercises in Java.

Indicative reading: R Sedgewick, K Wayne, Introduction to programming in Java. T H Cormen, C E Leiserson, R L Rivest and C Stein, Introduction to Algorithms.

Assessment: Exam (50%, duration: 2 hours) in the summer exam period.

Coursework (25%) in the LT.

Coursework (15%) in the MT.

Continuous assessment (10%).

MA408 Half Unit Not available in 2020/21 Discrete Mathematics and Graph Theory

This information is for the 2020/21 session.

Teacher responsible: Prof Jozef Skokan

Availability: This course is available on the MSc in Applicable Mathematics and MSc in Operations Research & Analytics. This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students should be taking the course MA407 Algorithms and Computation or have taken an equivalent course to provide a basic knowledge of algorithms, and should have experience with proofs and proof techniques used in pure mathematics.

Course content: This course provides an introduction to discrete mathematics, particularly graph theory. Emphasis will be placed on the algorithmic aspects of the area.

Topics to be covered include: Brief Introduction to discrete mathematics and graph theoretic terminology; Ramsey's Theorem; matchings and Hall's Theorem; graph search algorithms; stable marriages and the Gale-Shapley Theorem; network flows and the Ford-Fulkerson Theorem; connectivity and Menger's Theorems; graph colouring and Brooks' Theorem; and other topics that may vary from year to year.

Teaching: 20 hours of lectures and 15 hours of seminars in the MT. 2 hours of lectures in the ST.

Formative coursework: Students will be expected to produce 2 exercises in the MT.

Weekly exercises are set and solved in the seminar.

Indicative reading: Norman L. Biggs, Discrete Mathematics, Oxford University Press; T H Cormen, C E Leiserson & R Rivest and C Stein, Introduction to Algorithms, Cambridge University Press; R Diestel, Graph Theory, Springer; H S Wilf, Algorithms and Complexity, Prentice Hall.

Several of these texts are available online. More information, plus additional notes, will be provided during the course.

Assessment: Exam (75%, duration: 2 hours) in the summer exam period.

Coursework (25%) in the MT.

MA409 Half Unit Continuous Time Optimisation

This information is for the 2020/21 session.

Teacher responsible: Prof Adam Ostoja-Ostaszewski

Availability: This course is available on the MSc in Applicable Mathematics, MSc in Operations Research & Analytics and MSc in Quantitative Methods for Risk Management. This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students will need adequate background in linear algebra (facility with diagonalization of matrices for the purposes of solving simultaneous first-order differential equations is key here; knowledge of the relation between the range of a matrix transformation and the kernel of its transpose would be helpful), and in advanced calculus (manipulation of Riemann integrals such as 'differentiation under the integral' and the associated Leibniz Rule). Students unsure whether their background is appropriate should seek advice from the lecturer before starting the course.

Course content: This is a course in optimisation theory using the methods of the Calculus of Variations. No specific knowledge of functional analysis will be assumed and the emphasis will be on examples. It introduces key methods of continuous time optimisation in a deterministic context, and later under

uncertainty. Calculus of variations and the Euler-Lagrange Equations. Sufficiency conditions. Pontryagin Maximum Principle. Extremal controls. Transversality conditions. Linear time-invariant state equations. Bang-bang control and switching functions. Dynamical programming. Control under uncertainty. Itô's Lemma. Hamilton-Jacobi-Bellman equation. If time allows: Applications to Economics and Finance: Economic Growth models, Consumption and investment, Optimal Abandonment, Black-Scholes model, Singular control, Verification lemma.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 34 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and lectures delivered as online videos.

Background review of (i) elementary methods for solving differential equations, and (ii) pertinent linear algebra (diagonalization) will be included in the virtual classes of Weeks 1 and 2.

Four of the 34 hours are dedicated to Exam Revision which will also be delivered through a combination of virtual classes and lectures delivered as online videos.

Indicative reading: A full set of lecture notes will be provided.

Reference will be made to the following essential books: D Burghes & A Graham, Control and Optimal Control Theories with Applications, Horwood; E R Pinch, Optimal Control and the Calculus of Variations, Oxford Science Publications; A. Sasane, Optimization in Function Spaces, Dover; J L Troutman, Variational Calculus and Optimal Control, Springer; and occasionally to: D G Luenberger, Optimization by Vector Space Methods, Wiley. Further Reading and Advanced Literature: G Leitmann, Calculus of Variations and Optimal Control, Plenum; A K Dixit & R S Pindyck, Investment under Uncertainty, Princeton University Press; D Duffie, Security Markets, Academic Press; D J Bell & D H Jacobsen, Singular Optimal Control, Academic Press; W H Fleming & R W Rishel, Deterministic and Stochastic Optimal Control, Springer; W H Fleming; H M Soner Controlled Markov Processes & Viscosity Solutions, Springer; G Hadley; M C Kemp, Variational Methods in Economics, North Holland;

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

MA410 Half Unit Information, Communication and Cryptography

This information is for the 2020/21 session.

Teacher responsible: Prof Jozef Skokan and Dr Robert Simon

Availability: This course is available on the MSc in Applicable Mathematics and MSc in Operations Research & Analytics. This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students should be taking the course MA407 Algorithms and Computation or have taken an equivalent course to provide a basic knowledge of algorithms, and should have experience with proofs and proof techniques used in pure mathematics.

Course content: This course provides an introduction, for students with a mathematical background, to the applications of mathematics in information theory, coding theory, cryptography, and related areas. The course will cover mathematical aspects of the following topics: Noiseless coding, the Kraft-McMillan criterion, optimal coding, entropy, Shannon's first theorem; Noisy channels, capacity, system entropy; Error-correcting codes, decoding rules, bounds, construction and properties of linear and cyclic codes; Structure of natural languages, redundancy, the frequency table, making and breaking cryptosystems, historic examples; Public-key cryptography, complexity issues, the RSA system, authentication schemes, the ElGamal system. Subject to available time we may also cover elliptic curve cryptography and/or cryptocurrencies.

Teaching: This course is delivered through a combination of

classes and lectures totalling a minimum of 30 hours across Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and lectures delivered as online videos.

Formative coursework: Weekly exercises are set and discussed in seminars.

Students will be expected to produce 5 exercises in the MT which will be marked.

Indicative reading: N L Biggs, Codes, An Introduction to Information, Communication and Cryptography; G A Jones & J M Jones, Information and Coding Theory; C M Goldie & R G E Pinch, Communication Theory; D J A Welsh, Codes and Cryptography; D T Stinson, Cryptography Theory and Practice.

Assessment: Exam (75%, duration: 2 hours) in the summer exam period.

Coursework (25%) in the MT.

MA411 Half Unit Probability and Measure

This information is for the 2020/21 session.

Teacher responsible: Dr Pavel Gapeev

Availability: This course is available on the MSc in Applicable Mathematics, MSc in Financial Mathematics and MSc in Quantitative Methods for Risk Management. This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: Some background in real analysis is essential.

Course content: The purposes of this course are (a) to explain the formal basis of abstract probability theory, and the justification for basic results in the theory, and (b) to explore those aspects of the theory most used in advanced analytical models in economics and finance. The approach taken will be formal. Probability spaces and probability measures. Random variables. Expectation and integration. Convergence of random variables. Conditional expectation. The Radon-Nikodym Theorem. Martingales. Stochastic processes. Brownian motion. The Itô integral.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and lectures delivered as online videos.

Indicative reading: Full lecture notes will be provided. The following may prove useful: J S Rosenthal, A First Look at Rigorous Probability Theory; G R Grimmett & D R Stirzaker, Probability and Random Processes; D Williams, Probability with Martingales; M Caplinski & E Kopp, Measure, Integral and Probability; J Jacod & P Protter, Probability Essentials.

Assessment: Online assessment (100%) in the ST.

The course will be assessed online this academic year.

MA412 Half Unit Not available in 2020/21 Functional Analysis and its Applications

This information is for the 2020/21 session.

Teacher responsible: Dr Robert Simon

Availability: This course is available on the MSc in Applicable Mathematics. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students should have taken a course in finite dimensional linear algebra which includes diagonalisation and inner products. General knowledge of real analysis and calculus would be helpful.

Course content: This course aims at familiarizing the student with the basic concepts, principles and methods of functional

analysis and its applications. The topics covered are: normed and Banach spaces, continuous linear transformations, inner product and Hilbert spaces, compact operators, Hahn-Banach and Baire Category Theorems, applications to differential equations, numerical analysis, and approximation theory with illustrative examples.

Teaching: 20 hours of lectures and 10 hours of seminars in the MT. 2 hours of lectures in the ST.

Indicative reading: Jean-Pierre Aubin, Applied Functional Analysis, Wiley, 2000; A.V. Balakrishnan, Applied Functional Analysis, Springer, 1981; Erwin Kreyszig, Introductory Functional Analysis with Applications, John Wiley, 1989; David Luenberger, Optimization by Vector Space Methods, Wiley-Interscience, 1997; Walter Rudin, Functional Analysis, McGraw-Hill 1991; Nicholas Young, An Introduction to Hilbert Space, Cambridge University Press, 1988.

Assessment: Exam (90%, duration: 2 hours) in the summer exam period.

Coursework (10%) in the LT.

MA413 Half Unit Not available in 2020/21 Games of Incomplete Information

This information is for the 2020/21 session.

Teacher responsible: Dr Robert Simon COL 4.07

Availability: This course is available on the MSc in Applicable Mathematics. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students should be familiar with the related mathematics of topology and functional analysis. Some degree of mathematical maturity is expected.

Course content: The techniques and results of game theory are increasingly important to economic analysis. This course focuses on the problems of information incompleteness and information asymmetry. This is a relatively new but rapidly expanding area of game theory with connections to several areas of economic theory, for example conflict resolution, auctions, principal-agent problems, and the logic of knowledge. The course is divided into three parts, I Basic Results, II Repeated Games, III Bayesian Games. For the first part we cover the Min-max Theorem and Nash's Theorem of Equilibrium Existence, Extensive Form and Discounted Games. For the second part we cover Zero-sum Games with Vector Payoffs, Repeated Game of Incomplete Information on One Side, and myopic equilibria. For the third part we cover Common Knowledge, Zero-Sum Bayesian Games, Locally Finite Games, and Non-Zero-Sum Bayesian Games in the theoretical context of ergodic theory.

Teaching: 20 hours of lectures and 10 hours of seminars in the LT. 2 hours of lectures in the ST.

Formative coursework: Weekly exercises are set and marked.

Indicative reading: A full set of lecture notes will be provided. Useful accompanying texts are Robert J. Aumann and Michael B. Maschler, Repeated Games with Incomplete Information, MIT Press, 1995; L. Breiman, Probability; K. Border, Fixed Point Theorems with Applications to Economics and Game Theory; R. Myerson, Game Theory, Analysis of Conflict, Harvard University Press; D. Fudenberg & J. Tirole, Game Theory, MIT Press.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

MA414 Half Unit Not available in 2020/21 Stochastic Analysis

This information is for the 2020/21 session.

Teacher responsible: Dr Arne Lokka

Availability: This course is available on the MSc in Applicable

Mathematics and MSc in Financial Mathematics. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: ST409 or MA411.

Course content: This course is concerned with a rigorous introduction to the area of stochastic analysis with emphasis on Itô calculus. The course begins necessary preliminaries, followed by a construction of the standard Brownian motion and a study of its properties. Subsequently, Lévy's characterisation of Brownian motion, martingale representation theorems and Girsanov's theorem are established. The course then expands on a study of stochastic differential equations.

Teaching: 20 hours of lectures and 10 hours of seminars in the LT.

Indicative reading: Full lecture notes will be provided. The following may prove useful: I Karatzas and S E Shreve, Brownian Motion and Stochastic Calculus, Springer; B Øksendal, Stochastic Differential Equations: An Introduction with Applications, Springer; D Revuz and M Yor, Continuous Martingales and Brownian Motion, Springer; L C G Rogers and D Williams, Diffusions, Markov Processes, and Martingales, Cambridge.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

MA415 Half Unit

The Mathematics of the Black and Scholes Theory

This information is for the 2020/21 session.

Teacher responsible: Prof Mihail Zervos

Availability: This course is compulsory on the MSc in Financial Mathematics. This course is available on the MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan) and MSc in Statistics (Financial Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students must have completed September Introductory Course (Financial Mathematics and Quantitative Methods for Risk Management) (MA400).

Course content: This course is concerned with a mathematical development of the risk-neutral valuation theory. In the context of the binomial tree model for a risky asset, the course introduces the concepts of replication and martingale probability measures. The mathematics of the Black & Scholes methodology follow; in particular, the expression of European contingent claims as expectations with respect to the risk-neutral probability measure of the corresponding discounted payoffs, pricing formulae for European put and call options, and the Black & Scholes PDE are derived. A class of exotic options is then considered. In particular, pricing formulas for lookback and barrier options are derived using PDE techniques as well as the reflection property of the standard Brownian motion. The course also introduces a model for foreign exchange markets and various foreign exchange options.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and lectures delivered as online videos.

Indicative reading: N H Bingham and R Kiesel, Risk-Neutral Valuation, Springer; T Björk, Arbitrage Theory in Continuous Time, Oxford; P J Hunt and J Kennedy, Financial Derivatives in Theory and Practice, Wiley; D Lamberton and J Kennedy, Introduction to Stochastic Calculus Applied to Finance, Chapman & Hall; D. Lamberton and B. Lapeyre, Introduction to Stochastic Calculus Applied to Finance, Chapman & Hall/Crc Financial Mathematics Series, 2nd edition, 2007; S E Shreve, Stochastic Calculus for Finance: Continuous-time Models: vol. 2, Springer

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

MA416 Half Unit

The Foundations of Interest Rate and Credit Risk Theory

This information is for the 2020/21 session.

Teacher responsible: Prof Mihail Zervos

Availability: This course is compulsory on the MSc in Financial Mathematics. This course is available on the MSc in Quantitative Methods for Risk Management, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan) and MSc in Statistics (Financial Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students must have completed Stochastic Processes (ST409).

Course content: This course studies the mathematical foundations of interest rate and credit risk theory. The course starts with a development of the multi-dimensional Black & Scholes theory with stochastic market data. This is then used to show how discount bond dynamics modelling can be approached by (a) the modelling of the short-rate process and the market price of risk, which underlies the family of short-rate models, or (b) the modelling of the market price of risk and the discount bond volatility structure, which gives rise to the Heath-Jarrow-Morton (HJM) framework. The course then expands on the theory of interest rate market models and credit risk.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and lectures delivered as online videos.

Formative coursework: Two sets of written homework will be marked with feedback provided.

Indicative reading: T R Bielecki and M Rutkowski, Credit Risk Modeling, Valuation and Hedging, Springer; M Musiela and M Rutkowski, Martingale Methods in Financial Engineering, Springer; R Rebonato, Modern Pricing of Interest-rate Derivatives: The LIBOR Market Model and Beyond, Princeton.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

MA417 Half Unit

Computational Methods in Finance

This information is for the 2020/21 session.

Teacher responsible: Dr Luitgard Veraart

Availability: This course is compulsory on the MSc in Financial Mathematics. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students must have completed September Introductory Course (Financial Mathematics and Quantitative Methods for Risk Management) (MA400).

Course content: The purpose of this course is to (a) develop the students' computational skills, and (b) introduce a range of numerical techniques of importance to financial engineering. The course starts with random number generation, the fundamentals of Monte Carlo simulation and a number of related issues. Numerical solutions to stochastic differential equations and their implementation are considered. The course then addresses finite-difference schemes for the solution of partial differential equations arising in finance.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and lectures delivered as online videos.

Formative coursework: Weekly exercises and practicals are set and form the basis of the seminars.

Indicative reading: P.Glasserman, Monte Carlo Methods in Financial Engineering, Springer; R.U. Seydel, Tools for Computational Finance, Springer; P.E.Kloeden and E.Platten, Numerical Solution of Stochastic Differential Equations, Springer;

Assessment: Exam (50%, duration: 2 hours) in the summer exam period.

Project (50%) in the ST.

MA418 Half Unit Not available in 2020/21

Preferences, Optimal Portfolio Choice, and Equilibrium

This information is for the 2020/21 session.

Teacher responsible: Dr Albina Danilova

Availability: This course is available on the MSc in Applicable Mathematics and MSc in Financial Mathematics. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students must have completed either Stochastic Processes (ST409) or Probability and Measure (MA411) or The Mathematics of the Black and Scholes Theory (MA415).

Course content: This course is concerned with the theory of optimal investment and consumption. The course starts with the derivation of utility functions from the axioms of an agent's preferences. Utility functions are then used as a measure of portfolio performance in a financial market. Optimal investment and consumption strategies are obtained for various utility functions in both complete and some types of incomplete markets. Equilibrium and asset price formation are considered in the context of complete and informationally incomplete markets

Teaching: 20 hours of lectures and 10 hours of seminars in the LT.

Indicative reading: R.A.Dana and M.Jeanblanc, Financial Markets in Continuous Time; Springer; I.D.Duffie, Dynamic Asset Pricing, Princeton University Press; I.Karatzas and S.E.Shreve, Methods of Mathematical Finance, Springer.

Assessment: Exam (100%, duration: 3 hours) in the summer exam period.

MA420 Half Unit

Quantifying Risk and Modelling Alternative Markets

This information is for the 2020/21 session.

Teacher responsible: Dr Christoph Czichowsky and Dr Pavel Gapeev

Availability: This course is available on the MSc in Applicable Mathematics, MSc in Financial Mathematics, MSc in Quantitative Methods for Risk Management, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan) and MSc in Statistics (Financial Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Pre-requisite: Students must have completed Stochastic Processes (ST409).

Course content: This course studies various issues arising in the context of investment risk specification as well as with the mathematical theory of so-called alternative markets, such as commodity and energy markets. In particular, the course considers the structural credit risk models and the quantification of risk by means of copulas and risk measures. Also, the course expands on the modeling of alternative markets and addresses the problem of valuation of investments in real assets.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across

Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and lectures delivered as online videos.

Formative coursework: Two sets of written homework will be marked with feedback provided.

Indicative reading: F.Benth, J.Benth, S.Koekebakker, Stochastic Modelling of Energy and Related Markets, World Scientific 2008. H.Föllmer and A.Schied, Stochastic Finance, 3rd edition, De Gruyter, 2011. A.McNeil, R.Frey and P.Embrechts, Quantitative Risk Management, Princeton University Press, 2005. A.K.Dixit and R.S.Pindyck, Investment under Uncertainty, Princeton University Press, 1994.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

MA421 Half Unit

Advanced Algorithms

This information is for the 2020/21 session.

Teacher responsible: Dr Tugkan Batu and Prof Gregory Sorkin

Availability: This course is available on the MSc in Applicable Mathematics and MSc in Operations Research & Analytics. This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students must have completed Algorithms and Computation (MA407) or have taken an equivalent course to provide a basic knowledge in analysis of algorithms: running time and correctness of an algorithm, and basic knowledge of computer programming (preferably in Java). Students should be comfortable with proofs and proof techniques used in pure mathematics.

Course content: Introduction to NP-Completeness, followed by Approximation Algorithms, Randomised Algorithms, and other topics such as some of Average-Case Analysis, Streaming Algorithms, Exponential-Time Algorithms, and Numerical Algorithms.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and lectures delivered as online videos.

Formative coursework: Weekly exercises are set and marked.

Some of these will include programming exercises in Java.

Indicative reading: Cormen, Leiserson, Rivest and Stein, Introduction to Algorithms; Williamson, Shmoys, The Design of Approximation Algorithms; Motwani and Raghavan, Randomized Algorithms.

Assessment: Exam (65%, duration: 2 hours and 30 minutes) in the summer exam period.

Coursework (35%) in the LT.

MA422 Not available in 2020/21

Research Topics in Financial Mathematics

This information is for the 2020/21 session.

Teacher responsible: Ms Chhaya Trehan

Availability: This course is available on the MPhil/PhD in Mathematics, MSc in Financial Mathematics and MSc in Quantitative Methods for Risk Management. This course is available as an outside option to students on other programmes where regulations permit.

PhD students in the departments of Mathematics and Statistics along with other members of the research community are welcome to attend.

Course content: The seminar ranges over many areas of financial mathematics, stochastic analysis and stochastic control theory.

Teaching: 6 hours of seminars in the MT. 6 hours of seminars in the LT.

6 x 1 hour talks by researchers in the MT and LT. Additional seminars will be scheduled throughout the year. Please see the Timetables website for further information.

Formative coursework: This course is not assessed.

Assessment:

This is a non-assessed course.

MA423 Half Unit Fundamentals of Operations Research

This information is for the 2020/21 session.

Teacher responsible: Dr Ahmad Abdi

Availability: This course is compulsory on the MSc in Operations Research & Analytics. This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MBA Exchange and MSc in Management of Information Systems and Digital Innovation. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students must know basics of Linear Algebra (matrix multiplication, geometric interpretation of vectors), Probability Theory (expected value, conditional probability, independence of random events) and Calculus (derivatives, limits).

Course content: An introduction to a range of Operations Research techniques, covering: foundations of linear programming, including the simplex method and duality; integer programming; markov chains; queueing theory; dynamic programming; inventory models; game theory.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Michaelmas Term. This year all of the teaching will be delivered through a combination of virtual seminars and lectures delivered as online videos.

Formative coursework: Students will be expected to produce 3 problem sets in the MT.

Indicative reading: The course will be taught from lecture notes and slides.

Students may also wish to consult:

- F S Hillier & G J Lieberman, Introduction to Operations Research, 9th edition (2009) (7th edition of Hillier & Lieberman (2000) is also acceptable).
- Wayne Winston, Operational Research; Applications and Algorithms, Fourth/International Student Edition.

Assessment: Exam (100%, duration: 3 hours) in the summer exam period.

MA424 Half Unit Modelling in Operations Research

This information is for the 2020/21 session.

Teacher responsible: Dr Katerina Papadaki

Dr Grammateia Kotsialou

Availability: This course is compulsory on the MSc in Operations Research & Analytics. This course is available on the Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange) and MSc in Data Science. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students must know basics of linear algebra (matrix multiplication, geometric interpretation of vectors), linear programming, and probability theory (expected value, conditional probability, independence of random events). For students in the MSc in Operations Research & Analytics, MA423 and ST447 more than cover the prerequisites.

Course content: The course will be in 2 parts, covering the two most prominent tools in operational research: mathematical

optimisation, the application of sophisticated mathematical methods to make optimal decisions, and simulation, the playing-out of real-life scenarios in a (computer-based) modelling environment.

Optimisation (12 lecture hours): This part enables students to formulate, model and solve real-life management problems as Mathematical Optimisation problems. In providing an overview of the most relevant techniques of the field, it teaches a range of approaches to building Mathematical Optimisation models and shows how to solve them and analyse their solutions. Topics include: formulation of management problems using linear and network models; solution of such problems with a special-purpose programming language; interpretation of the solutions; and formulation and solution of nonlinear models including some or all of binary, integer, convex and stochastic programming models.

Simulation (8 lecture hours): This part develops simulation modelling skills, understanding of the theoretical basis which underpins the simulation methodology, and an appreciation of practical issues in managing a simulation modelling project. Topics include: generating discrete and continuous random variables; Monte Carlo simulation; variance reduction techniques; and other topics such as, for example discrete event simulation, Markov Chain Monte Carlo methods. The course will teach students how to use a simulation modelling software package.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Michaelmas Term and a minimum of 18 hours of computer workshop sessions delivered in Michaelmas Term and Lent Term. Lectures and solutions to exercises will be delivered as online videos; classes will be delivered as a combination of virtual and on campus question and answer sessions. Computer workshops are help sessions, where an instructor is available to students virtually to answer questions while they work on their computer assignment (computer workshops are not mandatory).

Formative coursework: Students will be expected to produce 1 project in the MT.

Feedback will be provided in the virtual/on campus weekly classes (question and answer sessions), where the weekly homework will be discussed. Additional feedback on programming assignments will be provided to students attending the virtual optional computer workshops.

Indicative reading: The reading will be a combination of lecture notes and chapters from the following list of books.

Optimisation

- W L Winston, Operations Research: Applications and Algorithms, Brooks/Cole (4th ed., 1998)
- D Bertsimas and J N Tsitsiklis, Introduction to Linear Optimization, Athena Scientific (3rd ed., 1997)
- George B. Dantzig and Mukund N. Thapa, Linear Programming 2: Theory and extensions, Springer (2003)

Simulation

- S Ross, Simulation, Academic Press (5th ed., 2012)
- A M Law and W D Kelton, Simulation Modelling and Analysis, McGraw Hill (3rd ed., 2000)
- M Pidd, Computer Simulation in Management Science, Wiley (5th ed., 2006)

Assessment: Project (100%) in the LT.

The project will be on Mathematical Optimisation, Simulation, or a combination of the two. The deliverable is a report of at most 12 pages (main report, excluding executive summary and technical appendices), along with a soft copy of any computer code and solver output.

MA425 Project in Operations Research & Analytics

This information is for the 2020/21 session.

Teacher responsible: Mr David Collier

Availability: This course is available on the MSc in Operations

Research & Analytics. This course is not available as an outside option.

Cannot be taken with MA426 Dissertation in Operations Research & Analytics.

Course content: The student will carry out and report upon a substantial practical piece of Operational Research or Data Analytics. The project will either be found by the course leader or may be suggested by the student, with the approval of his/her teachers.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 16.5 hours across Michaelmas Term and Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and lectures delivered as online videos.

Formative coursework: Each student will be assigned an internal project supervisor who will monitor his/her progress on a continuing basis and give tutorial advice as required.

Indicative reading: Detailed suggestions for reading will be provided in the course of supervision.

Assessment: Project (100%).

Assessment is based entirely on the project report.

The student is expected to work on this full-time from early June to end of August. The project report must be submitted on a specified date in late August/early September. The page limit for the report is 40 pages, excluding appendices.

MA426

Dissertation in Operations Research & Analytics

This information is for the 2020/21 session.

Teacher responsible: Prof Laszlo Vegh

Availability: This course is available on the MSc in Operations Research & Analytics. This course is not available as an outside option. Cannot be taken with MA425 Project in Operations Research & Analytics.

Course content: The aim of the dissertation is for students to pursue an independent piece of research within the field of management science. The dissertation is a quantitative or qualitative investigation in the field. It may be either a theoretical or empirical piece of research. Students must obtain the approval of their advisor before embarking on any research.

Teaching: There will be a minimum of 12 hours of lectures and seminars delivered across Michaelmas and Lent terms. Most of the teaching will be shared with MA498. This year, some or all of this teaching will be delivered through a combination of virtual classes and lectures delivered as online videos. The ratio of lecture time and seminar time varies each week. Seminars do not include personal supervision time, which is scheduled independently with the supervisors.

An initial seminar will include presentations by members of the Operations Research Group in the Department of Mathematics on proposed topics for dissertations that they would be interested in supervising. Additional seminars will cover important aspects of writing a dissertation in mathematics, including: what plagiarism is and how to avoid it, the use of libraries for research, electronic research, general aspects of writing mathematics, and preparing a manuscript using mathematical text processing software (in particular, LaTeX). Each student will be assigned a supervisor who will monitor their progress and provide appropriate guidance throughout the LT, ST, and over the summer.

Formative coursework: Students are required to submit Dissertation Plans to their supervisor in LT and ST.

Assessment: Dissertation (100%, 10000 words) post-summer term. Two paper copies of the dissertation must be submitted on a specified date in late August/early September. An electronic version of the dissertation must also be submitted.

MA427 Half Unit

Mathematical Optimisation

This information is for the 2020/21 session.

Teacher responsible: Dr Giacomo Zambelli

Availability: This course is available on the Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MSc in Applicable Mathematics, MSc in Operations Research & Analytics, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students must have sufficient knowledge of linear algebra (linear independence, determinants, matrix inversion and manipulation) and of basic multivariate calculus (derivatives and gradients).

Course content: Introduction to the theory and solution methods of linear and nonlinear programming problems, including: linear programming duality, Lagrangian duality, convex programming and Karush-Kuhn-Tucker conditions, algorithms for linear and convex optimisation problems, theory of good formulations for integer linear programming models, integer linear programming methods (branch and bound and cutting planes).

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and lectures delivered as online videos.

Formative coursework: Weekly exercises will be given that will be solved and discussed during the seminars. Three of those exercises will be handed in as formative coursework and the students will be given feedback on their submissions.

Indicative reading: Extensive lecture notes covering all parts of the course will be provided. Students interested in further readings can look at the books below.

- D Bertsimas and J N Tsitsiklis, Introduction to Linear Optimization (1997)
- S Boyd and L Vandenberghe, Convex Optimization (2004)
- M Conforti, G Cornuejols, G Zambelli, Integer Programming (2014)

Assessment: Exam (100%, duration: 3 hours) in the summer exam period.

The exam will take place online.

MA428 Half Unit

Combinatorial Optimisation

This information is for the 2020/21 session.

Teacher responsible: Katerina Papadaki

Availability: This course is available on the MSc in Applicable Mathematics and MSc in Operations Research & Analytics.

This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Some familiarity with graph theory and some knowledge of linear programming is desirable. For students that have no linear programming background, it is recommended that they read the material of the first four lectures of course MA423, which can be found on the Moodle page of MA423.

Course content: The course is intended as an introduction to discrete and combinatorial techniques for solving optimisation problems, mainly involving graphs and networks. Topics covered include: minimum spanning trees, with a brief introduction to matroids; shortest path algorithms; maximum flow algorithms; minimum cost flow problems; matching and assignment problems; and other topics that may vary from year to year.

Teaching: This course is delivered through a combination of

classes and lectures totalling a minimum of 30 hours across Lent Term. Lectures and solutions to exercises will be delivered as online videos; classes will be delivered as a combination of virtual and on campus question and answer sessions.

Formative coursework: Students will be given weekly exercises. Oral feedback will be provided in the virtual/on campus weekly classes (question and answer sessions), where the weekly homework will be discussed. Two of those exercises will be handed in as summative coursework and the students will be given written feedback on their submissions.

Indicative reading: Lecture notes will be supplied for most topics; otherwise reading from books will be indicated.

Most of the lectures will be based on topics from: R K Ahuja, T L Maganti and J B Orlin, *Network Flows* (2013).

Some topics might be from: David P. Williamson and David B. Shmoys, *The Design of Approximation Algorithms* (2011).

Assessment: Coursework (10%) in the LT.

Take-home assessment (90%) in the ST.

MA429 Half Unit

Algorithmic Techniques for Data Mining

This information is for the 2020/21 session.

Teacher responsible: Gregory Sorkin

Availability: This course is available on the MSc in Applicable Mathematics, MSc in Marketing and MSc in Operations Research & Analytics. This course is available as an outside option to students on other programmes where regulations permit.

The course will be capped to 45 students.

Pre-requisites: Students are not permitted to take this course alongside ST443, Machine Learning and Data Mining. Students must have knowledge of Statistics and the programming language R to the level of ST447, Data Analysis and Statistical Methods.

Course content: Data Mining is an interdisciplinary field developed over the last three decades. Vast quantities of data are available today in all areas of business, science, and technology as well as social networks. The goal of data mining is to extract useful information from massive-scale data. The aim of the course is to equip students with a theoretically founded and practically applicable knowledge of data mining. The theoretical foundations of the field come from mathematics, statistics, computer science and artificial intelligence.

The course introduces fundamental machine learning methods for basic data analytics problems. For classification and regression problems, these methods include naive Bayes, K-nearest neighbours, tree and forest construction, support vector machines, and neural networks. The course will also cover unsupervised learning methods such as clustering. The ethics of data mining is also discussed, from data collection through applications. The methods are illustrated on practical problems arising from various fields. The course uses data mining packages in R.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and lectures delivered as online videos.

Formative coursework: There will be weekly homework assignments, some of which will be submitted for formative feedback. A mock project will be given, as preparation for the summative group project.

Indicative reading:

- James, Witten, Hastie, Tibshirani, *An Introduction to Statistical Learning: with Applications in R* (2016)
- Hastie, Tibshirani, Friedman, *The Elements of Statistical Learning: Data Mining, Inference and Prediction*, 2nd ed. (2009)
- Witten, Frank, Hall, *Data Mining: Practical Machine Learning Tools and Techniques*, 3rd or 4th ed. (2016)
- Torgo, *Data Mining with R: Learning with Case Studies* (2010)

Assessment: Exam (50%, duration: 2 hours) in the summer exam

period.

Project (40%) in the ST.

Coursework (10%) in the LT.

The examination is critical to assessment. In order to pass this course, students need to achieve a mark of at least 50% in the examination. A fail mark in the exam will result in an overall fail mark for the course and cannot be compensated by the mark achieved in the coursework element.

MA431 Half Unit Not available in 2020/21

Advanced Topics in Operations Research and Applicable Mathematics

This information is for the 2020/21 session.

Teacher responsible: Dr Ahmad Abdi and Dr Neil Olver

Availability: This course is available on the CEMS Exchange, MBA Exchange, MSc in Applicable Mathematics and MSc in Operations Research & Analytics. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Basic knowledge of graph theory and optimisation. Fundamentals of Operations Research (MA423) or an equivalent background knowledge of linear programming.

Course content: An examination of advanced topics in Operations Research. The topics selected differ year to year; the topic for 2020/21 will be "Optimisation on Graphs". Topics covered in the course, such as the theory of perfect graphs, multicommodity flows, and the use of semidefinite programming. These topics are fundamental, but have important applications to (for example) communication over noisy channels, the design of communication and transportation networks, and network routing.

More detailed information is available on Moodle or from the Department of Mathematics administrative office.

Teaching: 20 hours of lectures and 13 hours and 30 minutes of seminars in the LT. 1 hour and 30 minutes of seminars in the ST.

Formative coursework: Details will be provided at the start of the course.

Indicative reading: Detailed suggestions for reading will be given before the start of the course.

Assessment: Assessment path 1

Exam (50%, duration: 2 hours) in the summer exam period.

Coursework (50%) in the LT.

Assessment path 2

Coursework (50%) in the LT.

Project (50%) in the ST.

Exam (50%, duration 2 hours). Coursework (50%) in the LT.

PhD students are expected to complete a research-based project in the ST as a replacement for the final exam.

MA433 Half Unit

Mathematics of Networks

This information is for the 2020/21 session.

Teacher responsible: Prof Andrew Lewis-Pye

Availability: This course is available on the MSc in Applicable Mathematics. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Mathematical maturity and an ability to write mathematical proofs. Linear algebra (diagonalisation, eigenvalues and eigenvectors), some graph theory and some basic game theory would be useful, but necessary knowledge from these areas will be revised during the course.

Course content: Globalisation and the growth of the internet have meant not only an increasing need to understand the way in which social and communication networks form and operate,

but also an unprecedented amount of data available to aid in this analysis. The last decade has seen a coming together of multiple scientific disciplines in an effort to understand how these highly connected systems function. The aim of this course will be to give an introduction to the study of networks, requiring as little background knowledge as possible. The course will begin with an analysis of some of the fundamental properties normally observed in real world networks, such as the small world property, high degrees of clustering and power law degree distributions. After reviewing required notions from game theory, we shall then apply these techniques to an analysis of the spread of behavioural change on networks, together with cascading effects and epidemic models. The final part of the course will be concerned with specific applications to the world wide web and page ranking.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and lectures delivered as online videos.

Formative coursework: Written answers to set problems will be expected on a weekly basis.

Indicative reading:

(1) D. Easley, J. Kleinberg. Networks, crowds and markets, Cambridge University Press, 2010.

(2) M. Newman. Networks: An Introduction, Oxford University Press, 2010.

(3) The Rise of the Network Society, The Information Age: Economy, Society and Culture, 2010 edition, Manuel Castells.

Assessment: Exam (80%, duration: 2 hours) in the summer exam period.

Presentation (20%).

20% of the final grade will be determined by groupwork, in which groups of around four or five students are each allocated a research paper by the lecturer. The students then have to meet (virtually or in person) in order to discuss and understand the paper, before giving a group presentation on the subject matter.

MA434 Half Unit Algorithmic Game Theory

This information is for the 2020/21 session.

Teacher responsible: Dr Paul Duetting Columbia House COL 3.08

Availability: This course is available on the MSc in Applicable Mathematics and MSc in Operations Research & Analytics.

This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students must have completed Algorithms and Computation (MA407) or have taken an equivalent course that provides basic knowledge in the analysis of algorithms. No prior knowledge about Game Theory is required.

Course content: The last 15-20 years have witnessed a lively interaction between computer science and economics. Many problems central to computer science – from resource allocation problems in large networks to online advertising – fundamentally involve the interaction of multiple self-interested parties. Game theory and mechanism design offer a host of models and definitions to reason about such problems. But the flow of ideas also travels in the opposite direction, as research in computer science has complemented the traditional economics literature in several ways. For example, computer science offers a focus on and a language to discuss computational complexity, has popularised the use of approximation guarantees in situations where exact solutions are unrealistic or unknowable, and proposes several alternatives to Bayesian- or average-case analysis that emphasise robust solutions to economic design problems. This course gives an overview over the key ideas and developments of this young research field. The focus is on the various new techniques and methods that have been developed, and the new insights that they yield.

Topics covered:

- Complexity of equilibria: hardness of computing pure Nash equilibria, poly-time algorithm for correlated equilibria
- Best response dynamics and no-regret learning: existence and speed of convergence
- Tools for bounding the inefficiency of equilibria: price of anarchy, price of stability, the smoothness framework
- Algorithmic mechanism design: the VCG mechanism and its computational complexity, characterization of truthful mechanisms and techniques for obtaining truthful poly-time approximation mechanisms
- Tools for the design and analysis of simple, robust, non-truthful mechanisms
- Posted price mechanisms and prophet inequalities

Teaching: This course is delivered through a combination of classes and lectures totaling a minimum of 30 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and lectures delivered as online videos.

Formative coursework: Students will be expected to produce 10 problem sets in the LT.

Written answers to set problems will be expected on a weekly basis.

Indicative reading:

1 Noam Nisan, Tim Roughgarden, Eva Tardos, Vijay V. Vazirani.

Algorithmic Game Theory. Cambridge University Press. September 2007.

2 Tim Roughgarden. Twenty Lectures on Algorithmic Game Theory. Cambridge University Press. August 2016.

3 David C. Parkes and Sven Seuken. Introduction to Economics and Computation: A Design Approach. Cambridge University Press. June 2019.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

MA498 Dissertation in Mathematics

This information is for the 2020/21 session.

Teacher responsible: Andrew Lewis-Pye

Availability: This course is compulsory on the MSc in Applicable Mathematics. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The Dissertation in Mathematics is an individual, substantial project as an introduction to mathematical research methods. The student will investigate and study an area of mathematical research or application of advanced mathematical techniques, and to write a report on their findings. The project may include some programming. The dissertation topic will normally be proposed by the Department.

Teaching: A minimum of 15 hours of lectures/seminars across the Michaelmas and Lent terms. This year, some or all of this teaching will be delivered through a combination of virtual classes and lectures delivered as online videos. The ratio of lecture time and seminar time varies each week. Seminars do not include personal supervision time, which is scheduled independently with student supervisors.

Several seminars will include presentations by members of the Department of Mathematics on proposed topics for dissertations that they would be interested in supervising. Additional seminars will cover important aspects of writing a dissertation in mathematics, including: what plagiarism is and how to avoid it, the use of libraries for research, electronic research, general aspects of writing mathematics, and preparing a manuscript using mathematical text processing software (in particular, LaTeX). Each student will be assigned a supervisor who will monitor their progress and provide appropriate guidance thorough the LT, ST, and over the summer.

Formative coursework: Students will be expected to produce an initial report (in LT) and an interim report (in ST) for which feedback will be provided.

Indicative reading: Detailed suggestions for reading will be provided by the supervisor.

Assessment: Dissertation (90%) in the LT and ST.
Oral examination (10%) in the ST.

Assessment is primarily based entirely on the Dissertation, three hard copies and one electronic copy of which must be submitted by early September (exact date to be specified later). The report may include some software relating to the project. Detailed information about the required format for this submission will be provided during the Seminars.

At the end of summer term, each student will give a presentation to an audience of two members of staff on the topic of their dissertations. If restrictions mean that presentations cannot be given in person this year, then they will be recorded and uploaded for assessment. The presentation will be graded and worth 10% of the course grade. Students will be given support in the seminars on how to prepare, how to present and what is expected.

MC401 Half Unit

Mediated Resistance and Activism

This information is for the 2020/21 session.

Teacher responsible: Professor Bart Cammaerts

Availability: This course is available on the MSc in Media and Communications and MSc in Politics and Communication.

This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course focuses on the various ways in which citizens, activists and social movements use, appropriate and shape media and communication technologies to resist, to mobilise for resistance, but also how resistance and movement discourses are represented and mediated, by activists themselves through movement and social media as well as by the mainstream media. The course will address several aspects of the intricate relationship between media and communication, resistance and activism. The course is organised around the core-concept of the 'mediation opportunity structure' referring to the opportunities for agency through media and communication, as well as the structural constraints preventing agency and stifling dissent. Both Information and Communication Technologies (ICT's) and more traditional media will be considered and a dialectical perspective on power and the relationship between agency and structure is adopted with a particular emphasis on strategies of resistance and circumvention.

At a theoretical level this course is situated at the intersection of social movement theory, political theory and media and communication theory. The different lectures will focus on various aspects of the mediation opportunity structure, including action repertoires, self-mediation practices, mainstream media representations, counter-hegemony, networked opportunities – using examples from various regions in the world. Some case-studies will be situated at a local level of analysis, others at a national, while again others might relate to regional contexts or even transnational levels of contestation.

Seminar discussion revolve around relevant readings as well as case study presentations. The seminars are student-led.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 20 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as online videos. This course includes a reading week in Week 6 of term.

Formative coursework: All students are expected to complete advanced reading, prepare seminar presentations and submit one essay of 1,500 words.

Indicative reading:

- Bailey, Olga, Cammaerts, Bart and Carpentier, Nico (2007) *Understanding Alternative Media*, Maidenhead: Open University Press.
 - Barassi, Veronica (2015) *Activism on the Web: Everyday Struggles Against Digital Capitalism*. London: Routledge.
 - Bennett, Lance and Segerberg, Alexandra (2013) *The Logic of Connective Action: Digital Media and the personalization of Contentious Politics*. Cambridge: Cambridge University Press.
 - Cammaerts, Bart (2018) *The Circulation of Anti-Austerity Protest*. Basingstoke: Palgrave-Macmillan
 - Cammaerts, Bart, Matoni, Alice and McCurdy, Patrick (eds) (2013) *Mediation and Protest Movements*. Bristol: Intellect.
 - Caygill, Howard (2013) *On Resistance: A Philosophy of Defiance*. London: Bloomsbury Press.
 - della Porta, Donnatella and Diani, Mario (2006) *Social Movements: An introduction - 2nd edition*. Oxford: Blackwell Publishing.
 - Dencik, Lina and Leistert, Oliver (eds) (2015) *Critical Perspectives on Social Media and Protest: Between Control and Emancipation*. London: Rowman and Littlefield.
 - Downing, John (2001) *Radical Media: Rebellious Communication and Social Movements*, Thousand Oaks, CA: Sage.
 - Earl, Jennifer and Kimport, Katrina (2011) *Digitally Enabled Social Change: activism in the Internet Age*. Boston, MA: MIT Press.
 - Fenton, Natalie (2016) *Digital, Political, Radical*. Cambridge: Polity.
 - Johnston, Hank (2014) *What is a Social Movement?*. Cambridge: Polity.
 - Martín-Barbero, Jesús (1993) *Communication, Culture and Hegemony: From the Media to Mediation*. London: Sage.
- Assessment:** Essay (100%, 3000 words) in the ST.

MC402 Half Unit

The Audience in Media and Communications

This information is for the 2020/21 session.

Teacher responsible: Professor Sonia Livingstone

Availability: This course is available on the MPhil/PhD in Data, Networks and Society, MSc in Culture and Society, MSc in Marketing, MSc in Media and Communications, MSc in Media and Communications (Research), MSc in Politics and Communication and MSc in Strategic Communications. This course is available with permission as an outside option to students on other programmes where regulations permit.

In order to accommodate academic staff research leave and sabbaticals, and in order to maintain smaller seminar group sizes, this course is capped, meaning that there is a limit to the number of students who can be accepted.

Course content: This course examines a variety of social, cultural and psychological issues as they relate to the audiences for mass and social media. It analyses people's everyday engagement with a mediated world. We will review the history of audiences and audience research from the vantage point of the present digital age, also examining key theories of audiences' and users' interpretation, engagement, fandom and creativity in a global and cross-media perspective. Students will be encouraged to read widely, to forge links with other aspects of media, communications and cultural studies in order to critically examine the positioning of audiences and users within the field, and to debate the nature and future of audiences in a changing media landscape.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 20 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as online videos. This course includes a reading week in Week 6 of term.

Formative coursework: All students are expected to complete advance reading, prepare seminar presentations, and submit one essay of 1,500 words.

Indicative reading:

- Abercrombie, N. & Longhurst, B. (1998) *Audiences: A Sociological Theory of Performance and Imagination*, Sage.
- Athique, A. (2016) *Transnational Audiences: Media Reception on a Global Scale*. Cambridge: Polity.
- Barker, M. (2018) *Participations: Journal of Audience & Reception Studies*, Volume 15 issue 1 (or other volumes).
- Brooker, W. & Jermyn, D. (Eds.) (2003) *The Audience Studies Reader*, Routledge.
- Butsch, R., & Livingstone, S. (Eds.) (2013) *Meanings of Audiences: Comparative discourses*, Routledge; chapter 1 at <http://eprints.lse.ac.uk/59640/>
- Hill, A. (2018) *Media Experiences: Engaging with drama and reality television*. London, Routledge.
- Nightingale, V. (ed.) (2011) *The Handbook of Media Audiences*, Wiley-Blackwell.
- Sender, K. (2012). *The makeover: Reality television and reflexive audiences*. New York: New York University Press.

Assessment: Essay (100%, 3000 words) in the ST.

MC403 Half Unit

Contemporary Issues in Media and Communications Policy

This information is for the 2020/21 session.

Teacher responsible: Dr Damian Tambini

Availability: This course is available on the MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Marketing, MSc in Media and Communications, MSc in Media and Communications (Media and Communications Governance) and MSc in Politics and Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course will be particularly beneficial to students with some background knowledge of media policy, regulation and governance. You are advised to consult the course teacher if you have not taken MC424, or if you do not have relevant professional experience.

This course is capped, meaning that there is a limit to the number of students who can be accepted.

Pre-requisites: No formal pre-requisite, but preparation for the course could include seeking additional reading in discussion with the course convenor, or auditing MC424 course materials and lectures from Moodle.

Course content: This course examines live issues in internet, broadcasting, press and telecommunications policy with a focus on current debates and an innovative format including practical exercises in policy engagement and guest speakers who are active in media policy. The aim will be to develop a practical approach to current debates at the same time referring to the longer term normative and theoretical background to intervention in this sector. After the first session, discussion will focus on a current issue each week, and the reading contains items relating to that issue. There may be some changes to the order of the sessions depending on availability of guest speakers, and supplementary readings may be advised during seminars or by email. Students will be encouraged to debate current policy issues including those that regulators and the government are currently consulting on, and develop a critical understanding of policy intervention, the policy process and strategy.

Teaching: This course is delivered through lectures totalling a minimum of 30 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as online videos. This course includes a reading week in Week 6 of term.

Formative coursework: All students are expected to complete advanced reading, prepare seminar presentations and submit one essay of 1,500 words.

Indicative reading: A reading list will be provided for each topic.

General works relevant to the course include:

- Baker, C.E. (2006). *Democracy at a crossroads: Why ownership matters*. In *Media concentration and democracy*. Cambridge: Cambridge University Press, pp. 5-53.
- Gangadharan, S. P. (2013). *Toward a deliberative standard: Rethinking participation in policymaking*. *Communication, Culture & Critique*, 6(1), 1-19.
- Mansell, R. & Raboy, M. (Eds.) (2011). *The handbook of global media and communication policy*. Malden, MA: Wiley-Blackwell.
- Moore, M. and Tambini, D. (Eds.). (2018). *Digital Dominance: The Power of Google, Amazon, Facebook and Apple*. Oxford, Oxford University Press.
- Papathanassopoulos, S., & Negrine, R. M. (2011). *Europeanizing the Media of Europe*. In *European media: Structures, policies and identity* (pp. 63–83). Cambridge: Polity Press.
- Pasquale, F., & Citron, D.K. (2014). *Promoting innovation while preventing discrimination: Policy goals for the scored society*. *Washington Law Review*, 89(4), 1413-1424.
- Raymond, M., & DeNardis, L. (2015, November). *Multistakeholderism: anatomy of an inchoate global institution*. *International Theory*, 7(3), 572-616.
- Shtern, J., Landry, N., & Raboy, M. (2012). *The least imperfect form of global governance yet? Multi-stakeholder governance of communication*. In D. Frau-Meigs (Ed.), *From NWICO to WSIS 30 years of communication geopolitics: actors and flows, structures and divides* (pp. 187–198). Bristol, UK: Intellect Books.
- Tambini, D. (2015). *Five theses on public media and digitalization: From a 56-country study*. *International Journal of Communication*, 5, 1400-1424.
- van Schewick, B. (2015). *Network neutrality and quality of service: What a non-discrimination rule should look like*. *Stanford Law Review*, 67(1), 1–26.
- Wu, Tim. *The Curse of Bigness: Antitrust in the New Guided Age*. Columbia Global Reports, New York, 2018.
- Journals such as *Media, Culture, and Society*, *New Media and Society*, *Journal of Digital Media and Policy*, *Telecommunications Policy*, and *Digital Policy, Regulation and Governance*.
- The European Information Society portal http://ec.europa.eu/information_society/index_en.htm as well as the websites of OECD, OfCOM, the FCC and other communications regulators see BEREC <https://berec.europa.eu/>

Assessment: Essay (100%, 3500 words) in the ST.

MC404 Half Unit

Political Communication in Democracies

This information is for the 2020/21 session.

Teacher responsible: Dr Nick Anstead

Availability: This course is compulsory on the MSc in Politics and Communication. This course is not available as an outside option.

Note: MC404 is a core course for the MSc Politics and Communication. It is not available to students outside the programme.

Course content: The aim of the course is to examine the relationship between the media and political processes in comparative perspective. It offers a critical review of key aspects of contemporary theory and research in political communications, examining a range of interconnected issues concerning the relationship between politics and media including: the political influence of the media; public opinion; election and referendum campaigning; political marketing and branding; political reporting; media and public knowledge; and public diplomacy.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 20 hours across Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as online videos. This course includes a reading week in Week 6 of term.

Formative coursework: All students are expected to complete advance reading, prepare seminar presentations, and submit one essay of 1,500 words.

Indicative reading:

- Bennett, W. L. & Segerberg, A. 2012. *The Logic of Connective Action: Digital Media and the Personalization of Contentious Politics*. Cambridge: Cambridge University Press.
- Chadwick, A. 2013. *The Hybrid Media System: Politics and Power*. Oxford: Oxford University Press.
- Coleman, S. & Blumler, J. G. 2009. *The Internet and democratic citizenship : theory, practice and policy*. Cambridge ; New York: Cambridge University Press.
- Davis, A. 2019. *Political Communication: A New Introduction for Crisis Times*. London: John Wiley & Sons.
- Esser, F. and Pfetsch, B. (Eds). 2004. *Comparing Political Communications*, New York, Cambridge University Press.
- Issenberg, S. 2012. *The Victory Lab: The Secret Science of Winning Campaigns*: Crown.
- Norris, P. 2000. *Virtuous Circle*, Cambridge University Press.
- Scammell, M. and Semetko, Holli A. 2012. *The SAGE Handbook of Political Communication*. London: Sage.
- Scammell, M. 2014. *Consumer Democracy: The Marketing of Politics*. New York, NY USA: Cambridge University Press.
- Stromer-Galley, J. 2014. *Presidential campaigning in the Internet age*. Oxford: Oxford University Press.
- Willnat, L, and Annette A (Eds) 2009. *Political communication in Asia*. London ; New York: Routledge.
- Wring, D., Mortimore, R., & Atkinson, S. 2018. *Political Communication in Britain*. London: Springer.

Assessment: Essay (100%, 3000 words) in the LT.

MC407 Half Unit Not available in 2020/21 International Media and The Global South

This information is for the 2020/21 session.

Teacher responsible: Prof Shakuntala Banaji FAW.7.01F

Availability: This course is available on the MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Inequalities and Social Science, MSc in Media and Communications, MSc in Media and Communications (Research) and MSc in Media, Communication and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

In order to accommodate academic staff research leave and sabbaticals, and in order to maintain smaller seminar group sizes, this course is capped, meaning that there is a limit to the number of students who can be accepted.

Course content: This course challenges students to raise questions about the power and role of international media – including media originating in the global south, and that circulated by NGOs – in shaping discourses about development, group identities and the global south. Building on empirical examples, the lectures aim to demonstrate that the reporting and discussion of gender, poverty, disasters, political unrest, underdevelopment and development by international media organisations has implications, not only for the way the global south and its diverse populations are imagined and represented, but also for the arena of international and national policy and politics. Using theories of ideology, critical political economy and postcoloniality, the course critically investigates key questions concerning the role of international, national, NGO and subaltern media in development, including the failure of colonial relationships of power to pass away. The course offers insight into how to approach the study of media constructions, discourses and representations of, and about, the global south and its citizens. The objectives are to: (a) Introduce debates about how media power shapes international development discourses and political realities for citizens in

the global south; (b) Link dominant development theories to the paradigms of mediated NGO development interventions; (c) Provide a postcolonial critique of the study of representations of poverty, development, participation and the global south; (d) Critically assess aspects of the political economy of international media production within the contexts in which both local media groups and NGOs research, package and produce information about international development, especially in and about the global south and (e) Investigate whether and in what ways new and mobile technologies, and small and participatory media formats enable alternative voices and critical frameworks from the global south to be heard. The course is organized into three sections: 1) a historical and theoretical overview of international media, development and the global south locating the debate(s) around development and communication within postcolonial and other critical frameworks, 2) Critical perspectives, drawn selectively from studies of development theory, political economy and cultural studies and pertaining to identity, ideology, representation, regulatory frameworks, good governance and democracy and 3) Cases and practices in reporting development, poverty, inequality and humanitarian issues. Cross-cutting themes will include a consideration of gender, NGO communications, ethnic and social conflict, tourism campaigns, social media and ICTs in the context of international media and change in the global south.

Teaching: 10 hours of lectures and 10 hours of seminars in the LT.

Formative coursework: All students are expected to complete advance reading, contribute to Moodle forums, prepare seminar presentations, and submit one essay of 1,500 words.

Indicative reading: Abbas, M. A. and J. N. Erni (2004) (eds.) *Internationalizing Cultural Studies: an Anthology*. Oxford: Blackwell; Banaji, S. (ed.) (2012) *South Asian Media Cultures: Audiences, Representations, Contexts*. London and New York: Anthem Press. Bernal, V. and Grewal, I. (2014) *Theorising NGOs: States, Feminism and Neoliberalism*, Durham: Duke University Press. Dines, G. and Humez, J. M. (2014, 4th Edition) *Gender, Race, and Class in Media: A Critical Reader*, London, New York, New Delhi: Sage. Eagleton, T. (1991) *Ideology: an Introduction*. London: Verso. Eisenstein, Z. (2004) *Against Empire: Feminisms, Racism and the West*, London, New York: Zed Press. De Kosnik, A. and Feldman, K. (2019) *#identity: Hashtagging Race, Gender, Sexuality, and Nation*. Hall, S (ed.) (1997) *Representation: Cultural Representations and Signifying Practices*, Thousand Oaks CA: Sage Publications. Hayter, T. (1990) *The Creation of World Poverty*. London: Pluto Press. Hemer, O. and Tufte, T. (eds) (2005) *Media and Global Change: Rethinking Communication for Development*, Clacso and NORDICOM. Independent Commission for the Study of Communication Problems (ICSCP) (1980/2004) *Many Voices, One World: Communication and Society, Today and Tomorrow; Towards a New More Just and More Efficient World Information and Communication Order*. (MacBride Report) London, New York and Paris: Kogan Page and UNESCO. Iqani, M. and Dosekun, S. (eds) (2019) *African luxury: aesthetics and politics*. Bristol: Intellect. Kovats-Bernat, J. C. (2006) *Sleeping Rough in Port-au-Prince: an Ethnography of Street Children and Violence in Haiti*. Florida: University of Florida Press. Mamdani, M. (2004) *Good Muslim, Bad Muslim: America, the Cold War, and the Roots of Terror*. New York: Pantheon Books. Matos, C. (2012) *Media and Politics in Latin America: Globalisation, democracy and identity*. New York: I.B. Tauris. Mignolo, W. (2012). *The Darker Side of Western Modernity: Global Futures, Decolonial Options*. Durham, NC: Duke University Press. Mody, B. (ed.) (2003) *International and Development Communication: A 21st Century Perspective*. 2nd Edition. Thousand Oaks, CA: Sage. Rai, S. M. and Waylen, G. (eds) (2014) *New Frontiers in Feminist Political Economy*. London and New York: Routledge. Rodriguez, C. (2011). *Citizens' Media against Armed Conflict: Disrupting Violence in Colombia*. Minnesota: University of Minnesota Press. Said, E. (1979) *Orientalism*. New York: Vintage

Assessment: Essay (100%, 3000 words) in the ST.

MC408 Half Unit

Theories and Concepts in Media and Communications

This information is for the 2020/21 session.

Teacher responsible: Dr Dylan Mulvin

Availability: This course is compulsory on the MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Media and Communications, MSc in Media and Communications (Data and Society), MSc in Media and Communications (Media and Communications Governance), MSc in Media and Communications (Research), MSc in Media, Communication and Development, MSc in Politics and Communication and MSc in Strategic Communications. This course is available on the Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MPhil/PhD in Data, Networks and Society, MPhil/PhD in Media and Communications, MSc in Culture and Society, MSc in Gender, Media and Culture and MSc in Political Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit.

In order to accommodate academic staff research leave and sabbaticals, and in order to maintain smaller seminar group sizes, this course is capped, meaning that there is a limit to the number of students who can be accepted. Whilst we do our best to accommodate all requests, we cannot guarantee you a place on this course.

Course content: This course addresses key theoretical and conceptual issues in the study of media and communications, within a broadly interdisciplinary social science perspective. It grounds the analysis of media and communications phenomena within broader sociological and political theories of social order and social change, thereby revealing the shifting significance of the media environment for relations among the state, market and public sphere in a globalising knowledge society. The course is divided into two main sections. The first part examines what we study, which ranges from content and infrastructures to audiences, communities, algorithms and data. The second part explores selected critical perspectives which have proved influential in the field of media and communications and which provide answers to the question why we study what we study.

As a team-taught course that combines weekly lectures and seminars, its purpose is to expose students to a wide range of research-led debates at an advanced level, and to enable students to develop their understanding and critical appraisal of the relation between media and power at the levels of institutions, culture and social processes.

The course also includes an invited speaker series ('Media Agenda Talks') which addresses the interface between academic issues taught on the Media and Communications programmes and professional issues facing the media and communications industry. Speakers will normally include a mix of journalists and executives working for UK and global media companies or in the NGO-sector in London. The purpose is to provide an opportunity for students to relate the topics and themes addressed within their academic studies to the debates and concerns currently facing practitioners.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 30 hours across Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as online videos. This course includes a reading week in Week 6 of term.

As part of this course there will also be a series of 'Media and Communications in Action' Talks; a series of recorded interviews with practitioners in the media and communications industries, which students will be expected to participate in online and submit questions.

Formative coursework: All students are expected to complete

advance reading, prepare seminar presentations, and submit one essay of 1,500 words during MT.

Indicative reading: A specialist reading list will be provided for each topic. General reference readings relevant to the course include:

- Atton, C. (2015) *The Routledge Companion to Alternative and Community Media*. London: Routledge.
- Bella, M. (2003) *International and Development Communication: A 21st Century Perspective - 2nd Edition*. Thousand Oaks, CA: Sage.
- Blommaert, J. (2005) *Discourse: A Critical Introduction*. Cambridge: Cambridge University Press.
- Carey, J. W. (1989) *Communication as Culture*. New York, NY: Routledge.
- Castells, M. (2009) *Communication Power*. Oxford: Oxford University Press.
- Chadwick, A. (2017) *The Hybrid Media System: Politics and Power - 2nd Edition*. Oxford: Oxford University Press
- Couldry, N. and Hepp, A. (2016) *The Mediated Construction of Reality*. Cambridge: Polity.
- Curran, J. (ed.) (2010) *Media and Society*. 5th Edition. London: Bloomsbury.
- Dahlgren, P. (2009) *Media and Political Engagement*, Cambridge: Cambridge University Press.
- Hall, S. (ed.) (1997) *Representation: Cultural Representations and Signifying Practices*. Milton Keynes: Open University Press.
- Harp, D., Loke, J. and Bachmann, I. (eds.) (2018) *Feminist Approaches to Media Theory and Research*. Basingstoke: Palgrave MacMillan.
- Howarth, David (2000) *Discourse*. Buckingham: Open University Press.
- Fenton, N. (ed.) (2010) *New Media, Old News: Journalism and Democracy in the Digital Age*, London: Sage.
- Mansell, R. (2012) *Imagining the Internet: Communication, Innovation, and Governance*. Oxford: Oxford University Press.
- McQuail, D. (2010) *Mass Communication Theory - 6th Edition*. London: Sage.
- Meijas, M. (2013) *Off the Network: Disrupting the Digital World*. Minneapolis, MN: Minnesota University Press.
- Thompson, J. B. (1995) *The Media and Modernity: A social theory of the media*. Cambridge: Polity.
- Turkle, S. (2011) *Alone together*. New York, NY: Basic Books.
- Wasko, J., Murdock, G. and Sousa, H. (eds) (2011) *The Handbook of Political Economy of Communications*. London: Wiley-Blackwell.
- Zuboff, S. (2019) *The Age of Surveillance Capitalism: The Fight for a Human Future at the New Frontier of Power*. London: Profile Books Ltd.

Assessment: Essay (100%, 3000 words) in the LT.

MC409 Half Unit

Media, Technology and Everyday Life

This information is for the 2020/21 session.

Teacher responsible: Dr Leslie Haddon

Availability: This course is available on the MPhil/PhD in Data, Networks and Society, MSc in Media and Communications, MSc in Media and Communications (Data and Society), MSc in Media and Communications (Research) and MSc in Media, Communication and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

In order to accommodate academic staff research leave and sabbaticals, and in order to maintain smaller seminar group sizes, this course is capped, meaning that there is a limit to the number of students who can be accepted.

Course content: The course aims to explore how information and communication technologies are experienced in everyday life. This includes examining how ICTs are socially shaped, through

looking at current theoretical frameworks as well as historical and contemporary examples. The course covers such matters as the domestication of ICTs, their place in social networks and their implications for time and space. Finally, a range of potential social consequences are considered, from the specific implications for parent-child relationships to broader questions about the extent to which these technologies are changing social life.

Teaching: This course will be delivered through a combination of lectures and seminars totalling a minimum of 20 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as online videos. This course includes a reading week in Week 6 of term.

Formative coursework: All students are expected to complete advance reading, prepare seminar presentations, and submit one essay of 1,500 words.

Indicative reading:

- Ito, M. (2010) *Hanging Out, Messing Around and Geeking Out: Kids Living and Learning with New Media*, MIT Press, Cambridge, MA.
- Boyd, D. (2014) *It's Complicated: The Social Lives of Networked Teenagers*, Yale University Press, New Haven.
- Byam, N. (2015) *Personal Communications in a Digital Age*, Cambridge, Polity.
- Turkle, S. (2011) *Alone Together: Why we Expect More from Technology and Less from Each Other*, Basic Books, New York.
- Curran, J., Fenton, N. and Freedman, D. (eds) (2016) *Misunderstanding the Internet (Second Edition)*, Routledge, London.

Assessment: Essay (100%, 3000 words) in the ST.

MC411 Half Unit Media and Globalization

This information is for the 2020/21 session.

Teacher responsible: Dr Wendy Willems

Availability: This course is compulsory on the MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT) and MSc in Global Media and Communications (LSE and USC). This course is not available as an outside option.

Course content: The aim of this course is to explore and demonstrate the role of media and communications in processes of globalisation by introducing the relevant literature, by examining various theories of globalisation and by identifying their relevance in understanding the media. Topics taught include media imperialism, global media production, cosmopolitanism, global representations, global consumption, and comparative research.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 25 hours across Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as online videos. This course includes a reading week in Week 6 of term.

Formative coursework: All students are expected to complete advance reading, participate actively in seminar discussions, carry out seminar presentations and submit one essay of 1,500 words.

Indicative reading: A reading list will be provided for each topic. General works relevant to the course include:

- Appadurai, A. (1996). *Modernity at Large: Cultural Dimensions of Globalisation*. Minneapolis, MN: University of Minnesota Press.
- Eriksen, T. (2014) *Globalization*. London: Bloomsbury.
- Flew, T. (2018). *Understanding Global Media*. London: Red Globe Press.
- Kraidy, M.M. (2018). *Global Media Studies: A Critical Agenda*. *Journal of Communication* 68: 337-346.
- Lee, C.-C. (2015). *Internationalizing 'International Communication'*. Ann Arbor, MI: University of Michigan Press.
- Miller, T. and M.M. Kraidy (2016). *Global Media Studies*.

Cambridge: Polity Press.

- Rantanen, T. (2004). *The Media and Globalization*. London: Sage.
- Rantanen, T. (2019). Introduction. In: T. Rantanen and C. Jiménez-Martínez (eds), *Globalization and the Media*. London: Routledge.
- Tomlinson, J. (1999). *Globalisation and Culture*. Cambridge: Polity Press.
- Wilkins, K., Straubhaar, J. and S. Kumar (2013). *Global Communication: New Agendas in Communication*. London: Routledge.

Assessment: Essay (100%, 3000 words) in the LT.

MC413 Half Unit Not available in 2020/21 Information, Communication and Knowledge Systems

This information is for the 2020/21 session.

Teacher responsible: Prof Robin Mansell FAW.6.01E

Availability: This course is available on the MPhil/PhD in Data, Networks and Society and MSc in Media and Communications (Media and Communications Governance). This course is available with permission as an outside option to students on other programmes where regulations permit.

In order to accommodate academic staff research leave and sabbaticals, and in order to maintain smaller seminar group sizes, this course is capped, meaning that there is a limit to the number of students who can be accepted. Whilst we do our best to accommodate all requests, we cannot guarantee you a place on this course.

Course content: This course examines how innovation and policy influence the development of digital technologies and the information, communication and knowledge environment they support. It critically assesses media and communications (and internet) policy and practice which aim to secure public benefit that is equitable, just and inclusive. Policy and practice influence, and are influenced by, institutional arrangements in distinctive political, social and cultural contexts. This course offers an opportunity to acquire an understanding of critical approaches to policy analysis in relation to information / knowledge societies and their contributions to the Sustainable Development Goals. It explores dominant and alternative perspectives, comparing and contrasting their discourses and consequences. Students will critically assess developments in their own regions/countries and examine the reasons that policy formation and implementation are contested in this area, resulting in both empowering and disempowering outcomes.

Provisional Lectures:

- 1) Introduction: What are information or knowledge societies?
- 2) Digital Technologies and the Sustainable Development Goals (SDGs): Mainstream Views
- 3) Dominant Strategies for Assessing the Contribution of Digital Technologies to the SDGs
- 4) What is Critical Policy Analysis?
- 5) Using Critical Policy Analysis to Critique Mainstream Views of the Contribution of Digital Technologies to the SDGs - Reading Week
- 7) Critical Reflections on Digital Applications and SDGs I: Policy Communities and the Capabilities Approach
- 8) Critical Reflections on Digital Applications and SDGs II: Power Relations and Discourse Analysis
- 9) Applying Critical Policy Analysis to Digital Divide Debates
- 10) Applying Critical Policy Analysis to Governance of the Digital Environment Environment Debates
- 11) Conclusion: Influencing Digital Policy and SDG Debates for Equity, Inclusion and Justice.

Teaching: 10 hours of lectures and 10 hours of seminars in the MT.

Formative coursework: All students are expected to complete advance reading, participate in seminar role playing tasks, and submit one essay of 1,500 words. Students will be encouraged to

draw upon policy documents developed in their own countries as resources to inform their role playing.

Indicative reading: Braum, K. (2015) 'Between Representation and Narration: Analysing Policy Frames' in F. Fischer, D. Torgerson, A. Durnova, and M. Orsini (eds) *Handbook of Critical Policy Studies*. Cheltenham: Edward Elgar Publishing, pp. 441-461. Cummings, S., Regeer, B., de Haan, L., Zweekhorst, M., and Bunders, J. (2017) 'Critical Discourse Analysis of Perspectives on Knowledge and the Knowledge Society within the Sustainable Development Goals', *Development Policy Review*, First Published 12 June. ITU. (2017) *Fast-Forward Progress: Leveraging Tech to Achieve the Global Goals*. Geneva: International Telecommunication Union. Kleine, D. (2013) 'Applying the Capabilities Approach to ICT4D', in *Technologies of Choice? ICTs, Development, and the Capabilities Approach*, pp. 17-54. Maciel, M. L. and Albagli, S. 2010. 'Knowledge Societies, Seen from the South: Local Learning and Innovation Challenges'. *International Social Science Journal*, 60(195): 97-107. Schmidt, V. A. (2015) 'Discursive Institutionalism: Understanding Policy in Context' in F. Fischer, D. Torgerson, A. Durnova, and M. Orsini (eds) *Handbook of Critical Policy Studies*. Cheltenham: Edward Elgar Publishing, pp. 171-189. United Nations. (2017) *The Sustainable Development Goals Report 2017*. New York: United Nations. Unwin, T (2017) *Reclaiming Information and Communication Technologies for Development*. Oxford: Oxford University Press.

Assessment: Essay (100%, 3000 words) in the LT.

MC416 Half Unit

Representation in the Age of Globalisation

This information is for the 2020/21 session.

Teacher responsible: Professor Shani Orgad

Availability: This course is available on the MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Media and Communications and MSc in Media and Communications (Research). This course is available with permission as an outside option to students on other programmes where regulations permit. In order to accommodate academic staff research leave and sabbaticals, and in order to maintain smaller seminar group sizes, this course is capped, meaning that there is a limit to the number of students who can be accepted. Whilst we do our best to accommodate all requests, we cannot guarantee you a place on this course.

Course content: Images and stories circulated in the media play a central role in informing how we imagine the world, others and ourselves. We become increasingly dependent, often exclusively, on what we see, read and hear in the news, on social media, our favourite television drama series, in advertisements, and films, or on the radio. This course focuses on the way media representations are implicated in the exercise of power over how we think and feel through the construction of meaning. It explores the opportunities that media representations present for the creation of a global and interconnected space, which enables the people living in it to conduct their social, cultural, political and economic lives in positive, just and inclusive ways. At the same time, the course discusses some of the critical challenges, limits and threats those visual and textual representations present. The discussion focuses on the representation of the Other and the production of difference, the representation of gender, suffering and migration - timely issues which are ever more urgent in contemporary public life. It examines how transformations in the contemporary media landscape, such as the expansion of social media platforms, the increasing commodification and global scope of communication, shape the ways in which public issues are framed, imaged, and constructed, the consequences this may have for the moral judgements people make and the possibilities for disrupting dominant narratives and imaginaries.

Teaching: This course is delivered through a combination of lectures, seminars and a workshop totalling a minimum of 20 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as online videos. This course includes a reading week in Week 6 of term.

Formative coursework: All students are expected to complete advance reading, prepare seminar presentations, and submit one essay of 1,500 words.

Indicative reading:

- Amin, A. (2012). *Land of Strangers*, Polity.
- Bauman, Z. (2016). *Strangers at Our Door*, Polity.
- Hall, S. (1997) *Representation: Cultural Representations and Signifying Practice*, Sage; Macdonald, M. (2003) *Exploring Media Discourse*, Arnold.
- Orgad, S. (2012) *Media Representation and the Global Imagination*, Cambridge: Polity.
- Pickering, M. (2001). *Stereotyping: The Politics of Representation*, Palgrave.
- Said, E. (1985) *Orientalism*, Penguin.
- Silverstone, R. (2007) *Media and Morality: On the Rise of the Mediapolis*, Polity.

Assessment: Essay (100%, 3000 words) in the ST.

MC418 Half Unit

Communication: Cultures and Approaches

This information is for the 2020/21 session.

Teacher responsible: Professor Myria Georgiou

Availability: This course is compulsory on the MSc in Media and Communications. This course is available on the MPhil/PhD in Data, Networks and Society, MPhil/PhD in Media and Communications, MSc in Gender, Media and Culture, MSc in Media and Communications (Media and Communications Governance) and MSc in Media and Communications (Research). This course is not available as an outside option.

In order to accommodate academic staff leave, and in order to maintain smaller group sizes, this course is capped, meaning there is a limit to the number of students who can be accepted.

Course content: This course examines key concepts and critical perspectives on the processes of communication that underpin social, economic and cultural relations across diverse spheres of modern life. It takes an interdisciplinary and theoretical perspective, comparing the claims and contribution of selected key approaches of communication in order to understand and critique the symbolic and material power of communication media. With a substantive focus on the shifts from mass to networked media and from national to globalised communication processes, the course offers a selective introduction to key approaches in communication. It examines a series of critical perspectives, drawing on current research debates in the field of media and communications and beyond. The course is team taught by active researchers in the field of media and communications and aims to enable students to develop their critical understanding of the communication processes central to the contemporary media and communications environment.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 20 hours across Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as online videos. This course includes a reading week in Week 6 of term.

Formative coursework: All students are expected to complete advance reading, prepare seminar presentations, and submit an essay of 1,500 words.

Indicative reading:

- Banet-Weiser, S. (2018) *Empowered: Popular Feminism and Popular Misogyny*, Duke University Press.
- Castells, M. (2009) *Communication Power*, Oxford University

- Press.
- Chadwick, A. (2013) *The Hybrid Media System*, Oxford University Press.
 - Couldry, N. (2012) *Media, Society, World, Polity*.
 - Curran, J. and Park, M.J. (ed) (2000) *De-Westernizing Media Studies (Communication and Society)*, Routledge.
 - Dutton, W.H. (2013) *The Oxford Handbook of Internet Studies*. Oxford University Press.
 - Georgiou, M. (2013) *Media and the City*, Polity Press.
 - Hall, S. (ed.). (1999) *Representation: Cultural representations and signifying practices*, Sage.
 - Iqani, M. and F. Resende (eds.) (2019) *Media and the Global South: Narrative Territorialities, Cross-cultural Currents*, Routledge.
 - Mansell, R. (2012) *Imagining the Internet: communication, innovation, and governance*, Oxford University Press.
 - McLuhan, M. (2001[1964]); *Understanding Media: The Extensions of Man*, Routledge.
 - Meyrowitz, J. (1985) *No Sense of Place*, Oxford University Press.
 - Silverstone, R. (2007) *Media and Morality*, Polity Press.
 - Udupa, S. (2018) *Making news in Global India*, Cambridge University Press.
 - van Dijck, J. (2013) *The Culture of Connectivity*, Oxford University Press.

Assessment: Essay (100%, 3000 words) in the LT.

MC419 Half Unit

Modern Campaigning Politics

This information is for the 2020/21 session.

Teacher responsible: Dr Nick Anstead

Availability: This course is compulsory on the MSc in Politics and Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is recommended for MSc Politics and Communication students. Additionally, it is open to students from other degrees in the department and from other departments.

Course content: The focus of this module is the intersection between practical politics and academic research. The course is taught by a series of invited guest lecturers who are experts in the field of political campaigning for political parties and NGOs. It will connect with theory taught on other courses in the department and will enable students to see how theory is relevant and applied to the practice of modern political campaigns in the context of the evolving nature of contemporary political communication. It will examine core and general concepts in campaigning including political strategy and how it is developed; the shaping and measurement of public opinion; and the role of data targeting in modern campaign.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 20 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as online videos. This course includes a reading week in Week 6 of term.

Formative coursework: This formative coursework for this course is a reduced length version of the summative assessment (see below for further details):

- A 500 word campaign memo advocating a specific strategy for a campaign of your choice (this might be for a candidate, a political party or a campaign / protest group).
- A 1000 word academic reflection on the strategy memo, where you will justify and explain your strategic recommendations with reference to relevant academic research.

Indicative reading:

- Campbell, A. (2007). *The Blair years: extracts from the Alastair Campbell diaries*. Knopf.
- Chadwick, A. 2013. *The Hybrid Media System: Politics and Power*. Oxford: Oxford University Press.

- Denton E. D. (Ed.) (2000) *Political Communication Ethics: An Oxymoron?*, Praeger Publishers.
- Gould, P. (1998) *The Unfinished Revolution: How the Modernisers Saved the Labour Party*, Little Brown.
- Issenberg, S. (2012). *The Victory Lab: The Secret Science of Winning Campaigns*. Crown.
- Kreiss, D. 2016. *Prototype Politics: Technology-Intensive Campaigning and the Data of Democracy*. Oxford University Press.
- Negrine, R. (2006) *The Political Communication Reader*, Routledge.
- Nielsen, R. K. (2012). *Ground wars: Personalized communication in political campaigns*. Princeton University Press.
- Nimmo, D. D. (2001) *Political persuaders: the techniques of modern election campaigns*, Transaction Publishers.
- Stanyer, J. (2007) *Modern Political Communication*, Polity.
- Swanson, D. L. & Mancini, P. (1996) *Politics, Media, and Modern Democracy An International Study of Innovations in Electoral Campaigning and Their Consequences*, Greenwood.
- Ross, T. (2015). *Why the Tories Won*. London: Biteback.
- Trent, J. S. & Friedenberg, R. V. (2007) *Political Campaign Communication: Principles and Practices - 6th edition*, Rowman & Littlefield.

Assessment: Essay (100%, 3000 words) in the ST.

This summative assessment for this course is a two-part piece of coursework.

- A 1000 word campaign memo advocating a specific strategy for a campaign of your choice (this might be for a candidate, a political party or a campaign / protest group).
- A 2000 word academic reflection on the strategy memo, where you will justify and explain your strategic recommendations with reference to relevant academic research.

NB. One additional requirement of the summative coursework is that it cannot be on the same example used in the formative coursework.

MC420 Half Unit

Identity, Transnationalism and the Media

This information is for the 2020/21 session.

Teacher responsible: Professor Myria Georgiou

Availability: This course is available on the MSc in Culture and Society, MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Media and Communications and MSc in Media, Communication and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

In order to accommodate academic staff research leave and sabbaticals, and in order to maintain smaller seminar group sizes, this course is capped, meaning that there is a limit to the number of students who can be accepted. Whilst we do our best to accommodate all requests, we cannot guarantee you a place on this course.

Course content: This course examines the relation between identity and the media in the context of migration and transnationalism. As the world becomes increasingly interconnected – not least as a consequence of technological advances that enable information, people and things to move between places and across distances – questions are raised about the consequences of those changes for identity. More particularly, the course examines (i.) how those who move, but also those who don't, develop a sense of self in an interconnected, mediated world; (ii.) how digital communication connects or disconnects people within and across space and what those connections mean for collective identities, communities and nations; and (iii.) how mediated communication raises or erases boundaries between people – locally, nationally and transnationally. Engaging with a range of theories, case studies and creative activities, the course invites students to develop a globally oriented and critical understanding of identity, media and transnationalism.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 20 hours across Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as online videos. This course includes a reading week in Week 6 of term.

Formative coursework: All students are expected to complete advance reading, prepare seminar presentations, and submit a 1,500 words case study.

Indicative reading:

- Amin, A. (2012) *Land of Strangers*. Cambridge: Polity.
- Appadurai, A. (2006) *Fear of Small Numbers*, Duke University Press.
- Coates, T-N. (2015) *Between the world and me*. Melbourne: TPC.
- Du Gay, P. et al. (eds.) (2000) *Identity: A Reader*, London: Sage.
- Hall, S. and P. du Gay (eds.) (1996) *Questions of Cultural Identity*, Sage.
- Georgiou, M. (2006) *Diaspora, identity and the media*, Hampton Press.
- Gilroy, P. (2004) *After Empire: Multiculture or Postcolonial Melancholia*, Routledge.
- Smets, K., K. Leurs, M. Georgiou, S. Witteborn and R. Gajjala (2020) *The Sage Handbook of Media and Migration*, Sage.
- Yuval-Davis, N., G. Wemyss and C. Cassidy (2019) *Bordering*, Polity.
- Werbner, P. (2008) *Anthropology and the New Cosmopolitanism: Rooted, Feminist and Vernacular Perspectives*, Berg.
- Vertovec, S. (2009) *Transnationalism*, Routledge.

Assessment: Essay (80%, 3000 words) in the LT.

Project (20%, 500 words) in the MT.

A 3000-word essay on a case study of students' choice and a 500-word blog on one of the identities taught in the course.

MC421 Half Unit

Critical Approaches to Media, Communication and Development

This information is for the 2020/21 session.

Teacher responsible: Professor Shakuntala Banaji

Availability: This course is compulsory on the MSc in Media, Communication and Development. This course is not available as an outside option.

Course content: The content of the course addresses the history of and tensions between 'media for development' and 'communication for development', while challenging mainstream development perspectives on aid, modernisation, and the role of ICTs and media and communication in low income countries and unequal social contexts. It achieves this aim by emphasising the conflictual relationships between economic and political power structures and the empowerment of individuals, as well as among collective groupings within their local and regional contexts. In particular, paying attention to issues of history, colonisation, race and gender, this course questions who constructs knowledge and how knowledge is constructed in modernisation approaches to Media, Communication and Development. It explores the ways in which the concepts of ideology, discourse, orientalism, reflexivity and power can enable a critical understanding of social life, participation and change in the global south. The course also offers a sharp critique of scholarly and policy oriented literature that regards the media, information, and communication strategies, and information and communication technology applications, as obvious direct means of alleviating poverty, improving health outcomes and fostering democracy and human rights in low-income countries. It offers alternative theorisations of the contested way in which developments in these areas become embedded in the cultural and social fabric, especially where injustice, poverty and unequal power relations influence the capacities of individuals to make changes in their lives and communities.

Teaching: This course is delivered through a combination of lectures, seminars and a film screening totalling a minimum of 33

hours across Michaelmas Term and 1 hour in Summer Term. This year, all of this teaching will be delivered through a combination of virtual or face-to-face classes and flipped-lectures delivered as online videos and/or synchronous online lectures and Q and A. This course includes a reading week in Week 6 of term.

Formative coursework: All students are expected to complete advance reading, participate in case studies and discussions on moodle forums, prepare seminar presentations, organise and attend practitioner seminars and film/documentary viewings and submit one essay of 1,500 words.

Indicative reading:

- Abrahamson, R. (2000) *Disciplining Democracy: Development Discourse and Good Governance in Africa*. London, Zed Books.
- Banaji, S. (2016). *Children and Media in India: Narratives of Class, Agency and Social Change*. London and New York: Routledge.
- Enghel, F. and Noske-Turner, J. (2018) *Communication for International Development: Doing Good or Looking Good?* London & New York: Routledge.
- Escobar, A. (2011) *Encountering Development: The Making and Unmaking of the Third World*. Princeton USA: Princeton University Press.
- Freire, P. (1970) *Pedagogy of the Oppressed*, New York: Continuum.
- Galeano, E. (1973). *Open Veins of Latin America: Five Centuries of the Pillage of a Continent*. New York and London: Monthly Review Press.
- Hall, S. (ed.) (1997) *Representation: Cultural Representations and Signifying Practices*, Thousand Oaks CA: Sage Publications.
- Hayter, T. (1971). *Aid as Imperialism*. London: Pelican.
- Hemer, O. and Tufte, T. (eds) (2005) *Media and Global Change: Rethinking Communication for Development*, Clacso and Nordicom.
- Hill Collins, P & Bilge, S. (2020, 2nd Edition) *Intersectionality*. Cambridge and Medford MA: Polity.
- International Commission for the Study of Communication Problems. (2004) *One World: Communication and Society, Today and Tomorrow; Towards a New More Just and More Efficient World information and communication order*, London, New York and Paris: UNESCO and Roman & Littlefield.
- Katz, C. (2004) *Growing Up Global: Economic Restructuring and Children's Everyday Lives*. Minneapolis and London: University of Minnesota Press.
- Kapoor, I. (2008) *The Postcolonial Politics of Development*, London and New York: Routledge.
- Mama, A. (1995) *Beyond the Masks: Race, Gender and Subjectivity*. London and New York: Routledge.
- Manyozo, L. (2012) *Media, Communication and Development: Three Approaches*, New Delhi, India SAGE Publications.
- Melkote, S. and Steeves, H. L. (2001) *Communication for Development in the Third World: Theory and practice for empowerment*, New Delhi and Thousand Oaks CA: Sage.
- Nishime, L. & Hester Williams, K. D. (Eds) (2018) *Racial Ecologies*. Washington: University of Washington Press.
- Noble, S. (2018) *Algorithms of Oppression: How Search Engines Reinforce Racism*. New York: New York University Press.
- Quebral, N. (1988) *Development Communication*, Laguna: UPLB College of Agriculture.
- Rodriguez, C. (2011) *Citizens media against armed conflict*. Minnesota: Minnesota University Press.
- Scott, M. (2014) *Media and Development*. London: Zed Books.
- Said, E. (1979) *Orientalism*. New York: Vintage.
- Servaes, J. (ed.) (2008) *Communication for Development and Social Change*. New Delhi, Thousand Oaks, CA and Singapore: Sage.
- Singhal, A. and Rogers, E. (1999) *Entertainment-Education: A Communication Strategy for Social Change*. Malden, NJ: Lawrence Erlbaum Associates.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

This is a seen examination, and the questions are made available to students up to seven days prior to the sitting.

MC422 Half Unit Not available in 2020/21 Critical Studies in Media and Journalism

This information is for the 2020/21 session.

Teacher responsible: Prof Charles Beckett FAW.7.01K

Availability: This course is available on the MSc in Media and Communications (Data and Society), MSc in Media and Communications (Research), MSc in Politics and Communication and MSc in Women, Peace and Security. This course is available with permission as an outside option to students on other programmes where regulations permit.

In order to accommodate academic staff research leave and sabbaticals, and in order to maintain smaller seminar group sizes, this course is capped, meaning that there is a limit to the number of students who can be accepted.

Course content: The news media is vital not just for the dissemination information but as a forum for debate. Journalism shapes our individual and community lives. It frames ideological disputes and is a site of contestation. But journalism and the news itself is changing because of technological, social, economic and political forces. This course led by a media professor with 20 years of experience as a journalist, takes an ethical perspective on media change. It asks what impact journalism has, what kind of journalism do we want, and how will journalism reconstruct itself according to competing national, cultural, or political contexts. On completion of this course, students should be able to: understand the role of journalism in society today; critically discuss different theoretical conceptions of journalism as practiced in a wide variety of social and political contexts; compare and contrast the role of journalism in contexts ranging from mainstream to alternative media outlets; evaluate the normative and empirical connections between media journalism, the production of news and ethical considerations; critically assess contemporary debates about the changing nature of journalism and its implications for cultural understanding and democracy.

Teaching: 10 hours of lectures and 10 hours of seminars in the MT.

Formative coursework: All students are expected to complete advance reading, prepare seminar presentations, and submit one essay of 1,500 words.

Indicative reading: Allan, S. (2009) *The Routledge Companion to News and Journalism*, London: Routledge; Beckett, C. (2008) *Supermedia*, London: Blackwell; Bell, E & Owen, T (2017) *The Platform Press: How Silicon Valley Re-engineered Journalism* (Tow Center, Columbia University). Boczkowski, P and Anderson, C.W, Eds (2017) *Remaking The News*, MIT Press. Chouliaraki, L. (2006) *Spectatorship of Suffering*, London: Sage; Hafez, K. (2007) *The myth of media globalization*, Cambridge: Polity; Muhlmann, G. (2008) *A Political History of Journalism*, Cambridge: Polity; Rodgers, J. (2012) *Reporting Conflict*, Palgrave; Schudson, M (2008) *Why Democracies Need An Unlovable Press* (Polity). Silverstone, R. (2006) *Media and Morality: On the rise of the Mediapolis*, Cambridge: Polity.

Assessment: Essay (100%, 3000 words) in the LT.

MC423 Half Unit Not available in 2020/21 Global Media Industries

This information is for the 2020/21 session.

Teacher responsible: Dr Bingchun Meng FAW.7.01H

Availability: This course is available on the MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Media and Communications, MSc in Media and Communications (Media and Communications Governance), MSc in Media and Communications (Research), MSc in Media, Communication and Development and MSc in Politics and Communication. This course

is not available as an outside option.

In order to accommodate academic staff research leave and sabbaticals, and in order to maintain smaller seminar group sizes, this course is capped, meaning that there is a limit to the number of students who can be accepted.

Course content: This course helps you understand the operation of global media industries at the intersection of politics, business and culture. The course presents an overview of the changing mechanisms of media production, distribution and consumption in the age of digital networks and global interconnection. We will examine how media industries work, why they work as they do, and their broader social and cultural implications. We will take a comparative perspective to compare and contrast the arrangement of media and communication industries in different countries/regions. We will also highlight the changes that digital technologies have brought to different types of media industries, including news industry, entertainment industry, and marketing and advertising. Questions to be explored include "How modes of media production have changed in different contexts and periods?" "What are the key issues facing media industries?" "What role do advertising and market research play in the life and design of media products?" "How do technological and legislative developments influence the way that the products of media industries are produced, distributed and consumed?" In order to address these questions, we will utilize key concepts such as convergence, commodification, flexible accumulation, and creative labour. We draw upon theoretical insights offered by political economy, cultural studies, sociology and feminism to analyze cases of media industries across the globe. Students will be encouraged to reflect on the industrial dynamics of media production as well as their own engagement with cultural industries.

Course objectives:

This course aims to help you:

- Understand different approaches to the study of media industries
- Examine the transformation of media industries in the context of globalization
- Critically analyse the relationship between institutional arrangements of media industries and the content being produced and disseminated
- Critically evaluate global regulatory attempts to establish a new communication order and the dynamics of alternative media

Topics are structured as follows:

- Media production and distribution in a changing context
- The many lives of media commodities
- Creative labour in media industries
- Convergence: Top-down and bottom-up
- Policy and regulation
- Political economy of film industry
- Cultural analysis of Reality TV
- Advertising and marketing
- Sociology of news production
- Summary and reflection

Teaching: 10 hours of lectures and 10 hours of seminars in the LT.

Formative coursework: All students are expected to complete advance reading, prepare seminar presentations, and submit one essay of 1,500 words.

Indicative reading:

- Harvey, D. (1989) *The Condition of Postmodernity*. Oxford: Blackwell;
- Hesmondhalgh, D. (2012) *The Cultural Industries* (3rd Edition). London: Sage;
- Maxwell, R. (2016) *The Routledge Companion to Labor and Media*. London: Routledge.
- Miller, T. et al. (2005) *Global Hollywood 2*. London: British Film Institute;
- Mosco, V. (2014) *To the Cloud*. Boulder: Paradigm;
- Turow, J. (2011) *The Daily You*. New Haven: Yale University Press.

Assessment: Essay (80%, 3000 words) in the ST.

Case study (20%) in the LT.

MC424 Half Unit

Media and Communication Governance

This information is for the 2020/21 session.

Teacher responsible: Dr Seeta Peña Gangadharan

Availability: This course is compulsory on the MSc in Media and Communications (Media and Communications Governance).

This course is available on the MPhil/PhD in Data, Networks and Society. This course is not available as an outside option.

Course content: This course begins from the assumption that media and communication can only be fully understood if their governance and its implications for citizens and consumers, as well as producers and providers, are understood. Communication governance includes all attempts by public bodies to fund, licence or otherwise regulate or govern communication services or the providers of those services, usually for an alleged public benefit. The term 'governance' refers to the norms, rules and resources together with their theoretical underpinnings that inform the production and consumption of media and communication services. This course provides students with core theoretical perspectives and concepts required to critically analyse both the substance and processes of media and communication governance. Students will compare different rationales used to justify regulation of media and communication services. Students will also develop an understanding of regulatory instruments, institutional arrangements and institutional practices that help public authorities, corporations, citizens and consumers decide how to allocate public resources for the provision of such services. Illustrations are drawn from national and international contexts, thereby presenting a multi-levelled analytical approach to governance issues in the field.

Some of the questions addressed in this course include: Under what conditions should platforms be governed? Are industry professionals or regulators best positioned to determine when broadcasting institutions adequately serve the diverse information needs of a population? To what extent should legacy media laws and policies be relaxed in the light of technological change? In what ways can 5G providers serve the public interest? These and other questions reflect the course's focus on developing a critical, informed and authoritative account of 'why', 'who', and 'how to' govern media and communication services.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 20 hours across Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as online videos. This course includes a reading week in Week 6 of term.

Formative coursework: All students are expected to complete advance reading, participate in seminar activities, prepare seminar presentations, contribute to online discussion on Moodle and submit an essay of 1,500 words in MT.

Indicative reading:

- Bannerman, S., & Haggart, B. (2015). Historical institutionalism in communication studies. *Communication Theory*, 25(1), 1–22.
- Epstein, D., Katzenbach, C., & Musiani, F. (2016). Doing internet governance: Practices, controversies, infrastructures, and institutions. *Internet Policy Review*, 5(3).
- Flyverbom, M., Deibert, R., & Matten, D. (2019). The governance of digital technology, Big data, and the internet: New roles and responsibilities for business. *Business & Society*, 58(1), 3–19.
- McChesney, R. W. (2013). *Digital disconnect: How capitalism is turning the internet against democracy*. New York: New Press.
- Puppis, M. (2010). Media governance: A new concept for the analysis of media policy and regulation. *Communication, Culture & Critique*, 3(2), 134–149.
- Yeung, K. (2008). Towards an understanding of regulation by design. In R. Brownsword & K. Yeung (Eds.), *Regulating technologies: Legal futures, regulatory frames and technological fixes*. Oxford: Hart Publishing.

Additional reading

- Freedman, D. (2008). Dynamics of the media policymaking process. In *The politics of media policy* (p. 1-53). Malden, MA:

Polity.

- Hoskins, G. (2019). Beyond 'zero sum': the case for context in regulating zero rating in the global South. *Internet Policy Review*, 8(1), n.p.
- Lentz, B. (2013). Excavating historicity in the U.S. network neutrality debate: An interpretive perspective on policy change. *Communication, Culture & Critique*, 6(4), 568–597.
- Lichtenberg, J. (1987). Foundations and limits of freedom of the press. *Philosophy and Public Affairs*, 16(4), 329–355.
- Michael, E. J. (2006). Market failure and intervention. In *Public policy: The competitive framework* (pp. 51–97). Oxford: Oxford University Press.
- McNealy, J. E. (2012). The emerging conflict between newsworthiness and the right to be forgotten. *Northern Kentucky Law Review*, 39(2), 119–135.
- Moore, M., & Tambini, D. (2018). *Digital dominance: The power of Google, Amazon, Facebook, and Apple*. Cambridge: Cambridge University Press.
- Napoli, P. M. (2015). Social media and the public interest: Governance of news platforms in the realm of individual and algorithmic gatekeepers. *Telecommunications Policy*, 39(9), 751–760.
- Rajadhyaksha, A. (2011). *The last cultural mile: An inquiry into technology and governance in India*. Bangalore, India: The Centre for Internet & Society.
- Sandoval, M. (2014). Corporate social (ir)responsibility in media and communication industries. *Javnost - The Public*, 20(3), 39–57.
- Stein, L. (2004). Understanding speech rights: Defensive and empowering approaches to the First Amendment. *Media, Culture, & Society*, 26(1), 103–120.
- Streeter, T. (2013). Policy, politics, and discourse. *Communication, Culture & Critique*, 6(4), 488–501.
- Xia, J. (2017). China's telecommunications evolution, institutions, and policy issues on the eve of 5G: A two-decade retrospect and prospect. *Telecommunications Policy*, 41(10), 931–947.

Assessment: Take-home assessment (100%) in the ST.

This is a take-home examination, and the questions are made available to students up to seven days prior to the due date.

MC425 Half Unit

Interpersonal Mediated Communication

This information is for the 2020/21 session.

Teacher responsible: Professor Ellen Helsper

Availability: This course is available on the MPhil/PhD in Data, Networks and Society, MSc in Media and Communications, MSc in Media and Communications (Data and Society), MSc in Media and Communications (Research), MSc in Politics and Communication and MSc in Strategic Communications. This course is available with permission as an outside option to students on other programmes where regulations permit.

In order to accommodate academic staff research leave and sabbaticals, and in order to maintain smaller seminar group sizes, this course is capped, meaning that there is a limit to the number of students who can be accepted.

Students are asked to write a short personal statement on LSE for You indicating why they want to take this course. Whilst we do our best to accommodate all requests, we cannot guarantee you a place on this course.

Course content: Communication media have simultaneously been blamed for a breakdown of social relationships and been hailed as powerful social tools that can connect people from all walks of life. This discussion is more important than ever, especially now the COVID 19 pandemic has moved our social lives online in unprecedented ways. The course looks at the impact digitisation might have on relationships and interactions. The aim of this course is to provide students with a critical understanding of mediated communication within small groups and dyadic relationships. It examines the influence of media on three key fields

of interpersonal interaction which are identified as personal, social and professional communication. We will study the ways in which interpersonal relationships and communication are influenced by mediation, looking at harassment, discrimination, and social isolation but also at collaboration, connection and mutual understanding.

The first half of the course addresses the history of media in interpersonal communication as well as general interpersonal communication and relationship theories. The second half looks in more detail at how the interaction between media and interpersonal communication has been studied in relation to the cross-cutting themes of privacy/trust, isolation/socialisation and multi-modality. These central concepts of the course are reflected upon through theories of social norms, affordances, social capital and supplementation/substitution, and discussed from the perspective of different disciplinary and methodological paradigms. Application of theory to everyday life, practitioner and policy examples will give students the tools to understand what the practical implications are of the ways in which these different paradigms suggest that interpersonal communication processes vary depending on the type of platform this communication takes place on as well as the type of relationship that is under investigation and the context in which this relationship develops. As a result of the course the students will be able to evaluate the weaknesses and strengths of the theories that aim to explain apparently contradictory observations about the practise of interpersonal mediated communication. This can be applied to professional areas such as intra-organisational communication, and the design, moderation and regulation of social media and discussion forums.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 30 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as online videos. This course includes a reading week in Week 6 of term.

Formative coursework: All students are expected to complete advance reading, participate in the creation of a course wiki, prepare group seminar presentations and write an individual essay (1500 words) based on the presentation and the material provided for the wiki (due the week after the week in which the student is responsible for the wiki).

Indicative reading:

- Anderson, J. A. & Meyer, T. P. (1988). *Mediated Communication*. Newbury Park, CA: Sage.
- Baym, N.K. (2016) *Personal Connections in the Digital Age*. Oxford (UK): Polity Press.
- Burke, P. & Briggs, A. (2001). *A Social History of the Media*. Cambridge: Polity Press.
- Hartley, P. (1993). *Interpersonal Communication*. London: Routledge.
- Joinson, A. (2003). *Understanding the psychology of Internet behaviour. Virtual Worlds, Real Lives*. Palgrave: New York.
- Joinson, A.N., McKenna, K., Postmes, T. & Reips, D. (2009) *The Oxford Handbook of Internet Psychology*. Oxford: Oxford University Press.
- Kovarik, B. (2016) *Revolutions in Communication*. London (UK): Bloomsbury.
- Kraut, R. Galegher, J., Fish, R., & Chalfonte, B. (1992). Task requirements and media choice in collaborative writing. *Human Computer Interaction*, 7(4), 375-407.
- Lea, M., Spears, R., & de Groot, D. (2001). Knowing me, knowing you: Anonymity effects on social identity processes within groups. *Personality and Social Psychology Bulletin*, 27(5), 526-537.
- Solomon, D. & Theiss, W. (2013) *Interpersonal Communication: Putting theory into practice*. Hove, UK, Routledge.
- Walther, J. B., Anderson, J. F., & Park, D. W. (1994). Interpersonal Effects in Computer-Mediated Interaction - a Metaanalysis of Social and Antisocial Communication. *Communication Research*, 21(4), 460-487.
- Whitty, M.T. & Joinson, A. (2009) *Truth, Lies and Trust on the*

Internet (pp 97-108). Hove, UK: Routledge.

- Yee, N., & Bailenson, J. (2007). The Proteus Effect: The effect of transformed self-representation on behavior. *Human Communication Research*, 33(3), 271-290.

Assessment: Essay (100%, 3000 words) in the ST.

MC426 Half Unit Film Theory and World Cinema

This information is for the 2020/21 session.

Teacher responsible: Professor Shakuntala Banaji

Availability: This course is available on the MSc in Gender (Sexuality), MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Media and Communications, MSc in Media and Communications (Research) and MSc in Media, Communication and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

In order to accommodate academic staff research leave and sabbaticals, and in order to maintain smaller seminar group sizes, this course is capped, meaning that there is a limit to the number of students who can be accepted.

Course content: This course is designed to enable a consistent, informed and plausible reading of popular film representations, discourses and cultures of consumption in specific geopolitical contexts. Introducing theories from the humanities and the social sciences, lectures offer alternative approaches to theorising sexuality, gender, race, class, religion, national identity, childhood, history and politics in popular commercial films and their interpretation by audiences. The impact of unequal power relations – on how representations are reproduced, spectatorship is theorised and censorship policies are formulated – will be demonstrated and analysed. While the course offers a particular focus on Bollywood, Hindi commercial cinema, as an example of World cinema, it refers more widely to examples from other National Cinemas such as those of China, Korea, Australia, Spain and Iran. A key learning method is the extensive interrogation of audiovisual materials. To this end, there will be five film screenings and accompanying discussions alongside the lectures and seminars. Additionally, films referred to on the course will be made available through the library or can be downloaded and watched from popular film sites on the internet.

Teaching: This course is delivered through a combination of lectures, seminars, film screenings and discussions totalling a minimum of 40 hours across Michlmas Term. This year, all of this teaching will be delivered through a combination of virtual film screenings and discussions, virtual or face-to-face classes, recorded flipped-lectures online and/or synchronous online lecture and Q and A. This course includes a reading week in Week 6 of term.

Formative coursework: All students are expected to complete advance reading, participate in Moodle forums, present in seminar discussions, attend 5 film screenings and submit one essay of 1,500 words.

Indicative reading:

- Banaji, S. (2006) *Reading 'Bollywood': The Young Audience and Hindi Film*, Basingstoke: Palgrave-Macmillan.
- Barker, M. and Brooks, K. (1998) *Knowing Audiences: Judge Dredd - its friends, fans and foes*. Luton: University of Luton Press.
- Dudrah, R. & Desai, J. (Eds) (2008) *The Bollywood Reader*, London: McGraw Hill.
- Hjort, M. & Mackenzie, S. (2002) (eds), *Cinema and Nation* London: Routledge.
- hooks, b. (1992) *Black Looks: Race and Representation*. London: Turnaround.
- Gledhill, C. and Williams, L. (2000) (Eds) *Reinventing Film Studies*, London: Arnold; BFI Publishing; Jancovich, M. (2002)
- *Horror: The Film Reader*, London: Routledge.

- Lim, S. H. (2006). *Celluloid Comrades: Representations of Male Homosexuality in Contemporary Chinese Cinemas*. Honolulu: University of Hawai'i Press.
- Lury, K. (2010) *The Child In Film: Tears, Fears and Fairytales*. London IB Tauris.
- Nichols, B. (1991). *Representing reality: issues and concepts in documentary*. Bloomington: Indiana University Press.
- Och, D and Strayer, K. (2013) *Transnational Horror Across Visual Media*. London and New York: Routledge.
- Rosenstone, R. A. (2012) (Second Edition) *History on Film: Film on History*. London and New York: Routledge.
- Schoonover, K & Galt, R. (2016) *Queer Cinema in the World*. Durham and London: Duke University Press.
- Stam, R. (2000) *Film Theory: An Introduction*. Malden, Massachusetts & Oxford: Blackwell Publishers.
- Thornham, S. (ed) (1999), *Feminist Film Theory: a reader*, New York: New York University Press.
- Turner, G. (1999, third edition) *Film as Social Practice*, London and New York: Routledge.
- Tapper, R. (ed) (2003). *The New Iranian Cinema: Politics, Representation and Identity* London: I.B. Tauris.
- Vitali, V. and Willemsen, P. (eds) (2006) *Theorising National Cinema* London: BFI.

Assessment: Essay (100%, 3000 words) in the LT.

MC427 Half Unit Not available in 2020/21 Digital Media Futures

This information is for the 2020/21 session.

Teacher responsible: Dr Alison Powell PEL.7.01J

Availability: This course is available on the MSc in Media and Communications, MSc in Media and Communications (Data and Society) and MSc in Media and Communications (Research). This course is available as an outside option to students on other programmes where regulations permit.

In order to accommodate academic staff research leave and sabbaticals, and in order to maintain smaller seminar group sizes, this course is capped, meaning that there is a limit to the number of students who can be accepted. Whilst we do our best to accommodate all requests, we cannot guarantee you a place on this course.

Course content: This course provides an historical, theoretical and methodological basis through which to assess the social and cultural transformations related to digital media infrastructures and related social practices. It focuses on the materiality and affordances of new media, as well as on the social transformations that have co-evolved, focusing on emerging media of the past, present and future. It critiques and questions the assumptions about the transformation of social and cultural life but also attempts to help students develop conceptual strategies beyond critique. Conceptual approaches draw from materialist studies of media and communication, as well as science and technology studies. Topics include but are not limited to: peer to peer and open source cultural movements, the political economy and ecology of digital media, the politics of algorithms, remembering and forgetting, the anthropocene, artificial intelligence.

Teaching: 10 hours of lectures and 10 hours of seminars in the LT.

Formative coursework: Students will complete a 1,500 word formative essay or creative proposal. They will also receive formative feedback on class participation and on a formative assignment.

Indicative reading: Marvin, Carolyn (1989) *When Old Technologies Were New*. Cambridge: MIT Press. Chun, Wendy Hui Kyong and Thomas Keenan (2006) *New Media, Old Media: A History and Theory Reader*. London: Routledge. Hayles, N. Katherine (1999) *How We Became Posthuman: Virtual Bodies in Cybernetics, Literature, and Informatics*. Chicago: University of Chicago Press. Kitchin Rob and Dodge, Martin (2011) *Code/Space: Software and Everyday Life*. Lukers, Kristin (2007) *Salsa Dancing into the Social*

sciences: Research in an age of info-glut. Cambridge, MA: Harvard University Press. Turner, Fred (2005) "Where the Counterculture Met the New Economy: The WELL and the Origins of Virtual Community." *Technology and Culture* 46: 485-512. Turkle, Sherry (2011) *Alone Together: Why We Expect More from Technology and Less from Each Other*. New York: Basic Books. Vaidhyathan, Siva (2008) *The Googlization of Everything (And why we should worry)*. Berkeley: University of California Press.

Assessment: Essay (100%, 3000 words) in the ST.

MC428 Half Unit

Media Culture and Neoliberalism in the Global South

This information is for the 2020/21 session.

Teacher responsible: Dr Wendy Willems

Availability: This course is available on the MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Media, Communication and Development and MSc in Politics and Communication.

This course is available with permission as an outside option to students on other programmes where regulations permit.

In order to accommodate academic staff research leave and sabbaticals, and in order to maintain smaller seminar group sizes, this course is capped, meaning that there is a limit to the number of students who can be accepted.

Course content: This course offers a comparative perspective on changing national media cultures in the Global South in the context of the neoliberal turn. The course not only considers neoliberalism as a crucial factor that has brought media industries such as private broadcasting stations, mobile phone companies and digital platforms into existence but also examines the extent to which these new forms of media and technology have played a role in reproducing neoliberalism as a process. It provides an understanding of how shifting economic policy regimes have impacted on the way in which people engage with media and technology, and how media and technology engage with people in the Global South. The first part of the course introduces the key concepts of 'media culture', 'neoliberalism' and 'Global South' which will be deployed throughout the course. The second part of the course discusses how key processes of social change in the Global South are linked to changing media cultures, including the commodification of national imaginaries, informality, crime and the rising middle class, religion and the prosperity gospel, self-help media and the neoliberal subject, and mobility and social relations. The course examines these themes through a series of empirically-grounded, mostly ethnographic case studies. The course encourages students to critically evaluate the extent to which the three key concepts in the course are helpful in gaining an understanding of changing media cultures in the Global South.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 20 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as online videos. This course includes a reading week in Week 6 of term.

Formative coursework: Students will complete a formative 1,500 word essay based on a case study.

Indicative reading:

- Arora, P. (2019). *The next billion users: digital life beyond the West*. Cambridge, MA: Harvard University Press.
- Comaroff, J. and J. L. Comaroff (2012). *Theory from the south, or, how Euro-America is evolving toward Africa*. Boulder, CO: Paradigm Publishers.
- Eckstein, L. and A. Schwarz (2014). *Postcolonial piracy: media distribution and cultural production in the Global South*. London: Bloomsbury.
- Iqani, M. (2016). *Consumption, media and the Global South:*

aspiration contested. Basingstoke, Hampshire: Palgrave Macmillan.

- Prashad, V. (2013). *The poorer nations: a possible history of the global South*. London: Verso.
- Shome, R. (2019). When postcolonial studies interrupts media studies. *Communication, Culture & Critique* 12(3): 305-22.
- Wilson, J. A. (2018). *Neoliberalism*. New York: Routledge.
- Zhang, W. and T. A. Neyazi (2020). Communication and technology theories from the South: the cases of China and India. *Annals of the International Communication Association* 44(1): 34-49.

Assessment: Essay (100%, 3000 words) in the ST.

MC429 Half Unit Not available in 2020/21

Humanitarian Communication: vulnerability, discourse and power

This information is for the 2020/21 session.

Teacher responsible: Dr Samuel Mejias

Availability: This course is available on the MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Media, Communication and Development and MSc in Strategic Communications. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: Today more than ever, images and narratives of vulnerable people in zones of poverty, disaster, violence and conflict routinely populate everyday lives in the West. Taking our starting point on these images and narratives produced by a number of actors (NGOs, journalists, citizens, militants or regular armies) and appearing in a large number of digital platforms (NGO websites, news networks, social media and celebrity advocacy), we explore the changing practices of humanitarian communication in the 21st century – broadly understood to encompass disaster communication, human rights appeals, and conflict reporting. We do so by addressing questions such as: What are the histories of humanitarian communication? How is it changing today and why? What are the tensions and dilemmas that organizations face as they struggle to communicate the plight of distant others? What kind of politics of visibility and voice is played out in the mediation of distant suffering? What are the ideological and ethical positions informing and informed by the digital narratives and spectacles of vulnerable others in those zones? And finally, what are the challenges of 21st century humanitarian communication and can we do it better?

To explore these issues, the course adopts an interdisciplinary and case-based approach that enables students to both debate the theoretical links between vulnerability, discourse and power, and to reflect on concrete examples of the communication of humanitarian messages and conflict news today. The course consists of three parts: the politics of mediating humanitarianism; humanitarian communication histories, practices and challenges; and case studies exploring practices of NGOs, celebrity advocacy, and war and conflict reporting.

Teaching: 10 hours of lectures and 10 hours of seminars in the LT.

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

All students are expected to complete advance reading, prepare reading-based seminar presentations, and submit one essay of 1,500 words.

Indicative reading: Barnett M., & Weiss T. (2008). *Humanitarianism in Question. Politics, Power, Ethics*. Ithaca: Cornell University Press. Boltanski L. (1999). *Distant Suffering: Morality, Politics and the Media*. Cambridge: Cambridge University Press. Butler J. (2009) *Frames of War*. London: Verso. Chouliaraki L. (2013). *The Ironic Spectator. Solidarity in the Age of Post-humanitarianism*. Cambridge: Polity. Douzinas, C. (2007). *Human rights and empire: the political philosophy of cosmopolitanism*. New York: Routledge.

Mignolo, W. J. (2000). *Local Histories/Global Designs: Coloniality, Subaltern Knowledges, and Border Thinking*. Princeton: Princeton University Press. Mukherjee, R., & Banet-Weiser, S. (Eds.). (2012). *Commodity activism: Cultural resistance in neoliberal times*. New York: NYU Press. Richey, LA and Ponte, S (2011). *Brand Aid Shopping Well to Save the World*, University of Minnesota Press. Spivak, G. C. (1999). *A critique of postcolonial reason*. Boston: Harvard University press.

Assessment: Essay (100%, 3000 words) in the ST.

MC430 Half Unit

Data in Communication and Society

This information is for the 2020/21 session.

Teacher responsible: Dr Jean-Christophe Plantin

Availability: This course is compulsory on the MSc in Media and Communications (Data and Society). This course is available on the MPhil/PhD in Data, Networks and Society. This course is not available as an outside option.

Course content: This course investigates the significance of data in communications, social and cultural life. It introduces core theoretical perspectives on data and information from a social scientific perspective, and outlines research approaches that take account of the contemporary influence of data within communication and society. The course begins with the social history of data, providing a strong baseline from which to analyse the contemporary position of data. The course will provide students with conceptual tools that will help unpack the logic of data, and train them to critically analyse phenomena such as big data, algorithmic regulation and augmented civic space. Its focus on contemporary issues allows an investigation of the politics and culture of data production, and the use of data as evidence in a range of fields including politics, advocacy and audience research. Some of the questions addressed through the course include: Who owns data? Who makes data? Who makes sense of data? Is data public or private? How do different actors get access to data? How is data protected and regulated? What significance do new analysis methods have for the influence of data? These and other questions reflect the course's focus on developing a critical account of how data is implicated in the structures that shape social life. How does culture both rely upon and push back against data-based communication?

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 20 hours across Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as online videos. This course includes a reading week in Week 6 of term.

Formative coursework: Students will be expected to produce 1 presentation (group project, student-led session) in the MT, along with written formative coursework. There are two options for written formative coursework on this course. Students can choose to submit either a 1500 word essay; or a 1000 word proposal for case analysis and recommendation

Indicative reading:

- Beer, D., & Burrows, R. (2013). Popular culture, digital archives and the new social life of data. *Theory, Culture & Society* 30(4), 47-71.
- Boyd, D., & Crawford, K. (2012). Critical questions for Big Data: Provocations for a cultural, technological, and scholarly phenomenon. *Information, Communication & Society* 15(5), 662-679.
- Cheney-Lippold, J. (2011). A new algorithmic identity: Soft biopolitics and the modulation of control. *Theory, Culture & Society* 28(6), 164-181.
- Gitelman, L., ed. (2013). *'Raw Data' is an Oxymoron*. Cambridge, MA: MIT Press.
- Kitchin, R. (2014). *The Data Revolution: Big Data, Open Data, Data Infrastructures and their Consequences*. London: Sage.
- Lyon, D. (2014). *Surveillance, Snowden, and Big Data: Capacities,*

consequences, critique. *Big Data & Society* 1(2), 1-13.

- Mahrt, M., & Scharrow, M. (2013). The value of big data in digital media research. *Journal of Broadcasting & Electronic Media* 57(1), 20-33.
- Russell Neuman, W., Guggenheim, L., Mo Jang, S., & Bae, S. Y. (2014). The dynamics of public attention: Agenda-setting theory meets Big Data. *Journal of Communication* 64(2), 193-214.
- Tufekci, Z. (2014). Engineering the public: Big Data, surveillance and computational politics. *First Monday* 19(7). <http://firstmonday.org/ojs/index.php/fm/article/view/4901/4097>
- Vaidhyathan, S. (2006). Afterword: Critical Information Studies: A Bibliographic Manifesto. *Cultural Studies* 20(2-3): 292-315.

Assessment: Assessment path 1

Essay (100%, 3000 words) in the LT.

Assessment path 2

Project (100%, 3000 words) in the LT.

The project comprises of a case analysis and recommendation:

1 Description of case

2 Analysis

3 Recommendations

4 Theoretical and normative contextualization

Case study analysis and recommendation: Students choose a current data-related product, service or use case, providing an analysis of how data are theoretically constructed, valued, managed and conceived within the project, using relevant theoretical material. The case study must identify an area of ethics, governance or social justice that this product, service or use case could improve, and provide a concrete set of recommendations, grounded in the existing theoretical, historical and empirical literature. This analysis and recommendation will be accompanied by a critical reflection that highlights the theoretical and normative aspects of the case, your analysis and your recommendation. This section should be grounded in the relevant theoretical material.

MC431 Half Unit

Critical Approaches to Strategic Communications

This information is for the 2020/21 session.

Teacher responsible: Dr Lee Edwards

Availability: This course is compulsory on the MSc in Strategic Communications. This course is not available as an outside option.

Course content: This course provides an advanced understanding of theoretical knowledge in the field of media and communication as it relates to strategic communications and the key promotional industries of advertising, branding and public relations. The focus is on the role, scope and activities of strategic communications in contemporary societies and in the context of globalisation and the digital age. Topics cover the context, practices and challenges of strategic communications, and are likely to include: the advance of promotional culture in and across public, political, non-profit and corporate institutions; professional structures and identities of the strategic communications industries; discourses of strategic communications, including reputation and relationship management; technologies of strategic communications; globalisation and strategic communications; strategic communications and inequalities (gender, 'race', class); and the ethics of strategic communications.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 20 hours across Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as online videos. This course includes a reading week in Week 6 of term.

Formative coursework: Students will be expected to produce one 1,500 word essay in the MT.

Indicative reading:

- Aronczyk, M. and Powers, D. (eds) 2012. *Blowing up the brand*. New York: Peter Lang.

- Banet-Weiser, S. 2012. *160 Authentic TM: The politics of ambivalence in a brand culture*. 160 NYU Press.
- Davis, A. 2013. *Promotional cultures: the rise and spread of advertising, public relations, marketing and branding*. 160 Cambridge: Polity Press.
- Edwards, L. 2018. *Understanding public relations: Theory, culture and society*. London: Sage.
- Ihlen, O and Fredriksson, M. (eds) 2018. *Public relations and social theory: Key figures, concepts and developments* (second edition). New York/London: Routledge.
- L'Etang, J. and Pieczka, M. 2006. *Public relations: Critical debates and contemporary practice*. Mahwah, NJ: Lawrence Erlbaum.
- Leiss, W. et al. 2005. *Social communication in advertising: Consumption in the mediated marketplace*. London: Routledge.
- Macnamara, J. 2015. *Organizational listening: the missing essential in public communication*. New York: Peter Lang.
- Miller, D. 2008. *A century of spin: how public relations became the cutting edge of corporate power*. New York: Ann Arbor.
- Schudson, M. 1993. *Advertising, the uneasy persuasion: its dubious impact on American society*. New York: Routledge.
- Turow, J. 2011. *The Daily You: How the new advertising industry is defining your identity and your worth*. New Haven, CT: Yale University Press.

Assessment: Essay (100%, 3000 words) in the LT.

MC432 Half Unit

Strategic Communication in Practice: Professional Perspectives

This information is for the 2020/21 session.

Teacher responsible: Dr Lee Edwards

Availability: This course is available on the MSc in Media and Communications, MSc in Media and Communications (Research), MSc in Politics and Communication and MSc in Strategic Communications. This course is available with permission as an outside option to students on other programmes where regulations permit.

In order to accommodate academic staff research leave and sabbaticals, and in order to maintain smaller seminar group sizes, this course is capped, meaning that there is a limit to the number of students who can be accepted. Whilst we do our best to accommodate all requests, we cannot guarantee you a place on this course.

Course content: This course will be delivered as a combination of academic lectures and presentations from leading industry practitioners, in order to facilitate a cross-fertilisation between professional experience, academic perspectives, public debates and research. Students will be expected to critically engage with ideas from practice in the seminars, developing reflexivity and analytical skills through the course.

The professional lecturers will be experts working on various forms of strategic communication in a wide range of sectors, including the corporate sector; the not-for-profit sector such as global NGOs and activist organisations; voluntary sector; government and public sector organisations; and journalists. The course will culminate in a group-based practical presentation from students of their own campaigns, which will form part of the course assessment. The academic lectures will focus on campaign theory and development. The topics covered in the practitioner lectures will change each year depending on speaker availability, but as an illustration, they could include: connecting with elusive audiences; global media industries; global NGOs; communications in the retail industry; communicating in complex contexts; communicating change; communicating government policy; crisis communication.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 20 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as online videos. This course includes a reading week in

Week 6 of term.

Formative coursework: Students will be expected to produce one 1500 word essay in the LT.

Indicative reading:

- Sussman, G. 2011. *The propaganda society: Promotional culture and politics in global context*. New York: Peter Lang.
- Cornelissen, J. 2014. *Corporate communication: A guide to theory and practice*. London: Sage.
- Amiso, G. and Kwansah-Aidoo, K. 2017. *Culture and crisis communication: Transboundary cases from non-western perspectives*. Piscataway, NJ: IEEE Press.
- Christensen, L., Morsing, M. and Cheney, G. 2008. *Corporate communications: Convention, complexity, critique*. London: Sage.
- Coombs, W.T. and Holladay, S. 2014. *Ongoing crisis communication*. Thousand Oaks, CA: Sage.
- Demetrious, K. 2013. *Public relations, activism and social change: Speaking up*. London: Routledge.
- Dimitrov, R. 2017. *Strategic silence: Public relations and indirect communication*. London: Routledge.
- Macnamara, J. 2014. *Journalism and PR: Unpacking 'spin', stereotypes and media myths*. New York: Peter Lang.
- Powell, H. 2013. *Promotional culture and convergence: Markets, methods, media*. London: Routledge.
- Seu, I.B. and Orgad, S. 2017. *Caring in crisis? Humanitarianism, the public and NGOs*. London: Palgrave Macmillan.
- Tench, R. and Yeomans, E. 2017. *Exploring public relations* (4th edition). Harlow, Essex: Pearson.

Assessment: Essay (100%, 3000 words) in the ST.

MC433 Half Unit Technology and Justice

This information is for the 2020/21 session.

Teacher responsible: Dr Seeta Peña Gangadharan

Availability: This course is available on the MPhil/PhD in Data, Networks and Society, MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Inequalities and Social Science, MSc in Media and Communications (Data and Society), MSc in Media and Communications (Media and Communications Governance), MSc in Media, Communication and Development and MSc in Politics and Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students should apply by answering a few questions during Course Choice. Prior to the first class, students must also view a recorded lecture and complete select readings.

Course content: This course addresses questions of justice and inequity in relation to communication technologies of the 20th and 21st centuries. It begins with two premises: 1) communication technologies are critical in shaping the conditions for individual and collective self-government, and 2) policies that regulate such technologies influence the nature of democracy and inclusion in society today. The course engages historical perspectives, normative theories of justice and democracy, and legal theories of technology and innovation to assess the power of communication technologies and consider their costs and benefits to historically marginalized groups. In so doing, this course questions the adequacy of regulation in the development and deployment of technologies which exacerbate existing social, political, and economic divides, on the one hand, or address or alleviate such divides, on the other. The course will primarily focus on histories and contexts of marginalized groups in the United States and the Global South.

The first part of the course will introduce students to the theoretical and historical frameworks for the course and concentrate on mass communication technologies of the 20th century, such as print and broadcasting, and policy debates

highlighting issues of justice and inequity. The second part of the course will centre on digital communication technologies in the late 20th and early 21st centuries and examine the intersection between networked communication, justice, and rights in historically marginalized communities. The third part will investigate innovations in automated technologies with respect to redistribution and recognition, issues core to the notion of social justice. By the end of the course, students will be able to evaluate differences between justice-based and rights-based approaches, explore the nature of digital inclusion, and compare the nature of communication inequalities across technologies.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 20 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as online videos. This course includes a reading week in Week 6 of term.

Formative coursework: All students are expected to complete advance reading, view and respond to interactive lectures, participate in seminar activities, and contribute to online discussion. Students are also expected to produce 1 piece of coursework in MT, which consists of short answers to four essay questions. Questions will be made available to students up to seven days prior to the due date.

Indicative reading:

- Freire, P. (1996). *Pedagogy of the oppressed*. London: Penguin, pp. 25-42.
- Fraser, N. (2010). *Scales of justice: Reimagining political space in a globalizing world*. New York: Columbia University Press.
- Hildebrandt, M. (2015). *Smartness and agency, intricate entanglements of law and technology*. In *Smart technologies and the end(s) of law: Novel entanglements of law and technology*. Cheltenham, UK: Edward Elgar Publishing.
- Rawls, J. (1971). *Justice as fairness*. In *A theory of justice*. Cambridge, MA: Belknap Press of Harvard University Press, pp. 3-40.
- Sen, A. (1999). *Freedom and foundations of justice*. In *Development as freedom*. New York: Knopf, pp. 54-86.
- Young, I. M. (2000). *Inclusion and democracy*. Oxford: Oxford University Press.

Additional reading

- Ali, S. M. (2016). A brief introduction to decolonial computing. *XRDS: Crossroads* 22(4), 16–21.
- Christians, C. G., Glasser, T. L., McQuail, D., Nordenstreng, K., & White, R. A. (2009). *Characteristics of normative theory*. In *Normative theories of the media: Journalism in democratic societies* (pp. 65–88). Urbana, IL: University of Illinois Press.
- Commission on Freedom of the Press, & Chafee, Z. (1947). *What can be done. Government and mass communications: A report from the Commission on Freedom of the Press*. Hamden, CT: Archon Books, pp. 79-95.
- Creemier, R. (2015). *Planning outline for the construction of a social credit system (2014-2020)*. China copyright and media.
- Cyril, M. A. (2005). *Media and marginalization*. In R. McChesney, R. Newman, and B. Scott (eds.). *The future of media: Resistance and reform in the 21st century* (pp. 97-104). New York: Seven Stories Press.
- D'Arcy, J. (1969). *Direct broadcast satellites and the right of man to communicate*. *EBU Review* 118:14-18.
- International Commission for the Study of Communication Problems. (1980). *Communication tomorrow*. In *Many voices, one world: Communication and society, today and tomorrow: Towards a new more just and more efficient world information and communication order*. London: K. Page, pp. V-1-18.
- Kleine, D. (2011). *The capability approach and the 'medium of choice': steps towards conceptualising information and communication technologies for development*. *Ethics and Information Technology* 13:119–130.
- Noble, S. U. (2018). *Algorithms of oppression: How search engines reinforce racism*. New York: New York University Press.
- Morozov, E. (2020). *Freedom as a service: The New Digital Feudalism and the Future of the City*. New York: Farrar, Straus and

Giroux.

- Presidential Commission. (1999). Chile: Moving towards the information society. Santiago, Chile: Presidential Commission, pp. 8-13.
- Roberts, G., & Klibanoff, H. (2007). The race beat: The press, the civil rights struggle, and the awakening of a nation. New York: Vintage.
- Salazar, J. F. (2010). Making culture visible. In C. Rodríguez, D. Kidd, and L. Stein (eds). Making our media: Global initiatives toward a democratic public sphere. Cresskill, NJ: Hampton Press, pp. 29-46.
- Sunder, M. (2012). Fair culture. In From goods to a good life: Intellectual property and global justice. New Haven, CT: Yale University Press, pp. 82-10.
- Taylor, L., & Dencik, L. (2020). Constructing commercial data ethics. Technology and regulation 1-10.
- Verster, F. (2002). A lion's trail. South Africa: Lion's Trail Production.

Assessment: Presentation (30%) in the LT.
Essay (70%, 3000 words) in the ST.

MC434 Half Unit Not available in 2020/21

Digital Platforms and Media Infrastructures

This information is for the 2020/21 session.

Teacher responsible: Dr Jean-Christophe Plantin, PEL.701.i

Availability: This course is available on the MPhil/PhD in Data, Networks and Society, MSc in Media and Communications, MSc in Media and Communications (Data and Society), MSc in Media and Communications (Media and Communications Governance), MSc in Media and Communications (Research) and MSc in Strategic Communications. This course is available with permission as an outside option to students on other programmes where regulations permit.

In order to accommodate academic staff research leave and sabbaticals, and in order to maintain smaller seminar group sizes, this course is capped, meaning that there is a limit to the number of students who can be accepted.

Pre-requisites: No pre-requisites

Course content: While GAFAM companies (Google, Amazon, Facebook, Apple, Microsoft) are still studied as digital platforms, they now constitute major operators of the internet infrastructure, as witnessed by their involvement since 2010 in four sectors: data centers, undersea cables, telecommunications networks, and satellites. This course will study this radical extension of platform power on the internet architecture, uses, and governance. It will demonstrate how GAFAM companies become dominant actors in these four infrastructure sectors by using the platform strategy that granted them their initial success, and by adapting it from the web economy to infrastructure management.

The course presents key readings in media & communications and sciences & technology studies to analyse contemporary instances of digital media platforms. Students will explore the multiple facets of the increasing power of digital platforms, by critically analysing how platforms replace, conflict with, or influence existing infrastructures, and what are the social, political and epistemological consequences of these tensions. This focus on the relations between existing and emerging media configurations will invite students to investigate how platforms constitute ubiquitous media in everyday life, and how they increasingly shape communication, knowledge production, circulation of data, online participation and mobility.

The first part of the course will introduce the theoretical framework, blending together platform studies (coming from media & communication studies, political economy, management) with infrastructure studies (coming from history, information science, sciences & technology studies). The second part illustrates these interactions through four case studies that see tech giants taking over the existing infrastructure for global connectivity: data

centers, undersea cables, telecommunications networks, and satellites. The third part addresses current social debates around the platformization of the internet infrastructure, e.g. in terms of global access to internet, tension between states and sovereignty, and governance and regulation.

At the end of the course, students will be able to critically assess the increasing power that tech giants have over the global infrastructure for connectivity, and to discuss the challenges this process brings in terms of access to communication, knowledge and democratic life.

Teaching: 10 hours of lectures and 10 hours of seminars in the LT.

Formative coursework:

- EITHER a 1,500-word formative essay on current theoretical debates around platforms, infrastructure, and society.
- OR a 1,500-word proposal for a case study analysis of a digital platform.

Indicative reading:

- Gillespie, Tarleton. 2018. Custodians of the Internet: Platforms, Content Moderation, and the Hidden Decisions That Shape Social Media. Yale University Press.
- Helmond, Anne. 2015. "The Platformization of the Web: Making Web Data Platform Ready." Social Media + Society 1 (2)
- Dijck, José van, Thomas Poell, and Martijn de Waal. 2018. The Platform Society. New York: OUP USA.
- Steinberg, Marc. 2019. The Platform Economy: How Japan Transformed the Consumer Internet. Minneapolis: Univ Of Minnesota Press.
- Parks, Lisa, and Nicole Starosielski. 2015. Signal Traffic: Critical Studies of Media Infrastructures. University of Illinois Press.
- Plantin Jean-Christophe, Lagoze, Carl, Edwards, Paul, and Christian Sandvig. 2018. "Infrastructure Studies meet Platform Studies in the Age of Google and Facebook." New Media & Society 20 (1): 293-310.
- Star, Susan Leigh, and Karen Ruhleder. "Steps Toward an Ecology of Infrastructure: Design and Access for Large Information Spaces." Information Systems Research 7 (1996): 111-134.

Assessment: Essay (100%) in the ST.

MC435 Half Unit

Disruptive Digital Worlds: Competing Economic and Political Economy Explanations

This information is for the 2020/21 session.

Teacher responsible: Professor Robin Mansell

Availability: This course is available on the MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Media and Communications, MSc in Media and Communications (Data and Society) and MSc in Media and Communications (Media and Communications Governance). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The world economy is characterised by rising income, wealth disparities and increasing dependence on digital technologies - especially in the wake of COVID-19. This course will help students to understand how applications of economic theory shape developments in digital platforms and services and the consequences for citizens and consumers. A background in economics is not needed to take this course. The consequences of high levels of digital market concentration, job losses due to artificial intelligence and online monitoring applications are treated differently in various traditions in economics. For some digital 'disruption' is a sign of progress. For others it brings risks and harms. For some increasing dependence on digital technologies is seen as inevitable. For others radical change is needed to protect the rights of citizens and consumers. Students will learn about the differences between free market (neoclassical), market reform (institutional) and critical political economy theories of

digital disruption, how they are applied and how they influence business and policy. Does everyone have to adapt to the latest digital services and applications? Is there a link between rising inequality and the spread of digital technologies? Does the goal of tech driven economic growth always conflict with goals of equity, inclusion and fundamental human rights?

Week 1: Introduction: What is Digital Disruption?

Week 2: Digital Transformation - Theoretical Perspectives

Week 3: Digital Platforms - What They Do and Why it Matters

Week 4: Digital Business Strategies and Policy Responses

Week 5: Technical Standards and Why They Matter

Week 6: (reading week)

Week 7: Artificial Intelligence, Employment and Labour Conditions

Week 8: Transforming Audio-visual Markets

Week 9: Transforming Mobile Service and App Markets

Week 10: Digital Inequalities: Catching Up or Falling Behind

Week 11: Conclusion: Comparing Economic Perspectives

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 20 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as online videos. This course includes a reading week in Week 6 of term.

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

A 1,500 word essay on a topic selected from a list of questions.

Indicative reading:

- Bauer, J. M. (2018) The Internet and Income Inequality: Socio-Economic Challenges in a Hyperconnected Society, *Telecommunications Policy*, 42(4): 333-343.
- Fuchs, C. (2009) 'Information and Communication Technologies and Society: A contribution to the critique of the political economy of the Internet'. *European Journal of Communication*, 24(1): 69-87.
- Gorwa, R. (2019) 'What is Platform Governance?'. *Information, Communication & Society*, 22(6): 854-871.
- Mansell, R. and Steinmueller, W. E. (2020) *Advanced Introduction to Platform Economics*. Cheltenham: Edward Elgar Publishing (available in September 2020).
- McGuigan, L. (2019) 'Automating the audience commodity: The unacknowledged ancestry of programmatic advertising'. *New Media & Society*, 21(11): 2366-2385.
- Nieborg, D. B. and Helmond, A. (2019) 'The Political Economy of Facebook's platformization in the mobile ecosystem: Facebook messenger as a platform instance'. *Media, Culture & Society*, 41(2): 196-218.
- Van Dijck, J., Poell, T., and De Waal, M. (2018) *The Platform Society: Public values in a connective world*. Oxford: Oxford University Press.
- Wu, T. (2018) *The curse of bigness: Antitrust in the new gilded age*. Penguin Random House. New York.
- Zuboff, S. (2019) *The Age of Surveillance Capitalism: The fight for a human future at the new frontier of power*. New York: Public Affairs.

Assessment: Essay (80%, 3000 words) in the ST. Presentation (20%) in the LT.

Students will select an essay topic from a list of questions.

Students will make a presentation during the seminars.

MC436 Half Unit Mediating the Past

This information is for the 2020/21 session.

Teacher responsible: Dr Omar Al-Ghazzi

Availability: This course is available on the MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Media and Communications, MSc in Media and Communications

(Data and Society), MSc in Media and Communications (Media and Communications Governance), MSc in Media and Communications (Research), MSc in Media, Communication and Development, MSc in Politics and Communication and MSc in Strategic Communications. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course starts with the premise that the understanding of the past and the future is socially-constructed, mediated, and shaped by power relations within the present. It critically explores cultural, political and technological issues in relation to the passing of time. It addresses questions such as: How do different kinds of media represent and structure collective notions about time whether in relation to the present, the past or the future? How do power relations shape understandings and experiences of time? How do we learn about history through media and why does that matter? How does the trauma of colonialism impact collective understandings of history and national futures? In addressing these questions, this course makes creative connections between various topics in media and communication studies. It introduces students to the field of collective memory, differentiating it from history and historiography. It then considers critical issues within the relation between history, memory and politics, which are colonialism/postcolonialism, nationalism, collective action, trauma, witnessing and war. The second part of the class focuses on the analysis of technology and media in the ways they contribute to the social construction of time. It addresses how privilege and access to technology regulate the speed and slowness of people's lives. It moves on to exploring how particular media conventions represent temporality, with a focus on news media, digital technologies and popular culture. By the end of the course, students will be able to identify key debates in the study of time and temporality, particularly as approached from the disciplinary perspective of communications and media studies.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 20 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as online videos. This course includes a reading week in Week 6 of term.

Formative coursework: Students will be expected to produce one 1500 word essay.

Indicative reading:

- Badiou, A (2012). *The rebirth of history: Times of riots and uprisings*. Verso Books.
- Boym, S. (2008). *The future of nostalgia*. Basic Books.
- Chakrabarty, D. (2009). *Provincializing Europe: Postcolonial Thought and Historical Difference*. Princeton University Press
- Diouf, M. (2003). *Historians and Histories: What For? African Historiography: Between the State and the Communities*. International Institute of Social History, South-South Exchange Programme for Research on-the History of Development.
- Hage, G. (2009). *Waiting out the crisis: On stuckness and governmentality*. *Waiting*, 97.
- Hobsbawm, E., & Ranger, T (Eds.). (2012). *The invention of tradition*. Cambridge University Press.160
- Keighley, E., & Pickering, M. (2012). *The Mnemonic Imagination*. Palgrave Macmillan, London.
- Khayyat, M., Khayyat, Y., & Khayyat, R. (2018). *Pieces of Us: The Intimate as Imperial Archive*. *Journal of Middle East Women's Studies*, 14(3), 268-291.
- Mark, J. (2010). *The unfinished revolution: Making sense of the communist past in Central-Eastern Europe* (p.8). New Haven: Yale University Press.
- Martin-Barbero, J. (1993). *Communication, culture and hegemony: from the media to mediations*. Sage Pubns.160
- Nelson, A. (2008). *Bio science: Genetic genealogy testing and the pursuit of African ancestry*. *Social Studies of Science*, 38(5), 759-783.160
- Nora, P. (1989). *Between memory and history: Les lieux de mémoire*. *Representations*.
- Olick, J. K., Vinitzky-Seroussi, V., & Levy, D. (Eds.). (2011). *The*

collective memory reader. Oxford University.

- Özyürek, E. (2006). *Nostalgia for the Modern: State Secularism and Everyday Politics in Turkey*. Duke University Press Books.
- McClintock, A., & Robertson, G. (1994). *Soft-soaping empire: Commodity racism and imperial advertising* (pp. pp-131). London: Routledge.
- Misztal, B. (2003). *Theories of social remembering*. McGraw-Hill Education (UK).160
- Najmabadi, A. (1996). "Is our name remembered?": Writing the history of Iranian constitutionalism as if women and gender mattered. *Iranian Studies*, 29(1-2), 85-109.
- Sharma, S. (2014). *In the meantime: Temporality and cultural politics*. Duke University Press.
- Smith, R. M. (2003). *Stories of peoplehood: The politics and morals of political membership*. Cambridge University Press.
- Strassler, K. (2006). *Reformasi Through Our Eyes: Children as Witnesses of History in Post-Suharto Indonesia*. *Visual Anthropology Review*, 22(2), 53-70.
- Trouillot, M. R. (1995). *Silencing the past: Power and the production of history*. Beacon Press.
- Zelizer, B. (1998). *Remembering to forget: Holocaust memory through the camera's eye*. University of Chicago Press.

Assessment: Essay (100%, 3000 words) in the ST.

MC437 Half Unit

Media, Data and Social Order

This information is for the 2020/21 session.

Teacher responsible: Professor Nick Couldry

Availability: This course is available on the MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Media and Communications, MSc in Media and Communications (Data and Society), MSc in Media and Communications (Media and Communications Governance), MSc in Media and Communications (Research), MSc in Politics and Communication and MSc in Strategic Communications. This course is available with permission as an outside option to students on other programmes where regulations permit.

In order to accommodate academic staff leave, and in order to maintain smaller group sizes, this course is capped, meaning there is a limit to the number of students who can be accepted.

Pre-requisites: No formal pre-requisites, but students will need to apply by submitting a statement via LSE for You during the Course Choice period.

Course content: Visions of contemporary society and its reliance on data processes are highly polarised: do they represent the end of freedom under a regime of continuous surveillance or the freeing up of an extended group mind through awesome computing power? Today's starkly opposed visions of media's contribution to social order have however a much longer history which we must grasp if today's transformations are to be understood. Since the 19th century, technologies for mediated communication have developed in increasingly institutionalised forms. Those forms – from the traditional mass media (the press, radio, television) to contemporary media and information infrastructures – have played important roles in the organization of everyday life, and have been imagined to play a central role in the 'order' of society, even of the world. But do today's digital platforms for social interaction (especially 'social media'), and the data processes that underlie those platforms (the process sometimes called datafication), create a completely different type of social order from in the past? How is that order being constructed, and what are its implications for social life?

This course offers a primarily sociological, but also interdisciplinary, exploration of how a social order is being constructed in the era of social platforms and large-scale data-collection, and the social –indeed ethical - challenges to which the

new 'datafied' social order is giving rise. The course is structured into two main parts. After the introductory lecture, Lectures two to five will explore alternative entry-points for analysing this social order, via transformations of social space, the creation of social relations, the creations of new forms of meaning via algorithms, and macro-theories of the emerging order. Lectures six to nine will apply these theoretical insights to the expanding uses of data in four areas of daily life: social justice, personalized marketing, surveillance (at work and at home), and the formation of individual subjects (in education and through self-tracking). The concluding lecture will draw together the course's themes with a particular focus on the normative implications of the datafied social order, with particular reference to the questions of autonomy, surveillance and data extraction.

The course will be aimed at all MSc students interested in acquiring a broad social-theoretical understanding of the role that media institutions play in ordering contemporary societies and developing their own critical perspective on whether media and datafication, as processes do, or do not, overall enhance human life, especially its social and ethical dimensions.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 25 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as online videos. This course includes a reading week in Week 6 of term.

Formative coursework: Students will be given the option of choosing one of two alternative pieces of formative coursework in preparation for the summative essay. Students can submit either (1) a short essay on a theoretical approach to understanding data's role in social order (1200-1500 words); or (2) a short reflection: students should choose a short (200 word maximum) text of theory or business discourse, and then reflect on that text's implications for a data practice of their choice (1200-1500 words).

Indicative reading:

- Beniger, James (1986) *The Control Revolution*. Harvard University Press. Chapter 6.
- Cohen, Julie (2012) *Configuring the Networked Self*. New Haven: Yale University Press.
- Couldry, Nick and Hepp, Andreas (2017) *The Mediated Construction of Reality*. Cambridge: Polity.
- Elias, N. (1991) *The Society of Individuals*. London: Continuum.
- Gillespie, Tarleton (2010) 'The Politics of "Platforms"', *New Media & Society* 12(3): 347-364.
- Bucher, Taina (2017) 'The algorithmic imaginary: exploring the ordinary affects of Facebook algorithms', *Information Communication and Society*, 20(1): 20-34.
- Curran, James (1982) 'Communications, Power and Social Order' in M. Gurevitch et al (eds) *Culture, Society and the Media*. London: Routledge.
- Schneier, Bruce (2013) *Data and Goliath*. New York: Norton.
- Turow, Joseph (2017) *The Aisles Have Eyes*. Yale University Press.
- Van Dijck, Jose (2013) *The Culture of Connectivity*. Oxford: Oxford University Press.

Assessment: Essay (100%, 4000 words) in the ST.

Students will submit one piece of written work for the summative assessment: a 4000 word essay on questions set by the course convenor in which students will bring together theoretical discussion with the consideration of specific data practices.

MC438 Half Unit

Mediated Feminisms

This information is for the 2020/21 session.

Teacher responsible: Professor Sarah Banet-Weiser

Availability: This course is available on the MSc in Gender, Media and Culture, MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Media and Communications, MSc in Media, Communication and

Development and MSc in Politics and Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: Media have been crucial to feminist politics across the globe, from 19th century pamphlets to early television representations to 90s zine culture to the multitude of hashtag feminisms in contemporary social media. This course explores the ways that feminisms, in both the Global North and Global South, materialize as a kind of media, appearing on a variety of media platforms from print to digital. The course addresses the relationship between forms of feminisms in different geographical regions and media contexts. There are many different feminisms that circulate in popular media in different historical moments, and some of these feminisms become more visible than others. Mediated feminisms are networked across all media platforms, some connecting with synergy, others struggling for priority and visibility.

The goal of the course is to critically examine the ways in which feminism, and its intersections with race, ethnicity, nationality, and class, is enacted and represented in the media, and how mediated feminisms have an impact on cultural formations and communication. The course will also examine misogynistic and sexist reactions to feminism, within the frame of the normalization of hierarchy and violence.

The course is designed to historicize and conceptualize past and current developments, as well as recurrent themes and movements, in media representations of feminisms. Specifically, the course historicizes the recent explosion of mediated feminisms, and offers students a long-term theoretically-informed critical perspective on the ways feminisms have been mediated. It presents a historical examination of "mediated feminisms" as sites for the restructuring of knowledge. Furthermore, the course insists that in order to develop a complex and inclusive understanding of how media representations of feminism influence viewers and users, we must consider feminism beyond the West in terms of global and transnational perspectives.

The course is framed around broad histories of feminist media productions (from newspapers to zines to hashtags) and feminist consumption/commodity feminism. Using theories from cultural and media studies, creative industry studies, film and gender studies, and communication studies, it explores different processes and practices of feminism and their relationship to media forms and media production. The discussions will examine feminist media production from early suffrage movements to global feminist practices of the mid 20th century to post-colonial feminist productions of the later 20th century, to queer feminist and post- and popular feminist productions of the current moment. The course is structured into three parts:

Part One, Historical Mediated Feminisms (Lectures 1-5), will review historic approaches to the ways feminisms have been mediated, from the 19th century to the present;

Part Two, Feminist Media Productions (Lectures 7-9) will explore feminist media productions both within and outside the mainstream media (ranging from alternative press to zines to digital media production);

Part Three, Popular Feminism and Activism Today (Lectures 10-11) will draw together the course's themes with a particular focus on the contemporary moment of popular feminism, asking students to engage in the ambivalent spaces of mediated feminisms.

The course is intended for all MSc students interested in acquiring a broad cultural-theoretical understanding of the role that media institutions play in defining feminisms for broad audiences, as well as those who are interested in feminist media productions across history.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 25 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as online videos. This course includes a reading week in Week 6 of term.

Formative coursework: Students will be expected to produce 1 project in the MT.

Students will be given the option of choosing one of two alternative forms of preparation for the summative project:

Either

(1) A 1200-1500 word Short Analysis in which an individual student explains the relationship between media and its representation of feminism(s) during a specific historical period;

Or

(2) A Group Project: students can work in groups of 3-4, and will write a 2000-2500 word analysis of the relationship between media and its representations of feminisms during a specific historical period. The aim of the group project is for students to work collaboratively and reflect on the analysis in a group setting.

Indicative reading:

- Amrita Basu. (2018). *Women's Movements in the Global Era: The Power of Local Feminisms*. 2nd Edition. London: Routledge.
- Dobson, A. (2015). *Postfeminist digital cultures: Femininity, social media, and self-representation*. NY: Palgrave Macmillan, 1st Ed.
- Dosekun, S. (2015). For western girls only? Post-feminism as transnational culture. *Feminist Media Studies*, 15(6), 960-975.
- Dow, Bonnie. (2014). *1970: Watching Woman's Liberation: Feminism's Pivotal Year on the News*. Chicago: University of Illinois Press.
- Duffy, B. E. (2017). *(Not) Getting Paid to Do What You Love: Gender, Social Media, and Aspirational Work*. Yale University Press.
- Grewal, I. and Kaplan, C. (1994). *Scattered Hegemonies: Postmodernity and Transnational Feminist Practices*. Minneapolis: University of Minnesota Press.
- Hegde, R. (2011). *Circuits of Visibility: Gender and Transnational Media Cultures*. New York: New York University Press.
- Kearney, M. (2006). *Girls Make Media*. New York: Routledge.
- Keller, J, Ringrose, J, and Mendes, K. (2019). *Digital Feminist Activism: Girls and Women Fight Back Against Rape Culture*. Oxford: Oxford University Press
- Noble, S., & Tynes, Brendesha M. (eds) (2016). *The intersectional Internet: Race, sex, class, and Culture online*. New York: Peter Lang.
- Shohat, E. and Stam, R. (eds) (2003) *Multiculturalism, Postcoloniality and Transnational Media*, New Brunswick NJ: Rutgers University Press

Additional reading

- Banet-Weiser, S. (2018). *Empowered: Popular Feminism and Popular Misogyny*. Durham, NC: Duke University Press.
- Gill, R. (2007). Postfeminist media culture: Elements of a sensibility. *European journal of cultural Studies*, 10(2), 147-166.
- Gill, R. (2008). Empowerment/sexism: Figuring female sexual agency in contemporary advertising. *Feminism & Psychology*, 18(1), 35-60.
- Gill, R., & Pratt, A. (2008). In the social factory? Immaterial Labour, Precariousness and cultural work. *Theory, culture & society*, 25(7-8), 1-30.
- Gill, R. (2011). Sexism reloaded, or, it's time to get angry again!. *Feminist Media Studies*, 11(01), 61-71.
- Gill, R. and Elias, A. S. (2014). 'Awaken Your Incredible': Love your Body Discourses and Postfeminist Contradictions. *International Journal of Media and Cultural Politics*, 10(2), pp. 179-188.
- Gill, R., & Orgad, S. (2015). The confidence cult (ure). *Australian Feminist Studies*, 30(86), 324-344.
- Gilson, Erinn (2014). *The Ethics of Vulnerability: A Feminist Analysis of Social Life and Practice*. Routledge.
- Gray, H. (2013). Subject (ed) to Recognition. *American Quarterly*, 65(4), 771-798.
- Grewal, I. (2005). *Transnational America: feminisms, diasporas, neoliberalisms*. Duke University Press.
- Gross, L. (2012). *Up from invisibility: Lesbians, gay men, and the media in America*. Columbia University Press.
- Gunn, C. (2015). "Hashtagging for the Margins: Women of Color Engaged in Feminist Consciousness-Raising on Twitter." In *Women of Color and Social Media Multitasking: Blogs, Timelines, Feeds, and Community*, edited by Keisha Edwards Tassie and Sonja M. Brown Givens, 21-34. Lanham: Lexington Books.
- Hains, R. C. (2012). Growing up with girl power: Girlhood on

- screen and in everyday life. Peter Lang.
- Harris, A. (Ed.). (2004). *All about the girl: Culture, power, and identity*. Routledge.
 - Hasinoff, A. A. (2015). *Sexting panic: Rethinking criminalization, privacy, and consent*. University of Illinois Press.
 - Hearn, A. (2008). Meat, Mask, Burden: Probing the contours of the branded 'self.' *Journal of Consumer Culture*, 8 (2), 197-217.
 - Hearn, A. (2010). Structuring Feeding: Web 2.0, Online Ranking and Rating, and the Digital 'Reputation' Economy. *Ephemera* 10, no. 3/4: 421-438.
 - Hicks, M. (2017). *Programmed Inequality: How Britain Discarded Women Technologists and Lost Its Edge in Computing*. MIT Press.
 - Hochschild, A. R. (1983). *The managed heart: Commercialization of human feeling*. Univ of California Press.
 - Hong, G. K. (2006). The ruptures of American capital: Women of color feminism and the culture of immigrant labor. U of Minnesota Press.
 - Koffman, O., & Gill, R. (2013). 'the revolution will be led by a 12-year-old girl': 1 girl power and global biopolitics. *feminist review*, 105(1), 83-102.
 - Kolko, B., Nakamura, L., & Rodman, G. (Eds.). (2013). *Race in cyberspace*. Routledge.
 - Marwick, A. E. (2013). *Status update: Celebrity, publicity, and branding in the social media age*. Yale University Press.
 - Massanari, A. (2017). # Gamergate and The Fappening: How Reddit's algorithm, governance, and culture support toxic technocultures. *New Media & Society*, 19(3), 329-346.
 - McRobbie, A. (2004). Post-feminism and popular culture. *Feminist media studies*, 4(3), 255-264.
 - McRobbie, A. (2007). Postfeminism and Popular Culture: Bridget Jones and the New Gender Regime. In Tasker, Y. and Negra, D. (Eds). *Interrogating Postfeminism: Gender and the Politics of Popular Culture*. Duke University Press. Pp. 27-39.
 - McRobbie, A. (2009). *The aftermath of feminism: Gender, culture and social change*. Sage.
 - McRobbie, A. (2016). *Be creative: Making a living in the new culture industries*. John Wiley & Sons.
 - Mukherjee, R., & Banet-Weiser, S. (Eds.). (2012). *Commodity activism: Cultural resistance in neoliberal times*. NYU Press.
 - Negra, D., & Tasker, Y. (Eds.). (2014). *Gendering the recession: Media and culture in an age of austerity*. Duke University Press.
 - Noble, S. U. (2018). *Algorithms of oppression: Race, gender and power in the digital age*. NYU Press.
 - Nussbaum, M. C. (2010). Objectification and Internet misogyny. *The offensive internet: Speech, privacy, and reputation*, 68, 73.
 - Orenstein, Peggy. 1995. *School Girls: Young Women, Self-Esteem, and the Confidence Gap*. New York: Anchor Books.
 - Piepmeyer, Alison. (2009). *Girl Zines: Making Media, Doing Feminism*. New York: NYU Press
 - Projansky, S. (2014). *Spectacular girls: Media fascination and celebrity culture*. NYU Press.
 - Rottenberg, C. (2014). The rise of neoliberal feminism. *Cultural Studies*, 28(3), 418-437.
 - Switzer, H. (2013). (Post) Feminist development fables: The Girl Effect and the production of sexual subjects. *Feminist Theory*, 14(3), 345-360.
 - Walterdine, V., Lucey, H., & Melody, J. (2001). *Growing up girl: Psycho-social explorations of gender and class*. Palgrave.
 - Zeisler, A. (2016). *We were feminists once: From Riot Grrrl to Covergirl: The buying and selling of a political movement*, New York: Public Affairs.

Assessment: Essay (80%, 2000 words) in the ST. Assignment (20%).

The summative assignment consists of a 2,000 word essay in the ST, and a media product, about a particular historical period we discuss in class.

For the essay component (80%) students will be asked to choose a case study from a particular historical period that was discussed in the course and analyze how particular media from that period represents, engages with and/or negotiates the meanings of

feminism. Students will be instructed to write their summative essay on a different historical period from that on which they wrote their formative essay.

For the media production assignment (20%), students will be required to produce an example of a media form that relates to the period on which they write their summative essay. This task asks students to create a media artifact, with "media" understood as a broad category. For the purposes of this class, media production involves the use of technology (from print to music to digital media) to be able to produce a tactile, visual, digital, or audio artifact. These media products could range from creating a social media plan for a feminist action, or a hashtag campaign that would cross platforms, to a YouTube channel where they can give tutorials on feminism. Students can create a short documentary or educational video, or a pitch for a reality show, or storyboard, zine, comic strip, podcast, etc. The media product does not have to correspond with the actual historical period analyzed, so students can imagine a different medium paired with the era: a podcast "from" suffragette era, a Tumblr from the Second Wave era, etc. Students do not have to have experience in production; this is more of a creative assignment to think through the connections between feminist theories and how these theories might be represented in media productions. Assessment will be based on a well-thought out product, the amount of difficulty inherent in chosen medium, and the ability to apply ideas from the course to a media product.

MC499

Dissertation: Media and Communications

This information is for the 2020/21 session.

Teacher responsible: Dr Simidele Dosekun will convene the teaching and organisation of this course, and will oversee allocation of dissertation supervisors (one per student).

Availability: This course is compulsory on the MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Media and Communications, MSc in Media and Communications (Data and Society), MSc in Media and Communications (Media and Communications Governance), MSc in Media and Communications (Research), MSc in Media, Communication and Development, MSc in Politics and Communication and MSc in Strategic Communications. This course is not available as an outside option.

Course content: The aim of this dissertation is for students to pursue an independent piece of research within the field of media and communications following the guidelines provided in the MSc Dissertation Guide and the instructions by the School's staff members. The dissertation is usually a combination of theoretical enquiry and original empirical enquiry concerning an issue in the field of media and communications. On rare occasions it is based on a theoretical interrogation. Students are encouraged to select a topic that reflects the content of their MSc programme. In all cases, students must obtain the approval of their supervisor before embarking on any research.

Teaching: This course will be delivered through a combination of lectures, workshops and one-to-one supervision in Michaelmas, Lent and Summer Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as online videos. This course includes a reading week in Week 6 of Michaelmas and Lent Term.

Formative coursework: Students are required to submit ethics checklist, literature review and dissertation plan to their dissertation supervisor in LT and ST.

Indicative reading: There are no formal reading lists, but students are encouraged to consult departmental handbooks on how to write dissertations.

Assessment: Dissertation (100%, 12000 words) in August.

The dissertation must be not less than 10,000 words and not more

than 12,000 words in length.

MC4M1 Half Unit

Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis)

This information is for the 2020/21 session.

Teacher responsible: Dr Jean-Christophe Plantin

Availability: This course is available on the MSc in Gender, Media and Culture, MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Media and Communications, MSc in Media and Communications (Data and Society), MSc in Media and Communications (Media and Communications Governance), MSc in Media, Communication and Development, MSc in Politics and Communication and MSc in Strategic Communications. This course is not available as an outside option.

Course content: The aims of the course are to provide students with a general training in research methods and techniques, including research design, the collection, analysis and interpretation of data, and to enable students to evaluate critically their own research and that of professional researchers. The course has three components:

i. Principles of Research in Media and Communications: a series of lectures offered by media and communications staff in MT. The lectures will normally cover the following topics central to research design across the social sciences, with a specific emphasis on their application to media and communications contexts: the general nature of research as social inquiry, interviewing, critical discourse analysis, social network analysis, content analysis, visual analysis, survey design/questionnaires, case studies, ethnography and participant observation, as well as research ethics.

ii. Principles of Social Research: a series of five three-hour workshops (each comprised of two 1.5-hour sessions) offered by media and communications staff in the LT. Students are required to participate in two of the workshops.

iii. Quantitative Analysis: Students have to take the following course offered by the Department of Methodology: MY464 Introduction to Quantitative Methods for Media and Communications. Please note that this course is compulsory and automatically included within the MC4M1 course.

Teaching: This course is delivered through a combination of lectures, seminars and workshops totalling a minimum of 55 hours across Michaelmas and Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as online videos. This course includes a reading week in Week 6 of term.

i. Principles of Research in Media and Communications: Lecture (one hour) x 10 MT; Lecture on Writing Methodological Critiques (one hour) x 1 LT.

ii. Principles of Social Research: Workshop (three hours) x 2 LT (each comprised of two separate 1.5 hour sessions).

iii. Revision sessions for summative method essay: Q&A session (two hours) x 1 LT and x 1 ST.

iv. Quantitative Analysis MY464: This course is delivered through a combination of classes and lectures in MT. This year, this teaching will be delivered through a combination of short online recorded films for the lectures and live classes, which will be delivered face-to-face where feasible, or online where not. Combined hours across lectures and classes will be equivalent to a minimum of 30 hours face-to-face teaching.

v. Methodology pilot drop in clinics: Workshop (two hours) x 1 LT and ST.

Formative coursework:

i. Principles of Research in Media and Communications: All students are expected to complete advance readings and submit one essay of 1,500 words to their supervisors in the MT.

ii. Principles of Social Research: All students are expected to complete advance readings and submit workshop assignments.

iii. Quantitative Analysis: Most statistics courses require weekly assignments

Indicative reading:

- Alasuutari, P. (1995). *Researching Culture: Qualitative Method and Cultural Studies*. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Bauer, M. W., & Gaskell, G. D. (2000). *Qualitative Researching with Text, Image and Sound: A Practical Handbook for Social Research*. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Bell, A., & Garrett, P. (1998). *Approaches To Media Discourse*. Oxford; Malden, Mass: John Wiley & Sons.
- Bertrand, I & Hughes, P. (2005) *Media Research Methods. Audiences, Institutions and Texts*. New York: Palgrave.
- Bryman, A. (2012). *Social Research Methods*. Oxford; New York: Oxford University Press.
- Deacon, D., Pickering, M., Golding, P., & Murdock, G. (1999). *Researching Communications: A Practical Guide to Methods in Media and Cultural Analysis*. London: Hodder Education.
- Flick, U. (1998). *An Introduction to Qualitative Research*. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Kent, R. (1994). *Measuring Media Audiences*. London; New York: Cengage Learning EMEA.
- Rose, G. (2012). *Visual Methodologies: An Introduction to Researching with Visual Materials*. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Schroder, K., Drotner, K., Kline, S., & Murray, C. (2003). *Researching Audiences: A Practical Guide to Methods in Media Audience Analysis*. London: New York: Bloomsbury Academic.
- Silverman, D. (2013). *Doing Qualitative Research: A Practical Handbook*. London; Thousand Oaks, Calif: SAGE Publications Ltd.

Assessment: Coursework (80%, 3000 words) in the ST.

Online assessment (20%).

Description of assessment:

Coursework: One written assignment of not more than 3,000 words, relating to the combination of Principles of Research in Media and Communications and Principles of Social Research to be submitted in the ST (80%).

Three-hour online assessment in the January exam period relating to Quantitative Analysis (MY464) (20%).

MC4M2

Advanced Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis)

This information is for the 2020/21 session.

Teacher responsible: Professor Ellen Helsper

Availability: This course is compulsory on the MSc in Media and Communications (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

Students taking non-research track media and communications MSc programmes may take this course instead of MC4M1 subject to their own degree regulations and with the agreement of the teacher responsible.

Course content:

i. Principles of Research in Media and Communications: A series of lectures offered by media and communications staff in MT. The lectures will normally cover the following topics central to research design across the social sciences, with a specific emphasis on their application to media and communications contexts: the general nature of research as social inquiry, interviewing, social network analysis, critical discourse analysis, content analysis, visual analysis, survey design/questionnaires, experiments, ethnography and participant observation, as well as research ethics.

ii. Principles of Social Research and Specialist social research workshop: A series of ten three-hour workshops (10 comprised of

two x 1.5 hour sessions) offered by media and communications staff in LT. Students are required to participate in all ten workshops.

iii. Quantitative Analysis: Students take two statistics courses offered by the Department of Methodology: MY464 Introduction to Quantitative Methods for Media and Communications; MY452L Applied Regression Analysis. Please note that these courses are compulsory and automatically included when you register for the standard MC4M2 course. Students may be permitted to substitute a more advanced course offered by the Department of Methodology in place of MY464 and/or MY452L, with the approval of the MC4M2 course convenor and subject to timetabling constraints.

Teaching: This course is delivered through a combination of lectures, seminars and workshops totalling a minimum of 95 hours across Michaelmas and Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as online videos. This course includes a reading week in Week 6 of term.

i. Principles of Research in Media and Communications: Lecture (one hour) x 10 MT; Lecture on Writing Methodological Critiques (one hour) x 1 LT.

ii. Principles of Social Research: Workshop (three hours) x 10 LT.

iii. Quantitative Analysis:

• **MY464:** This course is delivered through a combination of classes and lectures in the MT. This year, this teaching may be delivered through a combination of short online recorded films for the lectures and live classes, which will be delivered face-to-face where feasible, or online where not. Combined hours across lectures and classes will be equivalent to a minimum of 30 hours face-to-face teaching.

• **MY452L:** This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in the LT. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos.

iv. Methodology pilot drop in clinic: Workshop (two hours) x 1 LT and ST.

Formative coursework:

i. Principles of Research in Media and Communications: All students are expected to complete advance readings and submit one essay of 1500 words in the MT.

ii. Principles of Social Research Workshops: All students are expected to complete advance readings and submit workshop assignments.

iii. Quantitative Analysis: Most statistics courses require weekly assignments

Indicative reading:

- Alasuutari, P. (1995). *Researching Culture: Qualitative Method and Cultural Studies*. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Bauer, M. W., & Gaskell, G. D. (2000). *Qualitative Researching with Text, Image and Sound: A Practical Handbook for Social Research*. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Bell, A., & Garrett, P. (1998). *Approaches To Media Discourse*. Oxford; Malden, Mass: John Wiley & Sons.
- Bertrand, I & Hughes, P. (2005) *Media Research Methods. Audiences, Institutions and Texts*. New York: Palgrave.
- Bryman, A. (2012). *Social Research Methods*. Oxford; New York: Oxford University Press.
- Deacon, D., Pickering, M., Golding, P., & Murdock, G. (1999). *Researching Communications: A Practical Guide to Methods in Media and Cultural Analysis*. London: Hodder Education.
- Flick, U. (1998). *An Introduction to Qualitative Research*. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Kent, R. (1994). *Measuring Media Audiences*. London; New York: Cengage Learning EMEA.
- Rose, G. (2012). *Visual Methodologies: An Introduction to Researching with Visual Materials*. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Schroder, K., Drotner, K., Kline, S., & Murray, C. (2003). *Researching Audiences: A Practical Guide to Methods in Media Audience Analysis*. London: New York: Bloomsbury Academic.

- Silverman, D. (2013). *Doing Qualitative Research: A Practical Handbook*. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Assessment

Assessment: Coursework (66%, 5000 words) and take-home assessment (14%) in the ST.

Continuous assessment (3%) in the LT.

Online assessment (17%).

Description of assessment:

1. Coursework: One written assignment of not more than 5000 words to be submitted in the ST (66%).
2. Three assessments relating to Quantitative Analysis: One three-hour online assessment in the January exam period for MY464, as well as one two-hour take home assessment in ST and continuous assessment in LT for MY452L (see Methodology Department course guides) (34%).

MC4M7 Half Unit

Methods of Research in Media & Communications (including Qualitative Analysis & Applied Regression Analysis)

This information is for the 2020/21 session.

Teacher responsible: Dr Jean-Christophe Plantin

Availability: This course is available on the MSc in Gender, Media and Culture, MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Media and Communications, MSc in Media and Communications (Data and Society), MSc in Media and Communications (Media and Communications Governance), MSc in Media, Communication and Development, MSc in Politics and Communication and MSc in Strategic Communications. This course is not available as an outside option.

Course content: The aims of the course are to provide students with a general training in research methods and techniques, including research design, the collection, analysis and interpretation of data, and to enable students to evaluate critically their own research and that of professional researchers.

The course has three components:

i. Principles of Research in Media and Communications: A series of lectures offered by media and communications staff in MT. The lectures will normally cover the following topics central to research design across the social sciences, with a specific emphasis on their application to media and communications contexts: the general nature of research as social inquiry, interviewing, critical discourse analysis, social network analysis, content analysis, visual analysis, survey design/questionnaires, case studies, ethnography and participant observation, as well as research ethics.

ii. Principles of Social Research: A series of five three-hour workshops (each comprised of two 1.5-hour sessions) offered by media and communications staff in the LT. Students are required to participate in two of the workshops.

iii. Quantitative Analysis: Students have to take the following course offered by the Department of Methodology: MY452M Applied Regression Analysis. Please note that this course is compulsory and automatically included in the MC4M7 course.

Teaching: This course is delivered through a combination of lectures, seminars and workshops totalling a minimum of 43 hours across Michaelmas and Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as online videos. This course includes a reading week in Week 6 of term.

i. Principles of Research in Media and Communications: Lecture (one hour) x 10 MT; Lecture on Writing Methodological Critiques (one hour) x 1 LT.

ii. Principles of Social Research: Workshop (three hours) x 2 LT (each comprised of two separate 1.5 hour sessions)

iii. Revision sessions for summative method essay: Q&A session (two hours) x 1 LT and x 1 ST.

iv. Applied Regression Analysis MY452: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in MT. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos.

v. Methodology pilot drop in clinic: Workshop (two hours) x 1 LT and ST.

Formative coursework:

i. Principles of Research in Media and Communications: All students are expected to complete advance readings and submit one essay of 1500 words to their supervisor in the MT.

ii. Principles of Social Research: All students are expected to complete advance readings and submit workshop assignments.

iii. Applied Regression Analysis: Most statistics courses require weekly assignments

Indicative reading:

- Alasuutari, P. (1995). *Researching Culture: Qualitative Method and Cultural Studies*. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Bauer, M. W., & Gaskell, G. D. (2000). *Qualitative Researching with Text, Image and Sound: A Practical Handbook for Social Research*. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Bell, A., & Garrett, P. (1998). *Approaches To Media Discourse*. Oxford; Malden, Mass: John Wiley & Sons.
- Bertrand, I & Hughes, P. (2005) *Media Research Methods. Audiences, Institutions and Texts*. New York: Palgrave.
- Bryman, A. (2012). *Social Research Methods*. Oxford; New York: Oxford University Press.
- Deacon, D., Pickering, M., Golding, P., & Murdock, G. (1999). *Researching Communications: A Practical Guide to Methods in Media and Cultural Analysis*. London: Hodder Education.
- Flick, U. (1998). *An Introduction to Qualitative Research*. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Kent, R. (1994). *Measuring Media Audiences*. London; New York: Cengage Learning EMEA.
- Rose, G. (2012). *Visual Methodologies: An Introduction to Researching with Visual Materials*. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Schroder, K., Drotner, K., Kline, S., & Murray, C. (2003). *Researching Audiences: A Practical Guide to Methods in Media Audience Analysis*. London: New York: Bloomsbury Academic.
- Silverman, D. (2013). *Doing Qualitative Research: A Practical Handbook*. London; Thousand Oaks, Calif: SAGE Publications Ltd.

Assessment: Exam (16%, duration: 2 hours) in the summer exam period.

Coursework (80%, 3000 words) in the ST.

Continuous assessment (4%) in the MT.

Description of assessment:

1 Coursework: One written assignment of not more than 3000 words, relating to the combination of Principles of Research in Media and Communications and Principles of Social Research to be submitted in the ST (80%).

2 Two-hour take home assessment in ST and continuous assessment in MT for MY452M (see Methodology Department course guides) (20%).

to their own degree regulations and with the agreement of the teacher responsible.

Course content:

i. Principles of Research in Media and Communications: A series of lectures offered by media and communications staff in MT. The lectures will normally cover the following topics central to research design across the social sciences, with a specific emphasis on their application to media and communications contexts: the general nature of research as social inquiry, interviewing, social network analysis, critical discourse analysis, content analysis, visual analysis, survey design/questionnaires, experiments, ethnography and participant observation, as well as research ethics.

ii. Principles and Specialist Research workshops: A series of ten three-hour workshops (10 comprised of two x 1.5 hour sessions) offered by media and communications staff in LT. Students are required to participate in all ten workshops.

iii. Quantitative Analysis: Students take two statistics courses offered by the Methodology Department: MY452M Applied Regression Analysis; MY455 Multivariate Analysis and Measurement. Please note that these courses are compulsory and automatically included when you register for the standard MC4M8 course.

Teaching: This course is delivered through a combination of lectures, seminars and workshops totalling a minimum of 85 hours across Michaelmas and Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as online videos. This course includes a reading week in Week 6 of term.

i. Principles of Research in Media and Communications: Lecture (one hour) x 10 MT; Lecture on Writing Methodological Critiques (one hour) x 1 LT.

ii. Principles and Specialist Research Workshops: Workshop (three hours) x 10 LT.

iii. Quantitative Analysis:

- MY452M: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in MT. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos.
- MY455: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across LT. This year, the lectures may be delivered live or as short online videos. The classes will be live and in person, and delivered online or in class.

iv. Methodology pilot drop in clinic: Workshop (two hours) x 1 LT and ST.

Formative coursework:

i. Principles of Research in Media and Communications: All students are expected to complete advance readings and submit one essay of 1500 words in the MT.

ii. Principles and Specialist Research Workshops: All students are expected to complete advance readings and submit workshop assignments.

iii. Quantitative Analysis: Most statistics courses require weekly assignments

Indicative reading:

- Alasuutari, P. (1995). *Researching Culture: Qualitative Method and Cultural Studies*. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Bauer, M. W., & Gaskell, G. D. (2000). *Qualitative Researching with Text, Image and Sound: A Practical Handbook for Social Research*. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Bell, A., & Garrett, P. (1998). *Approaches To Media Discourse*. Oxford; Malden, Mass: John Wiley & Sons.
- Bertrand, I & Hughes, P. (2005) *Media Research Methods. Audiences, Institutions and Texts*. New York: Palgrave.
- Bryman, A. (2012). *Social Research Methods*. Oxford; New York: Oxford University Press.
- Burton, D. (2000). *Research Training for Social Scientists: A Handbook for Postgraduate Researchers*. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Deacon, D., Pickering, M., Golding, P., & Murdock, G. (1999).

MC4M8

Advanced Methods of Research in Media & Communications (including Qualitative & Advanced Quantitative Analysis)

This information is for the 2020/21 session.

Teacher responsible: Professor Ellen Helsper

Availability: This course is available on the MSc in Media and Communications (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

Students taking non-research track media and communications MSc programmes may take this course instead of MC4M1 subject

Researching Communications: A Practical Guide to Methods in Media and Cultural Analysis. London: Hodder Education.

- Flick, U. (1998). *An Introduction to Qualitative Research*. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Hansen, A., Cottle, S., Negrine, P. R., & Newbold, C. (1998). *Mass Communication Research Methods*. Basingstoke: Palgrave Macmillan.
- Jensen, K. B., & Jankowski, N. W. (1991). *A Handbook of Qualitative Methodologies for Mass Communication Research*. London; New York: Routledge.
- Kent, R. (1994). *Measuring Media Audiences*. London; New York: Cengage Learning EMEA.
- Robson, C. (1993). *Real World Research: A Resource for Social Scientists and Practitioner-researchers*. Oxford: John Wiley & Sons.
- Rose, G. (2012). *Visual Methodologies: An Introduction to Researching with Visual Materials*. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Schroder, K., Drotner, K., Kline, S., & Murray, C. (2003). *Researching Audiences: A Practical Guide to Methods in Media Audience Analysis*. London: New York: Bloomsbury Academic.
- Silverman, D. (2013). *Doing Qualitative Research: A Practical Handbook*. London; Thousand Oaks, Calif: SAGE Publications Ltd.

Assessment: Exam (17%, duration: 2 hours) in the summer exam period.

Coursework (66%, 5000 words) and take-home assessment (14%) in the ST.

Continuous assessment (3%) in the MT.

Description of assessment:

1 Coursework: One written assignment of not more than 5000 words to be submitted in the ST (66%).

2 One two-hour exam in ST relating to MY455, as well as one take-home assessment due in ST and continuous assessment in MT relating to MY452M (see Methodology Department course guides) (34%).

MG401 Half Unit

Operations Management for Management Consultancy

This information is for the 2020/21 session.

Teacher responsible: Prof Richard Steinberg NAB.3.08

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Management (1 Year Programme) and MSc in Management of Information Systems and Digital Innovation. This course is available as an outside option to students on other programmes where regulations permit.

This course is capped at 45. Students on the waiting list will be selected based on their academic background.

Pre-requisites: There is a pre-assignment that is due at the first lecture of Lent term 2021. The specification of the pre-assignment will be posted to Moodle on the last day of Michaelmas term 2020.

Note that the pre-assignment is compulsory and cannot be accepted late.

Course content: The course covers eight topics: (1) Process Flow Analysis, (2) The Toyota Production System, (3) Inventory Management, (4) Assembly Line Balancing, (5) Project Management, (6) Quality Management for Services, (7) Forecasting, and (8) Scheduling. The course is structured in three parts. Part I is called 'Cases', and is based around a set of 5 readings: three Harvard Business School cases and two articles. Part II is called 'Techniques'. Part III is called 'The Goal', which takes place during the final 2-hour session, and consists of an in-depth discussion of the book, *The Goal*, by E.M. Goldratt and J. Cox.

Teaching: 16 hours of lectures and 12 hours of seminars in the LT. 2 hours of lectures in the ST.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: In addition to the pre-assignment students will have six assignments throughout the term covering the material in the course, and will be expected to work as a group on each assignment. The problems comprising each assignment will be discussed in the seminar classes, and each student will be individually responsible for answering all the problems for each assignment.

Indicative reading:

(1) Case: 'National cranberry cooperative (abridged)'

(2) Case: 'Toshiba: Ome works'

(3) Case: 'Toyota Motor Manufacturing, U.S.A., Inc.'

(4) Article: 'Controlling variation in health care: a consultation from Walter Shewhart'

(5) Article: 'Monitoring patients using control charts: systematic review'

(6) Book: *The Goal*, Fourth revised (30th anniversary) edition, E.M. Goldratt and J. Cox, 2014.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

MG402 Half Unit

Public Management: A Design-Oriented Approach

This information is for the 2020/21 session.

Teacher responsible: Professor Michael Barzelay NAB 3.19

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MBA Exchange, MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Development Management, MSc in Human Resources and Organisations (Human Resource Management/CIPD), MSc in Human Resources and Organisations (International Employment Relations and Human Resource Management), MSc in Human Resources and Organisations (Organisational Behaviour), MSc in Management (1 Year Programme), MSc in Management and Strategy, MSc in Management of Information Systems and Digital Innovation, MSc in Public Administration and Government (LSE and Peking University) and MSc in Public Policy and Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course cannot be combined with MG467 Strategy and Change in Public Sector Management. This course is available on course is available as an outside option to students on other programmes where regulations permit.

Course content: The public needs capabilities from public organizations, such as those to implement major shifts in public policies; to provide safe and otherwise adequate public services; to deliver technological and programmatic systems through projects; to create credible scientific information for public and policy use; and to deter corruption across the public sector. Furnishing capability to accomplish such purposes requires management of public organizations, and, management, in turn, involves using professional knowledge and skilful abilities to devise mechanisms that will work in challenging situations and settings.

In this course, students will learn how to engage creatively – as designers and managers – with practical theories and case-based knowledge in creating mechanisms that work in enabling public organizations to play their crucial roles in government. In particular, the course will focus on how a design-orientation in professional practice can be directed toward overcoming specific conditions and widespread tendencies that work against any specific public

organization's success in furnishing the capabilities required of it. Case studies will be used to develop this design-orientation, while also expanding students' familiarity with varied roles played by public organizations, e.g., using regulation to promote waste-reduction in a region's industrial sector; using international cooperation projects to promote advanced technological education in a partner country; using design-projects to formulate and test operational concepts for performing sanitation functions in delivering a public event attended by millions; using project organizations and tools to control the use of public money and authority in infrastructure projects; and using national-level auditing and criminal investigation tools to combat corruption at the local level. In this sense, and by using pedagogical methods common to professional schools of public policy and management, the course is emblematic of the design-oriented professional discipline of Public Management. (Additional course content information on the Course Moodle site.)

Teaching: 30 hours of combined lecture/seminars in the LT. Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Essay: Write a 1500-2500 word essay about a specific publication on the reading list to develop the skilful ability of presenting a research publication that furnishes professional knowledge about public organizations and their management.

Case analysis: Contribute to a group-project whose deliverable is a report about how a specific organizational mechanism (namely, the Brazil in Action management system) worked in achieving innovative change and in fulfilling the functional-intent of public administration, from a whole-of-government standpoint, so that the analysis can be used in tackling challenges elsewhere.

Based on a specific teaching case, write a 2000-3000 word script, supported by 4-7 presentation slides, that explains how a public organization's capability was furnished by its value-chain configuration and/or was changed through a design-project.

Indicative reading: Publications:

L Andrenacci, M Barzelay, & Y Yan, 'Managing the Government's Emblematic Project: The Case of the 2019 Kumbh Mela Pilgrimage Festival in Uttar Pradesh, India' (2020); E Bardach, 'The Extrapolation Problem' (2004); M Barzelay, Public Management as a Design-Oriented Professional Discipline (2019); M Barzelay & C Campbell, Preparing for the Future: Strategic Planning in the U.S. Air Force (2003); M Barzelay & S Seabra, 'Auditing Against Corruption' (2020); J Bryson, Strategic Planning in Public and Nonprofit Organizations (2017); T Cellucci, 'Developing Operational Requirements' (2008); B George, 'Revisiting Public Management as a Design Science' (2020); J Koopenjan, et. al., 'Competing Management Approaches in Large Engineering Projects' (2011); B Lawson, What Designers Know (2004); J Tendler & S Freedheim, 'Trust in a Rent-Seeking Society' (1994); J van Aken et. al., Problem-Solving in Organizations (2007); D Vaughan, 'Organizational Rituals of Risk and Error' (2005).

Videos: 'Programs and their Mechanisms' (2017); 'Public Management Gallery Tour' (2017); 'Furnishing Professional Knowledge about Public Management with Case Studies: A Long Primer' (2020).

Teaching case studies: 'Paying the Bills in the Junta of Andalusia'; 'Preventing Pollution in Massachusetts: The Blackstone Project'; Cleanliness for Millions: Preparing to Keep the Festival Grounds Clean During the 2019 Kumbh Mela in Prayagraj, Uttar Pradesh, India."

Assessment: Essay (45%, 2500 words) in the ST.

Case analysis (45%) and class participation (10%) in the LT.

Essay: Write an essay about one of a small selection of publications on the course reading list to (a) explicate the publication's argumentation about its case study and overall topic and (b) assess its relevance and importance in furnishing professional knowledge about public organizations (2500 maximum word length). (45%)

Case analysis: Write an individual case-analysis based on the formative case analysis assignment completed in groups (3000 maximum word length) (45%)

Class participation: Based on attendance and contribution to class discussion. (10%)

MG403 Half Unit

Pricing Strategy

This information is for the 2020/21 session.

Teacher responsible: Prof Om Narasimhan NAB5.06

Availability: This course is available on the MSc in Marketing.

This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course is meant for the MSc Marketing students only and involves a higher degree of quantitative treatment. Students who are not enrolled in the MSc Marketing degree should not take this course, and should take the "MG4J3 Principles of Pricing" course instead.

The content of the course is organised into two principal modules: (1) pricing strategy and fundamentals and (2) pricing tactics and implementation. The first module of the course covers the fundamental analytical tools, theories, and conceptual frameworks needed for price strategy formulation. Basic principles from marketing, economics, and psychology will be briefly reviewed and extended. The module provides an in-depth treatment of the role of price in the firm's value proposition to the customer and the determination of customer response to price. The second module of the course covers pricing tactics and opportunities for achieving price customisation.

Teaching: 30 hours of seminars in the LT.

Formative coursework: Students will be engaged in analysing a number of cases, doing numerical problems, as well as analysis data sets using the techniques learned in class. This will set the stage for their group project (gathering and analysing data) as well as the take-home assignment (which will involve numerical problems, case analysis, and analysing data sets).

Indicative reading: The Strategy and Tactics of Pricing: A Guide to Growing More Profitably (2010): Nagle, Hogan, and Zale, Prentice Hall. Pricing Information: How to customize both the product and the price (1998): Carl Schapiro and Hal Varian, Harvard Business School Chapters. 'How to Fight a Price War' (2000): Akshay Rao, Mark Bergen, Scott Davis, Harvard Business Review. 'Is it time to rethink your pricing strategy?' (2012): Andreas Hinterhuber and Stephan Liozu, Sloan Management Review. 'Pricing as a Strategic Capability' (2002): Mark Bergen, Shantanu Dutta, Mark Ritson, Sloan Management Review

Assessment: Coursework (55%) and project (45%) in the LT. Coursework is an Individual Take-home assignment and the project will be in groups.

MG404 Half Unit

Consumer Insights: Behavioural Fundamentals

This information is for the 2020/21 session.

Teacher responsible: Dr Nicolette Sullivan NAB 5.36

Availability: This course is compulsory on the MSc in Marketing.

This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MBA Exchange and MSc in Social Innovation and Entrepreneurship. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: For many companies, non-profit organisations, and political figures, success relies on understanding the "consumers." What is it that they really want, and why? What information will they attend to, and what will they ignore? How do they make decisions, why do they sometimes make bad ones, and how can we help them make better ones? It can be tempting to answer these questions intuitively, based on your own experiences

as a consumer. However, intuitions about human psychology are often wrong.

- Chronic and temporary sources of customer needs, desires, and motivations
- How customers search for information, acquire, and process information
- How customers allocate attention and how to attract it
- Customer decision-making processes, and the heuristics and biases that play a role
- The formation of attitudes and intentions, and processes for persuasively changing them
- Social influences on intentions and behaviour, including unconscious determinants
- Why intentions are or are not translated into behaviour, and what strategies can be used to narrow the intention-behaviour gap.

Teaching: 30 hours of seminars in the MT.

This course has a reading week in Week 6 of MT.

Formative coursework: One quiz prior to the summative quizzes.

Indicative reading:

- Consumer Behavior, 6th edition. Hoyer, MacInnis, & Pieters. South-Western Cengage Learning, 2010;
- Consumer Behavior: Science and Practice. Kardes, Cronley & Cline. South-Western Cengage Learning.
- Influence: The Psychology of Persuasion. Cialdini, Robert. Collins Business, 2006.

Further references, especially for journal articles and HBS case studies, will be provided at the commencement of the course.

Assessment: Coursework (10%), in-class assessment (40%), class participation (10%) and group project (40%) in the MT.

The in-class assessment is two quizzes (each worth 20%) in MT.

The coursework is an Individual assessment - based on the group project (10%) in MT.

MG409 Half Unit

Auctions and Game Theory

This information is for the 2020/21 session.

Teacher responsible: Prof Richard Steinberg NAB 3.08

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MiM), MBA Exchange, MSc in Applicable Mathematics, MSc in Economics and Management, MSc in Management (1 Year Programme), MSc in Management and Strategy and MSc in Operations Research & Analytics. This course is available as an outside option to students on other programmes where regulations permit.

This course is capped at 45. Students on the waiting list will be selected based on their academic background.

Pre-requisites: Students should have a course equivalent to the LSE course Quantitative Methods (Mathematics) (MA107), which covers techniques of calculus (differentiation, partial differentiation, optimisation and integration), methods of linear algebra (use of matrices), with emphasis on their application to economic problems. Students should also have some knowledge of probability.

Course content: The course provides an introduction to auctions and game theory. Topics covered are: noncooperative games, cooperative games, social choice, sequential games, auctions, and combinatorial auctions. In addition to the theory, a significant portion of the course will discuss applications. Specifically, four one-hour lectures each will be devoted to a single real-world application: caller display, competing Internet service providers, public housing space, and spectrum. We will also devote a two-hour lecture session to a Harvard Business School case based on five real-world applications of auctions: publishing, professional sport, on-line auctions, state privatization, and mergers and acquisitions.

Teaching: 16 hours of lectures and 12 hours of seminars in the LT. 2 hours of lectures in the ST.

A reading week will take place during Week 6. There will be no

teaching during this week.

Formative coursework: Very full lecture notes are provided, and every week a set of problems is given out in the lecture. These are discussed in the following seminars.

Indicative reading:

- Book: P. Cramton, Y. Shoham, and R. Steinberg, eds., Combinatorial Auctions.
- Book chapter: 'Auction Pricing', R. Steinberg, Chapter 27 in O. Ozer and R. Phillips, eds., Oxford Handbook of Pricing Management.
- Case study: 'Auction Vignettes', Harvard Business School Publishing.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

MG410 2.0 Units

Term Abroad

This information is for the 2020/21 session.

Availability: This course is compulsory on the Global MSc in Management (CEMS MiM) and Global MSc in Management (MBA Exchange). This course is not available as an outside option.

Course content: CEMS MIM degree:

During Year 2 of the Global MSc in Management (CEMS MIM), students can apply to spend an international exchange term at a leading CEMS school, along with exclusive CEMS core courses in Global Management, skills seminars, block seminars, and an international internship.

MBA Exchange Term Abroad:

During Year 2 of the Global MSc in Management (MBA Exchange) students can apply to spend a term abroad at one of LSE's leading partner business schools in the US and Asia. Students will join an MBA class at their chosen school, and take a choice of optional elective courses offered by the school.

All students should register for the course code MG410 (Term Abroad) as their only LSE course for LT 2021. (This applies to 2020/21 only)

Teaching: July/August/September (according to the host school timetable) to December. (For 2020/21 CEMS/MBA students this will refer to Term 2 teaching at the host school)

CEMS MIM partner schools: <https://www.cems.org/academic-members/our-members/list/>

MBA Exchange partner schools:

- Cornell University - Samuel Curtis Johnson Graduate School of Management
- University of Chicago - Booth School of Business
- University of Texas at Austin - McCombs School of Business
- Emory University - Goizueta Business School
- University of Michigan - Ross School of Business
- Yale University - School of Management
- Duke University - Fuqua School of Business
- Peking University - Guanghua School of Management
- Northwestern University - Kellogg School of Management

Information for MBA Exchange track students

All MBA Exchange students must take the following minimum number of credits/courses during the exchange term:

- Cornell: 12 credits
- Duke: 12 credits
- Kellogg: 4 credits
- Yale: 16 units
- Chicago Booth: 4 courses / 400 units
- Michigan Ross: 12 credits
- UT Austin: 12 credits
- Peking: 8-12 credits (4 classes)

Please be aware of the course choice regulations whilst on the MBA Exchange:

- LSE cannot validate non-taught courses as part of a student's term abroad grade. E.g. language, sports, skills workshops, society activities, oral communication etc. Only taught courses will be accepted.

- All students must ensure they take courses that award actual grades such as alphabetical grades etc.
- We are unable to use pass/fail courses as we cannot quantify or convert them back into the LSE framework.
- LSE will not accept language courses.

Information for LSE CEMS track students

All LSE CEMS students must take 30 academic ECTS credits in Term 1. **(This will be in Term 2 for 2020/21 CEMS students)**

All LSE students are required to take at least 30 ECTS credits in Term 1 so that they can meet the overall CEMS MIM Year ECTS course requirements.

- Total number of CEMS course (academic) credits that need to be taken in Term 1: 30 ECTS. 160 Students should not take courses that exceed the 30 ECTS requirement (unless due to the weighting of each course it is inevitable that the total amount of ECTS goes over by slightly by one or two ECTS credits).
- Total number of CEMS credits that should be acquired in Term 1: 34 ECTS. Academic courses and electives = 30 ECTS, Block Seminar = 3 ECTS, CEMS Skills Seminars = 1 ECTS.
- Maximum number of credits you are allowed to take in Term 1: 37.5 ECTS. This includes the Block Seminar and CEMS Skill Seminars.

Please be aware of the course choice regulations whilst on the CEMS term abroad:

- CEMS students must take the mandatory CEMS courses at their host institution and at LSE. In Term 1, this is Global Business Strategy (or similarly titled). In term 2, this is Global Leadership and the Business Project.
- Language courses are not included in the 30 ECTS requirement for LSE as the LSE GMiM degree does not recognise languages courses as part of your LSE degree requirements. Students can take CEMS language courses to satisfy the CEMS language requirement only.

Final considerations when choosing your classes on your term abroad:

Students are not allowed to take more than the amount stated (unless due to the weighting of each course it is inevitable that the total amount of credits goes over by slightly by one or two credits). LSE are not responsible for the course selection at the exchange schools. Some exchange schools do not offer a wide range of courses and you may find that some courses do not appeal to you. However, you will still have to abide by minimum credit rule. The GMiM Programme Office will not be held responsible for students who fail to meet the requirements listed above.

Credit transfer from host university to LSE:

The LSE term abroad does not operate on a pass/fail basis, and you will receive ONE final grade for your overall term abroad that will show as 2.0 units for MG410 in your second year.

LSE will then assign a number grade that will be used for LSE MG410, which is calculated using a weighted average of all the grades from courses taken during the exchange term.

We also take into consideration the variation in units for different courses.

Students can be awarded a 45 or 0 for failed courses depending on the nature of the fail.

Assessment: Courses equivalent to the value of 2.0 LSE units should be taken at one of the partner CEMS or MBA Exchange Institutions.

MG411

Firms and Markets

This information is for the 2020/21 session.

Teacher responsible: Prof John Sutton

Availability: This course is compulsory on the MSc in Economics and Management. This course is not available as an outside option.

Course content: A graduate course in microeconomic analysis, geared towards those parts of the subject that are of primary

importance in the Management area. The first section focuses on competition between firms, using standard game theoretic models. This leads to a general treatment of market competition by reference to the concept of firms' capabilities. The next section traces the basis of firms' capabilities to the set of elements of know-how possessed by the individuals comprising the firm, and by the mode of internal organization of those individuals. The analysis draws on the several strands in the modern literature on the theory of the firm. The final section of the course deals with the link between strategy and structure, and with the formulation of strategies in environments characterized by complexity and uncertainty.

The course syllabus covers Walrasian Equilibrium: Supply and Demand. Beyond the Walrasian model: Nash Equilibrium. Applications of Nash Equilibrium: options and bargaining. General approaches to the analysis of competition in oligopolistic markets. Applications in Industrial Organisations. The concept of capabilities. The roots of firms' capabilities: individuals and their collective know-how. The internal organization of firms. Contract theoretic approaches to the theory of the firm. The Chandlerian nexus: from strategy to structure.

Teaching: 20 hours of lectures and 20 hours of seminars in the MT. 20 hours of lectures and 20 hours of seminars in the LT.

A weekly seminar devoted to problem sets. A weekly seminar devoted to case studies.

Indicative reading: Milgrom and Roberts, Economics, Organization and Management; Sutton, Sunk Costs and Market Structure

Assessment: Exam (100%, duration: 3 hours) in the summer exam period.

MG412 Half Unit Not available in 2020/21

Globalization and Strategy

This information is for the 2020/21 session.

Teacher responsible: Prof John Sutton

Availability: This course is available on the MSc in Economics and Management. This course is not available as an outside option.

Course content: The course studies the strategies of multinational corporations in an international context, with reference to make or buy, organization, and location choices. It studies current developments in the global economy with a focus on the key decisions that multinationals make in framing their global strategies:

1 Economic analysis of globalization process. Assessing the growth of Chinese and Indian manufacturing, 1990-2010. Evidence from benchmarking studies.

2 Production: What determines the strategies multinationals adopt - product range; generic strategies.

3 Location: Competitive advantage of different countries; growth in outsourcing and Offshoring; particularly emphasizing India and China and analyzing their increasing role in the global economy.

4 Organization: how multinationals combine the necessary local adaptation with the need to standardize to achieve efficiency.

5 The Globalization Debate.

6 The Prospects for sub-Saharan Africa.

Teaching: 20 hours of lectures and 10 hours of seminars in the LT.

Formative coursework: Students are required to make two class presentations and submit written reports on selected case studies

Indicative reading: A reading list will be provided at the start of the course.

Assessment: Exam (100%, duration: 3 hours) in the summer exam period.

MG417 Half Unit Extended Essay

This information is for the 2020/21 session.

Teacher responsible: Various (depending on title chosen).

Availability: This course is compulsory on the MSc in Economics and Management. This course is not available as an outside option.

Course content: Students will undertake an extended essay which should normally be based on one of the two option courses taken. Students can, with special permission, base this piece of work on one of the compulsory courses.

Teaching: A supervisor will be allocated to individual students based on the essay title chosen who will provide students with supervision for this piece of work.

Assessment: Essay (100%, 6000 words) in the ST. Extended essay of no more than 6,000 words to be submitted the week before Summer Term commences.

MG418 Half Unit Open Innovation

This information is for the 2020/21 session.

Teacher responsible: Dr Nadia Millington NAB 3.14

Availability: This course is available on the Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MSc in Management of Information Systems and Digital Innovation and MSc in Social Innovation and Entrepreneurship. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: Open innovation is a fresh take on innovation whereby a firm looks beyond its boundaries to exploit the creative power of users, communities and customers to co-develop new products, services and processes. Whether it is the fortune 500 companies that have used open innovation to transform their businesses (e.g. Procter and Gamble and IBM) or even start-ups (such as iStock Photo); Open Innovation, through tools like crowdsourcing or open sourcing is disrupting markets and altering the nature of industries.

This course is divided into 2, a lecture stream and a project stream. During the lecture stream (roughly the first 5 weeks of the course) students will:

- (1) Learn about the emergence of OI and how OI differs from other sources of external innovation.
- (2) Learn to differentiate between the different types of OI tools (Crowdsourcing, Lead Users, Innovation Intermediaries, Design intermediaries, Innomediaries, Open Source) and to choose the right OI tool for different problem sets.
- (3) Explore an emerging range of companies using open business models (e.g. Google, Facebook) in contrast to more traditional business approaches.
- (4) Learn about the challenges of implementing OI and the drivers of success, not only based on practitioner sources but also in the context of organisational behaviour, innovation and network theory. During the project stream (roughly the last 5 weeks of the course) students work on a real live OI project developing solutions via the implementation of one or more open innovation tools. These last five weeks will also involve guidance from our Innovation partners (which in the past included companies like Google, Ludic Group, KPMG, Eidos) and in the final week of the term students will present their final solution.

Teaching: 30 hours of lectures in the LT.

In addition, students will also be expected to attend

- Three 30-minute group sessions to help refine the scope of the project and develop the innovative solution
- An introduction to your project session which lasts approximately 2 hours after class. This is usually held after class in the 4th week of the semester and refreshments are provided.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will be provided with a formative essay, either in week 3 or 4 of the semester and grades and comments will be provided during week 7 or 8.

Indicative reading: Chesbrough, H.W. (2003). Open Innovation: The new imperative for creating and profiting from technology. Boston: Harvard Business School Press (chapter 1-3). Brabham, D. (2008). Moving the crowd at iStockphoto: The composition of the crowd and motivations for participation in a crowdsourcing application First Monday, 13. Fredberg, T., Elmquist, M. & Ollila, S. (2008) Managing Open Innovation: Present Findings and Future Directions, Vinnova VR 2008:02. Raffi Amit, C. Zott (2012), Creating value through business model innovation, Sloan Management Review, 53 (3), 41 - 49. Tushman, M. L. and O'Reilly, C. A. (1996) 'Ambidextrous Organizations: Managing Evolutionary and Revolutionary Change', California Management Review, vol. 38, no. 4, pp. 8-30

Assessment: Essay (45%, 2000 words), group project (45%) and class participation (10%) in the LT.

MG421 Half Unit International Business Strategy and Emerging Markets

This information is for the 2020/21 session.

Teacher responsible: Prof Saul Estrin NAB4.32 and Dr Christine Cote NAB4.05

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Economics and Management, MSc in Management (1 Year Programme) and MSc in Social Innovation and Entrepreneurship. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: An undergraduate or graduate course in micro-economics or competitive strategy. Pre-requisites to be assessed by teacher responsible.

Course content: This course analyses the emergence of firms which operate on a global scale and their current and likely future interactions with emerging markets. It will combine the development of conceptual frameworks primarily through the lectures with the analysis of key cases in the classes. There will also be some external speakers from large international firms and from the banking and consulting community to bring contemporary views and arguments to bear. Multinational firms have been an increasingly significant aspect of the corporate environment in developed countries since the 1960s, and are responsible for a high proportion of global output, exports and investment, as well as the bulk of foreign direct investment. In the past few decades their activities have been increasingly focused on developing economies, notably those which have liberalised and entered a more rapid growth phase. These economies, emerging markets, include some important world economies including China, India, transition economies such as Russia, and Latin American countries such as Brazil and Argentina. The "new institutional economics" has recently developed as a field to understand the impact of variation in institutions on economies' performance.

This course will focus on how the institutional characteristics of emerging markets affect the choices and behaviour of multinational firms, now and into the future. We commence with the basic framework of analysis of the behaviour of multinational enterprises (MNEs), outlining models of the MNE which draw on transaction cost economics, the eclectic OLI paradigm of Dunning, and more recent concept such as the resource based view. We will provide an analysis of economic performance and growth in emerging markets building on the new institutional economics and working with a large variety of data sets and sources. The course

will then turn to key topics. These will include the determinants of FDI; the effects of FDI on the host economy; entry mode choices; measures of institutional and cultural distance; and the growing importance of multinationals from emerging markets. Students will work with case material as well as the required reading, and the group project will comprise a case write up, which will be presented prior to submission in class for comment and discussion.

Teaching: 20 hours of lectures and 15 hours of seminars in the LT. 2 hours of lectures in the ST.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will be required to write a 1,000 word essay and will be provided with feedback. They will also be required to present their group project in class.

Indicative reading: R. Caves, *Multinational Enterprise and Economic Analysis*, 2nd Edition, Cambridge University Press 1996; P. Ghenawet, *Redefining Global Strategy*, Harvard Business School Press, 2007; J. Williamson, *The New Institutional Economics*, *Journal of Economic Literature*, 2000; Estrin et. al., *Entry Mode in Emerging Markets*, *Strategic Management Journal*, 2009; T. Khanna and K. Palepu, *The Future of Business Groups in Emerging Markets*, *Academy of Management Journal* 2004.

Assessment: Project (40%) and class participation (10%) in the LT. Essay (50%) in the ST.

MG422 Half Unit Not available in 2020/21 Thinking Strategically

This information is for the 2020/21 session.

Teacher responsible: Prof Ignacio Palacios-Huerta NAB.5.24

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Economics and Management, MSc in Management (1 Year Programme) and MSc in Operations Research & Analytics. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: A knowledge of basic algebra is necessary to take this course.

Course content: This course is concerned with strategic thinking. The course is an interaction of game theory, economics and business strategic management. The focus is the study of situations in which two or more decision-makers (e.g., individuals, firms, political parties, etc) interact in a strategic manner. Understanding strategic situations that involve conflict and/or cooperation has proven critical in many areas of economics, business, political science, sports, law and other areas. The emphasis is to provide the fundamental thinking of good strategic making in these situations, rather than a mathematical and formal analysis.

The purpose of this course is threefold: (1) first, to introduce relevant tools of game theory in order to capture the key elements of different strategic situations and determine the most likely outcome in each situation; (2) second, to study various real-life applications and case-studies where thinking strategically has proven critical; (3) third, to cover modern developments in behavioural game theory, in particular in the areas of intertemporal choices and strategies, decision-making under risk and uncertainty, and experiments in strategic interaction.

Students should note that this course will involve weekly calculations and numerical reasoning.

Teaching: 20 hours of lectures and 8 hours of seminars in the LT. 2 hours of lectures in the ST.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will have to complete 5-8 written assignments throughout the course, handing in 1-2 of them, and feedback will be provided.

Indicative reading: *Thinking Strategically: Competitive Edge in Business, Politics and Everyday Life*, WW Norton, 1993, by Avinash Dixit and Barry Nalebuff. *The Art of Strategy*, WW Norton, 2008, by Avinash Dixit and Barry Nalebuff. *Games of Strategy*, WW Norton, 3rd edition, 2009, by Avinash Dixit, Susan Skeath and David Reiley. *Beautiful Game Theory*, Princeton University Press, NJ, 2014, by Ignacio Palacios-Huerta. Set of academic articles and/or case studies, plus lecture notes written by instructor. Set of articles from the media.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

MG430 Half Unit Firms & Markets in Emerging Economies

This information is for the 2020/21 session.

Teacher responsible: Dr Rocco Macchiavello NAB.5.28

Availability: This course is available on the Global MSc in Management, Global MSc in Management (CEMS MiM), MSc in Management (1 Year Programme), MSc in Management and Strategy and MSc in Marketing. This course is available as an outside option to students on other programmes where regulations permit.

Course content: This course applies tools from microeconomics, industrial organisation and organisational economics to the analysis of strategy. The emphasis is on the application of these concepts to business situations, and as such the course relies heavily on the analysis of case studies.

The course is divided into two parts. The first part focuses on the external context of strategy. It first reviews basic tools for understanding industry economics and the determinants of industry-wide profitability, focusing on positional aspects. It then applies basic game theory to analyse competitive interactions when the number of players is small and the industry profitability is largely determined by these players' interactions. This tool is used to analyse issues such as bargaining power, price competition and entry and exit decisions.

The second part studies the internal content of strategy. Topics vary from year to year and include, among others, strategy in the presence of standard setting and network effects, the scope of the firm, outsourcing and supply chain organizations, corporate governance in adding value and capturing synergies, internal management practices. This part relies on the application of both game theory, principal-agent problems and the analysis of empirical academic papers.

The course is heavily based on case discussions. For each class meeting, study questions will be assigned concerning a case study. We will discuss these questions and the material in the case during the class discussions. Students will need to prepare for class discussions by reading the assigned case and analysing it in view of the assignment questions. For each case, students are expected to prepare short slide deck discussing the case and be ready, if asked, to present their slides in the classroom to lead the discussion. Required cases and supplementary readings will be available on Moodle. The textbook, together with the lectures, contains the concepts necessary to analyse the cases.

Teaching: 20 hours of lectures and 12 hours of seminars in the LT. Students on this course will have a reading week in Week 6 of LT, in line with departmental policy

Formative coursework: Students are expected to prepare for classes and actively participate in case discussions. Students will receive feedback on their class participation. Students might be asked to present during the class discussion to practice in view of the assessment. They will also be given the opportunity to discuss their preparation for the individual and group cases that count toward assessment during office hours devoted to this.

Indicative reading: A primary text will be: Saloner, G., Shepard, A. and Podolny, J. *Strategic Management*. New York, NY: John Wiley, 2001.

As mentioned above, cases and additional readings will be made available online.

Assessment: Group assignment (80%) in the ST.

Class participation (20%) in the LT.

(Class participation will be evaluated based on the quality and quantity of the student's participation in class.)

MG431 Half Unit Managerial Economics

This information is for the 2020/21 session.

Teacher responsible: Prof Ignacio Palacios-Huerta

Availability: This course is available on the Global MSc in Management, Global MSc in Management (CEMS MiM) and Global MSc in Management (MBA Exchange). This course is not available as an outside option.

Course content: A graduate-level introduction to the foundations of managerial economics. Topics include:

1. Economics as a theory of organisation.
2. Economic Agents: Rationality and the co-ordination powers of the market (Demand and supply and equilibrium: the determinants of consumers' and firms' market responses and the nature of non-strategic interaction).
3. Strategic interaction and dynamic competition.
4. Information and efficiency.

Teaching: 20 hours of lectures and 15 hours of seminars in the MT. 2 hours of lectures in the ST.

Students on this course will have a reading week in Week 6 of MT, in line with departmental policy

Formative coursework: A problem set will be assigned and is due two weeks later. It will be marked for feedback purposes only.

Indicative reading: Main textbooks:

T van Zandt; *Firms, Price and Markets*, available online (2006); S.

Estrin et al, *Microeconomics*, Prentice Hall (2008).

Students can also consider: D M Kreps, *Microeconomics for Managers*, W. W. Norton (2004); B. Douglas Bernheim and Michael

D. Whiston, *Microeconomics*, McGraw Hill (2008).

Reading lists will be provided at the beginning of the course.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

MG434 Half Unit Organisational Behaviour

This information is for the 2020/21 session.

Teacher responsible: Dr Emma Soane NAB 4.02 and Dr Niranjana Janardhanan NAB 4.28

Availability: This course is compulsory on the Global MSc in Management, Global MSc in Management (CEMS MiM) and Global MSc in Management (MBA Exchange). This course is not available as an outside option.

Course content: This course seeks to understand individual, team and organisational-level attributes, processes and outcomes. It does this by reviewing psychological theories, thus demonstrating the contribution of a psychological perspective to understanding behaviour at work, and by critically evaluating empirical evidence. The course will balance theory and practice by applying the theories to organisations.

Topics covered will include personality and individual differences; work motivation; rewards systems and the design of work; performance; health and well-being at work; creativity and innovation; groups and teams; leadership; power, influence and politics at work; organisational culture; organisational decision processes and risk.

Teaching: 20 hours of lectures and 15 hours of seminars in the LT. 2 hours of lectures and 1 hour and 30 minutes of seminars in the ST. The teaching includes lectures and seminars. The teaching style

is highly participative. Group work in seminars is an integral part of the course and students are expected to actively contribute to all group exercises. The course requires student commitment and willingness to engage fully with the readings and with class activities.

Students on this course will have a reading week in Week 6 of LT, in line with departmental policy.

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

Indicative reading: All course readings are articles from leading journals such as the *Academy of Management Journal*, *Journal of Applied Psychology*, *Journal of Organizational Behaviour*. A full reading list is provided at the start of the course.

There is no set textbook for this course, however students may wish to consult one of the following:

- Colquitt, J., LePine, J. A., & Wesson, M. J. (2012). *Organizational Behaviour: Improving Performance and Commitment in the Workplace* (3rd edition). McGraw-Hill;
- Robbins, S. P., & Judge, T. (2017). *Organizational Behavior* (17th Global Edition). Prentice Hall.

Assessment: Exam (75%, duration: 2 hours) in the summer exam period.

Presentation (25%) in the LT.

Students will work in groups to prepare and deliver a presentation that applies organisational behaviour concepts to a real organisation. Each group will select one specific organisation to focus on. Presentations must cover two topics from the course and must include clear application of a minimum of three relevant theories. Presentations will be evaluated on the depth of subject knowledge; the quality of theoretical application and recommendations made; and, the structure and style of the presentation, including the quality of the materials and delivery of the presentation.

MG439 Half Unit Organisational Behaviour for Master's in Management

This information is for the 2020/21 session.

Teacher responsible: Dr Shoshana Dobrow NAB 4.14

Availability: This course is compulsory on the MSc in Management (1 Year Programme). This course is not available as an outside option.

This course is a core course for the one year MiM.

Course content: This course is about the people side of business. Although skills in finance, accounting, marketing and operations are crucial for organisational success, the ability to manage and understand an organisation, its groups, and its individuals is equally crucial. Technical skills may help you land a job, but people skills are likely to determine whether or not you keep it, and how much you can accomplish in your career.

In this course, we will explore a variety of perspectives and theories that explain the dynamics of individual, interpersonal, group, and organisational processes. Learning about these ideas will help you develop and apply insights about human behaviour in organisational settings. The course material will be useful in planning careers, managing relationships with other people, making complex decisions, designing jobs, becoming a leader, and making sense of today's – and tomorrow's – corporate world. This course will also help you understand some of the challenges involved in both managing and being managed. Ultimately, the tools and skills developed in this course should equip you to become more effective contributors to the organisations that you join. Much of our learning in this course will be through case studies, exercises, and class discussions.

Teaching: 30 hours of lectures and 3 hours of classes in the LT.

The format of the course is highly participatory and interactive and will involve a combination of case studies, interactive exercises, discussions and readings. Students are expected to attend course

sessions and to participate actively in the discussions. Students' learning in this course is directly related to their willingness to expose their ideas and conclusions to the critical judgement of the class, and to their efforts to build on and evaluate the comments of classmates.

Full preparation for each session is essential. Students are to complete readings prior to the session for which they are assigned. Students on this course will have a reading week in Week 6, in line with departmental policy

Formative coursework: Students will be expected to produce 1 project and 1 other piece of coursework in the LT.

The formative assignment will be to complete a mock exam as well as a Self-Reflection Exercise. Details of the assignments will be provided during the teaching term.

Indicative reading: There is no set text for this course. The following are examples of articles that will be assigned: Harvard Business School case studies, academic journal articles, Harvard Business Review articles. Students will be given electronic access to cases, texts and articles during the teaching term.

Assessment: Final Project (40%), mid-term assessment (30%) and continuous assessment (30%) in the LT.

Final Project (40%). This is a term-long individual paper, due the final week of Lent Term, further details will be provided in the teaching term.

Mid-Term Assessment (30%). This will be a written case analysis; further details will be provided in the teaching term. This will be a timed 48-hour assessment and issued during week 7 of Lent Term. Continuous Assessment (30%). The format of the course is highly participatory and interactive, and will involve a combination of case studies, interactive exercises, discussions and readings. Details will be provided in the teaching term.

MG449 Half Unit Not available in 2020/21 Research Methods for Studies in Global Management

This information is for the 2020/21 session.

Teacher responsible: Dr Jonathan Liebenau NAB.4.20

Availability: This course is compulsory on the Global MSc in Management, Global MSc in Management (CEMS MiM) and Global MSc in Management (MBA Exchange). This course is not available as an outside option.

This is a core course for first year Global Masters in Management students only.

Pre-requisites: None

Course content: This course will deliver the core methodological training for students completing a dissertation or extended essay for the Global MSc in Management. It covers issues of research design and research methods for management studies, including sessions on the collection and analysis of both qualitative and quantitative data. Lectures will introduce the principles of a range of research design issues and methodological approaches, while classes will contextualise this teaching in relation to management research. Drawing on a variety of examples, the course will provide the platform for students to consider a range of design options, as well as methodological techniques, to adopt in their own dissertations or extended essays. By the end of the course, students will be familiar with a range of research design options and will be better equipped to not only design, but also to collect and analyse data for, their own dissertations or extended essays.

Teaching: 20 hours of lectures and 13 hours and 30 minutes of seminars in the MT.

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

A formative assignment will be due at the end of the teaching term (MT) for which students will be expected to submit a 1,000 word initial proposal for their dissertation/extended essay.

Indicative reading: Wray, Alison and Mike Wallace (2006). Critical Reading and Writing for Postgraduates. London: Sage. Booth,

Wayne C., Gregory G. Colomb and Joseph Williams (2008). The Craft of Research. Chicago: University of Chicago Press. Ridley, Diana (2008). The Literature Review: A Step-by-step guide for students. London: Sage. Tharenou, Phyllis, Ross Donohue, and Brian Cooper (2007). Management Research Methods. Cambridge: Cambridge University Press. Gill, John and Phil Johnson (2010) Research Methods for Managers (3rd edition). London: Sage. Easterby-Smith, Mark, Richard Thorpe, and Paul Jackson (2012). Management Research (4th edition). London: Sage. Other readings will be provided during the course.

Assessment: Essay (100%, 3000 words) in the ST. 3000 word essay

MG452 Half Unit Not available in 2020/21 Behavioural Economics for Management

This information is for the 2020/21 session.

Teacher responsible: Dr Kristof Madarasz NAB5.36

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Economics and Management and MSc in Management and Strategy. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Graduate level Microeconomics, Game Theory or Managerial Economics, Graduate level Econometrics or Quantitative Analysis is required.

Course content: The course covers formal (mathematical) models of behavioural economics and discusses both experimental and field evidence that motivate and test various aspects of these models.

This course is a post-graduate introduction to behavioural economics and strategy. The topics to be discussed are

1. Risk Perceptions, Loss Aversion and Reference-Dependence.
2. Procrastination, Self Control and Choice over Time.
3. Social Motivation: Image, Reciprocity and Inequity.
4. Processing Information and Mistakes in Cognition
5. Naivite and Heuristics in Strategic Thinking
6. Happiness and Welfare

Teaching: 30 hours of lectures in the LT. 2 hours of lectures in the ST.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: A mock exam comprising of problem sets.

Indicative reading: Camerer, Colin, Linda Babcock, George Loewenstein, and Richard Thaler (1997) "Labor Supply of New York City Cabdrivers: One Day at a Time," Quarterly Journal of Economics. Fehr Ernst and Simon Gächter (2002) Fairness and Retaliation: The Economics of Reciprocity Journal of Economic Perspectives, 2000 (14): 159-181. Kahneman, Daniel, and Amos Tversky (1979) "Prospect Theory: An Analysis of Decision under Risk" Econometrica, 47(2): 263-292. Koszegi, B. and Matthew Rabin (2006) Reference-Dependent Preferences. Quarterly Journal of Economics. Laibson, David. (1997) Golden Eggs and Hyperbolic Discounting. Quarterly Journal of Economics. List, John A. 2004. "Neoclassical Theory Versus Prospect Theory: Evidence from the Marketplace," Econometrica, 72(2): 615-625. Madarasz, Kristof (2012) Information Projection: Model and Applications. Review of Economic Studies. Thaler, Richard and Shlomo Benartzi (2004). Save More Tomorrow: Using Behavioral Economics to Increase Employee Saving, Journal of Political Economy. Rabin, Matthew (2002) Inference by the Believers in the Law of Small Numbers. Quarterly Journal of Economics. Stortz, Richard. (1955) Myopia and Inconsistency in Dynamic Utility Maximization. Review of Economic Studies

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

MG455 Half Unit

Decisions, Biases and Nudges

This information is for the 2020/21 session.

Teacher responsible: Dr Barbara Fasolo

Availability: This course is available on the Global MSc in Management, MSc in Human Resources and Organisations (Human Resource Management/CIPD), MSc in Human Resources and Organisations (International Employment Relations and Human Resource Management), MSc in Human Resources and Organisations (Organisational Behaviour), MSc in Marketing, MSc in Operations Research & Analytics, MSc in Risk and Finance and Master of Public Policy. This course is available as an outside option to students on other programmes where regulations permit. This course is available as an outside option to students on any other programmes where regulations permit and is complementary to other behavioural courses offered at LSE, including MG456, which focuses on Decision Analysis.

Note for Exchange students: You can take this course if your programme deadlines do not conflict with the beginning of the summer term deadline for MG455 summative coursework.

Pre-requisites: It is an advantage to have had an introductory social science course in one of these fields: economics, management, psychology or sociology. It is important to be comfortable with multi-disciplinary research and group work.

Course content: This course introduces students to Behavioural Decision Science: the science that explains and predicts how humans make decisions (the decision 'process') and how well (the decision 'outcome'). The course will focus on the process, and unveil the subtle and sometimes unconscious influences played by our mind (biases) and the context in which decisions are faced: What has been chosen in the past? Is there positive or negative affect - perhaps because of risk and uncertainty? Can AI be involved? All of these (and more) are factors that often determine how information is searched before choosing, how decisions are made, and the quality of the decision made.

In the first part of the course, you will be guided to the scientific language of decisions, judgments and biases, and learn how to elaborate on behavioural science articles. In the second part of the course, you will work as a group and apply the steps of our proprietary tool 'Decision Canvas' to improve a real decision that you will select, applying different behavioural interventions – from 'process nudges' to 'debiasing' and 'choice architecture'.

The course is entirely seminar-based and balances theory, evidence and experience. It involves group-work throughout the course. We will alternate teaching with interactive activities designed to observe and feel the process of decision making from the 'inside', before reviewing behavioural decision theories and evidence from lab and field studies. Students will be able to apply the decision making skills acquired across different sectors and domains (e.g., managerial, policy, health, consumer).

The assessment is designed to give students the opportunity to work as a group and apply their new skills to support a real decision, as well as produce, individually, a rigorous and scholarly report on a specific aspect of decision making, of their interest.

Teaching: 25 hours of seminars in the LT.

Students on this course will have a reading week in line with departmental policy.

Formative coursework:

1. **Individual review** of anonymous summative assessments (Week 10). Students will play the role of the "examiner" and review the anonymous summative assessments (submitted by students from a previous year) by implementing the marking criteria which we use in this course. This exercise will help you improve your summative assessment.

2. A short and timed **group presentation** (week 11). You will give a brief group presentation of all the group-work that you have done in the second part of the course with the use of the 'Decision Canvas'. After the presentation you will receive feedback as a group. This feedback will help you prepare for the summative assessment.

Indicative reading:

- Bazerman, M. (2017) Judgment in Managerial Decision Making. New York: Wiley. 8th edition;
- Kahneman, D. (2011) Thinking Fast and Slow. London: Allen Lane;
- Russo, J. E. & Schoemaker, P. J. H. (2002) Winning decisions: How to make the right decision the first time, Piatkus Publ. Limited.
- Larrick, R.P. (2004). Debiasing (Chapter 16). In D.J. Koehler, & N. Harvey, Blackwell Handbook of Judgement and Decision Making. Malden: Blackwell Publishing

Assessment: Coursework (100%, 3000 words) in the ST. Summative (due beginning of ST): It will comprise two parts. In Part 1 (no more than 1,000 words), you will be asked to report on the decision, the bias and behavioural interventions recommended within the 'Decision Canvas' work that you did with your group. Part 2 (no more than 2,000 words) will be an essay where you will zoom in on a particular aspect of the decision process (e.g. decision frame, a judgement, a bias, a de-biasing or choice architecture technique) which you as a developing behavioural scientist have found intriguing and important (be it as a 'buddy' or as a 'decision maker'). This is done in a scholarly and rigorous manner. Part 1 will count for 25% of your mark while 75% will come from Part 2. You will be required to provide full essay-style referencing. Although the summative assignment will tackle the decision problems presented in groups, all students will write both parts of the summative assessment on their own and receive an individual mark.

PDAM skills

- self-management
- team working
- problem solving
- application of information skills
- communication

MG456 Half Unit Not available in 2020/21

Strategic Decision Making

This information is for the 2020/21 session.

Teacher responsible: Dr Shashwat Pande

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Management (1 Year Programme) and MSc in Marketing. This course is available as an outside option to students on other programmes where regulations permit. This course is complementary to any behavioural course offered at LSE.

Pre-requisites: Elementary statistical and mathematical concepts, as well as a curiosity towards the fascinating field of decision making and a strong interest in rebooting your analytical "decision-ware".

As this course embraces the two key stages of the decision making process, i.e. the initial divergent and creative stage and the subsequent convergent and analytical one, please note that it is important to feel comfortable with interdisciplinary research, as well as with the use and discussion of both qualitative and quantitative strategies for successful decisions. Group work will also be a key component of the course.

Course content: This course is about making successful strategic decisions and building decision resilience during challenging times, in both the professional domain and the personal one. In this era of unprecedented uncertainty, learning how to make decisions against the backdrop of external factors that we cannot control or predict represents a fundamental skill for any sector of society and business. Knowledge of what it takes to develop a good decision making process is thus an invaluable part of everyone's toolbox, particularly for rising stars that will be in positions of leadership in the future. It is this ability that will be developed in this course, which introduces students to the key concept of decision quality

and to cutting edge strategies and tools to integrate data and judgments and develop winning strategies.

This course's lectures will propose you a deep dive into the progressive stages of a strategic decision making process, with interactive experiments and puzzles to develop bias awareness and decision analysis expertise. Seminars will consist in interactive hands on sessions to master an actionable decision framework and become confident decision analysts. The learning outcomes of this course are twofold. First, you will discover what are the key decision traps we tend to fall into when framing, structuring and modelling decisions and why they are dangerous. Second, you will understand and master cutting edge, replicable and versatile solutions for framing, structuring, modelling and communicating better decisions.

Teaching: 20 hours of lectures and 13 hours and 30 minutes of seminars in the LT.

A reading week will take place in Week 6. There will be no teaching during this week.

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

There are two pieces of formative assignments:

1. Group project plan presentation (i.e. the selected decision context, due in week 7)
 2. Group project pitch of the key decision analysis' impacts observed as a result of the strategic decision making process developed as a group across classes 2, 3, 4, and 6. Students will present and discuss the key impacts of their decision making process (e.g. discovery of new objectives that were not in their original mental models, recommendation of a different solution to the decision as a result of the used elicitation protocols, etc.) and receive real time feedback, from both their peers and the lecturer. Feedback will be provided following specific criteria (i.e. the same criteria that will be used to evaluate the individual technical account of the group project's impacts that is summative assignment n.2) and by completing a set of both descriptive and evaluative tasks (e.g. indicating the strongest part of the presentation, as well as parts that need revision, etc.).
- The above two formative assignments have been designed to prepare the students for the following two summative works: (i) the group project presentation of the chosen decision making problem/opportunity and (ii) the individual technical account of one key impact observed in the group project.

The topic of the group project (i.e. a decision making problem or opportunity to be modelled and analysed by means of Multicriteria Analysis) can be a personal decision (e.g. which job offer to accept when confronted with multiple ones, which master to apply for, etc.) or a real world case (e.g. how to reduce plastic consumption in the LSE new coffee place). Students will have to collect data, develop and apply a quantitative model, interpret the results and refer to the key scientific literature for the main steps in the development of the model. Students are allowed to work in groups of maximum 4/5 people. This summative assignment will help students develop their strategic problem solving skills by demonstrating their ability to apply both qualitative and quantitative tools to frame, structure and model a decision, interpret its results, and develop sound recommendations. In the individual technical account of the group project's impacts (max 1500 words), students will have to report on the developed process by focusing on the observed key impacts of the used tools. This second summative assignment will help students develop their critical thinking skills

Indicative reading: Belton, V. and Stewart, T. (2002) Multiple Criteria Decision Analysis. London, Kluwer. Keeney, R.L. (1992) Value-Focused Thinking: A Path to Creative Decision-making. Cambridge: Harvard Univ. Press. HD30.23 K21 (Course Collection). G.S. Parnell et al. (2013) Handbook of Decision Analysis. Hoboken, Wiley. Spetzler C., Winter H., Meyer J. 2016. Decision quality: value creation from better business decisions. Wiley.

Assessment: Presentation (40%) in the LT.

Coursework (60%) in the ST.

Group presentation (40%) in the LT.

Technical report (60%) in the ST.

The presentation is a group project due in Week 11 of Lent Term. The other assessment is an individual technical report (1500 words maximum) which will provide an explanation and insightful discussion of one key impact observed in the developed group decision making process. The individual report is due in Week 1 of Summer Term.

MG458 Half Unit

Foundations of Management I: Organisations and Management Theory

This information is for the 2020/21 session.

Teacher responsible: Prof Alexander Pepper NAB.4.30

Availability: This course is compulsory on the Global MSc in Management, Global MSc in Management (CEMS MiM) and Global MSc in Management (MBA Exchange). This course is not available as an outside option.

Course content: This course is designed to equip students with a holistic understanding of the evolution of management theory and organisational forms and practices since the emergence of modern industrial organisations in the 19th century. Students will be provided with an overview of the development of management as a practice and as a subject of study, and will develop an understanding of the disciplinary anchors in Sociology, Psychology and Economics. Within each field we will cover origins, disciplinary boundaries, triggers for growth, core concepts and the current state of play and debate. Weekly topics cover:

1. Course Introduction and the Origins of Management
2. Management and the Firm
3. Taylorism, Motivation, and Performance
4. The Rise and Decline of Labour
5. The Rise of Human Resources Management
6. Decision Making
7. Understanding Organisational Structures
8. The Origins of Modern Strategy
9. Contemporary Strategic Management: Firms as Bundles of Resources
10. Financialisation and Capitalism's Crisis

Teaching: 20 hours of lectures and 15 hours of classes in the MT. Lectures will cover theoretical materials and concepts. Case discussions (classes) will apply content covered in lectures to a business situation.

Seminars will cover the assigned readings in more depth and develop critical thinking and writing skills for postgraduate study. Students on this course will have a reading week in Week 6, in line with departmental policy

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

Indicative reading: Willman, P. (2014) Understanding Management: Social Science Foundations. Oxford University Press. Wallace, M and A. Wray (2012). Critical Reading and Writing for Postgraduates (Second Edition). London: Sage.

A full reading list will be provided at the beginning of the course.

Assessment: Exam (75%, duration: 2 hours) in the summer exam period.

Case study (25%) in the MT.

MG459 Half Unit

Foundations of Management 2

This information is for the 2020/21 session.

Teacher responsible: Dr Yally Avrahampour NAB.4.37

Availability: This course is compulsory on the Global MSc in Management, Global MSc in Management (CEMS MiM) and Global MSc in Management (MBA Exchange). This course is not available as an outside option.

Course content: The aims of this course are to provide a basic

grounding in the management literatures covering disciplines relating to financial control and management science, and of the literatures on the evolving managerial, organisational and professional contexts within which these disciplines are practiced. Students will be provided with an overview of each discipline with the aim that they acquire a basic working knowledge of each. The course will cover origins and disciplinary boundaries, the foundations of these disciplines in the social sciences, core concepts, practical applications and current state of play and debate. Weekly topics include:

- 1: Making Business Decisions that Commit Capital
- 2: Representing a Firm's Financial Condition: 1
- 3: Representing a Firm's Financial Condition: 2
- 4: Valuing and Managing Costs
- 5: Origins of Management Science
- 6: READING WEEK
- 7: Balanced Performance Measurement
- 8: Measuring Shareholder Value
- 9: Occupations, Professions and Expertise
- 10: Individual and Institutional Investors in a Historical Context
- 11: Organisation and Management Theory

Teaching: 22 hours of lectures and 30 hours of seminars in the LT. 3 hours of lectures in the ST.

Weeks 1-11: LT: 1 two hour lecture and 1 three hour case discussion, weekly. Students on this course will have a reading week in Week 6 of LT, in line with departmental policy

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

Students will be expected to jointly produce 2 group case discussion summaries.

Indicative reading: Weeks 1-8: Berk, J. & DeMarzo, P. (2014) Corporate Finance, Weetman, P. (2019) Financial Accounting: An Introduction; Kaplan, R. & Atkinson, A. (2014) Advanced Management Accounting; Keys, P. (1994). Understanding the Process of Operational Research.

Weeks 9-11: Chandler (1990) Scale and Scope

Assessment: Essay (50%, 1500 words) in the LT.

Essay (50%, 1500 words) in the ST.

MG460 Half Unit

Emergencies Management: Humanitarian Intervention and Digital Innovation

This information is for the 2020/21 session.

Teacher responsible: Dr Shirin Madon NAB 3.36/ CON 3.09 and Mr Francesco Gualdi NAB 3.20

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MBA Exchange, MRes/PhD in Management (Information Systems and Innovation), MSc in Development Management, MSc in Development Studies, MSc in International Development and Humanitarian Emergencies, MSc in Management (1 Year Programme), MSc in Management of Information Systems and Digital Innovation and MSc in Social Innovation and Entrepreneurship. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: Globally, the world is dealing with an unprecedented number of humanitarian crises such as natural disasters, armed conflict, forced displacement and major disease outbreaks such as Covid-19.

The course is anchored on two main observations:

First, over the past few decades humanitarian emergencies have been increasing in number and duration with the most devastating and long-lasting socio-economic effects in countries with weak physical and institutional infrastructures. Information and communication technologies have opened up new possibilities for the mitigation, preparedness and response to disasters, but its effective use requires change in the collaboration of humanitarian

organisations and affected communities. In this course we will critically examine the potential opened by ICT innovation for managing crises.

Second, the course will connect core concepts and perspectives from humanitarian emergency literature to the unprecedented humanitarian crisis that the world is currently experiencing as a result of Covid-19 pandemic. At the global level, we will review and evaluate global networks and their value, while at the level of national economies and organisations we will study country strategies put in place to deal with the crisis. At all levels, digital innovations and technologies have become an absolute lifeline at different stages of the disaster management life cycle. As the Covid-19 crisis shows, the contribution from ICTs adoption needs to be carefully assessed in order to account for the economic, social and democratic challenges it might create.

More specifically, the course will cover the following thematic areas:

- humanitarian emergencies management and coordination structures for effective mitigation, preparedness and response
- emergency logistics and supply chain management
- ICT innovation and the development of organizational capacity for effective emergency action
- the link between episodic emergencies and long-term development in low-and-middle income countries
- managing pandemics through recent experiences

Teaching: 10 hours of lectures and 20 hours of seminars in the LT.

Students on this course will have a reading week in Week 6, in line with departmental policy.

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

Students will receive formative comments on both the group project and their individual essays. The formative essay is intended to help students explore available literature on the topic of their summative essay and give them feedback on how to proceed.

Indicative reading: Barnett, M. "Humanitarian Governance"

Annu. Rev. Polit. Sci. (16) 2013, pp. 379-398. Boin, A., and Kelle, P. "Resilient supply chains for extreme situations: outlining a new field of study" International Journal of Production Economics (126:1) 2010, pp. 1-6. Boin, A., and McConnell, A. 2007.

"Preparing for Critical Infrastructure Breakdowns: The Limits of Crisis Management and the Need for Resilience," Journal of Contingencies and Crisis Management (15:1), pp. 50-59. Day, J.M., Junglas, I., Silva, L. (2009) Information low impediments in disaster relief supply chains, Journal of the Association for Information Systems, 10, 8, pp 637-660. Diaz Adrade, A., and Doolin, B. 2016. "Information and Communication Technology and the Social Inclusion of Refugees," MIS Quarterly (40:2), pp. 405-416. Donini, A. and Maxwell, D. (2013) From Face-to-Face to Face-to-Screen: Remote management, effectiveness and accountability of humanitarian action in insecure environments, International Review of the Red Cross, 95, 890, pp. 383-413. IFRC (2013) World Disasters Report – Focus on Technology and the Future of Humanitarian Action, International Federation of Red Cross and Red Crescent Societies. Madianou, M. et al. "Finding a Voice Through Humanitarian Technologies? Communication technologies and participation in disaster recovery", International Journal of Communication, 9, 2015, pp. 3020-3038. Majchrzak, A., Jarvenpaa, S.L., Hollingshead, A.B. "Coordinating expertise among emergent groups responding to disasters" Organization Science 2007, 18(1) pp. 147-161. Manyena, S.B. "Disaster and Development Paradigms: Too close for comfort?" Development Policy Review, 30, 3, 2012, pp. 327-345. Meier, P. Digital Humanitarians: How Big Data is Changing the Face of Humanitarian Response Taylor & Francis, New York, 2015. Nan, N., and Lu, Y. 2014. "Harnessing the Power of Self-Organization in an Online Community During Organizational Crisis," MIS Quarterly (38:4), pp. 1135-1157. Nowell, B., and Steelman, T. "Communication under fire: the role of embeddedness in the emergence and efficacy of disaster response communication networks" Journal of Public Administration Research and Theory 2014. Robbins, T. et al. (2020) COVID-19: A new digital dawn? Digital Health, 6, pp. 1-3. Schaub, M. L. 2012. "Lines across the Desert: Mobile Phone Use and Mobility in

the Context of Trans-Saharan Migration," *Information Technology for Development* (18:2), pp. 126-144. Weick, K.E. "The collapse of sensemaking in organizations: the Mann Gulch Disaster" *Administrative Science Quarterly* (38) 1993, pp. 628-652.

Assessment: Project (30%, 5000 words), essay (60%, 3000 words) and class participation (10%) in the LT.

Group Project (30%, 25-30 pages) – this will relate to aspects of crisis management during the Covid-19 crisis.

Individual essay (60%, 3000 words) – enabling students to explore available literature on a topic related to the course'

Class participation (10%)

MG463 Half Unit

CEMS Global Leadership

This information is for the 2020/21 session.

Teacher responsible: Dr Connson Locke

Availability: This course is compulsory on the CEMS Exchange. This course is not available as an outside option.

Pre-requisites: It is assumed that the students have already taken introductory Organisational Behaviour or Global Business courses. The 2nd year Global Master's in Management students are offered these prerequisites during their 1st year.

Course content: This course aims to answer the question "How internationally operating companies such as multinational companies (MNCs) build efficient and effective organisations in order to realise the company's international objectives?" The focus of the course is on cooperation and management in an international context.

Teaching: 15 hours of lectures and 15 hours of seminars in the LT. Students on this course will have a reading week in Week 6, in line with departmental policy

Formative coursework: Students will be expected to produce 1 project in the LT.

Indicative reading: Luthans, F., and Doh, J. (2009). *International management: culture, strategy, and behavior*. London: McGraw-Hill Irwin. Steers, R. M., Nardon, L., and Sanchez-Runde, C. J. (2013). *Management across cultures* (2nd edition). Cambridge: Cambridge University Press. HD62.4 S81

Assessment: Project (50%) and project (40%) in the LT. Class participation (10%).

The project worth 50% will be an individual assignment, and the project worth 40% will be a group assignment.

MG464 Half Unit

CEMS Global Business Strategy

This information is for the 2020/21 session.

Teacher responsible: Dr Christine Cote NAB.4.05

Availability: This course is compulsory on the CEMS Exchange and Global MSc in Management (CEMS MiM). This course is available on the Global MSc in Management and Global MSc in Management (MBA Exchange). This course is available as an outside option to students on other programmes where regulations permit.

This course is compulsory for CEMS students, whether LSE based (for 2019/20 intake only) or visiting CEMS students.

Course content: The course examines how firms shape their international strategies in an ever-changing global environment. It will consider the context of globalisation with a focus on the relationship between international trade and investment, the emergence of global supply chains and the transformative role played by technology and innovation. It will seek to understand why and how firms internationalise as well as how they can create and sustain competitive advantage while operating across borders and in different institutional environments. Themes covered in this course will include the growing importance of emerging markets, the role of

disruptive technologies in transforming industries, exploiting firm's resources and capabilities and sustaining cross border competitive advantage through strategies of global integration or local adaptation, managing staff across borders and creating shareholder value while ensuring corporate social responsibility.

Teaching: 30 hours of lectures in the MT.

Students on this course will have a reading week in Week 6 of MT, in line with departmental policy

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

Indicative reading: Baldwin, Richard., 'The Great Convergence. *Information Technology and the New Globalisation*', Harvard University Press, 2016. Dunning, John H. (2000). 'The eclectic paradigm as an envelope for economic and business theories of MNE activity'. *International Business Review*. 9: 163–190. Peng, M.W. (2003), "Institutional Transitions and Strategic Choices", *Academy of Management Review*. Rugman, A (2010) "Reconciling Internationalisation Theory and its Eclectic Paradigm" *Multinational Business Review*, 18:2. Ghemawat, P., 'Managing Differences: The Central Challenge of Global Strategy', *Harvard Business Review*, 2007. Zaheer, S (1995), "Overcoming the Liability of Foreignness", *Academy of Management Journal*, 1995. Khanna, T., Palepu, K. and Sinha J., 'Strategies that Fit Emerging Markets', *Harvard Business Review*, 2005. Kogut, B. and Singh, H., 'The Effect of National Culture on the Choice of Entry Mode' *Journal of International Business Studies*, 2001. Bartlett, C. and Ghoshal, S., 'Tap Your Subsidiaries for Global Reach', *Harvard Business Review*, 1986

Assessment: Essay (40%, 2000 words), in-class assessment (40%) and class participation (20%) in the MT.

For the in-class assessment, the total mark (40%) will be comprised of one in-class group presentation.

MG465 Half Unit

Managerial Economics for Master in Management Students

This information is for the 2020/21 session.

Teacher responsible: Daniel Gottlieb

Availability: This course is compulsory on the MSc in Management (1 Year Programme). This course is not available as an outside option.

Course content: This course is a graduate-level introduction to managerial economics with a focus on its applicability to business decisions. Students will develop a rigorous way of thinking about managerial problems, issues and decisions that managers face, as well as enabling a better understanding of the external business environment in which an organisation operates. The emphasis is on widely-used theoretical principles. Topics include an in-depth understanding of the geometric structure of the supply & demand model and its applications, the interaction of government and markets, efficiency analysis, international trade, game theory, monopoly and oligopoly strategy, price discrimination, dynamic competition, strategic moves, and information economics. This course develops tools that are the foundation of courses in Marketing, Business Strategy, and Finance, which students will take in core courses throughout the rest of the year.

Teaching: 20 hours of seminars and 9 hours of classes in the MT.

Formative coursework: Students will be expected to produce 5 problem sets in the MT.

Indicative reading: T van Zandt; *Firms, Price and Markets*, available online (2006); S. Estrin et al, *Microeconomics*, Prentice Hall (2008). D M Kreps, *Microeconomics for Managers*, W. W. Norton (2004); B. Douglas Bernheim and Michael D. Whiston, *Microeconomics*, McGraw Hill (2008).

Assessment: Exam (60%, duration: 3 hours) in the January exam period.

Class participation (15%) and in-class assessment (25%) in the MT.

MG466 Half Unit Supply Chain Management

This information is for the 2020/21 session.

Teacher responsible: Anran Li

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Management (1 Year Programme) and MSc in Management of Information Systems and Digital Innovation. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: None

Course content: Supply chain management is concerned with matching supply with demand. Excess supply is too costly, inadequate supply adversely impacts both current revenue and future demand. The course will cover the following key topics: supply chain inventory management, demand forecast and information sharing in supply chain, the manufacturer-retailer supply chain, centralised vs decentralised supply chains, sourcing policy and the buyer-supplier relationship, global sourcing and supplier management, supply chain network design. The course will also discuss tools for managing supply chains, re-engineering the supply chain, and the role of IT in supply chain integration.

Teaching: 18 hours of lectures and 12 hours of seminars in the LT.

Formative coursework: Students will be expected to produce 6 exercises in the LT.

Six exercises in the last six weeks of the course.

Indicative reading:

- "Fast, Global, and Entrepreneurial: Supply Chain Management, Hong Kong Style (An interview with Victor Fung)"
- "Sorenson Research Company, Abridged," Harvard Business School, Case 9-677-257.
- The Bullwhip Effect in Supply Chains. H.L. Lee, V. Padmanabhan, & S. Whang, Sloan Management Review, Spring 1997.
- "Sport Obermeyer Ltd." Harvard Business School, Case 695022
- "Northco (A)," Harvard Business School, Case 9-697-017.
- "Barilla SpA (A)," Harvard Business School, Case 9-694-046.

Assessment: Essay (50%, 3000 words), presentation (20%), continuous assessment (20%) and class participation (10%) in the LT.

The presentation will be completed in groups of no more than three students per group.

MG467 Half Unit Not available in 2020/21 Strategy and Change in Public Sector Management

This information is for the 2020/21 session.

Teacher responsible: Prof Michael Barzelay NAB 3.19

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Human Resources and Organisations (Human Resource Management/CIPD), MSc in Human Resources and Organisations (International Employment Relations and Human Resource Management), MSc in Human Resources and Organisations (Organisational Behaviour), MSc in Management (1 Year Programme), MSc in Management and Strategy and MSc in Management of Information Systems and Digital Innovation. This course is available as an outside option to students on other programmes where regulations permit. This course cannot be combined with MG402 Public Management: A Design-Oriented Approach.

Pre-requisites: N/A

Course content: The course is designed to strengthen professional competences in effectuating the intent of public organizations,

public programs, and related forms of enterprise within government. In support of this aim, the course enables students to acquire – and use – professional knowledge about public organizations, especially the performance of their constitutive management functions of planning, directing, coordinating and controlling. The focus of knowledge-use is within design-projects whose role within public organizations is to generate novel mechanisms in the form of systems, plans, and performances. The use of this knowledge is accentuated through theory-based experiential learning aimed at improving the professional abilities of sense-making, designing, argumentation, and dramatization – all of which involves mechanism-intent thinking about public organizations. Further, the course teaches how to translate purposive theories of enterprise-management into useful reference points for public organizations and their design-projects; in complementary fashion, the course examines the theory and practice of conducting case studies with the aim of providing insight into how mechanisms work within situated public organizations to perform their management and other functions and, thereby, to effectuate their intent in creating public value. The teaching format includes discussion of case study analysis and design. The course also considers the past and future of public management as a design-oriented professional discipline.

Teaching: 30 hours of lectures in the LT.

It will be open to students on this course to attend a writing skills workshop in Week 6 on foundations of understanding and presenting mechanism-intent argumentation about enterprises and managing. This session does not form part of the formal teaching on the course.

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

Indicative reading: M. Barzelay, Public Management as Design-Oriented Professional Discipline (2019), M Moore, Creating Public Value: Strategic Management in Government (1995); S Funnell & P Rogers, Purposeful Program Theory: Effective Use of Change and Logic Models (2011), M Barzelay & C Campbell, Preparing for the Future: Strategic Planning in the U.S. Air Force (2003); J Bryson, Strategic Planning for Public and Nonprofit Organizations (2018); E Bardach, 'The Extrapolation problem: How can we learn from the experience of others?' (2004); J van Aken, et al, Problem-Solving in Organizations (2007), J Tendler & S Freedheim, 'Trust in a rent-seeking world: Health and government transformed in northeast Brazil' (1994), P Coughlan, J Suri, & K Canales, 'Prototypes as (design) tools for behavioral and organizational change: A design-based approach to help organizations change work behaviors' (2007), and W Booth, G Colomb & J Williams, The Craft of Research (2006).

Assessment: Essay (45%, 2500 words) and case analysis (45%). Class participation (10%) in the LT.

The assessment for this course consists of the following:

A 2,500 word case analysis (45% of overall mark)

A 2,500 word individual essay (45% of overall mark)

Class participation (10% of overall mark)

MG468 Half Unit Foundations of Management III: Business Ethics, Corporate Governance and Leadership

This information is for the 2020/21 session.

Teacher responsible: Prof Alexander Pepper NAB 4.30

Availability: This course is compulsory on the Global MSc in Management, Global MSc in Management (CEMS MiM) and Global MSc in Management (MBA Exchange). This course is not available as an outside option.

This is a second year core Global Masters in Management course and is not available to any other students.

Pre-requisites: This is a second year course for Global Masters in Management students so students on this course must have successfully completed the first year of the programme.

Course content: This is a core course for second year GMiM students. The purpose of the course is to help students to understand key ideas in business ethics, corporate governance and leadership, to prepare them for future leadership roles. Business leaders have a special role to play because of their ability to determine an organisation's mission, vision and values, how companies should be governed and led, and the ethical standards which business should aspire to.

In the first part of the module, we consider two historical approaches to the ethical responsibilities of managers. According to the shareholder approach, the interests of shareholders take priority over the interests of other stakeholders. According to the stakeholder approach, managers are morally obliged to balance competing stakeholder interests in their decision-making. We discuss how both these approaches are importantly incomplete, and how a combination of two more recent approaches, the so-called "team-production theory of company law" and "market failures approach", may provide a viable alternative.

In the second part of the module we look at corporate governance, focusing in particular on the different roles of directors, managers and the main board.

In the final part of the module we look at organisational leadership in the context of business ethics and corporate governance. We examine various models of organisational leadership, including Michael Maccoby's thesis that many business leaders today are "productive narcissists".

Our teaching encourages students to address questions such as:

- What obligations do business leaders owe to shareholders, employees, customers and other stakeholders?
- What is the difference between corporate governance and organisational management?
- What is the difference between organizational management and business leadership?
- What are the incredible pros and inevitable cons of narcissistic leadership?
- Are normative questions of "character" relevant in an organizational context?
- What constituted good ethical decision-making?

Teaching: 15 hours of lectures and 15 hours of seminars in the MT.

Formative coursework: The formative assignment will involve the preparation of an assignment plan for a business case analysis involving issues relating to leadership, corporate governance and business ethics.

Indicative reading:

- Friedman, Milton (1970): "The Social Responsibility of Business is to Increase its Profits", New York Times Magazine, Sept. 13.
- Donaldson, Thomas; Preston, Lee E. (1995). "The Stakeholder Theory of the Corporation: Concepts, Evidence, and Implications". *Academy of Management Review*. Academy of Management. 20 (1): pp.70-
- Heath, Joseph (2014): "A Market Failures Approach to Business Ethics", in *Morality, Competition, and the Firm: The Market Failures Approach to Business Ethics*, pp. 25-41. Oxford: Oxford University Press.
- Maccoby, Michael (2000) "Narcissistic Leaders" *Harvard Business Review*. 78 (1) pp.68-77
- Goffee, Robert., & Jones, Gareth (2000) "Why Should Anyone Be Led by You". *Harvard Business Review*, 78 (5) pp. 62-70

In addition to the core readings, students will be encouraged to read more widely in:

For weeks 2-4: Heath, Joseph (2014) *Morality, Competition, and the Firm: The Market Failures Approach to Business Ethics*. Oxford: Oxford University Press.

For weeks 8-10: Maccoby, Michael (2007) *The Leaders We Need: And What Makes Us Follow*. Harvard Business Review Press.

For week 11: Moore, Geoff (2016) *Virtue at Work – Ethics for Individuals, Managers, and Organizations*. Oxford University Press, especially chapters 3 and 4.

Assessment: Assignment (75%), group exercise (15%) and other (10%).

Assessment is in three parts:

- (1) A slide deck (5 slides only) to be submitted in connection with a case study (15% of total marks, assessed on a group basis).
- (2) Speaker's notes (500 words) to be submitted in connection with the debate in Week 11 (10% of total marks, assessed on an individual basis)
- (3) A 3500 word summative assignment (75% of total marks, assessed on an individual basis).

MG469 Half Unit

Extended Essay for Management

This information is for the 2020/21 session.

Teacher responsible: Dr Jonathan Liebenau

Availability: This course is compulsory on the Global MSc in Management (CEMS MiM) and Global MSc in Management (MBA Exchange). This course is not available as an outside option.

Pre-requisites: Students must have taken MG449 Research Methods for Studies in Global Management (CP-1016)

Course content: Students will undertake an extended essay which should normally be based on previously studied courses. It will not involve any primary research.

Teaching: 1 hour of lectures in the MT. 2 hours of lectures in the ST.

Formative coursework: Students will be required to submit a short outline of their proposed topic in week 8/9 of Lent term in order for a supervisor to be allocated. The supervisor will provide "light touch" supervision.

Indicative reading:

- Wray, Alison and Mike Wallace (2006). *Critical Reading and Writing for Postgraduates*. London: Sage
- Booth, Wayne C., Gregory G. Colomb and Joseph Williams (2008). *The Craft of Research*. Chicago: University of Chicago Press.
- Ridley, Diana (2008). *The Literature Review: A Step-by-step guide for students*. London: Sage.
- Tharenou, Phyllis, Ross Donohue, and Brian Cooper (2007). *Management Research Methods*. Cambridge: Cambridge University Press.
- Gill, John and Phil Johnson (2010) *Research Methods for Managers* (3rd edition). London: Sage
- Easterby-Smith, Mark, Richard Thorpe, and Paul Jackson (2012). *Management Research* (4th edition). London: Sage.

Assessment: Essay (100%, 6000 words).

MG470

Management Dissertation

This information is for the 2020/21 session.

Teacher responsible: Dr Jonathan Liebenau NAB 5.14

Availability: This course is compulsory on the Global MSc in Management. This course is not available as an outside option. This is available to students on Global Masters in Management only.

Pre-requisites: Students must have taken MG449 Research Methods for Studies in Global Management and another methods course from the electives list

Course content: Dissertations are based on a research question which students are required to agree with their assigned dissertation supervisor in year two.

Research questions may be investigated by:

- (a) Framing the question via a literature review and examining the problem in more detail through a small scale empirical research project, using either primary or secondary data sources; OR
- (b) Carrying out an extended literature review to provide a rigorous analysis of existing research investigating the problem.

This course is compulsory on the Global MSc in Management. This course is not available as an outside option.

Teaching: 3 hours of lectures in the MT. 4 hours and 30 minutes of

lectures in the LT.

Formative coursework: No formative work is appropriate but students will meet regularly with advisers so will have an indication of how they are progressing.

Indicative reading:

- Wray, Alison and Mike Wallace (2006). *Critical Reading and Writing for Postgraduates*. London: Sage
- Booth, Wayne C., Gregory G. Colomb and Joseph Williams (2008). *The Craft of Research*. Chicago: University of Chicago Press.
- Ridley, Diana (2008). *The Literature Review: A Step-by-step guide for students*. London: Sage.
- Tharenou, Phyllis, Ross Donohue, and Brian Cooper (2007). *Management Research Methods*. Cambridge: Cambridge University Press.
- Gill, John and Phil Johnson (2010) *Research Methods for Managers* (3rd edition). London: Sage
- Easterby-Smith, Mark, Richard Thorpe, and Paul Jackson (2012). *Management Research* (4th edition). London: Sage.

Other readings will be provided during lectures in MT and by dissertation advisors.

Assessment: Dissertation (90%, 10000 words) in August. Essay (10%, 1000 words) in the LT.

MG472 Half Unit

Global Strategy, Management and Information Systems

This information is for the 2020/21 session.

Teacher responsible: Prof Susan Scott NAB 3.12

Availability: This course is compulsory on the MSc in Management of Information Systems and Digital Innovation. This course is available on the Global MSc in Management, Global MSc in Management (CEMS MiM) and Global MSc in Management (MBA Exchange). This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: This course has a strong management focus and assumes a general knowledge of information and communication technologies. Students are expected to have a basic understanding of the challenges of implementing and managing information systems in organisations.

Course content: The objective of this core course on the MSc MISDI programme is to address how organizations formulate global strategy and manage its execution in a rapidly digitizing business world. Whether organizations operate globally, regionally or nationally they are highly dependent on digital innovations produced by information and communication technologies for fulfilling their missions. This course reviews the foundations of global business management and examines key insights about the emerging roles of ICTs and digital innovation in contemporary organizations operating internationally. To manage effectively it is important to recognize the varieties of management practices across regions and the different approaches involved in international business management. On this course we examine how the interrelationship between international strategy, digitization and global operations plays out in dynamic global, regional and national contexts. Having reviewed distinctive global business management strategies, we identify contemporary issues of critical importance for information systems management including: the importance of institutions to international digital business; decisions points in formulating robust sourcing operational sub-strategies; managing uncertainty and risk in different contexts; challenges associated with international project management; identifying the corporate social responsibilities of global digital businesses (stakeholder relations and sustainability); approaches and policies for managing privacy; the effects of information security breaches; and how to best support the development of a 'learning organization'. The course provides a strategic overview of the management of information systems and innovation. We review theoretical approaches and frameworks

used in practice and consider them alongside the academic literature on processes of internationalization, information systems strategy, and organization studies. Students studying this course will gain an understanding of how trends in strategy and operations are entangled with current processes of digitization and what these conditions of possibility mean going forward.

At the end of the course participants will be able to:

1. Understand global, business and digital issues in strategy formulation
2. Analyse business environments at competitive, country, regional and global/societal levels
3. Understand and analyse regional differences and how regional and international trade is conducted
4. Use analytical frameworks for arriving at business and digital strategy
5. Recognise and make recommendations on the strategic potential and impact of information systems and digital innovation in different organizational contexts.
6. Decide how organizations can best evolve in new markets.
7. Analyse international management issues in operational areas of human resources, marketing, logistics, sourcing, R&D, and project management
8. Apply ethical standards to issues of corporate social responsibility and sustainability
9. Understand the complexity and importance of digital security and approaches to privacy.
10. Participate in managing culture, difference, diversity, across borders.

Teaching: 10 hours of lectures and 20 hours of seminars in the MT. 1 hour and 30 minutes of lectures in the ST.

A reading week will take place in W6. There will be no teaching on MG472 during this week.

Formative coursework: Classes are based around reading and discussing selected journal articles from the course reading list. Formative feedback is provided on class participation. A mock examination, with questions from MG472, MG481 and MG487 will be held.

Indicative reading:

- Chaffey, D., Hemphill, T. and D. Edmundson-Bird (2019). *Digital Business and E-Commerce Management*. Pearson, London, 7th edition.
- Ghemawat, P. (2017). *The Laws of Globalization and Business Applications*. Cambridge University Press : Cambridge.
- Hill, C. and Hult, G.T.M. (2020) *International Business: Competing in The Global Marketplace*. McGraw Hill, New York, 13th edition.
- Rugman, A. and Collinson, S. (2012) *International Business*. FT Prentice Hall, London. 6th edition.
- Willcocks, L. (2014/16) *Global Business Management Foundations*. Brookes Publishing, Stratford, Second/Third edition (Kindle, White Plume publishing and Steve Brookes Publishing versions)

Essential Readings to be done on a weekly basis to build up general knowledge:

- The Economist – weekly news and regular relevant special studies.
- The Financial Times – daily world commentary, regular regional/ theme special issues and archive.
- The Wall Street Journal – detailed daily world commentary.

The main journals that students may wish to search for additional articles on globalisation, business strategy, management and digital business are:

- Academy of Management Executive
- Academy of Management Review
- Strategic Management Journal
- Long Range Planning
- Journal of Management Studies
- Journal of International Business Studies
- Journal of Management
- Management Information Systems Quarterly
- Executive
- Journal of Strategic Information Systems
- Organization Science

- Management International Review
- Harvard Business Review
- Sloan Management Review
- California Management Review

Assessment: Exam (80%, duration: 2 hours) in the summer exam period.

Coursework (20%) in the MT.

The individual course assessment will be made based on two pieces of individual course work:

1. An in-class presentation of a key course reading. The student will be assessed on the presentation, the Powerpoint slides and a two-page summary of the reading submitted in advance of the presentation.
2. An in-class presentation of a key class case study. The student will be assessed on the presentation, the Powerpoint slides and a two-page summary of the case study submitted in advance of the presentation.

MG473 Half Unit Negotiation Analysis

This information is for the 2020/21 session.

Teacher responsible: Prof David Marsden NAB 4.22

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MBA Exchange, MRes/PhD in Management (Employment Relations and Human Resources), MSc in Human Resources and Organisations (Human Resource Management/CIPD), MSc in Human Resources and Organisations (International Employment Relations and Human Resource Management), MSc in Human Resources and Organisations (Organisational Behaviour), MSc in Management (1 Year Programme), MSc in Management and Strategy and MSc in Social Innovation and Entrepreneurship. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course highlights the importance of power, tactics, strategy, information and trust in shaping the structure and outcomes of negotiations. It covers basic negotiation concepts such as distributive and integrative bargaining, sometimes called pie-slicing and pie-expanding approaches, two-party and multi-party negotiation, as well as more advanced issues such as the impact of culture and the psychology of judgement and decision-making. Students will engage in weekly negotiation simulation exercises to help them understand the concepts and develop their negotiating skills.

Teaching: 30 hours of seminars in the LT.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will compile a weekly learning log reflecting on their experience in the negotiation exercises and linking that to the concepts and theories in the literature. Formative feedback is provided on class participation. Students will also complete a formative essay.

Indicative reading: The main text, covering most of the material in the course is: Leigh Thompson, *The Mind and Heart of the Negotiator*, 6th edn, Pearson, Harlow, 2014. The following are also useful: Roger Fisher and William Ury, *Getting to Yes: Negotiating Agreement Without Giving In*, Penguin Books, New York, 2012; Ken Binmore, *Game theory: A Very Short Introduction*, Oxford University Press, Oxford, 2007; and Andrew M. Colman, *Game Theory and its Application to the Social and Biological Sciences*. Routledge, Hove, 1999; Roy Lewicki et al *2020 Negotiation*. Students will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course.

Assessment: Essay (75%, 2000 words) in the ST.

Learning log (25%) in the LT.

Essay (75%, 2000 words) and Learning Log (25%) in the LT.

This course utilises continuous assessment. Students are required

to complete a Learning Log for each weekly lecture / negotiation session. In Weeks 1 and 2 the logs are formative and will not count towards students' overall grade. Those for Weeks 3-11 are a required part of the course and count towards the final assessment.

Students will receive an overall mark for the learning logs based on their four highest scores. Those who submit less than four logs will receive a mark of 0 for each missed assessment. Those who fail to submit any learning logs will be deemed not to have completed the course and cannot be awarded the degree until they submit the work at resit. All marks for the Learning Logs will be scaled proportionately.

Deadlines are strictly enforced and late submissions will not be accepted.

MG475 Half Unit Organisational Theory

This information is for the 2020/21 session.

Teacher responsible: Dr Mariana Bogdanova

Availability: This course is compulsory on the MSc in Human Resources and Organisations (Organisational Behaviour). This course is available on the MRes/PhD in Management (Employment Relations and Human Resources) and MSc in Human Resources and Organisations (International Employment Relations and Human Resource Management). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: Organisations exert a central force in contemporary work and society. From the rise of large, machine-like bureaucracies in the 19th century to the flat, networked firms of nowadays, different assemblages of people and technology have produced a rich ecology of organisational forms – multinationals, social enterprise and charities, R&D laboratories etc. Organisational theory examines these multifarious arrangements with respect to their internal and external environment elements and dynamics - e.g. organisational culture and identities, power and politics, inter-organisational collaboration, effect of globalisation on organisational activities etc. The course readings include a selection of classic views and more recent research on organisation theory with the aim of helping students understand organisations as entities, how they influence the life of their members, and how they affect work and society more generally.

Teaching: 15 hours of lectures and 15 hours of seminars in the MT. 1 hour and 30 minutes of seminars in the ST.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will complete a formative assessment using a sample exam question. Details will be provided in class.

Indicative reading: Hatch, M.J., 2018. *Organization theory: Modern, symbolic, and postmodern perspectives*. Oxford University Press. Clegg, S.R., Hardy, C. and Nord, W.R., 2003. *Handbook of Organization Studies*. SAGE Publications Ltd.

Assessment: Exam (65%, duration: 2 hours) in the summer exam period.

Project (35%).

The project is composed of two parts (individual and group work) and is submitted in the MT and the LT.

MG476 Half Unit Corporate Social Responsibility and International Labour Standards

This information is for the 2020/21 session.

Teacher responsible: Prof Sarah Ashwin NAB 4.19

Availability: This course is available on the MRes/PhD in

Management (Employment Relations and Human Resources), MSc in Accounting, Organisations and Institutions, MSc in Global Politics, MSc in Human Resources and Organisations (Human Resource Management/CIPD), MSc in Human Resources and Organisations (International Employment Relations and Human Resource Management), MSc in Human Resources and Organisations (Organisational Behaviour) and MSc in Social Innovation and Entrepreneurship. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Any social science background.

Course content: Corporate Social Responsibility (CSR) is becoming an expected element of corporate strategy. This course critically evaluates CSR, focusing on firms' attempts to prevent labour standards violations in their supply chains. We begin by analysing the rise of CSR, setting it in the context of global value chains, international labour standards, and emerging private forms of regulation. We then analyse topics such as: the impact of CSR on corporate financial performance; whether CSR is an effective means of raising labour standards; theories of CSR; how to embed CSR within the firm and comparative CSR. The course includes plenty of examples of how large firms are dealing with the ethical challenges posed by global supply chains. The course is interdisciplinary, and students are encouraged to bring insights from their "home" discipline so that seminars become a mutual learning experience. The course will include one lecture from a CSR professional.

Teaching: 10 hours of lectures and 15 hours of seminars in the LT. 1 hour and 30 minutes of seminars in the ST.

Formative coursework: One 2,000 word essay in LT.

Indicative reading: Vogel, D. (2005) *The Market For Virtue: The Potential and Limits of Corporate Social Responsibility*, Washington D.C.: Brookings Institution Press. Crane, A. et al. (2008) *The Oxford Handbook of Corporate Social Responsibility*, Oxford: OUP. Locke, R. (2013) *The Promise and Limits of Private Power: Promoting Labor Standards in a Global Economy*, Cambridge: Cambridge University Press

Assessment: Essay (45%, 2000 words) and take-home assessment (50%) in the ST.
Class participation (5%).

MG477 Half Unit

Strategic Reward: Key Models and Practices

This information is for the 2020/21 session.

Teacher responsible: Dr Rebecca Campbell NAB 4.27

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Human Resources and Organisations (Human Resource Management/CIPD), MSc in Human Resources and Organisations (International Employment Relations and Human Resource Management) and MSc in Human Resources and Organisations (Organisational Behaviour). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The course will provide an analysis of the types of reward systems commonly used in private and public sector organisations, drawing on economic, psychological and sociological principles, covering all-employee reward, senior executive reward, fixed pay, short-term incentives, long-term incentives, benefits and pensions.

Teaching: 15 hours of lectures and 15 hours of seminars in the LT. 1 hour and 30 minutes of seminars in the ST.

Students are expected to prepare for, and contribute to, the seminars. Seminars will include group work, preparing and giving presentations, case analyses, small group discussions, and self-assessment exercises. Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will be required to prepare a short paper (maximum 750 words) during week 7 in connection with the material covered during that week and will receive feedback on their understanding of the issues.

Indicative reading: Course text books

Perkins, S., and White, G (2008). *Employee Reward: Alternatives, Consequences and Contexts*. CIPD, London. (all editions are acceptable); White, G and Druker, J (2008) *Reward Management – a Critical Text*. Second edition. Routledge.

General reading

Gerhardt, B and Rynes, S (2000) *Compensation in Organizations, Current Research and Practice*. San Francisco, Jossey Bass.
Gomez-Mejia, L., Berrone, P., & Franco-Santos, M. (2010) *Compensation and Organizational Performance – Theory, research and Practice*. M.E. Sharpe.
Hallock, K. (2012) *Pay – Why People Earn What They Earn (and What You Can Do Now to Make More)*. Cambridge University Press.
Pepper, A. (2015) *The Economic Psychology of Incentives*. Palgrave Macmillan.
Pepper, S. (2006) *Senior Executive Reward – Key Models and Practices*. Gower Publishing.
Trevor, J. (2011) *Can Pay Be Strategic?* Palgrave Macmillan.

Assessment: Case analysis (25%) in the LT Week 9.

Case analysis (75%) in the ST Week 1.

MG478 Half Unit

The Management of Human Resources in Global Companies

This information is for the 2020/21 session.

Teacher responsible: Dr Elaine Yerby, NAB 3.26

Dr Chunyun Li, NAB 3.18

Availability: This course is compulsory on the MSc in Human Resources and Organisations (Human Resource Management/CIPD) and MSc in Human Resources and Organisations (International Employment Relations and Human Resource Management). This course is available on the Global MSc in Management, Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Human Resources and Organisations (Organisational Behaviour) and MSc in Management (1 Year Programme). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course focuses on the management of human resources in global corporations. The central theme in the course is the link between HR strategy and business strategy. The course involves an examination of how diverse global firms articulate and execute global HR strategies and how these strategies are reflected in a variety of HR practices such as global talent management, global performance management, global value chains and labour standards, global diversity policies, global employment relations, and the management of HR in global mergers and acquisitions. Given the limitations of empirical studies of HR practices in global corporations, the method of instruction is through the analysis of cases, supplemented by lectures and guest lectures from Global HR leaders. This is a more practical course, but informed by HR theories that students would have been exposed to in the introductory HRM course (MG480 *Management of Human Resources: Strategies and Policy*), as well as other courses. Students without the required theoretical background will be provided with supplemental readings. In the course modules, we will:

- Evaluate the strategic choices facing global corporations, including the choice between adopting highly centralized or predominantly decentralized HR policies, with regard to a range of HR issues such as performance and talent management and diversity.
- Understand HR considerations in the outsourcing and offshoring of work; and the role of HRM in managing international mergers and acquisitions.

- Analyse how institutions and culture affect the HR practices and employment relations in diverse global corporations from advanced and emerging market countries.
- Analyse the challenges faced by global corporations in structuring global assignments with specific reference to global mobility (expatriation and repatriation of global managers), and how corporations are dealing with global talent management.
- Taking a global value chain approach, examine how global firms extend their HRM/ER policies to their supply chain, and evaluate the efficacy of methods to improve labour standards and human rights in global supply chains.

Teaching: 15 hours of lectures and 15 hours of seminars in the LT. Teaching will be supplemented by guest lectures from leading industry practitioners.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: During the first week of classes, students will be instructed in the art of case analysis, and will be instructed as to what is required in case memos. The objective of the case analysis is to develop students' ability to analyse concrete company experiences in order to generate insights for both the practice of HRM in global companies and the development of new theory.

A formative take-home case analysis will be given in Week 5, which will be completed during the reading week and written feedback will be provided. This case analysis is a time-limited project that requires an analysis of the case problem, a solution to the case, and a statement of broad take-aways (anchored in either practice or theoretical literature). In particular, students should be able to articulate what are the key lessons from the case for HR theory and practice.

Indicative reading: Edward, T., and Rees, C. (2017). *International HRM, Globalisation, National Systems and Multinational companies* (3rd Ed.). Harlow, England: Pearson Education Limited. Ellet, W. (2018). *The Case Study Handbook; Revised Edition: A Student's Guide*. Boston, USA: Harvard Business Review Press. Wright, P.M and Ulrich, M, D. (2017). *A Road Well Travelled: The Past, Present and Future Journey of Strategic Human Resource Management*. *The Annual Review of Organizational Psychology and Organizational Behavior*, 2017, Volume 4, pp 45-65. Brewster, C. Mayrhofer, W. and Smale, A. (2016) *Crossing the Streams: HRM in Multinational enterprises and comparative HRM*. *Human Resource Management*. *Human Resource Review*. Vol.26 (4).

Assessment: Class participation (10%).

Case analysis (30%) and take-home assessment (60%) in the ST. For the case analysis memos, each student will be expected to provide an individual solution to the case and articulate the lessons learned from the case. The take home exam will consist of a case and a comprehensive reflective essay question.

The take home exam questions will be released to students in Week 1 of ST and will be due for submission the following week.

MG479 Half Unit

Information Systems for the Public Sector: Digital Government and Service Innovation

This information is for the 2020/21 session.

Teacher responsible: Dr Antonio Cordella NAB3.30

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MBA Exchange, MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MRes/PhD in Management (Information Systems and Innovation), MSc in Management (1 Year Programme), MSc in Management of

Information Systems and Digital Innovation, MSc in Strategic Communications and Master of Public Administration. This course is available as an outside option to students on other programmes where regulations permit.

Course content: Digital government and digital public sector services are the result of the widespread adoption of ICTs, Web processes and social media in public sector organisation - which cumulatively transform and may 'producize' the nature of public services delivered to citizens. This course covers the recent and likely-future major organizational and technology change processes in the government sector. Core topics include: the distinctive aspects of the public administration context for technology-enabled innovation; digital government and public sector reform; public sector ICT innovation and public value creation; the use of ICTs to streamline public services as part of wider business process changes; measuring and growing productivity via digital changes; 'digital by default' services and social media in government; and next-generation shifts to EDGE (Essentially Digital Governance).

Teaching: 20 hours of lectures, 10 hours of seminars and 4 hours of workshops in the LT.

A reading week will take place in W6. There will be no teaching during this week.

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

One 1000-word formative essay to be submitted in week 7.

Formative feedback is also provided on class participation with seminars based around reading and discussing selected journal articles.

Indicative reading:

- Ahn M.J. & Bretschneider S., 2011. Politics of E-Government: E-Government and the Political Control of Bureaucracy. *Public Administration Review*, 71(3), pp.414–424.
- Alford J. & Hughes O., 2008a. Public Value Pragmatism as the Next Phase of Public Management. *The American Review of Public Administration*, 38(2), pp.130–148.
- Alfred Tat-Kei Ho, 2002. Reinventing Local Governments and the E-Government Initiative. *Public Administration Review*, 62(4), pp.434–444..
- Andrew Kakabadse, Nada K. Kakabadse and Alexander Kouzmin, 2003. Reinventing the Democratic Governance Project Through Information Technology? A Growing Agenda for Debate. *Public Administration Review*, 63(1), pp.44–60.
- Bannister, F., & Connolly, R. (2015). The great theory hunt: Does e-government really have a problem?. *Government Information Quarterly*. Vol. 32(1)
- Bertot J.C., Jaeger P.T. & Grimes J.M., 2010. Using ICTs to create a culture of transparency: E-government and social media as openness and anti-corruption tools for societies. *Government Information Quarterly*, 27(3), pp.264–271.
- Cordella A., 2007. E-government: towards the e-bureaucratic form? *Journal of Information Technology*, 22(3), pp.265–274.
- Cordella A. & Iannacci F., 2010. Information systems in the public sector: The e-Government enactment framework. *The Journal of Strategic Information Systems*, 19(1), pp.52–66.
- Cordella, A. & Paletti, A. (2019) Government as a platform, orchestration, and public value creation: the Italian case. *Government Information Quarterly*, 36 (4). ISSN 0740-624X
- Cordella A. & Willcocks L., 2012. Government policy, public value and IT outsourcing: The strategic case of ASPIRE. *The Journal of Strategic Information Systems*, 21(4), pp.295–307.
- Dunleavy P., 2005. New Public Management Is Dead—Long Live Digital-Era Governance. *Journal of Public Administration Research and Theory*, 16(3), pp.467–494.
- Eriksson O. & Goldkuhl G., 2013. Preconditions for public sector e-infrastructure development. *Information and Organization*, 23(3), pp.149–176.
- Fishenden J. & Thompson M., 2013. Digital Government, Open Architecture, and Innovation: Why Public Sector IT Will Never Be the Same Again. *Journal of Public Administration Research and Theory*, 23(4), pp.977–1004.
- Fitzgerald B., 2011. Adopting open source software: a practical

guide, Cambridge, Mass: MIT Press.

- Janssen M., Charalabidis Y. & Zuiderwijk A., 2012. Benefits, Adoption Barriers and Myths of Open Data and Open Government. *Information Systems Management*, 29(4), pp.258–268.
- Kim, B. J. (2015). Political efficacy, community collective efficacy, trust and extroversion in the information society: Differences between online and offline civic/political activities. *Government Information Quarterly*, 32(1), 43–51.
- Lanzara, G.F. "Buiding digital institutions: ICT and the rise of assemblages in government" in Contini, F., and Lanzara, G.F. (Ed.) *ICT and innovation in the public sector* Pelgrave, London, 2008
- Meijer A.J., 2008. E-mail in government: Not post-bureaucratic but late-bureaucratic organizations. *Government Information Quarterly*, 25(3), pp.429–447.
- Nograsedek J. & Vintar M., 2014. E-government and organisational transformation of government: Black box revisited? *Government Information Quarterly*, 31(1), pp.108–118.
- O'Reilly T., 2011. Government as a Platform. *Innovations: Technology, Governance, Globalization*, 6(1), pp.13–40.
- Panagiotopoulos, P., Klievink, B. and Cordella, A., 2019. Public value creation in digital government.
- Sandoval-Almazan R. & Ramon Gil-Garcia J., 2014. Towards cyberactivism 2.0? Understanding the use of social media and other information technologies for political activism and social movements. *Government Information Quarterly*, 31(3), pp.365–378.
- Shah R.C., Kesan J.P. & Kennis A., 2008. Lessons for Government Adoption of Open Standards: A Case Study of the Massachusetts Policy. *Journal of Information Technology & Politics*, 5(4), pp.387–398.

Assessment: Essay (100%, 5000 words) in the LT and ST.

MG480 Half Unit

Management of Human Resources: Strategies and Policy

This information is for the 2020/21 session.

Teacher responsible: Dr Elaine Yerby, NAB 3.26

Availability: This course is compulsory on the MSc in Human Resources and Organisations (Human Resource Management/ CIPD), MSc in Human Resources and Organisations (International Employment Relations and Human Resource Management) and MSc in Human Resources and Organisations (Organisational Behaviour). This course is not available as an outside option.

Course content: The course examines central issues pertinent to the theory and practice of Human Resource Management (HRM). It introduces students to a range of theoretical perspectives which underpin the ways in which organisations manage the employment relationship through the deployment of HRM strategy and policy. From a practice perspective, it reviews challenges involved in the design, implementation and evaluation of both overall HRM strategy and specific practice areas. In this respect we review HR policy and practice in the areas of recruitment and selection, job redesign, pay and rewards, training and development, employee voice and conflict, engagement, retention and attrition, performance management and appraisal, and strategic HRM.

Teaching: 15 hours of lectures and 13 hours and 30 minutes of seminars in the MT. 1 hour and 30 minutes of seminars in the ST. Students on this course will have a reading week in Week 6, in line with departmental policy

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

Indicative reading: Students are expected to read widely in the appropriate journals; a detailed reading list will be provided at the start of the course.

For students who have not formally studied Human Resource Management previously and/or would like an introduction to course fundamentals, we recommend the following textbook:

Torrington, et al. (2017). *Human Resource Management*. 10th edition.

If you already have an understanding of Human Resource Management foundations, we recommend the following textbook as it encompasses more than a fundamental text:

Boxall, P.; Purcell, J.; & Wright, P. (2008): *The Oxford Handbook of Human Resource Management*, Oxford University Press.

Additional textbooks of interest include:

J Baron & D Kreps, *Strategic Human Resources: Frameworks for General Managers*, John Wiley, New York, 1999. Boxall, P, and Purcell, J. (2016) *Strategy and human resource management*.

4th ed. Palgrave. Marsden, David (1999) *A theory of employment systems*, Oxford University Press.

Assessment: Exam (60%, duration: 2 hours) in the summer exam period.

Essay (40%, 1500 words) in the LT.

MG481 Half Unit

Innovating Organisational Information Technology

This information is for the 2020/21 session.

Teacher responsible: Dr Carsten Sorensen NAB 3.11 and Dr William Venters NAB 3.13

Availability: This course is compulsory on the MSc in Management of Information Systems and Digital Innovation. This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MBA Exchange and MSc in Operations Research & Analytics. This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: A basic knowledge of computing, including hardware and software. Students are expected to have a basic understanding of the challenges of implementing and managing information systems in organisations.

Course content: The course provides students with a practical and theoretical insight into the processes and practices of developing contemporary Information Systems. The course reflects the diversity of contemporary information systems contexts; discussing how we should manage the development of complex Internet enabled systems and services. The course focuses on new technologies and practices including cloud computing, Software as a Service, mobile and ubiquitous information technology, innovating customer relationship management, DevOps, mediating mutual adjustment and mass-scale mediated communities. The changing architectures of information systems towards an Internet based cloud are key themes of the course. Attention is however also given to the development of traditional ERP and information management systems which remain important in enterprises. The course also discusses the development challenges in small start-ups leveraging existing development platforms. Particular attention is given to problem structuring and problem design issues within such complex settings using Soft Systems Methodology and the Unified Modeling Language as a toolkit. Agile methods form a core part of the teaching, with Extreme Programming, Rapid Application Development and Internet-speed development contrasted with development formalism such as the Rational Unified Model and Capability Maturity Models. To ensure that students gain practical experience we include a one-week intensive "bootcamp" group Sprint project run during reading week in which outside consultants present a "real-world" case study of systems development and the groups undertake to rapidly analyse and design a proposal for a technical solution. This allows students to support their theoretical understanding with a strong practical experience of the pressures and difficulties of systems development today. The "bootcamp" group sprint project provides a realistic experience of developing systems within a consulting role and is supported by classes and question and answer session

and face to face discussion. Students gain an understanding of the benefits and difficulties of working within a small team under pressure.

Teaching: 20 hours of lectures, 5 hours of seminars and 10 hours of seminars in the MT.

8 hours of these lectures, and 5 hours of classes will occur be during the "Bootcamp" Sprint week which runs during reading week (Week 6) of MT.

Formative coursework: Students discuss articles, practice systems development techniques, and critically evaluate their success. Formative feedback is provided on class participation.

Indicative reading:

- Avgerou, C. & T. Cornford, *Developing Information Systems: Concepts, Issues and Practice*. Macmillan, 1998
- Avison, D. & G. Fitzgerald, *Information Systems Development: Methodologies, Techniques and Tools*, McGraw Hill, 2006
- Beck, K. and C. Andres (2005). *Extreme Programming Explained*. Addison-Wesley; Benkler, Y. (2006): *The Wealth of Networks*. Yale University Press
- Carr, N. G. (2008): *The Big Switch*. W. W. Norton & Co
- Checkland, P. and J. Poulter (2006). *Learning for Action*. John Wiley and Sons
- Galliers, B. & W. Currie, ed. (2011): *The Oxford Handbook of Management Information Systems*. Oxford University Press
- Fowler, M. (2004): *UML distilled*. Addison-Wesley Professional
- Jarvis, J. (2009): *What Would Google Do?* Collins
- Knapp, J., J. Zeratsky and B. Kowitz (2016). *Sprint: How to solve big problems and test new ideas in just five days*, Simon and Schuster.
- Mathiassen, L., J. Pries-Heje, & O. Ngwenyama (2000): *Improving Software Organizations*. Addison Wesley
- Monson-Haefel, R. (2009): *97 Things Every Software Architect Should Know*. O'Reilly Media, Inc
- Poppendieck, M. & T. Poppendieck (2003): *Lean Software Development*. Addison Wesley
- Pralahad, C. K. & M. S. Krishnan (2008): *The New Age of Innovation*. McGraw-Hill Professional
- Reis, E. (2011): *The Lean Startup*. Crown Business
- Rittinghouse, J.W. & Ransome, J.F. (2009): *Cloud Computing*. CRC Press
- Scott, K. (2001). *UML Explained*. Addison-Wesley; Sommerville, I. (2010): *Software Engineering*. Addison Wesley.
- Thiel, P. & B. Masters (2014): *Zero to One*. Crown Business
- Willcocks, L., W. Venters, & E. Whitley (2014): *Moving To The Cloud Corporation*. Basingstoke: Palgrave Macmillan.
- Zittrain, J. (2008): *The Future of the Internet: And How to Stop It*. Allen Lane.

Assessment: Exam (50%, duration: 2 hours) in the summer exam period.

Project (50%) in the MT.

A two-hour unseen examination taken in the ST (50%). The team 'boot camp' project in Week 6 of the MT (50%).

MG482 Half Unit Innovation and Technology Management

This information is for the 2020/21 session.

Teacher responsible: Dr Jonathan Liebenau NAB.5.20

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Management (1 Year Programme) and MSc in Social Innovation and Entrepreneurship. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The main focus of this course is on how innovative technologies are managed and their consequences. It includes technological innovation in areas such as telecoms, hi tech industries, pharmaceuticals, biotechnology, space technology,

financial technologies. Aspects covered are how new industries are created, how existing industries can be transformed by new technologies, linkages between technological development and the creation of wealth, and implementation success and failure of technological systems. Topics include: technology and entrepreneurship, technology strategy, R&D management, patents and intellectual property, disruptive radical and incremental innovation, technology policy. Economic, systems, managerial and sociological approaches will be compared using a variety of case studies.

Teaching: 15 hours of lectures and 15 hours of seminars in the MT.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Classes are based around reading and discussing selected journal articles and case studies available on or through the course Moodle site. Formative feedback is provided on class participation. In addition, students will present an essay plan in preparation for the final case-based essay, on which formative feedback will be provided.

Indicative reading: JJ Howells, *The Management of Innovation and Technology*, Sage, 2005; J Fagerberg, D.C. Mowery, and R.R. Nelson (Eds.), *The Oxford handbook of innovation* (Series Oxford Handbooks in Business and Management), Oxford University Press, 2006; D MacKenzie, *Knowing Machines: Essays on Technical Change*, MIT Press, 1998; M Bauer (Ed), *Resistance to New Technology: Nuclear Power Information Technology and Biotechnology*, CUP 1995; M Biagioli (Ed), *The Science Studies Reader*, Routledge, 1999; H Collins & T Pinch, *The Golem at Large: What you should know about technology*, Cambridge University Press, 1998; C Perrow, *Normal Accidents: living with high-risk technologies*, Basic Books, 1984; D Mowery & N Rosenberg, *Paths of Innovation: technological change in 20th century America*, Cambridge University Press, 1998;

Assessment: Essay (80%, 5000 words) in the LT. Presentation (20%) in the MT.

MG483 Half Unit eHealth: Policy, Strategy and Systems

This information is for the 2020/21 session.

Teacher responsible: Dr Elzbieta Taylor NAB3.37
Teacher known as Ela Klecun.

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MBA Exchange, MRes/PhD in Management (Information Systems and Innovation), MSc in Health and International Development and MSc in Management of Information Systems and Digital Innovation. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: There are no prerequisites. Students should have some appreciation of information management and systems implementation issues, and some understanding of healthcare systems. A short set of readings will be provided for students who require this background understanding.

Course content: This course aims to give the students theoretical and practical insights into the key issues informing policy and practice for digitalisation of healthcare. It does not teach technical design or programming skills but rather it aims to develop 'hybrid professionals' able to bridge healthcare management and information technology worlds. Hence, students from all backgrounds are welcomed.

As the result of COVID-19 pandemic healthcare is facing unprecedented challenges. Digital technologies are seen as critical in handling those. Many governments around the world are using digital channels to provide information to the public. Various apps are helping us to stay fit, to look after our mental health and to connect with health professionals. New systems have been

developed for contact tracing. More significantly perhaps, the way the mainstream healthcare services, such as primary care are delivered is being transformed, from face-to-face to online. Simulation modelling and population based management tools are increasingly utilised to better plan and manage health of populations and delivery of health services. Robotics and AI are hailed as breakthrough innovations. Many of the information technologies (IT) and service models utilized currently have existed in some form for years. Their adoption has been hindered by complex regulatory, organizational, social and technical problems. Significant challenges still remain. In this course we will explore opportunities for transforming healthcare and challenges faced in planning for, developing and adopting digital services and underlying healthcare information systems and infrastructures. The approach taken in this course to understanding those issues is informed by a socio-technical perspective that considers society (institutions, rules and regulations, work practices and people) and technology as inter-related. Both lectures and seminars are dedicated to presenting different aspects of eHealth. The seminars consist of student-led, in-depth discussions on issues related to particular topics within eHealth. The course assignments (blog post and essay) offer the students an opportunity to critically engage with their chosen topic. Topics addressed in the course include: assessing the transformative potential of digital technologies for health, the evolution and current state of information systems in primary and secondary care with international comparisons, healthcare policies for digital technologies and information infrastructures, issues of information systems implementation and use, evaluation of IT and building of an evidence base, new trends in health IT. Selected application domains discussed include: electronic health records and national information infrastructures, medicine management systems and e-prescribing, health apps, big data and data analytics, AI and robotics.

Teaching: 15 hours of lectures and 13 hours and 30 minutes of seminars in the LT.

A reading week will take place in W6. There will be no teaching during this week.

Formative coursework: Seminars are based around reading and discussing selected journal articles. Formative feedback is provided on class participation. In addition, students complete formative proposals for their blog post and essay on which written feedback is provided.

Indicative reading: Berg, M. (2004) *Health Information Management: Integrating Information Technology in Health Care Work*, Routledge, London. Christensen, C., Grossman, J.H. and Hwang, J. (2009) *The Innovator's Prescription*. McGraw-Hill, New York. Coiera, E. (2015) *Guide to Health Informatics* (Third Edition), CRC Press. Rivas, H. and Wac K. (2019) *Digital Health: Scaling Healthcare to the World*, Springer International Publishing. Taylor, P. (2006) *From Patient Data to Medical Knowledge: The Principles and Practice of Health Informatics*, BMJ Books, London. Timmermans, S. and M. Berg (2003) *The Gold Standard: The Challenge of Evidence Based Medicine and the Standardization of Health Care*, Temple University Press, Philadelphia. Topol, E. (2012) *The Creative Destruction of Medicine: How the digital revolution will create better health care*, Basic Books, New York. Topol, E. (2015) *The Patient Will See You Now: The Future of Medicine is in Your Hands*, Basic Books. Trotter, F. and Uhlman, D. (2013) *Hacking Healthcare*, O'Reilly, Sebastopol CA. Wachter R. (2016) *Using information technology to improve the NHS*, London: Department of Health. Warner, N. (2011) *A Suitable Case for Treatment: the NHS and Reform*, Grosvenor House.

Assessment: Essay (70%, 4000 words), class participation (10%) and blog post (20%) in the LT.

MG485 Half Unit Not available in 2020/21 Management and Economics of E-Business

This information is for the 2020/21 session.

Teacher responsible: Dr Antonio Cordella NAB3.30

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MBA Exchange and MSc in Management of Information Systems and Digital Innovation. This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: None, but a basic understanding of information systems within organisational contexts is assumed. Students are expected to have a basic understanding of the challenges of implementing and managing information systems in organisations.

Course content: The course discusses managerial, economics and innovation aspects of online business. The foundations of e-business are introduced to discuss the managerial challenges of the different e-business practices: platform-based businesses; digital business models; infomediaion; e-marketing; and IT in supply chain management. Economic theories, such as network economics; transaction costs and pricing, are used to discuss the impact of e-business on market structure and organisation. The course introduces practical and management aspects of the impact of diverse technologies on interorganisational relationships, new organisational forms, such as networked organisations, and electronic markets. Strategies for e-business innovation including digital ecosystems and similar developments are also discussed.

Teaching: 20 hours of lectures and 10 hours of seminars in the LT. A reading week will take place in W6. There will be no teaching during this week.

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

Classes are based around reading and discussing selected journal articles from the course reading list and case studies. Formative feedback is provided through class presentations and a formative essay of 1000 words on which feedback will be provided.

Indicative reading:

- Andriole S.J., 2010. Business impact of Web 2.0 technologies. *Communications of the ACM*, 53(12).
- Bharadwaj, A., El Sawy, O. A., Pavlou, P. A., & Venkatraman, N., 2013. Digital business strategy: toward a next generation of insights. *MIS Quarterly*, 37(2), 471-482.
- Blut, M., Beatty, S. E., Evanschitzky, H., & Brock, C., 2014. The Impact of Service Characteristics on the Switching Costs–Customer Loyalty Link. *Journal of Retailing*, 90(2), 275-290.
- Buettner, R. (2017a) 'Getting a job via career-oriented social networking markets', *Electronic Markets*, 27(4), pp. 371–385. doi: 10.1007/s12525-017-0248-3
- Cordella A., 2006. Transaction costs and information systems: does IT add up? *Journal of Information Technology*, 21(3), pp.195–202.
- Gandomi, A. and Haider, M. (2015) 'Beyond the hype: Big data concepts, methods, and analytics', *International Journal of Information Management*, 35(2), pp. 137–144.
- Haucap, J. and Heimeshoff, U. (2014) 'Google, Facebook, Amazon, eBay: Is the Internet driving competition or market monopolization?', *International Economics and Economic Policy*, 11(1-2), pp. 49–61.
- 'Hummel's Digital Transformation Toward Omnichannel Retailing: Key Lessons L...' (2015) *MIS Quarterly Executive*.
- Jones, M. (2019) 'What we talk about when we talk about (big) data', *The Journal of Strategic Information Systems*, 28(1), pp. 3–16. doi: 10.1016/j.jsis.2018.10.005.
- George, G., Haas, M. R., & Pentland, A., 2014, Big data and management. *Academy of Management Journal*, 57(2), 321-326.
- Kauffman R.J., Li T. & van Heck E., 2010. Business Network-Based Value Creation in Electronic Commerce. *International Journal of Electronic Commerce*, 15(1), pp.113–144.
- Koch H., Gonzalez E. & Leidner D., 2012. Bridging the work/ social divide: the emotional response to organizational social

networking sites. *European Journal of Information Systems*, 21(6), pp.699–717.

- Mandviwalla M. & Watson R., 2014 Generating capital from social media. *MIS Quarterly Executive*, Vol.13, No.2, 97-113.
- McElheran, K., 2015. Do market leaders lead in business process innovation? The case (s) of e-business adoption. *Management Science*.
- Martin, K. (2019) 'Designing Ethical Algorithms', *MIS Quarterly Executive*, pp. 129–142.
- Schaupp, L. C., & Bélanger, F., 2013. The Value of Social Media for Small Businesses. *Journal of Information Systems*, 28(1), 187-207.
- Tay K.B. & Chelliah J., 2011. Disintermediation of traditional chemical intermediary roles in the Electronic Business-to-Business (e-B2B) exchange world. *The Journal of Strategic Information Systems*, 20(3), pp.217–231.
- Yadav, M. S., & Pavlou, P. A., 2014. Marketing in Computer-Mediated Environments: Research Synthesis and New Directions. *Journal of Marketing*, 78(1), 20-40.
- Zott C., Amit R. & Massa L., 2011. The Business Model: Recent Developments and Future Research. *Journal of Management*, 37(4), pp.1019–1042.

Assessment: Exam (100%, duration: 3 hours) in the summer exam period.

MG486 Half Unit

Social Computing, Data Analytics, and Information Services

This information is for the 2020/21 session.

Teacher responsible: Dr Antonio Cordella

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MBA Exchange, MRes/PhD in Management (Information Systems and Innovation), MSc in Management (1 Year Programme), MSc in Management of Information Systems and Digital Innovation and MSc in Media and Communications (Data and Society). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The course is about the growing importance ordinary users assume in spinning the fabric of the Web and supporting the operations of social media platforms and networks. This social transformation of the Web that is often referred to as social computing is closely associated with the diffusion of potent lightweight technologies such as smart phones, tablet computers and wearables and the continuing development of advanced interactive software applications. It is also linked to architectural and other software-based innovations that help construct interoperable information systems and infrastructures. Taken together, these trends set the stage for the transition from a transaction-based Web (e.g. buying items) to a Web in which online interaction, talk and communication become the backbone activities for the production of data that are variously used by social media platforms to generate economic value. In this context, social media platforms emerge as key entities that mark the social transformation of the Web and the production of services that accommodate a great deal of stakeholders, such as platform owners, platform users and third parties such as advertisers and digital analytics companies. The course deals with the ways by which social media platforms operate as business organizations by analysing how they engineer user participation to produce a computable data footprint that is subsequently used to develop a range of data-based resources and services. The course also deals with the most relevant data analytics technique used by social media and digital platforms to deploy personalization strategies as a means of boosting user platform engagement and generating data. It covers the current and emerging approaches in data extraction and analysis, personalization and communication,

and digital experimentation, which shape the future of digital business strategy that build on big data and analytical thinking. Overall, the course takes a unique approach to social media by examining the data-work they perform -data analytics techniques- from both the managerial and technical perspective.

The course blends theories, ongoing research insights, data analytics techniques and real-life examples to analyse the social and economic implications of these significant developments.

- Explain the drives behind social computing
- Describe the technological developments and the architectural principles that govern social computing and the growing involvement of lay publics in the Web
- Link data-based practices with social systems and the digital economy
- Explain how social media platforms operate as business organisations
- Understand the formation of ecosystems and the role they play in sustaining the operations of social media platforms and the digital economy
- Describe social media as important actors in the digital economy
- Understand techniques and methods of data extraction and analysis
- Understand personalization strategies and their implications
- Understand the purpose and principle of digital experimentation
- Design digital business strategy using big data and algorithmic thinking
- Acquire critical awareness of the current digital economy and the ways it operates

Teaching: 20 hours of lectures, 10 hours of seminars and 3 hours of workshops in the LT.

There is a Reading Week in Week 6. There will be no teaching during this week.

Formative coursework: Written formative feedback is provided on the 500 words proposal for the summative essay.

Indicative reading:

1. Agarwal, R., & Dhar, V. (s2014). Big Data, Data Science, and Analytics: The Opportunity and Challenge for IS Research. *Information Systems Research*, 25(3), 443–448.
2. Alaimo C. and Kallinikos J., (2017). Computing the everyday, *The Information Society* 33/4: 175-191.
3. Alaimo, C. and Kallinikos, J. (2016). "Encoding the everyday: Social data and its media apparatus", in *Big data is not a monolith: Policies, practices, and problems*, Sugimoto, C, Ekbja, H. and Mattioli M. (eds.) Cambridge, MA: The MIT Press, pp. 77-90.
4. Baesens, B., Bapna, R., Marsden, J. R., Vanthienen, J., & Zhao, J. L. (2016). Transformational Issues of Big Data and Analytics in Networked Business. *MIS Quarterly*, 40(4), 807–818.
5. Brynjolfsson, E. and McAfee, A. (2014). *The second machine age*. New York: Norton.
6. Brynjolfsson, E., & McElheran, K. (2016). The rapid adoption of data-driven decision-making. *American Economic Review*, 106(5), 133–39.
7. Chen, H., Chiang, R. H., & Storey, V. C. (2012). Business intelligence and analytics: From big data to big impact. *MIS Quarterly*, 36(4).
8. Helmond, A. (2015). *The Platformization of the Web: Making Web Data Platform*
9. Jacobides, M. et al. (2018) Towards a Theory of Ecosystems, *Strategic Management Journal*, 39/8, pp.2255-2276
10. Kitchin, R (2014). *The data revolution: Big data, open data, data infrastructures and their consequences*. London: Sage.
11. Konstan, J and Riedl, J. (2012) Recommended for you. *Spectrum, IEEE*, 49(10), 54-61.
12. McAfee, A., Brynjolfsson, E., Davenport, T. H., Patil, D. J., & Barton, D. (2012). Big data: The management revolution. *Harvard Business Review*, 90(10), 60–68.
13. Parker, G, G, Van Alstyne, M. and Choudary, S. P. (2016). *Platform revolution*. London: Norton.
14. Provost, F., & Fawcett, T. (2013). *Data Science for Business: What you need to know about data mining and data-analytic thinking*. O'Reilly Media, Inc.
15. van Dijck, J. (2013). *The culture of connectivity: A critical*

history of social media. Oxford: Oxford University Press.

16. Varian, H.R. (2010). Computer Mediated Transactions, *American Economic Review* 100(2): 1–10.

17. Varian, H.R. (2014). Beyond Big Data, *Business Economics* 49(1): 27–31.

18. Yoo, Y. et al. (2010), Research Commentary: The New Organizing Logic of Digital Innovation, *Information Systems Research*, 21/4: 725-735.

19. Zittrain, J. (2008) *The future of the internet*. New Haven: Yale University Press.

20. Zuboff, S. (2015). Big other: surveillance capitalism and the prospects of an information civilization. *Journal of Information Technology*, 30(1), 75-89.

Assessment: Essay (100%, 3000 words) in the LT.

MG487 Half Unit

Innovation and Information Systems: Concepts and Perspectives

This information is for the 2020/21 session.

Teacher responsible: Dr Elzbieta Taylor

Teacher known as Ela Klecun.

Availability: This course is compulsory on the MSc in Management of Information Systems and Digital Innovation. This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MBA Exchange, MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Management (1 Year Programme), MSc in Media and Communications (Media and Communications Governance) and Master of Public Administration. This course is available as an outside option to students on other programmes where regulations permit.

Course content: The course explores the theoretical foundations for the study of digital innovation and concomitant organizational and social change. It integrates concepts and perspectives of innovation from the field of information systems and a range of other disciplines of the social sciences. In completing this course students should be able to draw critically from existing theories in order to address issues of technology-based innovation, organizational change and information systems management. The lectures cover literature related to three broad themes: digital ecosystems; the socio-technical process of the construction of digital technologies; information technology and organizational change. For each of these themes we identify and discuss relevant theoretical concepts and perspectives. The discussion of theories is structured in terms of technical/rational and socially embedded approaches.

Teaching: 10 hours of lectures, 18 hours of seminars and 5 hours of workshops in the MT. 1 hour of lectures in the ST. A reading week will take place in W6. There will be no teaching during this week.

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

Seminars are based around reading and discussing selected journal articles. Workshops assist students to develop their critical literature review essay, summative essay. Formative feedback is provided on seminar and workshop participation.

In addition, students will complete a formative essay of 750 words on which feedback will be provided.

A mock examination, shared with MG472 will be held. students will be given one question to answer (max 500 words).

Indicative reading:

- Brynjolfsson E (2010), *Wired for innovation*, Cambridge, MA, The MIT Press

- Ciborra, C (1993) *Teams, Markets, and Systems: Business Innovation and Information Technology* Cambridge, Cambridge University Press.

- Ciborra, C. (2000) *From Control to Drift: The Dynamics of Corporate Information Infrastructures* Oxford, OUP.

- Gawer, A. (ed) (2009), *Platforms, Markets and Innovation*, Cheltenham, Edward Elgar.

- Latour, B. (2005) *Reassembling the Social: an Introduction to Actor-Network-Theory*. Oxford, OUP.

- Tiwana, A. (2013) *Platform Ecosystems: Aligning Architecture, Governance and Strategy*, Amsterdam, Elsevier.

- Willcocks, L., and Mingers, J. (2004) *Social Theory and Philosophy for Information Systems*, Chichester, Wiley.

Assessment: Exam (50%, duration: 2 hours) in the summer exam period.

Essay (50%, 3000 words) in the MT.

MG488A

GMiM Capstone Course - Management in Action

This information is for the 2020/21 session.

Teacher responsible: Dr Emma Soane NAB4.02

and Dr Rebecca Newton

Availability: This course is compulsory on the Global MSc in Management, Global MSc in Management (CEMS MiM) and Global MSc in Management (MBA Exchange). This course is not available as an outside option.

Course content: The GMiM Capstone Course builds connections between management theory and practice and equips students with the skills necessary to succeed in their managerial careers. MG488 runs throughout the Global Master's in Management's first and second years.

The MG488A programme comprises ten Capstone lectures throughout the first year. Capstone lectures run fortnightly in MT and LT, and will include sessions led by the course teachers and guest speakers from a range of organisations. Lectures will cover a range of topics such as leadership, strategy and entrepreneurship. Each lecture will contribute to the overall goal of achieving a deeper understanding of management practice in organisations. In addition to attending sessions, in the first year, each student is assigned to a group of approximately 5 students. Each group will produce a blog on one of the Capstone lecture topics. A schedule for the group blogs will be made available at the start of the first year. Each group will receive feedback on their assignment. There will also be one 30-minute session for each blog group to discuss the development of their blog with a member of the Capstone team. A schedule of blog group meetings will be made available at the start of the first year.

The remaining sessions comprise of optional one to one meetings with a member of the Capstone team from the Department of Management to discuss issues relating to Capstone lectures.

In the second year, students will attend sessions that will introduce the term's business projects. Students are also encouraged to attend at least one business project presentation by another team. Second year students apply the theoretical knowledge and business management skills gained in the first year by working on a business project. This takes place in either MT or LT and culminates in a presentation by each project team to their company sponsors, LSE faculty and student peer group. At the start of term students will be allocated to a client project team, typically comprising 5 or 6 students, supported by a sponsoring executive and a faculty coach, to carry out research on a business question posed by the client company. The actual topic is for the sponsoring organisation to decide and questions have historically been very diverse.

Students have the option of proposing companies as business project company sponsors ("self-sponsored projects") or of developing a viable business plan for an entrepreneurial idea

("entrepreneurial business projects"), although these options must be agreed in advance with the faculty member responsible for business projects to ensure their suitability.

Teaching: 7 hours and 30 minutes of lectures and 5 hours of help sessions in the MT. 7 hours and 30 minutes of lectures and 5 hours of help sessions in the LT.

GMIIM Capstone Lectures run once a fortnight throughout the Michaelmas and Lent Terms. First year students are expected to attend all sessions. Second year students may choose to attend sessions.

Additionally there is a 60 minute Q&A session in Lent Term to help students prepare for their assignments.

Students on this course will have a reading week in Week 6 of MT and week 6 of LT, in line with departmental policy.

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

Students will produce an individual essay which considers the links between theory and practice. Essay titles will be made available in MT of the first year. Essays will be submitted in LT of the first year.

Indicative reading: Recommended readings will be provided for Capstone lectures when relevant.

Assessment: Essay (25%, 2000 words) in the MT.

Project (65%) and class participation (10%) in the MT and LT.

Attendance at Capstone lectures - 10% of total course marks.

Students are required to attend 10 Capstone lectures over the two years of the programme, with credits for attendance attached pro-rata to each session. Students must engage fully with session activities in order to receive attendance credit. It is recommended that students attend the 10 Capstone lectures in the first year of the programme.

Individual Summative Assignment – 25% of the total course marks. In year 2, students will write an academic essay on one of the Capstone lecture topics. Essay questions will be provided by the MG488 course team and will be made available in LT of the first year. Essays must consider application of management theory and practice. Students will submit their essays in MT of the second year.

Group Business Project - 65 % of total course marks. All business projects take place during the second year of study. Business projects are assessed on a group basis under three headings: quality of group presentation; quality of research (including application of theoretical concepts); quality of outcomes (recommendations and solutions) and other deliverables. Presentations for students working on their business projects in MT take place during LT. Presentations for students working on their business projects in the LT take place during the last week of LT.

MG488B Half Unit

GMIIM Capstone Course - Management in Action

This information is for the 2020/21 session.

Teacher responsible: Dr Emma Soane NAB.4.02, Dr Rebecca Newton and Dr Nadia Millington NAB 3.14
Dr Nadia Millington (Group Business Projects)

Availability: This course is compulsory on the Global MSc in Management (CEMS MiM) and Global MSc in Management (MBA Exchange). This course is available on the Global MSc in Management. This course is not available as an outside option. This course is not available to Global MSc in Management (CEMS MiM) in 2020/21

Pre-requisites: Students must have completed GMIIM Capstone Course - Management in Action (MG488A).

Course content: The GMIIM Capstone Course builds connections between management theory and practice and equips students with the skills necessary to succeed in their managerial careers. MG488 runs throughout the Global Master's in Management's first and second years.

First year students are prepared for MG488B by attending MG488A sessions during the first year of the programme. The MG488A programme comprises five speaker-led sessions for each of MT and LT. The remaining sessions can be used by students to have one to one meetings with a Careers Consultant or a member of the Capstone team from the Department of Management. Second year students are welcome to attend MG488A sessions.

Second year students in MG488B apply the theoretical knowledge and business management skills gained in the first year by working on a business project. This takes place in either MT or LT and culminates in a presentation by each project team to their company sponsors, LSE faculty and student peer group. At the start of term students will be allocated to a client project team, typically comprising 5 or 6 students, supported by a sponsoring executive and a faculty coach, to carry out research on a business question posed by the client company. The actual topic is for the sponsoring organisation to decide and questions have historically been very diverse.

Students have the option of proposing companies as business project company sponsors "self-sponsored projects", this options must be agreed in advance with the faculty member responsible for business projects to ensure its suitability.

Teaching: 7 hours and 30 minutes of lectures and 5 hours of help sessions in the MT. 7 hours and 30 minutes of lectures and 5 hours of help sessions in the LT.

GMIIM Capstone Lectures run once a fortnight throughout the Michaelmas and Lent Terms. First year students are expected to attend all sessions. Second year students may choose to attend sessions.

There are two additional introductory sessions of 60-90 minutes each in early MT and LT in which the Business Projects for that term are introduced, as well as a 60 minute Q&A session on the subject of the summative essay in LT.

Students on this course will have a reading week in week 6 of MT and week 6 of LT, in line with departmental policy.

Formative coursework: The formative assessment will have been completed in the first year in line with the MG488A course guide.

Indicative reading: Recommended readings will be provided for Capstone lectures when relevant.

Assessment: Project (65%) and class participation (10%) in the MT and LT.

Essay (25%, 2000 words) in the MT.

Attendance at Capstone lectures - 10% of total course marks.

Students are required to attend 10 Capstone lectures over the two years of the programme, with credits for attendance attached pro-rata to each session. Students must engage fully with session activities in order to receive attendance credit. It is recommended that students attend the 10 Capstone lectures in the first year of the programme.

Individual Summative Assignment – 25% of the total course marks. In year 2 students will write an academic essay on one of the Capstone lecture topics. Essay questions will be provided by the MG488 course team and will be made available in LT of the first year. Essays must consider application of management theory and practice. Students will submit their essays in MT of the second year.

Group Business Project - 65 % of total course marks. All business projects take place during the second year of study. Business projects are assessed on a group basis under three headings: quality of group presentation; quality of research (including application of theoretical concepts); quality of outcomes (recommendations and solutions) and other deliverables. Presentations for students working on their business projects in MT take place during LT. Presentations for students working on their business projects in the LT take place during the last week of LT.

MG492 Half Unit**Data Governance: Privacy, Openness and Transparency**

This information is for the 2020/21 session.

Teacher responsible: Dr Edgar Whitley NAB3.32

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Management (1 Year Programme), MSc in Management of Information Systems and Digital Innovation and MSc in Media and Communications (Data and Society). This course is available as an outside option to students on other programmes where regulations permit.

Course content: The course provides a detailed consideration of the key elements of the concept of informational privacy, the open data movement and transparency. These topics lie at the intersection of diverse contemporary issues including, public sector reform, human rights, digital ecosystems and social networking, and the global and national regulation of business. The course content is international in focus, and reviews contemporary issues arising from new technologies, new policies of governments, new practices and business models in the private sector. Topics include personal privacy and identity systems; motivations for information sharing and transparency and its potential for driving beneficial change; transformations in the management of government information and processing practices; the technological and regulatory challenges faced by public sector and business; the protection of sensitive personal data including medical and financial information; data-mining in the context of national security and anti-terrorism policies; communications surveillance policies; behavioural studies of privacy attitudes and the evolution of trust and consent in online environments. The course enables students to develop their understanding of the challenges presented by new informational regimes, their regulatory development and emerging governance structures.

Teaching: 20 hours of lectures and 10 hours of seminars in the LT. A reading week will take place during Week 6. There will be no teaching during this week.

Formative coursework: Classes are based around reading and discussing selected journal articles. Formative feedback is provided on class participation. In addition, students will complete a formative essay plan on which feedback will be provided.

Indicative reading:

- Elliot, M., Mackey, E., O'Hara, K., and Tudor, C. (2016). The anonymization decision-making framework, UKAN Manchester (available at <http://ukanon.net/ukan-resources/ukan-decision-making-framework/>).
- ENISA (2015). Privacy and Data Protection by Design, (available at <http://www.enisa.europa.eu/activities/identity-and-trust/library/deliverables/privacy-and-data-protection-by-design>).
- Janssen, M., Charalabidis, Y., and Zuiderwijk, A. (2012). Benefits, Adoption Barriers and Myths of Open Data and Open Government, *Information Systems Management* 29(4), 258–268.
- Kaye, J., Whitley, E. A., Lund, D., Morrison, M., Teare, H., and Melham, K. (2014). Dynamic Consent – A Patient Interface for 21st Century Research Networks, *European Journal of Human Genetics* 23(2), 141–146.
- Murray, A. (2010). Chapter 18: Data protection, in *Information technology law: the law and society*, Oxford University Press Oxford
- Solove, D. J. (2008). Privacy: A concept in disarray, in *Understanding privacy*, Harvard University Press Cambridge, Mass., 1–11
- Whitley, E. A., Gal, U., and Kjaergaard, A. (2014). Who do you think you are? A review of the complex interplay between information systems, identification and identity, *European Journal of Information Systems* 23(1), 17–35.

Assessment: Coursework (20%, 800 words) and essay (70%, 5000 words).

Class participation (10%) in the LT.

10% class participation.

20% 800 word "blog" article that summarises the key argument of

the research essay.

70% 5000 word research essay on an approved topic

MG493**Dissertation**

This information is for the 2020/21 session.

Teacher responsible: Various

Availability: This course is compulsory on the MSc in Human Resources and Organisations (Human Resource Management/ CIPD), MSc in Human Resources and Organisations (International Employment Relations and Human Resource Management) and MSc in Human Resources and Organisations (Organisational Behaviour). This course is not available as an outside option.

Course content: This course consists of an academic dissertation in which students explore a research question that is grounded in the academic literature. While students will be assigned a dissertation supervisor, the supervisor will only provide guidance as needed – students are expected to take the lead and demonstrate their ability to conduct independent research. Students can also apply for a Links project and, if accepted, will conduct research on an HR question posed by the Links sponsor. More information about Links projects will be provided in class.

Teaching: 12 hours of lectures in the MT. 4 hours of lectures in the LT.

12 hours of lectures in the MT during Weeks 1 to 4 inclusive. Lectures will explain dissertation requirements and expectations. 4 hours of lectures in LT will introduce students to quantitative and qualitative research methods. Students will be expected to work independently on preparing a dissertation proposal, to be submitted at the end of MT. Supervisors will be assigned during the first few weeks of LT.

Formative coursework: Students will work with their dissertation supervisors in order to gauge their progress.

Indicative reading: Students will be instructed on how to conduct literature searches in order to find readings relevant to their research project.

Assessment: Dissertation (100%).

MG496**Study Skills and Contemporary Topics in Information Systems and Digital Innovations**

This information is for the 2020/21 session.

Teacher responsible: Dr Stephen Smithson NAB3.31

Availability: This course is compulsory on the MSc in Management of Information Systems and Digital Innovation. This course is not available as an outside option.

Course content: This course provides students with both a broader context for the study of information systems and digital innovation as well as the essential skills relevant to the MISDI programme.

The course will discuss the most contemporary trends in information systems and digital innovation and provide an overview of the changing nature and environment of information technology. It will include seminars by various visiting speakers from academia and industry who discuss a wide range of issues relevant to contemporary information systems. It will also offer an overview of different IS research domains and trends.

Career advice, study skills, and other practical skills will be provided.

Teaching: 20 hours of lectures in the MT.

Indicative reading: T Cornford & S Smithson, *Project Research in Information Systems*, Macmillan, 2nd edn, 2005.

Other books and journal articles will be recommended.

Assessment: The course is not formally assessed.

MG497 Half Unit

Dissertation: MSc Management and Strategy

This information is for the 2020/21 session.

Teacher responsible: Dr Jorn Rothe NAB5.01

Availability: This course is compulsory on the MSc in Management and Strategy. This course is not available as an outside option.

Course content: The dissertation consists of a research project within the subject of management. Students work on this project individually under the guidance of a dissertation advisor. The dissertation should make a contribution towards understanding a topic or question related to management based on original analysis and empirical evidence.

Teaching: There will be an introductory meeting, which will set out the requirements for the dissertation, the process, caution of plagiarism, etc. After this meeting students are welcome to approach staff with preliminary ideas in one-to-one meetings.

Formative coursework: Students will submit a preliminary proposal by the end of Michaelmas Term and will be allocated a dissertation advisor, under whose guidance they will complete a detailed project proposal by the end of Lent Term. Students work on their dissertation over the summer, with supervision available until the end of the Summer Term.

Assessment: Dissertation (100%, 6000 words) post-summer term.

MG4A1

Introduction to Studying for GMiM

This information is for the 2020/21 session.

Teacher responsible: Prof Alexander Pepper NAB 4.30

Availability: This course is compulsory on the Global MSc in Management, Global MSc in Management (CEMS MiM) and Global MSc in Management (MBA Exchange). This course is not available as an outside option.

Course content: The course is divided into the following subject areas: Statistics, Understanding Company Accounts, Quantitative skills for Postgraduates, and Writing Skills for Postgraduates.

The Statistics course is for all students and covers basic probability and statistics; hypothesis testing; analysis of variance; association, correlation and regression.

Students in the final portion of the course can opt for one of two options: Quantitative Skills, or Writing Skills for Postgraduates.

The Quantitative portion of the course is an introductory mathematics course which covers the following topics with application reference to economics and business: Functions, Linear Equations, Natural Logarithm, Comparative Statics Analysis. The Writing Skills sessions are intended to help students who have backgrounds outside the social sciences and humanities make the transition to postgraduate work. Topics covered will include identifying and making an argument and the fundamentals of essay writing.

Teaching: Sessions will be delivered in the week prior to Michaelmas Term. There will also be some workshops and tutorial sessions for the statistics portion of the course, to support students preparing practical exercises. Rounding out the schedule is a full programme of talks and activities designed to smooth your transition to postgraduate study at LSE.

Indicative reading:

Statistics:

- Anderson, D., Sweeney, D., Williams, T., Freeman, J., Shoesmith, E. (2009). *Statistics for Business and Economics* (2nd edition), Hampshire: Cengage Learning.
- Huff (1991). *How to Lie with Statistics*. Penguin.

Quantitative Skills:

- Hammond, P. and Sydsaeter, K. (2002). *Essential Mathematics for Economic Analysis*. Prentice Hall; and Jacques, I. (2010). *Mathematics for Economics and Business*. (7th edition), Pearson.

Writing skills:

- Wallace, M. and Wray, A. (2011). *Critical Reading and Writing for Undergraduates* (2nd edition), London: Sage.

Assessment:

No formal assessment. Students will sit a mock exam at the end of the statistics course based upon the material to aid learning.

MG4A3 Half Unit

Incentives and Governance in Organisations

This information is for the 2020/21 session.

Teacher responsible: Dr Catherine Thomas

Availability: This course is compulsory on the MSc in Management and Strategy. This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MBA Exchange, MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Marketing and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: A knowledge of Mathematics and Economics.

Course content: The course uses economic theory to gain insight into issues related to internal organisation, structure, and management of firms. The course will draw on various fields including management science, industrial organisation and microeconomics.

The course deals with three main topics:

- the provision of incentives in organisations;
- the use of information in markets and firms, and;
- the relationship between corporate finance and organisational decisions.

A major theme concerns the question of how to provide incentives efficiently in organisations. Other important themes include efficiency, coordination, incompleteness of contracts and the use of the market versus internal exchange. A section of the course deals with capital structure. The implications of asymmetric information are examined. Corporate governance is discussed in a principal-agent framework.

Teaching: 20 hours of lectures and 9 hours of seminars in the MT. Students on this course will have a reading week in Week 6, in line with Departmental policy.

Indicative reading:

Main texts:

- Roberts J (2004), *The Modern Firm. Organizational Design for Performance and Growth*, Oxford University Press, UK;
- Brealey, RS, Myers, and F Allen (2006), *Corporate Finance*, 8th edition (older editions are fine too);
- McGraw-Hill International Edition (US edition is titled "principles of corporate finance"; older versions by Brealey and Myers only).

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

MG4A5 Half Unit

The Analysis of Strategy A

This information is for the 2020/21 session.

Teacher responsible: Dr Kristof Madarasz NAB.5.05

Availability: This course is compulsory on the MSc in Management and Strategy. This course is not available as an outside option.

Course content: The objective of the two courses (A and B) is to provide students with a critical appreciation of behavioural economics and game theory relevant for strategic management.

These two courses will help students to understand how managers in the real world ought to read situations from an economic and strategic angle. Attention will be given to conceptual underpinnings.

The course focuses on decision making in individual and strategic settings also through the lens of behavioural economics. It is an amalgam of insights from economics, game theory, and strategic management. Some lectures will discuss key aspects of choice under uncertainty, risk perceptions, choice over time, and the social aspects of value. A powerful tool to study strategic situations is game theory. Lectures will then also be devoted to developing the basic concepts of game theory including Nash and sub-game-perfect Nash equilibrium. These issues will be deepened further in the accompanying seminars.

Teaching: 20 hours of lectures and 9 hours of seminars in the MT. Students on this course will have a reading week in Week 6, in line with Departmental policy.

Indicative reading: D Besanko, D Dranove & M Shanley, *Economics of Strategy*, John Wiley, 6th Edition.; A Dixit & B Nalebuff, *Thinking Strategically: The Competitive Edge in Business, Politics and Everyday Life*, Norton, 1998.; J Roberts, *The Modern Firm: Organizational Design for Performance and Growth*, OUP 2007; Angner, E, *Behavioural Economics*, 2nd edition, 2016.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

MG4A6 Half Unit

The Analysis of Strategy B

This information is for the 2020/21 session.

Teacher responsible: Dr Jorn Rothe NAB5.01

Availability: This course is compulsory on the MSc in Management and Strategy. This course is not available as an outside option.

Pre-requisites: Students must have completed The Analysis of Strategy A (MG4A5).

Course content: In this course we continue, deepen and extend the analysis of strategy. The success of a firm depends on the decisions it makes, and these decisions have to take the behaviour of competitors into account who themselves try to make optimal decisions. Thus the firm faces a problem of strategic interaction, and game theory takes this interaction consistently into account. This course aims at a strategic understanding of these situations and the decisions firms face. We will study general principles of strategic thinking, the application of these principles to specific problems and general conclusions we can draw in these situations. This part of the course focuses on the strategic aspects of competing against other firms within the same industry. We start by analysing market structure and various dimensions of competition - pricing, capacity choices, research and development and advertising. We will then discuss different aspects of strategic commitment and the commitment aspects of pricing, investment and financing decisions. We then focus on the dynamic aspect of pricing rivalry, in particular collusion and price wars. We will finally discuss the incentives for innovation and market entry and exit decisions. Our approach will emphasise both the power and the limits of a game-theoretic approach. We will use simple models to clarify the logic of strategic reasoning, and case studies to illustrate the link between the analysis of strategy and managerial decision making.

Teaching: 20 hours of lectures and 8 hours of seminars in the LT. 2 hours of seminars in the ST. Students on this course will have a reading week in Week 6, in line with Departmental policy.

Indicative reading: There is no fully adequate textbook for this course.

The most important text is D Besanko, D Dranove & M Shanley and S Schaefer, *The Economics of Strategy*, John Wiley (6th edition, 2012). Among the other sources are:

L M B Cabral, *Introduction to Industrial Organization*, MIT Press (2000); P Ghemawat, *Games Businesses Play: Cases and Models*, MIT Press (1997); D M Kreps, *Game Theory and Economic Modelling*, Clarendon Press (1990); J Sutton, *Technology and Market Structure*, MIT Press (1998). A detailed reading list will be provided at the beginning of the course.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

MG4A8 Half Unit

Strategy for the Information Economy

This information is for the 2020/21 session.

Teacher responsible: Dr Jorn Rothe

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Economics and Management, MSc in Management and Strategy and MSc in Risk and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Basic knowledge of economics.

Course content: The internet has created many new market opportunities. Web-based technology allows for new kinds of market interactions and products. Understanding the design and functioning of these new markets is central for business strategy. This course develops the relevant economic principles and applies them to the formulation of strategies for the provision of information goods and the competition between online market platforms. The first part of the course is concerned with strategic aspects of the provision of information goods (such as music, software, product reviews, search results). Topics include the pricing of information goods, versioning, switching costs lock-ins, standards and network effects, and the strategic competition in platform markets.. The second part focuses on the design and application of online auctions in market design for e-commerce, in particular Google's use of auctions in search-based advertising. The course provides a theoretical background and relates theory to various examples and case-studies.

Teaching: 10 hours of lectures and 9 hours of seminars in the MT. 2 hours of lectures in the ST.

Students on this course will have a reading week in Week 6, in line with Departmental policy.

Formative coursework: Two exercise sets with a mixture of qualitative and quantitative questions.

Indicative reading: Hal R. Varian: *Intermediate Microeconomics*, W.W.Norton, 2014 (selected chapters); Carl Shapiro and Hal R. Varian: *Information Rules*, HBS Press, 1999 (selected chapters). A detailed reading list will be provided at the beginning of the course.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

MG4A9 Half Unit

Foundations of Business and Management for Human Resources

This information is for the 2020/21 session.

Teacher responsible: Dr Kathryn Hartwell NAB 4.29

Availability: This course is compulsory on the MSc in Human Resources and Organisations (Human Resource Management/ CIPD). This course is available on the MRes/PhD in Management (Employment Relations and Human Resources), MSc in Human Resources and Organisations (International Employment Relations and Human Resource Management) and MSc in Human Resources and Organisations (Organisational Behaviour). This course is not available as an outside option.

Course content: A basic grounding in the key management

disciplines for students specialising in Human Resource Management. The aim of the course is for students to acquire a general understanding of the business and managerial context in which human resource management takes place.

Course contents include management theory, theory of the firm, business strategy, accounting and finance. Successful students will become intelligent discussion partners on these subjects and critical readers of financial information and the financial press.

Teaching: 15 hours of lectures and 15 hours of seminars in the MT. 1 hour and 30 minutes of lectures and 1 hour and 30 minutes of seminars in the ST.

Students are expected to prepare for, and contribute to, the seminars. Seminars will include group work, preparing and giving presentations, case analyses, small group discussions, and self-assessment exercises. Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: One formative assignment of 750 words: preparation of a detailed essay plan in preparation for summative assignment.

Indicative reading: G. Pearson, *The Rise and Fall of Management*, Gower Publishing, 2009. Wren & A.G. Bedeian, *The Evolution of Management Thought*, 6th Edition, Wiley 2009. Atrill, P. & McLaney, E (2015) *Accounting & Finance for Non-Specialists*. Ninth Edition. Pearson. Boakes, K, *Reading and Understanding the Financial Times*. Second Edition. Prentice Hall, 2010. Willman, P. (2014) *Understanding Management - the Social Science Foundations*. Oxford University Press.

Assessment: Exam (50%, duration: 2 hours, reading time: 10 minutes) in the summer exam period.
Essay (50%, 2000 words) in the LT.

MG4B1 Half Unit Corporate Strategy

This information is for the 2020/21 session.

Teacher responsible: Dr Jordi Blanes I Vidal NAB 5.18

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Management (1 Year Programme) and MSc in Management and Strategy. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students will need to have some understanding of microeconomics and knowledge of basic statistical methods would be an advantage

Course content: This course is an introduction to the strategic management of modern diversified firms. It studies how the firm's portfolio of products and its internal organisation can be designed to maximise corporate performance.

The course addresses the following questions facing modern managers: what products and activities should the firm focus on? Which tasks should be subcontracted and which should be carried out inside the firm? How should the firm be organised internally in order to coordinate and motivate employees, managers and other stakeholders? How should the firm's scope and internal organisation adapt to changes in the environment?

Teaching: 30 hours of lectures in the LT. 2 hours of lectures in the ST.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will be required to undertake the analysis of two Corporate Strategy problems which will be marked and handed back with feedback.

Indicative reading: *Corporate Strategy, Tools for Analysis and Decision-Making*, Phanish Puranam and Bart Vanneste, First Edition, Cambridge University Press, 2016.

Assessment: Take home exam (100%, duration: 48 hours) in the summer exam period.

MG4B3 Half Unit International Marketing: A Strategic Approach

This information is for the 2020/21 session.

Teacher responsible: Prof Amitav Chakravarti NAB 5.13

Availability: This course is available on the CEMS Exchange, MBA Exchange, MSc in Management and Strategy, MSc in Operations Research & Analytics, MSc in Social Innovation and Entrepreneurship and MSc in Strategic Communications. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course is a rigorous examination of the key analytical frameworks, technical tools, and concepts that are essential in building an effective marketing strategy. Participants are introduced to the subject at both strategic and operational levels. This course combines LSE's premier standing in the social sciences with cutting-edge management practices. By using a wide range of concepts, interactive lectures, videos, hands-on exercises, and case studies, we will share key analytical frameworks and tools that are essential to a good marketing strategy. The aim is to develop a widely applicable analytical tool-kit that relies on: (a) anticipating decisions that managers frequently face, (b) bringing to bear a wide range of fundamental, often competing social science theories to inform these decisions, (c) knowledge about empirical generalizations, and (d) knowledge about moderating conditions. Also, emphasis is placed on the use of a simulated case study to develop participant's skills at analysing and making sense of complex real world business situations.

Teaching: 30 hours of seminars in the MT.

Students on this course will have a reading week in Week 6, in line with Departmental policy.

Indicative reading:

- Baker, M. J. and Saren, M. (eds.) (2014) *Marketing theory: a student text*. SAGE Publications Ltd. (2nd Edition).
- Alex Chernev (2011), *Strategic Marketing Management* (6th edition), Cerebellum Press
- Philip Kotler and Gary Armstrong (2001), *Principles of Marketing* (9th edition), Prentice Hall
- Philip Kotler and Kevin Keller (2011), *Marketing Management* (14th edition), Pearson PrenticeHall
- Homburg, C., Kuester, S. and Krohmer, H. (2009), *Marketing Management: A Contemporary Perspective*, McGrawHill
- Jobber, D. (2010), *Principles and Practice of Marketing* (6th edition), McGrawHill
- Lambin, J-J, Chumpitaz, R. & Schuiling, I. (2007), *Market-driven management: Strategic and operational marketing* (2nd edition). London: Palgrave Macmillan

Further references will be provided at the commencement of the course.

Assessment: Take-home assessment (50%), group project (40%) and class participation (10%) in the MT.

The group project is a non-assessed presentation and an assessed project report of 2,500 word max.

The take-home assessment is an individual assignment.

MG4B6 Half Unit Design and Management of Organisations

This information is for the 2020/21 session.

Teacher responsible: Prof Yona Rubinstein NAB 5.31

Availability: This course is compulsory on the MSc in Management and Strategy. This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MBA Exchange and MSc in Management (1 Year Programme). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: In this course we investigate aspects of management and the internal organisation of the firm from birth to end.

What makes a successful entrepreneur? Are managers subject to human biases in decision making?

Our starting point is that entrepreneurs and managers are human. We neglect neither general heuristics nor biases exhibited by individuals and groups and their impact on firms' performance. We further recognise that they make decisions in situations in which information is not perfect and not symmetrically shared, neither internally with their employees nor externally. We also consider the capabilities of organisations to design management strategies to cope with that.

How can firms attract and select the 'right' employees? Can pay and promotions be structured to screen the best workers and extract their efforts? Should firms develop employees' talent and if so, how? Why do firms from teams and how these are used most effectively? Do experts follow the crowd? Why they turn to be "yes-men"? Can pay incentives be structured to motivate experts to share their private knowledge?

Design and Management of Organisations introduces students to a set of conceptual tools to cope with these key managerial challenges and critically evaluate contemporary management approaches.

The organising principle of much of the content of the course has its conceptual origins in economic strategy and behavioral economics applied to issues that are relevant to management. Additionally we draw upon findings from psychology and sociology. The course complements MG4A3 (Incentives and Governance in Organisations) but can be taken as a stand-alone course.

Teaching: 20 hours of lectures and 10 hours of seminars in the LT. Students on this course will have a reading week in Week 6, in line with Departmental policy.

Formative coursework: Students will be expected to produce 1 problem sets in the LT.

Multiple exercises will be provided throughout the term and will be discussed during lectures and review sessions. In addition a major problem set will be circulated at the end of the week 5. This problem set will be discussed in class for feedback purposes only.

Indicative reading: The first set of slides will be provided during lecture 1 and subsequent sets will be posted online. These slides constitute the backbone of the course. You are expected to flesh out the slides using models, graphs, and examples discussed during the lectures.

Additional readings:

Kenneth J. Arrow. 1973. The Theory of Discrimination, in O. Ashenfelter and A. Rees (eds.), *Discrimination in Labor Markets*, Princeton, NJ: Princeton University Press. Abhijit V. Banerjee. 1992. A Simple Model of Herd Behavior. *The Quarterly Journal of Economics* 107(3): 797-817. Nicholas Bloom and John Van Reenen. 2007. Measuring and Explaining Management Practices Across Firms and Countries. *The Quarterly Journal of Economics* 122(4): 1351-1408. David De Meza and Clive Southey. 1996. The borrower's curse: Optimism, finance, and entrepreneurship. *Economic Journal* 106: 375-386. James J. Heckman and Yona Rubinstein. 2001. The importance of noncognitive skills: Lessons from the GED testing program. *American Economic Review* 91(May): 145-149. Erik Hurst and Benjamin W. Pugsley. 2011. What do small businesses do? *Brookings Papers on Economic Activity* (Fall): 73-118. Daniel Kahneman and Amos Tversky. 1979. Prospect Theory: An Analysis of Decision under Risk. *Econometrica* 47(2): 263-292. Edward P. Lazear. 2005. Entrepreneurship. *Journal of Labor Economics* 23(4): 649-680. Ross Levine and Yona Rubinstein. 2015. Smart and Illicit: Who Becomes an Entrepreneur and Do They Earn More? NBER Working Paper No. 19276. Canice Prendergast. 1993. A Theory of 'Yes Men'. *American Economic Review* 83(4): 757-770.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

MG4B7 Half Unit Not available in 2020/21 Organisational Change

This information is for the 2020/21 session.

Teacher responsible: Prof Jacqueline Coyle-Shapiro

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MBA Exchange, MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MRes/PhD in Management (Employment Relations and Human Resources), MSc in Development Management, MSc in Human Resources and Organisations (Human Resource Management/CIPD), MSc in Human Resources and Organisations (International Employment Relations and Human Resource Management), MSc in Human Resources and Organisations (Organisational Behaviour), MSc in Management (1 Year Programme), MSc in Management of Information Systems and Digital Innovation and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course adopts a psychological framework to explore the content, process and outcomes of organisational change. The aim of the course is to provide students with different psychological theories to understand the process and consequences of organisational change and in doing so addresses the following issues: type of organisational change, creating readiness for organisational change and leading change, the change agent, strategies for change, resistance to change and evaluation of and institutionalization of organisational change. Models and frameworks for analyzing and diagnosing change; the role of the change agent, leading change from the top, bottom up change specific interventions; strategies of change; a justice perspective on organisational change; understanding recipients reactions to change; theory and methods of evaluation of organisational change and reinforcing change interventions.

Teaching: 21 hours of lectures and 12 hours of seminars in the LT. 5 hours of lectures and 1 hour and 30 minutes of seminars in the ST.

The teaching is highly participative and includes lectures and seminars. Group working is an integral part of the course and students are expected to actively contribute to their syndicate group throughout the year. The course is demanding of students and depends partly upon commitment and willingness to participate fully. The course is taught in the LT. Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will take part in a mock exam in the LT.

Indicative reading: The course relies heavily on journal articles (for example, *Academy of Management Journal*, *Journal of Applied Psychology*, *Journal of Organizational Behaviour*, and *Journal of Applied Behavioural Science*) and the use of case studies. The following book is also useful: Oreg, S., Michel, A., & By, T. B., (Eds.) (2013), *The psychology of organizational change: Viewing change from the employee's perspective*, Cambridge University Press.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

MG4B8 Half Unit Not available in 2020/21 Evolutionary Psychology and Management

This information is for the 2020/21 session.

Teacher responsible: Dr Satoshi Kanazawa NAB5.33

Availability: This course is available on the MSc in Management and Strategy. This course is available as an outside option to

students on other programmes where regulations permit.

Course content: Principles of evolutionary psychology. The nature and limitations of the human brain as an evolved and adapted organ. Evolutionary origins of cognitive biases, and their effects on organisational behaviour. Sex differences in organisational behaviour. The importance of physical attractiveness and general intelligence in organisational behaviour. "Discrimination" in labour market. Evolutionary psychological perspectives on cooperation, reciprocity, altruism, hierarchy, and leadership in modern corporations. Evolutionary origins of organisationally relevant emotions such as envy, spite, and positional bias. This course introduces the evolutionary psychological perspective on business and management. The emerging science of evolutionary psychology sheds entirely new light on, and offers different solutions to, old problems of management, such as glass ceiling, occupational sex segregation, sexual harassment and suboptimal decision making, and points to new potential problems.

Teaching: 20 hours of lectures and 10 hours of seminars in the MT.

Students on this course will have a reading week in Week 6, in line with departmental policy

Formative coursework: One class presentation and one essay based on the class presentation.

Indicative reading: Browne, Kingsley R. 2002. *Biology at Work: Rethinking Sexual Equality*, New Brunswick: Rutgers University Press; Kanazawa, Satoshi. 2012. *The Intelligence Paradox: Why the Intelligent Choice Isn't Always the Smart One*. Pinker, Susan. 2008. *The Sexual Paradox: Troubled Boys, Gifted Girls and the Real Difference Between the Sexes*.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

MG4B9 Half Unit

The World Trading System

This information is for the 2020/21 session.

Teacher responsible: Dr Veronica Rappoport NAB 5.29

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MBA Exchange, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Economics and Management, MSc in Management and Strategy and MSc in Risk and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Basic Knowledge of Mathematics and Economics

Course content: The course studies a key component of the "globalization" process: the negotiation, implementation and implications of international trade agreements (ITAs). These include the World Trade Organisation and the fast-growing web of regional trade agreements. We analyse the challenges and opportunities faced by companies engaged in the global economy in this context. The course relies on recent theoretical and empirical research to gain insight into the motivations for ITAs and their consequences for consumers and firms. Globalisation - trends in the international economy and overview of their causes and effects. The sources of international trade. Trade barriers - restrictions to international trade and their consequences. The economics and politics of international trade agreements. The rules, accomplishments and shortcomings of the GATT/WTO system. Regional trade agreements - motivation, implications, and recent trends. The costs and benefits from exporting for individual firms. Challenges and opportunities for national and multinational firms in the global economy.

Teaching: 10 hours of lectures and 10 hours of seminars in the MT.

Students on this course will have a reading week in Week 6, in line

with departmental policy.

Formative coursework: In-class exercises.

Indicative reading:

- Robert Feenstra and Alan Taylor, *International Economics*, Worth Publishers, 2008.
- Kyle Bagwell and Robert W. Staiger, "The Economics of the World Trading System," MIT Press, 2004.
- The World Trade Organisation, "The WTO and preferential trade agreements: From co-existence to coherence," World Trade Report, 2011.
- Bernard M. Hoekman, Aaditya Mattoo, Philip English (editors), "Development, Trade, and the WTO: A Handbook," World Bank, 2002.
- Andrew Bernard, J. Bradford Jensen, Stephen Redding and Peter Schott, *Firms in International Trade*, *Journal of Economic Perspectives* 21(3), 105-130, 2007.

Assessment: Class participation (10%), group assignment (40%) and in-class assessment (50%) in the MT.

The assessment consists of Group assignments (40%), class participation (10%) and an in-class exam during the last week of the term (50%).

MG4C2 Half Unit

Organisational Behaviour

This information is for the 2020/21 session.

Teacher responsible: Dr Hyun-Jung Lee NAB 4.15

Availability: This course is compulsory on the MSc in Human Resources and Organisations (Human Resource Management/ CIPD) and MSc in Human Resources and Organisations (Organisational Behaviour). This course is available on the CEMS Exchange, MBA Exchange, MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MRes/PhD in Management (Employment Relations and Human Resources), MRes/PhD in Management (Organisational Behaviour), MSc in Human Resources and Organisations (International Employment Relations and Human Resource Management), MSc in Marketing and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is available in the Michaelmas Term only.

Course content: This course seeks to understand individual attitudes and behaviour in an organisational context. Specifically, we primarily take a psychological perspective to understanding human behaviour at work by reviewing psychological theories as they apply to organisations and critically evaluating the associated empirical evidence.

Key topics include: personality and individual differences, work motivation, decision-making, power, leadership, group processes and organisational culture.

Teaching: 15 hours of lectures and 15 hours of seminars in the MT. 1 hour and 30 minutes of lectures and 1 hour and 30 minutes of seminars in the ST.

The teaching is highly participative and includes lectures and seminars. The course is demanding of students and its success depends partly upon student commitment and willingness to participate fully.

Students on this course will have a reading week in Week 6, in line with departmental policy

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

Indicative reading: The course relies heavily on journal articles (from, for example, *Academy of Management Journal*, *Journal of Applied Psychology*, *Journal of Organizational Behavior*). An extensive reading list is provided at the start of the course. No

suitable textbook exists but students may wish to consult one of the following: Kolb, D. A., Osland, J. S., & Rubin, I. M. (2007). *The Organizational Behavior Reader* (8th ed.). Pearson. Porter, L. W., Bigley, G. A., & Steers, R. M. (2002). *Motivation and work behavior* (7th ed.). McGraw-Hill. Staw, B. M. (2004). *Psychological dimensions of organizational behavior* (3rd ed.). Prentice-Hall.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

MG4C3 Half Unit Information Technology and Service Innovation

This information is for the 2020/21 session.

Teacher responsible: Dr Carsten Sorensen

Availability: This course is available on the Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MRes/PhD in Management (Information Systems and Innovation), MSc in Management (1 Year Programme), MSc in Management of Information Systems and Digital Innovation and MSc in Social Innovation and Entrepreneurship. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is limited to 60 students.

Course content: The course aims to give the students theoretical and practical insights into the key issues informing the design of contemporary digital technology (IT). The course relates the diversity of the design challenges facing contemporary IT development. It embraces the shifting conditions for small teams of developers to design significant services in the context of technology-based startups, or as part of entrepreneurship within an existing enterprise or public institution. The design challenges relate to constantly shifting possibilities, for example, for the capture and processing of digital data previously beyond reach, the ability to leverage existing boundary resources (APIs, SDKs etc), and the expanding possibilities for reaching end-users in new ways. The course is constructed as the meeting of theory and practice. The former is constituted by the presentation and discussion of theoretical themes aimed at sharpening the student's ability to reason fundamentally about contemporary design challenges and opportunities. This aspect is also examined through an individual essay. The practical design skills are primarily honed through a group design project running throughout the course. Conducting this group design project will engage students in highly detailed and constructive design discussions leading to the submission of a designed IT artifact. The practical design skills sought practiced in the course are related to but largely independent from skills solely aimed at setting and analysing requirements on the one hand, and expressing the design through programming, on the other. The course, therefore neither requires, nor teaches detailed programming techniques, but instead focuses on teaching design skills through practices and to sensitise these design skills through the discussion of pertinent theoretical themes. These themes take their outset in the increasing complexity of designing IT artifacts as the granularity of technology and data capture is decreasing to enable increasing tracking of more and more granular aspects of human activities. These relate to a variety of personal-, local-, and global communications infrastructures, as well as a variety of possible multi-sided platforms, and software middleware layers enabling rapid prototyping of complex designs. Topics addressed will be: Digital infrastructure innovation; Digital platform strategies; Designing technology affordance diversity; Understanding technology performances; Individual interaction intimacy; Amplified teams; The technological organisation; Global crowd innovation with IT; Global technology innovation tussles; Business innovation with information technology; and decentralised consensus arrangements through blockchains and cryptoassets. The weekly seminars will consist of presentations

and discussions offering students opportunity to critically reflect on theoretical and pragmatic issues related to the subject matter of the course, such as; the IT artifact and ecosystem, the role of IT in business innovation, understanding the paradoxes of technology performances, intimate technology experiences, IT mediated team-working, the IT-enabled organisation, innovating global IT mediated crowds, innovation as organisational tussles, and the role of IT-based innovation for business development.

Teaching: 20 hours of lectures and 10 hours of seminars in the LT. A reading week will take place in W6. There will be no teaching during this week.

Formative coursework: Classes are based around both the design group projects, as well as reading and discussing selected journal articles. Formative feedback is provided on class participation.

Indicative reading:

- Benkler, Y. (2006): *The Wealth of Networks*. Yale University Press
- Braa, K, C. Sørensen, and B. Dahlbom, ed. (2000): *Planet Internet*. Studentlitteratur
- Carr, N. G. (2014): *The Glass Cage*. W. W. Norton & Co
- Evans, D. S. & R. Schmalensee (2016): *The Matchmakers*. Harvard Business Review Press.
- Felstead, A., N. Jewson, & S. Walters (2005): *Changing Places of Work*. Palgrave Macmillan
- Frischmann, B. M. (2012): *Infrastructure*. OUP; Garud, R., Kumaraswamy, A., & Langlois, R., ed. (2003) *Managing in the Modular Age*. Blackwell
- Gawer (2009): *Platforms, Markets and Innovation*. Edward Elgar
- Goffman, E. (1959): *The Presentation of Self in Everyday Life*. Bantam
- Gratton, L. (2011): *The Shift: The Future of Work is Already Here*. Collins
- Greenfield, A. (2006): *Radical Technologies*, Verso
- Harari, Y. N. (2016): *Homo Deus*. Random House.
- Harari, Y. N. (2018): *21 Lessons for the 21st Century*. Vintage Digital. 1473545374.
- Harper, R. (2010): *Texture: Human Expression in the Age of Communications Overload*. The MIT Press
- Herbert, L. (2017): *Digital Transformation: Build Your Organization's Future for the Innovation Age*. Bloomsbury Publishing.
- Hislop, D., ed. (2008): *Mobility and Technology in the Workplace*. Routledge
- Hodder, I. (2012): *Entangled*. John Wiley & Sons
- McAfee, A. & E. Brynjolfsson (2017): *Machine, Platform, Crowd*. WW Norton & Company.
- Mindell, D. A. (2015): *Our Robots, Ourselves*
- Lacity, M. C. (2018): *A Manager's Guide to Blockchains for Business: From Knowing What to Knowing How*. Stratford-upon-Avon, UK: SB Publishing.
- Norman, D. (1988): *The Psychology of Everyday Things*. USA: Basic Books
- Norman, D. (2010): *Living with Complexity*. MIT Press
- Parker, G. G., M. W. Van Alstyne, & S. P. Choudary (2016): *Platform Revolution*. WW Norton & Co.
- DuPont, Q. (2019): *Cryptocurrencies and Blockchains*. John Wiley & Sons.
- Simon (1969): *The Sciences of the Artificial*. MIT Press
- Sørensen, C. (2011): *Enterprise Mobility*. Palgrave
- Suchman, L. A. (2006): *Human and Machine Reconfigurations*. Cambridge University Press
- Tiwana, A. (2014): *Platform Ecosystems*
- Yates, J. (1989): *Control through Communication*. Johns Hopkins University Press
- Zittrain, J. (2008): *The Future of the Internet*. Allen Lane
- Zuboff, S. (1987): *In the Age of the Smart Machine*. Basic Books
- Zuboff, S. & J. Maxmin (2002): *The Support Economy*. Penguin.
- Zuboff, S. (2019): *The age of surveillance capitalism: The fight for a human future at the new frontier of power*.

Assessment: Project (70%) and essay (30%, 1500 words).

The course has two summative elements: an individual theoretical essay (30%), and from the group design project, a technical report (50%) and a separate submission of an individual essay reflecting

on the group work and on group participation (20%), which jointly comprise one summative component (70%).

MG4D2 Half Unit

International Employment Relations

This information is for the 2020/21 session.

Teacher responsible: Dr Frido Wenten, NAB 4.04

Availability: This course is compulsory on the MSc in Human Resources and Organisations (International Employment Relations and Human Resource Management). This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MBA Exchange, MRes/PhD in Management (Employment Relations and Human Resources) and MSc in Inequalities and Social Science. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: A general knowledge of the social sciences is required.

Course content: The course aims to provide an introduction to the comparative analysis of work and employment relations at national, firm and workplace level throughout the world. It will introduce the dynamics of employment relations across the increasingly global markets, the key concepts and topics surrounding it (such as employee voice, dignity of work, outsourcing, labour conflicts, labour productivity, skills), and the theories required to understand it. The strategies and policies of the main actors will be explored through cross-national comparative analysis. The course will also introduce the main 'models' of employment relations: the US/British, Japanese and European Social Models, as well as models of employment relations in the transitional economies.

The course ensures that students have both the conceptual and empirical grounding they need to take the options offered in international comparative human resource management and cross-cultural management.

Teaching: 15 hours of lectures and 15 hours of seminars in the MT. The teaching is highly participative and includes lectures and seminars. Group working is an integral part of the course and students are expected to actively contribute to their class groups. The course is demanding of students, and depends for its success partly upon, their commitment and willingness to participate fully. Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students are required to submit an essay outline in Week 4, matching the topic of their first summative essay.

Indicative reading: C Frege & J Kelly (Eds) *Comparative Employment Relations in the Global Economy*, Routledge, 2013; G Bamber, R Lansbury & N Wailes (Eds), *International and Comparative Employment Relations*, 5th edn, Sage, 2011; R Hyman, *Understanding European Trade Unionism: Between Market, Class and Society*, Sage, 2001; M J Morley, P Gunnigle & DG Collings (Eds), *Global Industrial Relations*, Routledge, 2006.

Assessment: Essay (40%, 2500 words) in the MT.

Essay (50%, 2500 words) in the LT.

Class participation (10%).

and Human Resources), MRes/PhD in Management (Employment Relations and Human Resources), MSc in Human Resources and Organisations (Human Resource Management/CIPD), MSc in Human Resources and Organisations (International Employment Relations and Human Resource Management) and MSc in Human Resources and Organisations (Organisational Behaviour). This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: Introductory OB course required. MG4C2, MG434, MG105, or equivalent course in another institution. Students will be required to write a paragraph about their motivation for taking this course.

Course content: In this seminar, students will learn about a variety of topics related to the dark side of the organisation, (e.g. workplace aggression, retaliation, discrimination, substance abuse, corporate corruption, extreme stakeholder responses to organisations, and the dark side of impression management/emotional intelligence). In organisational behaviour courses, topics generally cover the 'light side' of the organisation and often explore how employee motivation and behaviour can promote beneficial outcomes for the organisation, as well as investigate the precursors to these more positive behaviours. However, not all workplace behaviours and outcomes are beneficial and positive for employees and their organisations. Dark side behaviours typically lead to negative outcomes. Those who engage in these negative behaviours generally are aware that their actions can cause harm to others, their employer, and/or to them; hence, the instigator usually has intent. It is imperative that we more fully understand these behaviours and their antecedents and consequences so that we can identify these behaviours, as well as control, prevent, mitigate, or ameliorate their occurrences.

Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.

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

Indicative reading: Anand, V, Ashforth, B. E., & Joshi, M. 2005. Business as usual: The acceptance and perpetuation of corruption in organizations. *Academy of Management Executive*, 19, 9-23. Andersson, L. M., & Pearson, C. M. 1999. Tit for tat? The spiraling effect of incivility in the workplace. *Academy of Management Review*, 24, 452-471. Aquino, K., & Thau, S. 2009. Workplace victimization: Aggression from the target's perspective. *Annual Review of Psychology*, 60, 717-741. Bacharach, S. B., Bamberger, P. A., & Doveh, E. 2008. Firefighters, critical incidents, and drinking to cope: The adequacy of unit-level performance resources as a source of vulnerability and protection. *Journal of Applied Psychology*, 93, 155-169. Booth, J. E., Park, T.-Y., Zhu, L. (L.), Beauregard, T. A., Gu, F., & Emery, C. (2018). Prosocial Response to Client-Instigated Victimization: The Roles of Forgiveness and Workgroup Conflict. *Journal of Applied Psychology*. Advance online publication. <http://dx.doi.org/10.1037/apl0000286>. Duffy, M. K., Ganster, D. C., & Pagon, M. 2002. Social undermining in the workplace. *Academy of Management Journal*, 45, 331-351. Frone, M. R. 2008. Are work stressors related to employee substance use? The importance of temporal context in assessments of alcohol and illicit drug use. *Journal of Applied Psychology*, 93, 199-206. Glomb, T. M., & Liao, H. 2003. Interpersonal aggression in work groups: Social influence, reciprocal, and individual effects. *Academy of Management Journal*, 46, 486-496. Griffin, R. W., & Lopez Y.P. 2005. "Bad Behavior" in organizations: A review and typology for future research. *Journal of Management*, 31, 988-1005. Griffin, R. W., & O'Leary-Kelly, A. M. 2004. The dark side of organizational behaviour. San Francisco: Jossey-Bass. King, E. B., Shapiro, J. R., Hebl, M. R., Singletary, S. L., & Turner, S. 2006. The stigma of obesity in customer service: A mechanism for remediation and bottom-line consequences of interpersonal discrimination. *Journal of Applied Psychology*, 91, 579-593. Pinto, J., Leana, C. R., & Pil, F. K. 2008. Corrupt organizations or organizations of corrupt individuals? Two types of organization-level corruption. *Academy of Management Review*, 33: 685-709. Ragins, B. R., & Cornwell, J. M. 2001. Pink Triangles: Antecedents and consequences of perceived workplace discrimination against

MG4D3 Half Unit

The Dark Side of the Organisation

This information is for the 2020/21 session.

Teacher responsible: Dr Jonathan Booth NAB4.20

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MBA Exchange, MRes/PhD in Management (Employment Relations

gay and lesbian employees. *Journal of Applied Psychology*, 86, 1244-1261. Vaughan, D. 1999. The dark side of organizations: Mistake, misconduct, and disaster. *Annual Review of Sociology*, 25, 271-305.

Assessment: Essay (40%, 1500 words) and video (20%) in the ST. Class participation (20%) and group presentation (20%) in the LT. The video assessment submitted by students in ST consists of a take-home video presentation.

MG4D4 Half Unit

Cross Cultural Management

This information is for the 2020/21 session.

Teacher responsible: Dr Hyun-Jung Lee NAB 4.15

Availability: This course is available on the MBA Exchange, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MRes/PhD in Management (Employment Relations and Human Resources), MSc in Human Resources and Organisations (Human Resource Management/CIPD), MSc in Human Resources and Organisations (International Employment Relations and Human Resource Management), MSc in Human Resources and Organisations (Organisational Behaviour), MSc in Management (1 Year Programme) and MSc in Social Innovation and Entrepreneurship. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Some background in psychology and organisational behaviour, and/or international business is useful, but not required.

Course content: The ability to communicate cross-culturally and to understand the diverse perspectives of people from different cultures is a necessity in order to achieve a competitive advantage in the global economy. The aims of the course are to understand the impact of culture on management; to identify the areas in which cultural differences pose challenges as well as opportunities in managing people across cultures; and, to become more self-aware of our cultural conditioning, individual biases and assumptions. Topics include i) understanding my own and others' cultural conditioning, ii) analytical frameworks of cross-cultural comparisons, iii) multicultural teams, iv) managing global organisations, v) ethical dilemmas and global responsibility of multinational corporations, vi) cross-cultural communication and negotiation, vii) global leadership and cultural intelligence, viii) international assignments and global careers.

Teaching: 15 hours of lectures and 15 hours of seminars in the LT. Experiential learning is emphasised and team working is an integral part of the course. The teaching is highly participative. Students will be asked to make presentations and participate in various class exercises including role playing. The course is demanding of students and success depends partly upon student commitment and willingness to participate fully. Students on this course will have a reading week in Week 6, in line with departmental policy.

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

Indicative reading: The following reading list contains some easily accessible introductory discussions. Most of the course reading is taken from journals. A full reading list will be issued at the start of the course. B. Gehrke and M-T. Claes (eds.) (2014), *Global leadership practices: A cross cultural management perspective*, Palgrave Macmillan. R. Steers et al. (2016), *Management across cultures*, Cambridge University Press; R Nisbett (2003), *The geography of thought*, Nicholas Brealey Publishing

Assessment: Essay (50%), project (40%) and class participation (10%).

The essay is completed individually, and the project is completed as part of a group.

MG4D5 Half Unit

Leadership in Organisations: Theory and Practice

This information is for the 2020/21 session.

Teacher responsible: Professor Connson Locke, NAB 4.16

Availability: This course is available on the Global MSc in Management, Global MSc in Management (MBA Exchange), MBA Exchange, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MRes/PhD in Management (Employment Relations and Human Resources), MSc in Accounting and Finance, MSc in Human Resources and Organisations (Human Resource Management/CIPD), MSc in Human Resources and Organisations (International Employment Relations and Human Resource Management), MSc in Human Resources and Organisations (Organisational Behaviour), MSc in Management (1 Year Programme), MSc in Marketing and MSc in Social Innovation and Entrepreneurship. This course is available with permission as an outside option to students on other programmes where regulations permit.

Priority will be given to Department of Management students

Course content: This course is designed to provide students with the knowledge, skills and analytical capabilities needed to exercise leadership in organisations. It explores several facets of leadership and considers how leadership develops. The emphasis will be on application of theory and comparing and contrasting different approaches to leadership.

The course examines topics such as: leadership and management; trait, behavioural and contingency theories of leadership; individual differences in leadership; leadership development; transformational and transactional forms of leadership; and issues of gender and culture.

Teaching: 25 hours of seminars in the LT.

Each 2.5 hour session will include a combination of lecture and seminar work. Students are expected to prepare for and contribute to each session. Seminar work will include case analyses and small group discussions.

Dedicated office hours will be available to students in ST to support revision for the final exam.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will complete in-class case discussions which will prepare them for the case-analysis summative assessments

Indicative reading: A full reading list will be provided at the beginning of the term. There is no required text. Indicative readings include: Antonakis, J., Cianciolo, A.T., & Sternberg, R.J. (2004) *Leadership: Past, Present and Future* (Chapter 1). In Antonakis, J., Cianciolo, A.T. & Sternberg, R.J. (Eds.) *The Nature of Leadership*, pp. 3-15. London: Sage Publications. George, J. M. (2000). Judge, T., Bono, J., Ilies, R., & Gerhardt, M. (2002). *Personality and leadership: A qualitative and quantitative review*. *Journal of Applied Psychology*, 87(4), 765-780.

Assessment: Case analysis (20%) in the LT.

Case analysis (80%) in the ST.

MG4D7 Half Unit

Dissertation: MSc MISDI

This information is for the 2020/21 session.

Teacher responsible: All members involved with MSc MISDI are involved in dissertation support.

Availability: This course is compulsory on the MSc in Management of Information Systems and Digital Innovation. This course is not available as an outside option.

Course content: The aim of the dissertation is for students to pursue an independent piece of research within the field of information systems. The dissertation is a quantitative or

qualitative, theoretically informed, piece of research of IS-related questions. Students must obtain the approval of their advisor before embarking on any research. The course MG496 Study Skills and Contemporary Topics in Information Systems and Digital Innovations and the course MY401 on research design provide guidance and background material on undertaking dissertation work.

Arrangements for supervision: Advisors will normally be allocated according to student dissertation proposals. The dissertation advisor will help the student identify an appropriate research question, and to work out a plan for a literature informed empirical study.

Teaching: Two courses prepare students for the dissertation: MY401 Research Design for Studies in Digital Innovation and MG496: Study Skills and Research Methods. Students must follow both of these courses.

Formative coursework: Students will use the feedback to the summative essay of the MY401 course as a starting point for their dissertation research. They will also present their research topic and research design at a workshop in mid-June and get feedback from fellow students and faculty.

Assessment: Dissertation (100%, 8000 words) post-summer term. Two paper copies of the dissertation must be handed in on a specified date in late August. An electronic version of the dissertation must also be submitted. Penalties will be applied to any late submission. The word limit for the dissertation is 8000 words. The dissertation is critical to assessment on the programme.

MG4E2 Half Unit Marketing Management

This information is for the 2020/21 session.

Availability: This course is compulsory on the Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange) and MSc in Management (1 Year Programme). This course is not available as an outside option.

Course content: This course is a rigorous examination of the key analytical frameworks, technical tools, and concepts that are essential in building an effective marketing strategy. Participants are introduced to the subject at both strategic and operational levels. This course combines LSE's premier standing in the social sciences with cutting-edge management practices. By using a wide range of concepts, interactive lectures, videos, hands-on exercises, and case studies, we will share key analytical frameworks and tools that are essential to a good marketing strategy. The aim is to develop a widely applicable analytical tool-kit that relies on: (a) anticipating decisions that managers frequently face, (b) bringing to bear a wide range of fundamental, often competing social science theories to inform these decisions, (c) knowledge about empirical generalizations, and (d) knowledge about moderating conditions. Also, emphasis is placed on the use of case studies to develop participant's skills at analysing and making sense of complex real world business situations.

Teaching: 30 hours of seminars in the MT. 2 hours of seminars in the ST.

Course instruction will be conducted using lectures, case discussions, readings, and analysis of data.

Formative coursework: Students will be expected to produce 1 piece of coursework in the MT.

The formative will be undertaken by students in teams. The formative will comprise the plans that teams have formulated for the summative project together with their rationale. As a result the formative will provide a foundation for the summative project and also help students practice the use of marketing theory, a skill that will be very useful for the exam.

Indicative reading: Alex Chernev (2018), *Strategic Marketing Management* (9th edition), Cerebellum Press. Philip Kotler and Gary Armstrong (2017), *Principles of Marketing* (17th edition),

Prentice Hall. Darley, W.K., C. Blankson and D.J. Luethge 'Toward an integrated framework for online consumer behaviour and decision making process: a review', *Psychology and Marketing* 27(2) 2010, pp. 94–116. Fuchs, C. and A. Diamantopoulos 'Evaluating the effectiveness of brand-positioning strategies from a consumer perspective', *European Journal of Marketing*, 44(11) 2010, pp. 763–86. Knox, S. and Gruar, C. (2007) The application of stakeholder theory to relationship marketing strategy development in a non-profit organisation. *Journal of Business Ethics*. 75:115–135. Kozinets, R.V., K. de Valck, A.C. Wojnicki and S.J.S. Wilner 'Networked narratives: understanding word-of-mouth marketing in online communities', *Journal of Marketing* 74 2010, pp.71–89. Ring, P.S. and A.H. Van de Ven (1992) 'Structuring cooperative relationships between organisations', *Strategic Management Journal* 13(6), pp.483–98. Vargo, S.L., P.P. Maglio and M.A. Akaka 'On value and value co-creation: a service systems and service logic perspective', *European Management Journal* 26 2008, pp.145–52. Further references, especially for journal articles and case studies, will be provided at the commencement of the course.

Assessment: Exam (45%, duration: 3 hours) in the summer exam period.

Project (45%) in the MT.

Class participation (10%).

MG4E7 Business Fundamentals

This information is for the 2020/21 session.

Teacher responsible: Prof Amitav Chakravarti NAB 5.13 and Prof Om Narasimhan NAB 5.06

Availability: This course is compulsory on the MSc in Marketing. This course is not available as an outside option. This is a non-assessed introductory course.

Course content: The aim of the introductory Core is to deliver some critical business prerequisites to incoming MSc Marketing students. Broadly, there will be four kinds of course materials covered during this one week: (1) Some modules are intended to strengthen participants' analytical skills. These modules comprise sessions on microeconomics/business economics that enables participants to analyze firms and markets in more depth, and sessions that impart basic knowledge in analytics/statistics that is becoming absolutely essential in the current age of Big Data; (2) Some other modules will expose participants to the fundamentals of other functional areas like Accounting, Finance, & Controls, Leadership, Organizational Behavior, and Team Building; (3) Some modules will look deeper into one of the fundamental skills that marketing managers try to hone—understanding and eliciting consumer insights; and finally, (4) The remaining modules will assist in career planning, coaching for marketing problem solving (e.g., as is common in consulting and/or case study-based interviews), with a broad understanding of the numerous options for internships, employment, companies, functions, and roles.

Teaching: 10 hours of teaching over one week prior to the Michaelmas Term. Full details of this will be sent to offer holders as part of their offer pack. The schedule will also include a full programme of activities and talks designed to welcome you to the LSE and the MSc Marketing programme.

Formative coursework: No formal assessment.

Indicative reading: Statistics: Anderson, D., Sweeney, D., Williams, T., Freeman, J., Shoemith, E. (2009). *Statistics for Business and Economics* (2nd edition), Hampshire: Cengage Learning. Huff (1991). *How to Lie with Statistics*. Penguin. Accounting: Boakes, K. (2010). *Reading and Understanding the Financial Times*. (2nd edition), Harlow: FR Prentice Hall; and Parker, R. (2007). *Understanding Company Financial Statements*. (6th edition), London: Penguin. Quantitative Skills: Hammond, P. and Sydsaeter, K. (2002). *Essential Mathematics for Economic Analysis*. Prentice Hall; and Jacques, I. (2010). *Mathematics for Economics and Business*. (7th edition), Pearson. Writing skills:

Wallace, M. and Wray, A. (2011). *Critical Reading and Writing for Undergraduates* (2nd edition), London: Sage.

Assessment: No formal assessment.

MG4E8 Half Unit

Principles of Marketing

This information is for the 2020/21 session.

Teacher responsible: Prof Amitav Chakravarti NAB 5.13

Availability: This course is compulsory on the MSc in Marketing. This course is not available as an outside option.

Pre-requisites: Completion of the MSc in Marketing pre-session course, MG4E7 Business Fundamentals.

Course content: This course is a rigorous examination of the key analytical frameworks, technical tools, and concepts that are essential in building an effective marketing strategy. Participants are introduced to the subject at both strategic and operational levels. This course combines LSE's premier standing in the social sciences with cutting-edge management practices. By using a wide range of concepts, interactive lectures, videos, hands-on exercises, and case studies, we will share key analytical frameworks and tools that are essential to a good marketing strategy. The aim is to develop a widely applicable analytical tool-kit that relies on: (a) anticipating decisions that managers frequently face, (b) bringing to bear a wide range of fundamental, often competing social science theories to inform these decisions, (c) knowledge about empirical generalizations, and (d) knowledge about moderating conditions. Also, emphasis is placed on the use of case studies and data analysis to develop participant's skills at analysing and making sense of complex real world business situations.

Teaching: 30 hours of lectures in the MT.

Indicative reading:

- Alex Chernev (2011), *Strategic Marketing Management* (6th edition), Cerebellum Press
- Philip Kotler and Gary Armstrong (2001), *Principles of Marketing* (9th edition), Prentice Hall
- Philip Kotler and Kevin Keller (2011), *Marketing Management* (14th edition), Pearson PrenticeHall
- Homburg, C., Kuester, S. and Krohmer, H. (2009), *Marketing Management: A Contemporary Perspective*, McGrawHill
- Jobber, D. (2010), *Principles and Practice of Marketing* (6th edition), McGrawHill
- Lambin, J-J, Chumpitaz, R. & Schuiling, I. (2007), *Market-driven management: Strategic and operational marketing* (2nd edition). London: Palgrave Macmillan

Further references, especially for journal articles and HBS case studies, will be provided at the commencement of the course.

Assessment: Coursework (50%), project (40%) and class participation (10%) in the MT.

Group Project (40%) - a non-assessed presentation and an assessed project report 2,500 word max

Individual take home assignment (50%)

Class participation (10%)

MG4E9 Half Unit

Marketing Analytics I: Consumer Analysis Fundamentals

This information is for the 2020/21 session.

Teacher responsible: Dr Xiaolin Li

Availability: This course is compulsory on the MSc in Marketing. This course is not available as an outside option.

Course content: This course lays down the foundations of Marketing Analytics which is an absolute essential in the age of Big Data. The broad objective of this course is to provide a fundamental understanding of marketing analytics and research

methods employed by well-managed firms. The course focuses on integrating problem formulation, research design, questionnaire construction, sampling, data collection and data analysis to yield the most valuable information. The course also examines the proper use of statistical applications as well as qualitative methods, with an emphasis on the interpretation and use of results. Since analytics is the discovery and communication of meaningful patterns in data, this course will also provide students with an analytics toolkit, reinforcing basic probability and statistics while throughout emphasizing the value and pitfalls of reasoning with data. Applications will focus on connections among analytical tools, data, and business decision-making. Advanced analytical tools will be discussed in-depth in the follow-up course Marketing Analytics II.

Teaching: 30 hours of lectures in the MT.

Formative coursework: Students will be engaged in analysing a number of cases, doing numerical problems, as well as analysis data sets using the techniques learned in class. This will set the stage for their group project (gathering and analysing data) as well as the take-home assignment (which will involve numerical problems, case analysis, and analysing data sets).

Indicative reading:

- Churchill, Gilbert A. Jr., and Dawn Iacobucci. *Marketing Research: Methodological Foundations*. 8th ed. Chicago: The Dryden Press, 2002.
- Lehmann, Donald, *Market Research and Analysis*, Homewood, IL: Irwin (1989)
- Burchill, G. and C. H. Brodi, *Voices Into Choices: Acting on the Voice of the Customer*, Oriel Incorporated, 1997
- McQuaire, E. F. (1993), *Customer Visits: Building a Better Market Focus*, Newbury Park, Sage.

Assessment: Project (40%, 2500 words), class participation (10%) and take-home assessment (50%) in the MT.

The Group Project (40%) consists of a non-assessed presentation and an assessed project report 2,500 word max.

MG4F1 Half Unit

Marketing Action Learning Project

This information is for the 2020/21 session.

Teacher responsible: Prof Amitav Chakravarti NAB 5.13

Availability: This course is compulsory on the MSc in Marketing. This course is not available as an outside option.

Pre-requisites: Completion of the MSc in Marketing pre-session course, MG4E7 Business Fundamentals.

Course content: For the Marketing Project, each team selects a target issue for an organization and uses the marketing techniques developed in the course to arrive at a recommendation. The Marketing Project is aimed at producing an in-depth report that provides two critical classes of information: (a) Section 1 tells us how a "live" business is being run and what makes it tick (or not) from a marketing value-creation point of view, and (b) Section 2 provides data-based, scientific analysis of what the firm could do better for a more sustainable and competitive future.

Teaching: 2 hours of lectures in the LT.

One formal lecture, plus individual appointments through LT and ST with groups to discuss their chosen projects.

Indicative reading:

- Building a Marketing Plan, by Ho Yin Wong; Kylie Radel; Roshnee Ramsaran-Fowda, Harvard Business School Publishing.
- Writing Great Marketing Plans, 2005, by T. Caulkins, Kellogg's/ Northwestern University.
- The Marketing Plan Handbook Paperback – 1 Sep 2011 by Alexander Chernev

Assessment: Project (95%) in August.

Class participation (5%) in the LT and ST.

Students will undertake a peer review providing feedback on the other members of their project group.

MG4F2 Half Unit

Marketing Analytics II: Analytics for Managing Innovations, Products and Brands

This information is for the 2020/21 session.

Teacher responsible: Prof Om Narasimhan NAB.5.06

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Management (1 Year Programme), MSc in Marketing and MSc in Strategic Communications. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: Marketing managers make ongoing decisions about product features, prices, advertising (online and offline), distribution, sales compensation plans, and so on. In making these decisions, managers choose from among alternative courses of action in a complex and uncertain world. Increasingly, in this age of Big Data, companies that emerge as market leaders tend to be the ones that employ sophisticated Marketing Analytics. This course in Marketing Analytics will entail a deep-dive into the state-of-the-art Marketing Analytics models that allow managers to make scientific decisions regarding launching new products or innovations and managing more mature products and brands.

This course will focus upon the use of cutting-edge data analytic techniques to understand and inform managerial decision making with a primary focus on the formulation of dynamic marketing policies. The course is structured to enable the student to gain familiarity with techniques for scraping the web for data, sentiment analysis, multivariate regression, discrete choice modelling, probability models for customer management, causal inference through A/B testing, classification and regression trees, and introductory machine learning.

Teaching: 30 hours of lectures in the LT.

Formative coursework: Students will be engaged in analysing a number of data sets using the techniques learned in class. This will set the stage for their group project (gathering and analysing data) as well as the take-home assignment (which will involve analysing data sets given to them).

Indicative reading:

- Lilien GL, Kotler Ph, Moorthy KS. Marketing Models. Prentice Hall: Englewood Cliffs, 1992
- Leeflang PSH, Wittink DR, Wedel M, Naert PA. Building Models for Marketing Decisions. Kluwer Academic Publishers: Dordrecht / Boston 2000.
- Hanssens DM, Parsons LJ, Schultz RL. Market Response Models: Econometric and Time Serie Analysis. Kluwer Academic Publishers, Boston 2001.
- Lilien GL, Rangaswamy A. Marketing Engineering, 2nd edition. Prentice Hall: Upper Saddle River, NJ, 2003.
- Little JDC. Models and Managers: The Concept of a Decision Calculus. Management Science 1970; 16: B466-B485.

Assessment: Take-home assessment (55%) and group project (45%) in the LT.

Coursework is an Individual Take-home assignment and the project will be in groups.

MG4F3 Half Unit Not available in 2020/21

Digital Marketing

This information is for the 2020/21 session.

Teacher responsible: TBC

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Management (1 Year Programme), MSc in Marketing and MSc in Strategic Communications. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students taking this course are expected to be able to demonstrate a strong foundation in quantitative analysis.

Course content: Marketing is evolving from an art to a science and decisions in new media are on the forefront of this transformation. This course is aimed at developing state-of-the-art knowledge in the area of online marketing (e.g., display ads and search ads, SEO, mobile marketing etc.) and social media (e.g., Twitter, Facebook, etc.). Furthermore, important topics of cross-cutting relevance to online marketing and social media will be addressed, including big data, data science, analytics, and integrative marketing. Many firms have extensive information about consumers' choices and how they react to marketing campaigns, but few firms have the expertise to intelligently act on such information. In this course, students will learn the scientific and strategic approach to marketing with hands-on implementation of online marketing and social media strategies (e.g., strategic design and launch of a website, implementation of SEO strategies, design and manage of a corporate social media account). Using simple yet powerful hands-on interactive models and exercises, the course will cover both theory and applications.

Teaching: 30 hours of lectures in the LT.

Formative coursework: Students have the opportunity to submit a formative coursework in the LT. The formative course work might be an in-depth case analysis of a new media company. Students might be requested to use theory and frameworks to make sense of a case. Students might also be requested reflect on analytics and conduct simple data analysis.

Indicative reading:

- Larsen and Draper (2015): Internet Marketing Essentials, Digital Textbook.
- Chaffey, D. and Ellis-Chadwick, F. (2012): Digital Marketing. Strategy, Implementation, and Practice. Pearson Education.
- Laudon, K. C. and Traver, C. G. (2015), E-Commerce 2015: Business. Technology. Society. Prentice Hall.

More readings in form of academic research papers and media outlets (e. g., The Economist) will be added for each week.

Assessment: Take-home assessment (50%), group project (40%) and class participation (10%) in the LT.

MG4F4 Half Unit

Strategy and Innovation in a Global Context

This information is for the 2020/21 session.

Teacher responsible: Dr Lourdes Sosa NAB 5.19

Availability: This course is compulsory on the MSc in Management (1 Year Programme). This course is not available as an outside option.

Course content: This course focuses on understanding the drivers of differences in profitability among firms in our economy, both in the short and long term. The overarching teaching objective is to learn to design managerial recommendations that can help a firm improve and defend its competitive advantage both immediately and for its future. Consequently, the course's topics are in a necessary sequence moving from short-term concepts such as industry factors to long-term concepts such as disruptive innovation.

This course provides an introduction to strategic analysis aiming to explain the design of managerial recommendations to improve and defend the competitive advantage of a firm both immediately (cross-sectional analysis) and in the future (longitudinal analysis). It requires significant use of analytical reasoning as well as the ability to switch between considering the big picture and the fine-grained detail. A key step for the learning objectives of the course is the completion of a 1-week trip to an economy where students will be able to see strategy in the making in its full natural context.

Teaching: 10 x 180 minute seminars in the period after exams and summer term plus a week study trip abroad.

Formative coursework: Students will be expected to produce 1 exercise in July.

Formative assessment will be done during lecture time on the basis of a case study analysis

Indicative reading:

1. Barney, J.B. 1995. Looking Inside for Competitive Advantage. Academy of Management Executive.
2. Christensen, C.M., Bower, J.L. 1996. Customer Power, Strategic Investment and the Failure of Leading Firms. Strategic Management Journal.
3. Dierickx, I., Cool, K. 1989. Asset Stock Accumulation and Sustainability of Competitive Advantage. Management Science.
4. Sosa, L. 2011. From Old Competence Destruction to New Competence Access: Evidence from the Comparison of Two Discontinuities in Anticancer Drug Discovery. Organization Science.
5. Winter, S.G. 2003. Understanding Dynamic Capabilities. Strategic Management Journal.

Assessment: Essay (90%, 2000 words) post-summer term. Class participation (10%) in the ST.

This course is assessed on a report that makes use of the concepts from the course and their application illustrated in the international trip. Details will be discussed during lectures.

MG4F5 Half Unit

Business in the Global Environment

This information is for the 2020/21 session.

Teacher responsible: Dr Veronica Rappoport-Redondo NAB 5.29

Availability: This course is compulsory on the MSc in Management (1 Year Programme). This course is not available as an outside option.

Course content: In this course we study two key components of the process called 'globalisation'. First, we consider the negotiation, implementation and implications of international trade agreements. These include the World Trade Organisation and the fast-growing web of regional trade agreements. Second, we look at the process of globalisation at the level of industries, firms and nations. We seek a solid understanding of the external, economy-wide factors that affect the performance and management of firms in today's global economy. The course relies on recent theoretical and empirical research. Topics include the changing structure of industries, the response of companies, both those based in the advanced industrial countries and those based in emerging markets, to increasing international competition; and the differences between countries in their institutions and policies. Course topics:

- 1) Globalisation: trends in the global economy, overview of their causes and effects
- 2) The workings, accomplishments and shortcomings of the GATT/WTO system
- 3) Trade barriers: causes and consequences of restrictions to international trade
- 4) The economics and politics of international trade agreements
- 5) Implications of trade agreements for national and multinational firms
- 6) Location of Production: Theory of Comparative Advantages
- 7) Location of Production: Factor Endowments across countries
- 8) Location of Production: Testing empirically the predictions of the theory
- 9) Location of Production: Empirical Analysis, institutions as a source of competitive advantage
- 10) Foreign Direct Investment and International Contracts

Teaching: 10 x 180 minute seminars in the period after exams and summer term

Formative coursework: Students will be expected to produce 1 piece of coursework in July.

Indicative reading: Giorgio Barba Navaretti & Anthony J Venables, Multinational Firms in the World Economy, Princeton, 2004. Robert Feenstra and Alan Taylor, International Economics, Worth Publishers, 2008. Kyle Bagwell and Robert W. Staiger, "The Economics of the World Trading System," MIT Press, 2004.

The World Trade Organisation, "The WTO and preferential trade agreements: From co-existence to coherence," World Trade Report, 2011.

Assessment: Continuous assessment (15%), research project (40%) and in-class assessment (45%) in the ST.

MG4F7 Half Unit

Business Analysis

This information is for the 2020/21 session.

Teacher responsible: Noam Yuchtman

Availability: This course is compulsory on the MSc in Management (1 Year Programme). This course is not available as an outside option.

Course content: The course is designed to achieve an understanding of fundamental notions of data presentation and data analysis and to use statistical thinking in the context of business problems. The course deals with modern methods of data exploration (designed to reveal unusual or problematic aspects of databases), the uses and abuses of the basic techniques of inference, and the use of regression as a tool for management and for financial analysis.

Teaching: 15 hours of lectures and 9 hours of seminars in the MT.

Formative coursework: Students will be expected to produce 1 project in the MT.

The two formative assessments will be in class exercises with two components. One component will help prepare students for the Project (i.e., an application of a statistical technique to solve a company problem or research question), and the other component will help prepare students for the Final Exam.

Indicative reading:

- Statistics for Business Decision Making and Analysis, by Robert Stine and Dean Foster (S & F) second edition Pearson.

Assessment: Exam (50%, duration: 2 hours, reading time: 15 minutes) in the January exam period.

Project (35%, 3000 words) and continuous assessment (15%) in the MT.

MG4F8 Half Unit

Managerial Economics and Quantitative Measurement for Social Entrepreneurs

This information is for the 2020/21 session.

Teacher responsible: Prof Saul Estrin NAB 4.24 and Dr Yally Avrahampour NAB 4.37

Professor Saul Estrin - Managerial Economics

Dr Yally Avrahampour - Quantitative Measurement

Availability: This course is compulsory on the MSc in Social Innovation and Entrepreneurship. This course is not available as an outside option.

Course content: This course comprises an Economics and Accounting stream.

A: Managerial Economics

The course will start with an introduction to economics for social entrepreneurs, with attention focused on markets and market failures, notably externalities and public goods. Questions of social welfare and income inequality will also be discussed. We then move to a series of economics topics of particular relevance in analysing the problems of social entrepreneurs, namely the representation and analysis of firm costs, revenues and profits; measures of efficiency and company performance; analysis of consumer demand and finally firm strategy.

B: Quantitative Measurement

The course will continue by introducing topics relating to the measurement and disclosure of information regarding the performance of the social enterprise. We will introduce techniques used to measure and monetize social impact, adopted by

performance measures such as Social Return on Investment (SROI). We will critically assess the SROI performance measure by introducing topics such as investment appraisal, costing and performance measurement. We will also consider alternative performance measures to SROI.

Course Objectives

Students should learn:

- Key theoretical approaches in two streams, namely, economics and accounting, which includes related quantitative methods, to understanding social innovation and entrepreneurship;
- Empirical findings - typically from recent economics, accounting and management research.
- The most important economic, accounting and quantitative/statistical insights, concepts, theoretical approaches required to set-up, manage, and scale up social innovation and enterprises;
- To relate theoretical and methodological insights, concepts and frameworks for social innovation and enterprise to real world phenomena and social problems through the use of case studies.

Teaching: 20 hours of lectures and 15 hours of seminars in the MT.

Theoretical material and analytical frameworks from accounting and economics respectively of relevance to social entrepreneurs will be taught in the lecture slots, while the seminars will cover a relevant case study each week. Although the course covers two distinct disciplines, there will be an effort, where possible, to treat the issues in an integrated manner.

In addition students are expected to attend two introductory sessions, for the quantitative measurement part of the course, each lasting two hours.

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

The formative essay is a voluntary 'pre-run' of the examination questions, where the academic insights of the course are combined and synthesised with new insights sourced from academic literature by the student. Students receive feedback on their formative essay.

Indicative reading: Each week we draw on a variety of required and further readings. We also make suggestions regarding textbooks that provide background for the concepts outlined in the course.

For **Quantitative Measurement** the textbooks representing these background readings are:

Weetman, P. (2013) Financial Accounting: An Introduction. (Available as an e-book through the LSE library).

Kaplan, R. & Atkinson, A. (2014) Advanced Management Accounting 3rd edition.

The following books provide an introduction to accounting for social entrepreneurship and social accounting:

Barman, E. (2016) Caring Capitalism: The Meaning and Measure of Social Value

Epstein, M. & Yuthas, K. (2014) Measuring and Improving Social Impacts: A Guide for Nonprofits, Companies and Impact Investors

Mook, L., Quarter, J. & Richmond, B. (2007) What Counts: Social Accounting for Non-profits and Cooperatives

For **Managerial Economics**, people without an economics background might start with the textbook by D.Begg, G. Vernasca, Fischer, Dornbusch (11th Edition) Economics, McGraw Hill.

A more advanced treatment is contained in S. Estrin, D. Laidler and M. Dietrich, Microeconomics (5th Edition), Pearson.

Introductory reading: There are also a number of books that inform the field, that students might wish to read in advance or during the course as background material.

A. Sen, 2009, The Idea of Justice, Harvard University Press. A.V. Banerjee and E. Dufo, 2011, Poor Economics, BBS Publications.

R.L. Martin and S.R. Osberg, 2015, Going Beyond Better, Harvard Business Review Press

Assessment: Essay (90%, 3000 words) in the LT.
Class participation (10%) in the MT.

MG4F9 Half Unit

Organisational Behaviour and Marketing for Social Entrepreneurs

This information is for the 2020/21 session.

Teacher responsible: Dr Niranjana Janardhanan and Prof Naufel Vilcassim

Prof Vilcassim - Marketing

Dr Janardhanan - Organisational Behaviour

Availability: This course is compulsory on the MSc in Social Innovation and Entrepreneurship. This course is not available as an outside option.

Course content: The course is a rigorous examination of key insights, concepts and theoretical frameworks that are essential in understanding social innovation and enterprises from the perspectives of Marketing and Organisational Behaviour (OB). Students learn to understand, synthesise and relate these insights, concepts and theoretical frameworks to real-life phenomena and problems through interactive lectures, cases, empirical studies and videos. In a very practical sense, students will test this knowledge in a group marketing project as well as will apply it to effecting social change in relation to such topics as motivation, team management, and organizational culture, in the OB portion of the course.

More specifically, students learn:

- Key theoretical approaches (through the lenses of organisational behaviour and marketing) to understanding social innovations and entrepreneurship;
- Empirical findings - typically from recent management research and related fields; this is a young field - on how Marketing and OB aspects of social innovations and enterprises are associated with social impact;
- A rigorous synthesis of the most important marketing and organisational behaviour insights, concepts, theoretical approaches to set-up, manage, and scale up social innovation and enterprises;
- Relating theoretical and methodological insights, concepts and frameworks for social innovation and enterprise to real world phenomena and social problems, through a group project (in Marketing), as well as through applied case-related individual essays (in OB);
- Also importantly this course provides essential knowledge for the individual design or consulting projects on actual management problems for social innovation and enterprise in the capstone/dissertation course.

This course comprises a Marketing and Organisational Behaviour stream.

A: Organisational Behaviour

- Personality and Individual Differences
- Motivation and Rewards
- Organisational Culture, Ideological Currency & Making a difference
- Well-being at Work
- Leadership and Self-Initiative

B: Marketing

- Application of marketing concepts to social enterprises
- Evaluating stakeholder exchanges
- Attitudes, beliefs & values; models of buyer behaviour
- Segmentation, targeting and positioning strategy for ventures
- Developing a product & promotion strategy

Teaching: 30 hours of lectures and 3 hours of workshops in the MT.

Five weeks (15hrs) will focus on Marketing and five weeks (15hrs) will focus on core insights from Organisational Behaviour, with the aim of imparting key managerial knowledge and skills required to catalyse the changes required to launch and lead successful entrepreneurial ventures in social innovation.

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

The topic of the formative essay will be based on the Marketing section of the course.

Indicative reading: For Marketing:

- Karnani, A., (2007). The Mirage of Marketing to the Bottom of the Pyramid: How the Private Sector Can Help Alleviate Poverty. *California Management Review* 49 (4), 90-111.
- Madeline Powell, Stephen P. Osborne, "Can marketing contribute to sustainable social enterprise?", *Social Enterprise Journal*, (2015) Vol. 11 Iss: 1, pp. 24-46.
- Choi, N. and Majumdar, S. (2014) Social entrepreneurship as an essentially contested concept: Opening a new avenue for systematic future research. *Journal of Business Venturing* (29), 363–376

For Organisational Behaviour:

- Bargsted, M., Picon, M., Salazar, A., & Rojas, Y. (2013). Psychosocial characterization of social entrepreneurs: A comparative study. *Journal of Social Entrepreneurship*, 4(3), 331–346.
- Davis, G. & White, C. (2015). How your company can change the world. *Harvard Business Review* (5), 48-55.
- Fauchart, E., & Gruber, M. (2011). Darwinians, communitarians, and missionaries: The role of founder identity in entrepreneurship. *Academy of Management Journal*, 54(5), 935-957.

Assessment: Project (45%, 2500 words) and class participation (10%) in the MT.

Essay (45%, 2000 words) in the LT.

MG4G1 Half Unit

Understanding Social Problems for Innovation and Entrepreneurship

This information is for the 2020/21 session.

Teacher responsible: Prof Harm Barkema NAB 4.24, Dr Flora Cornish COL 8.09 and Dr Lamees Tanveer

Availability: This course is compulsory on the MSc in Social Innovation and Entrepreneurship. This course is not available as an outside option.

Course content: The aim of this course, together with Social Organization Design (MG4G2) in the Lent term, is to help you to better understand, design, lead, and grow your social enterprise. This course – MG4G1 – focuses on the first part of your entrepreneurial journey, starting with the crucial issue of understanding the social problem of your relevant target group. We will also discuss, during the second part of this course, key elements of your entrepreneurial journey, such as Lean Startup, pivots and learning from failure, as well as how to engage with others, such as other entrepreneurs, investors, incubators and accelerators to help you reach your goals better. The second course – MG4G2 – builds on this course in terms of better understanding and designing the business model and its key elements; value proposition, revenue model, and internal organization (leadership, incentives, processes for learning & innovation) and external organization (partners & ecosystems) of your social enterprise, as well as scaling strategies. Both courses are interactive and problem-based. At the heart of both courses is one real-life, evidence-based design challenge for a social enterprise, in the form of a group project (5-6 students) in a low-income neighbourhood in Nairobi or a township in Cape Town. The project starts with building a Theory of Change, based on your understanding of the social problem of your target group, anchored in fieldwork.

Each week of the course consists of:

- Preparation: A set of core readings (journal articles, cases, etc.) for that week
- A lecture (1.5 hours) where key insights are shared and discussed
- An interactive seminar (1 hour), starting with a mini-lecture, followed by in-depth discussion in student groups (5-6 students), and a plenary discussion
- Student-moderated group discussions of a case or key topic of the week (30 mins, groups of 5-6 students) with a short summary of insights and conclusions to be posted online
- Reflection log, a short impression of your personal key learnings

of the week ('Aha-moments'), posted online in the form of a 3-minute video or PPT.

Other key elements of the course are:

- A real-life group design project (5-6 students) addressing a real social problem in an emerging economy (in low-income neighbourhoods in Nairobi, Kenya, and in townships in Cape Town, South Africa), The group project is fully integrated into the program, and students work on it throughout the course.

- A 1-week international field trip to collect data for the group project to these sites (in week 8: Reading week). If the journey is not possible due to health and safety reasons (e.g., COVID-19) then the fieldtrip will be held 'on-line,' in cooperation with our local partners including local 'navigators,' in Nairobi and Cape Town to facilitate data collection through virtual interviews. This will be the situation in MT 2020.

- An individual assignment, via two tracks – self-selected by students; a) designing your own social enterprise (in cooperation with Generate, our LSE incubator/accelerator) or alternatively, b) a consulting project, for an existing social enterprise or social business unit of a company, or an NGO, incubator, or impact investor of your choice.

Teaching: 15 hours of lectures, 10 hours of classes and 5 hours of classes in the MT.

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

Indicative reading: Beteille, A. (2003). Poverty and inequality. *Economic and Political Weekly*, 4455-4463. Wright, E.O., 2009, Understanding class, *New Left Review*, Nov-Dec. Banerjee, A. V., & Duflo, E. (2007). The economic lives of the poor. *The journal of economic perspectives: a journal of the American Economic Association*, 21(1), 141. Dolan, C. and M.J. Johnstone-Louis, 2011, Re-siting Corporate Responsibility: The Making of South Africa's Avon Entrepreneurs, *Fiscaal: European Journal of Global and Historical Anthropology*, 60 (Summer) 21-33. Dolan, C., Johnstone-Louis, M., & Scott, L. (2012). Shampoo, saris and SIM cards: seeking entrepreneurial futures at the bottom of the pyramid. *Gender & Development*, 20(1), 33-47. Morduch, J. (1999). The microfinance promise. *Journal of economic literature*, 37(4), 1569-1614. Shaky, Y. B., & Rankin, K. N. (2008). The politics of subversion in development practice: an exploration of microfinance in Nepal and Vietnam. *The Journal of Development Studies*, 44(8), 1214-1235.

Assessment: Project (35%, 5000 words), class participation (10%), class participation (10%) and learning log (10%) in the MT. Essay (35%, 1500 words) in the LT.

MG4G2 Half Unit

Social Innovation Design

This information is for the 2020/21 session.

Teacher responsible: Prof Harm Barkema NAB 4.24

Availability: This course is compulsory on the MSc in Social Innovation and Entrepreneurship. This course is not available as an outside option.

Course content: The course provides a rigorous overview of insights, concepts, frameworks, methods, tools and evidence for designing a new business model for a social enterprise. The pedagogy implies interactive lectures, classes, guest speakers on selected core topics for the course, FB posts and discussions, cases, and most importantly, applying and synthesizing insights from all these sources and relating them to a real life social problem by designing a new social enterprise, with your group. This course – in the Lent term – directly builds on – and complements – the MT courses MG4G1 'Understanding Social Problems,' leading to the design of a fully-fledged, evidence-based social enterprise. The course will have the same student teams as in MG4G1, that culminated in developing an actual, initial idea/ proposal for problem-based intervention, based on an in-depth understanding of a key social problem. This proposed idea is the starting point for

the business model design project in this course. Student teams will present parts of their design in class at subsequent stages, for feedback, culminating in 'pitching' the full-fledged social enterprise design for an external panel of experts in the last session. As part of their evidence-based design, students will have the opportunity to go over for field work and data collection (i.e., those students who did not go on the first field trip in MG4G1).

More specifically, students learn:

- Key theoretical approaches (insights, concepts, methodologies/frameworks, tools) related to social and economic goals, value propositions, revenue models, partners/alliances/ ecosystems, own organizational characteristics) for designing innovative social organizations for major social impact;
- Empirical findings and evidence-based insights – from recent management research and related fields; this is a young field – on social implications of a variety of social innovation designs; moderators; how these implications differ across contexts (cultural, economic, sociological, political);
- A rigorous framework synthesizing insights, concepts, methodologies/frameworks, and tools for social innovation design, including for extreme affordability (based on the course material developed at the LSE over the past ten years);
- Synthesizing and relating theoretical and methodological insights, concepts, and frameworks for social enterprises to real world phenomena and problems, by designing an actual social enterprise;
- How social enterprise designs are contingent – and can vary strongly – depending on the identified social problem.
- How to scale up your social enterprise for major social impact.

Teaching: 21 hours of lectures and 9 hours of classes in the LT. In addition to 21hrs of lectures and 9hrs of seminars, students will attend a 3hr group dynamics workshop.

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

Indicative reading: Johnson, M. W., Christensen, C. M., Kagermann, H., 2008. Reinventing your business model. *Harvard Business Review* 86(12), 50-59. Yunus, M., Moingeon, B., & Lehmann-Ortega, L. (2010). Building social business models: lessons from the Grameen experience. *Long range planning*, 43(2), 308-325. Dees, J. G., Anderson, B. B., & Wei-Skillern, J. (2004). Scaling social impact. *Stanford social innovation review*, 1(4), 24-32. Seelos, C., & Mair, J. (2005). Social entrepreneurship: Creating new business models to serve the poor. *Business horizons*, 48(3), 241-246. Battilana, J., Sengul, M., Pache, A.C., Model, J., 2015, Harnessing productive tensions in hybrid organizations; The case of work integration social enterprises, *Academy of Management Journal*, vol. 58, no. 6, 1658-1685. Elsie Onsongo, 2017, Institutional Entrepreneurship and social innovation at the base of the pyramid: the case of M-Pesa in Kenya, *Industry and Innovation*.

Assessment: Project (45%) and class participation (10%) in the LT. Essay (45%, 1500 words) in the ST.

MG4G4 Half Unit

Topics in Management Research

This information is for the 2020/21 session.

Teacher responsible: Prof Diane Reyniers NAB5.22

Availability: This course is available on the CEMS Exchange, Diploma in Accounting and Finance, Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Economics and Management and MSc in Management and Strategy. This course is available as an outside option to students on other programmes where regulations permit.

Course content: This course addresses various interesting topics which will be used to encourage creative and logical thinking, structuring of clear arguments and critical assessment of evidence. The focus is on interpretation of findings rather than statistical or econometric techniques.

The intellectual backbone of the course is applied and empirical economics (including behavioural economics) and finance but, wherever appropriate, contributions from the psychology, sociology and management literature will be discussed. We will mainly deal with issues which are amenable to rigorous empirical investigation. The course is designed around a set of empirical research papers. Examples of questions considered are whether pain killers are more effective when they are expensive, whether creative people cheat more, whether people overvalue their own ideas.

The main objective of the course is to enable students to comprehend and critically assess the management literature, to evaluate statements in terms of evidence and to detect false reasoning or logic.

Topics vary each year (based on student feedback) but examples are racial discrimination, negotiation and gender, graduate earnings, leadership, optimism and entrepreneurship.

Teaching: 10 hours of lectures and 9 hours of seminars in the MT. 2 hours of seminars in the LT.

Students on this course will have a reading week in Week 6, in line with Departmental policy.

Formative coursework: Two mock exams in the MT.

Indicative reading:

Lecture 1: Creativity and cheating

Gino, F. & D. Ariely (2012) The dark side of creativity: Original thinkers can be more dishonest. *Journal of Personality and Social Psychology*, 102 (3), 445-459.

Lecture 2: Marketing and placebos

Shiv, B.; Z. Carmon & D. Ariely (2005) Placebo effects of marketing actions: consumers may get what they pay for. *Journal of Marketing Research*, XLII (November), 383-393.

Lecture 3: Do we know what we want?

Ariely, D.; G. Loewenstein & D. Prelec (2003) Coherent arbitrariness: Stable demand curves without stable preferences. *Quarterly Journal of Economics*, 73-105.

Lecture 4: Racial discrimination

Bertrand, M. & S. Mullainathan (2004) Are Emily and Greg more employable than Lakisha and Jamal? A field experiment on labor market discrimination. *American Economic Review*, 94, 4, 991-1013.

Lecture 5: Morale and pay inequality

Breza, E. ; S. Kaur & Y. Shamdasani (2018) The morale effects of pay inequality. *Quarterly Journal of Economics*, 611-663.

Lecture 6: Graduate earnings

Belfield et al. (2018) The relative labour market returns to different degrees. Institute of Fiscal Studies. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/714517/The_relative_labour_market_returns_to_different_degrees.pdf

Lecture 7: Optimism and entrepreneurship

de Meza, D. et al. (2019) Curb your enthusiasm: Optimistic entrepreneurs earn less. *European Economic Review*, 11, 53-69.

Lecture 8: The dark side of leadership

Nevicka, B.; F.S. Ten Velden, A.H.B. De Hoogh & A.E.M. Van Vianen (2011) Reality at odds with perceptions: Narcissistic leaders and group performance. *Psychological Science*, 22, 10, 1259-64.

Lecture 9: We love our own ideas

Hooshangi, S. & G. Loewenstein (2016) The impact of idea generation and potential appropriation on entrepreneurship: An experimental study. *Management Science*, (not published yet)

Lecture 10: Negotiation

Small, D. A., M. Gelfand, L. Babcock & H. Gettman (2007) Who goes to the bargaining table? The influence of gender and framing on the initiation of negotiation. *Journal of Personality and Social Psychology*, 93, 4, 600-613. Bowles, H.R., L. Babcock & L. Lai (2007) Social incentives for gender differences in the propensity to initiate negotiations: Sometimes it does hurt to ask. *Organizational Behavior and Human Decision Processes*, 103, 84-103.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

MG4G7 Half Unit Not available in 2020/21

Contemporary Topics in Advanced Technology Management

This information is for the 2020/21 session.

Teacher responsible: Dr Edgar Whitley NAB 3.32

Availability: This course is available on the CEMS Exchange, MBA Exchange, MSc in Management (1 Year Programme), MSc in Management of Information Systems and Digital Innovation and MSc in Media and Communications (Data and Society).

This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: This course has a strong management focus and assumes a general knowledge of information systems and their management equivalent to MG472 Global Strategy, Management and Information Systems.

Course content: This course introduces students to two Contemporary Topics in Advanced Technology Management. It uses academic perspectives on the topics to provide a detailed contextualisation of technology's historical and intellectual development and combines this with practitioner perspectives to highlight the management challenges associated with these technological developments. The topics are expected to be Artificial intelligence and Machine learning and Financial Technologies including Open Banking, Distributed Ledgers and Blockchains.

Teaching: 20 hours of lectures and 9 hours of seminars in the LT. Lecture durations vary by week and a detailed schedule is available on Moodle.

A reading week will take place during Week 6. There will be no teaching during this week.

Formative coursework: Students will be present two draft presentations and evolving essay plans in the LT.

Indicative reading: The reading list will be technology specific, and determined by the guest academics. As such, they are likely to vary from year to year. Detailed readings will be made available on Moodle.

Artificial intelligence and Machine learning

- Fogel, M. (2016). The 10 Best AI, Data Science and Machine Learning Podcasts, Medium (available at <https://medium.com/startup-grind/the-10-best-ai-data-science-and-machine-learning-podcasts-d7495cfb127c#v7943hwof>).
- Brynjolfsson, E., and McAfee, A. (2017). The Business of Artificial Intelligence, Harvard Business Review (available at <https://hbr.org/2017/07/the-business-of-artificial-intelligence>).
- Davenport, T. H., and D'Ignazio, R. (2018). 3 Things AI Can Already Do for Your Company, Harvard Business Review (available at <https://hbr.org/2018/01/artificial-intelligence-for-the-real-world>).
- Huang, M.-H., and Rust, R. T. (2018). Artificial Intelligence in Service, Journal of Service Research.
- Levy, S. (2018). How Amazon Rebuilt Itself Around Artificial Intelligence, Wired (available at <https://www.wired.com/story/amazon-artificial-intelligence-flywheel/>).
- Makridakis, S. (2017). The forthcoming Artificial Intelligence (AI) revolution: Its impact on society and firms, Futures 90, 46–60.

Financial Technologies including Distributed Ledgers and Blockchains

- Alstyne, M. W. V., Parker, G. G., and Choudhary, S. P. (2016). Pipelines, Platforms, and the New Rules of Strategy, Harvard Business Review 94(4), 54–62.
- Birch, D., Brown, R. G., and Parulava, S. (2016). Towards ambient accountability in financial services: Shared ledgers, translucent transactions and the technological legacy of the great financial crisis, Journal of Payments Strategy & Systems 10(2), 118–131.
- Iansiti, M., and Lakhani, K. R. (2017). The Truth About Blockchain, Harvard Business Review (January-February) (available at <https://hbr.org/2017/01/the-truth-about-blockchain>).
- Nakamoto, S. (2008). Bitcoin: A Peer-to-Peer Electronic Cash System, Bitcoin.org (available at <https://bitcoin.org/bitcoin.pdf>).
- UK Government Chief Scientific Adviser (2016). Distributed ledger technology: Blackett review, (available at <https://www.gov.uk/government/publications/distributed-ledger-technology-blackett-review>).

review).

- Underwood, S. (2016). Blockchain Beyond Bitcoin, Communications of the ACM 59(11), 15–17.
- Zachariadis, M., and Ozcan, P. (2017). The API Economy and Digital Transformation in Financial Services: The case of Open Banking, The Swift Institute (available at <https://www.swiftinstitute.org/papers/the-api-economy-and-digital-transformation-in-financial-services-the-case-of-open-banking/>)

Assessment: Essay (50%, 2500 words), presentation (40%) and class participation (10%) in the LT.

The individual essay will focus on the emergent management challenges introduced by one advanced technology not covered in the lectures. Two group presentations will make up the 40% presentation mark: Group Presentation 1 (15%) and Group Presentation 2 (25%).

MG4G8

Human Resource Management Skills and Practitioner Speaker Series

This information is for the 2020/21 session.

Teacher responsible: Dr Elaine Yerby, NAB 3.26

Availability: This course is compulsory on the MSc in Human Resources and Organisations (Human Resource Management/ CIPD). This course is not available as an outside option.

Course content: The course has a taught component, which is compulsory for all students in the stream, and a free-configuration component where students can choose among a variety of sessions that target specific skill development needs they have identified through their Skills Development Portfolio. There is also a Group Project that runs between weeks 2 and 5 in MT.

Group project

The group project is intended to build skills that will be useful in the workplace: the ability to work in culturally-diverse teams, think critically about a work-related issue, and make realistic and achievable recommendations. These are relevant to several of the 7SBL learning outcomes, and will therefore contribute to your Skills Development Portfolio. The group project is assessed through a group submission due in week 5, and an individual reflective statement due in week 7. Additionally, there will be a peer assessment survey where students can provide feedback to their fellow team members on their team working skills. All details, including team allocations and the project brief will be disclosed during a compulsory project launch session in week 2.

Taught sessions

There are six 2-hour weekly sessions during Michaelmas Term (weeks 5 and 7-11). A prospective list of topics includes the following: Leadership, Consultancy and Project Management for HRM, Diversity and Inclusion Management, Selection Interviewing, Managing Difficult Conversations, and Ethics in HRM.

Skills Development Portfolio

Students will plan their own individualised skills development, including the MG4G8 free-configuration sessions, through the Skills Development Portfolio. The aim of this tool is to help each student identify gaps in their general and HRM management skills (as defined in CIPD's 7SBL module), plan for their development during their studies, and document achievements and newly developed skills at the end of the programme. Two submissions are required:

- A self-assessment and development plan, due in MT week 7 (formative).
- A portfolio documenting skill development and attainment, due in September 2021 (summative).

Free-configuration sessions

Students will be able to attend their choice of sessions within the HRO Practitioner Panel series, relevant LSE LIFE, LSE Career workshops and CIPD London events to suit their development needs. Attendance to a minimum of 15 hours between these activities and/or up to 3 hours of external activity is required.

- HRO Practitioner Panel Series: The HRO team will arrange 3

sessions with external speakers on topics that are relevant to our subject. These will be 2-hour evening sessions, and will run during LT. A prospective programme will be announced in MT, and detailed arrangements publicised in due course.

- LSE LIFE workshops and LSE career workshops: LSE LIFE and LSE Careers run a broad range of 1-hour and 2-hour workshops on many topics that are relevant to the 7SBL module. Many of these sessions are run several times during MT and LT. Students will need to book a place in the relevant sessions themselves.
- CIPD London Events: In Lent Term, HRO CIPD students become student members of the HR professional body. CIPD London run in excess of 10 events a month that students can sign up to attend that are relevant for the skills development.

External activities

Where appropriate, students may apply to receive credit for attending an external session that is relevant to the 7SBL module and conducive to significant skill attainment. External activities can count up to 3 hours within the 15 hours free configuration. Please note LSE is unable to fund external activities.

Teaching: 12 hours of lectures in the MT. 6 hours of lectures in the LT.

Please note that the LT sessions will take the form of a Practitioner Panel Series.

Formative coursework: Students will receive written formative feedback on two pieces of work:

1. Students will be set in groups of about 5 to work on an applied HRM problem. Each group will submit a short presentation with their analysis and recommendations due at the end of MT Week 5, for which formative feedback will be provided. Additionally, students will be asked to provide anonymous written feedback to their team peers.
2. Students will submit Sections 1 and 2 of the Skills Development Portfolio (Self-Assessment and Development Plan), due in MT Week 7. Formative feedback will be provided.

Indicative reading: Readings are provided to students to support the taught sessions and students are provided with a range of career and skills development materials at the start of the course. The emphasis of the readings are practitioner and practically focused.

Assessment: The course is not formally assessed as part of the MSc Human Resources and Organisations. However, a pass is needed on the summative submission of the Skills Development Portfolio, due in September, for attaining CIPD accreditation.

MG4J1

Introduction to Mathematics and Data Analysis for Managers

This information is for the 2020/21 session.

Teacher responsible: Dr Ricardo Alonso NAB 5.31

Availability: This course is compulsory on the MSc in Management (1 Year Programme). This course is not available as an outside option.

Course content: The course is divided into two separate subjects: Data Analysis (Statistics) and Mathematics for Managers.

The Data Analysis (Statistics) course is for all students and covers basic probability and statistics; hypothesis testing; analysis of variance; association, correlation and regression. It also includes basic training on data analysis software (STATA). It provides students with the basic analytical tools required in MG4F7 Business Analysis to analyse business data for decision making. The Mathematics for Managers course is an introductory mathematics course which covers the following topics with application reference to economics and business: Functions, Linear Equations, Basic Calculus, and Comparative Statics Analysis. It provides students with the basic analytical tools required in MG465 Managerial Economics to analyse models of product market and factor markets competition.

Teaching: 20 hours of lectures in the two weeks prior to the

Michaelmas Term. Rounding out the schedule is a full programme of talks and activities designed to smooth your transition to postgraduate study at LSE.

Indicative reading: Statistics: Anderson, D., Sweeney, D., Williams, T., Freeman, J., Shoesmith, E. (2009). Statistics for Business and Economics (2nd edition), Hampshire: Cengage Learning. Huff (1991). How to Lie with Statistics. Penguin. Quantitative Skills: Hammond, P. and Sydsaeter, K. (2002). Essential Mathematics for Economic Analysis. Prentice Hall; and Jacques, I. (2010). Mathematics for Economics and Business. (7th edition), Pearson. Writing skills: Wallace, M. and Wray, A. (2011). Critical Reading and Writing for Undergraduates (2nd edition), London: Sage.

Assessment: No formal assessment.

MG4J2 Half Unit

Designing Innovative Social Enterprises

This information is for the 2020/21 session.

Teacher responsible: Dr Nadia Millington NAB 3.14

Availability: This course is available on the Global MSc in Management, Global MSc in Management (CEMS MiM) and Global MSc in Management (MBA Exchange). This course is available as an outside option to students on other programmes where regulations permit.

Course content: The course can be broken into two parts:

The foundation (weeks 1-5)

During the foundational element, students will be provided with a theoretical overview of this young field, including but not limited to: definitions / taxonomies of social entrepreneurship /business models for social innovation/ understanding beneficiaries via the theory of change/ minimum viable offer approaches for social change/ social intrapreneurship/ drivers of success, social impact and impact measurement for social mission organizations. Throughout the course, examples are given of real social entrepreneurs and social entrepreneurial organizations in order give practical insight to complement the theory covered in these 5 weeks.

Developing a new innovation social enterprise (weeks 7-11)

Over the 5 interactive teaching sessions students will focus on unravelling the problem/ opportunity, developing / assessing viable solutions, testing and developing a new business model.

As an overarching approach, students will be using a human-centred, action-oriented approach to real world problem solving working in collaborative teams to actively create solutions directly with users through prototyping and visualisation techniques in creative spaces. They will progress from an introduction to design thinking principles of problem solving to creating an enterprise through an iterative design process, including imagining, prototyping, testing, building, modelling, pricing, branding, marketing, resourcing, analysing financial viability and obtaining proof of concept. An additional benefit of the course for students will be their opportunity to discover that design thinking is an approach to problem solving that spans all disciplines and can be used by social scientists, engineers, policy makers, creative designers, entrepreneurs or anyone seeking an effective, human-centred focus to create a solution to a problem.

This approach strengthens the problem-solving competences of sense-making, designing, analysis, and decision-making. The pedagogical approach is problem-solving and students will be informed of ethical guidelines and considerations which they must employ to guide their projects in line with LSE standards and policy.

Teaching: 30 hours of lectures and 10 hours of seminars in the MT.

In addition, student groups will also be expected to attend:

- Three 30-minute group sessions to help refine the scope of the project and develop the venture solution
- An introduction to your project session which lasts approximately

2 hours. This is usually held after class in the 4th week of the semester and refreshments are provided
Students on this course will have a reading week in Week 6, in line with departmental policy.

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

The formative essay is 800-1000 words based on the evidence of initial field research. We recommend that each team keeps a field work journal (electronic or printed) with dates of field work, names of interviewees, places visited, observations with photos etc to support the formative assessment.

Indicative reading: Essential readings (weeks 1-5)

- Hervieux, C.; Voltan, A. (2018). Framing Social Problems in Social Entrepreneurship. *Journal of Business Ethics*, 151(2):79-293
- Margolis, J. D.; Walsh, J.P. (2003). Misery Loves Companies: Rethinking Social Initiatives by Business. *Administrative Science Quarterly*.48 (2): 268–305.
- Mair, J.; Marti, I. (2004). Social entrepreneurship: What Are We Talking About? A Framework for Future Research. IESE Research Papers D/546, IESE Business School.

Essential readings (weeks 7-11)

- Maurer, I. and Ebers, M. (2006). Dynamics of social capital and their performance implications: Lessons from biotechnology start-ups. *Administrative Science Quarterly*, 51(2): 262–292.
- Ozcan, P., & Eisenhardt, K.M. (2009). Origin of alliance portfolios: Entrepreneurs, network strategies, and firm performance. *Academy of Management Journal*, 52: 246-279.
- Prahalad, C., & Ramaswamy, V. (2008). *The New Age of Innovation: Driving Cocreated Value Through Global Networks*, McGraw-Hill.

Assessment: Essay (50%, 1800 words) in the MT and project (50%) in the LT.

The project assessment comprises an oral presentation (business pitch) and submission of PowerPoint slides with detailed appendices which provide evidence in support of your business pitch.

MG4J3 Half Unit Not available in 2020/21 Principles of Pricing

This information is for the 2020/21 session.

Teacher responsible: Teacher is TBC

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Management (1 Year Programme), MSc in Management and Strategy and MSc in Management of Information Systems and Digital Innovation. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The content of the course is organised into two principal modules: (1) pricing strategy and fundamentals and (2) pricing tactics and implementation. The first module of the course covers the fundamental analytical tools, theories, and conceptual frameworks needed for price strategy formulation. Basic principles from marketing, economics, and psychology will be briefly reviewed and extended. The module provides an in-depth treatment of the role of price in the firm's value proposition to the customer and the determination of customer response to price. The second module of the course covers pricing tactics and opportunities for achieving price customisation.

Teaching: 30 hours of lectures in the LT.

Formative coursework: Students will be engaged in analysing a number of cases, doing numerical problems, as well as analysis data sets using the techniques learned in class. This will set the stage for their group project (gathering and analysing data) as well as the take-home assignment (which will involve numerical problems, case analysis, and analysing data sets).

Indicative reading:

- The Strategy and Tactics of Pricing: A Guide to Growing More

Profitably (2010): Nagle, Hogan, and Zale, Prentice Hall.

- Pricing Information: How to customize both the product and the price (1998): Carl Shapiro and Hal Varian, Harvard Business School Chapters.
- 'How to Fight a Price War' (2000): Akshay Rao, Mark Bergen, Scott Davis, Harvard Business Review.
- 'Is it time to rethink your pricing strategy?' (2012): Andreas Hinterhuber and Stephan Liozu, Sloan Management Review.
- 'Pricing as a Strategic Capability' (2002): Mark Bergen, Shantanu Dutta, Mark Ritson, Sloan Management Review

Assessment: Project (45%), coursework (45%) and class participation (10%) in the LT.

The coursework is an Individual Take-home assignment and the project will be in groups.

MG4J5

Dissertation: Social Innovation and Entrepreneurship

This information is for the 2020/21 session.

Teacher responsible: Prof Harm Barkema NAB 4.24

Availability: This course is available on the MSc in Social Innovation and Entrepreneurship. This course is not available as an outside option.

Course content: The dissertation gives an opportunity to apply, integrate, and/or deepen the knowledge, insights, and skills that the students have learned in the master's programme, by selecting one of the following options:

- (i) An applied master thesis, applying the knowledge, insights and skills students have learned in the programme to analyse – and develop compelling recommendations regarding – a real world social problem
 - (ii) Designing a new social enterprise
 - (iii) A research project in the domain of the master's program
- Each thesis will be anchored in theory and methodology/evidence to meet academic standards, but in different ways and to different degrees. More specifically, students will be able to choose between:

- 1) An individual applied project. In the projects, students apply and integrate what they have learned in the previous courses in terms of theory, evidence, methodologies, and tools, as well as individually and additionally researched from relevant academic literature. These insights are used to analyse a real-world social problem in the broad domain of the Master's program. Students are expected to support their analysis with relevant theory – sourced from academic journals – and with primary data analysis and collection in situ (tapping into the methodological knowledge acquired during the programme), leading to a theory- and evidence-based analysis, and compelling recommendations. One notable criterion for evaluation will be the way theory/research from academic journals as taught in the programme and, importantly, additionally independently sourced, are used to strengthen the analysis and recommendations, as reflected in the report.
- 2) An individual design of a new social enterprise. In the design projects students apply and integrate what they have learned in previous courses in terms of theory, evidence, methodologies, and tools, as well as individually and additionally researched from the relevant academic and design literatures. These insights are used to develop a new social enterprise / social business that addresses an important, clearly defined real world problem. Students are expected to support their analysis underlying (key parts of) the design with theory sourced from academic journals, as well collect and analyse primary data in situ (tapping into the methodological knowledge acquired during the programme), leading to a theory- and evidence-based analysis and business plan/ business model. One notable criterion for evaluation will be the way theory/ research from academic journals as taught in the programme and, importantly, additionally independently sourced, are used to strengthen the design, as reflected in the report.

3) An empirical research project. The objective of the research project is to develop a novel theoretical contribution to better understand an important phenomenon in the domain of social innovation and enterprise. The contribution needs to build on – and contribute to – the state of the art of the academic literature in the domain of the masters programme, tapping into the theoretical and methodological knowledge acquired during the course, as well as – especially – acquired in self-study, leading to a qualitative or a quantitative research project. A major criterion for evaluation will be the way theory/research from academic journals as taught in the programme and, especially, independently sourced, are used to strengthen the research, as reflected in the report.

Teaching: 6 hours of seminars in the LT. 6 hours of workshops in the ST.

- 3 hours of interactive lecture in the LT: Introduction, the three types of theses/tracks; the role of theory & academic literature in thesis development
- 3 hours of interactive lecture in the LT: Core methodological insights for thesis development

For each of the three tracks: A dissertation workshop (mandatory for all participants of the track,) at the start of the Summer Term; 6 hours (maximum) depending on the number of theses in the track. In total, students will be expected to attend around 12 hrs of classes for the dissertation module.

Projects will be guided by a pool of 6-10 dedicated supervisors for these dissertations.

Formative coursework: Students will be expected to produce 1 piece of coursework in the LT.

Students will be expected to produce – before the dissertation workshop – a dissertation proposal outlining the core question of the thesis (with sub-questions), a review/synthesis of relevant academic literature, the methodology for the study (qualitative or quantitative, sample selection, type of analysis, etc.). This proposal will be presented and discussed during the workshop. It will also serve as formative course work.

Indicative reading: Core reading: Skovdal, M. & Cornish, F. Qualitative research for Development (currently the students already study several chapters of this book as part of MG4G1). Additional readings will be announced before the start of the Lent term.

Assessment: Dissertation (100%, 10000 words) in August.

MG4J6 Half Unit Brand Strategy

This information is for the 2020/21 session.

Teacher responsible: Dr Hye-Young Kim

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Management (1 Year Programme), MSc in Management and Strategy and MSc in Marketing. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The most valuable assets that firms have are the products/services that they offer and the brands that are associated with them. Managing Products & Brands is a rigorous examination of the theory and corporate practices relevant to product and brand management. Its core objectives are to provide an understanding of the important issues in planning and evaluating product/brand strategies, to provide the appropriate theories, models, and analytical tools that enable managers to make well-informed product/brand management decisions, and to provide a platform for students to apply these principles. The critical approach adopted will blend theory and practice so as to promote effective managerial decision making on a short as well as long term basis.

Teaching: 30 hours of lectures in the LT.

Formative coursework: Students will meet in their groups with

the course leader several times during the term and receive feedback on their work. Detailed guidelines on the group project will be provided in the course syllabus and sample projects will be available.

Indicative reading:

- Keller, K. (2007) Strategic Brand Management, 3rd Edition, Pearson
- Lehmann, D. And Winer, R. (2005) Product Management, 4th Edition, Chicago: Irwin.
- Keller, K. (2001) Building Customer-Based Brand Equity. Marketing Management. 10(2), 14-19.
- Lilien, Gary L., and Rangaswamy, Arvind, Marketing Engineering, 2nd Edition, Prentice Hall
- Lodish, Leonard M., and Carl F. Mela (2007), "If Brands Are Built Over Years, Why Are They Managed Over Quarters?," July/August, Harvard Business Review, 85, 7/8 (July-August), 104-112
- Rangaswamy, Arvind, Raymond R. Burke, and Terence Oliva (1993) "Brand Equity and the Extendibility of Brand Names," International Journal of Research in Marketing, Special Issue on Brand Equity, Vol. 10, p. 61-75

Assessment: Coursework (45%), project (45%) and class participation (10%) in the LT.

Coursework will be an Individual Take-home assignment and the Project will be completed in groups.

MY400 Half Unit Fundamentals of Social Science Research Design

This information is for the 2020/21 session.

Teacher responsible: Dr Alasdair Jones COL8.12

Availability: This course is compulsory on the MSc in Applied Social Data Science and MSc in Social Research Methods. This course is available on the MPhil/PhD in Demography/Population Studies, MPhil/PhD in Social Policy, MPhil/PhD in Social Research Methods, MPhil/PhD in Sociology, MSc in Applied Social Data Science, MSc in Gender (Research), MSc in Human Geography and Urban Studies (Research), MSc in International Migration and Public Policy and MSc in Statistics (Research). This course is available as an outside option to students on other programmes where regulations permit.

Research students please see MY500.

Course content: Research design necessitates trade-offs between the strengths and weaknesses of different feasible options. This course aims to introduce the broad range of design options and to foster an appreciation of these alternatives for particular research objectives. Drawing on a variety of examples from the social scientific literature, this course will explore design considerations and options across quantitative, qualitative and mixed-methods research. At the end of the course, students will be able to read a wide variety of empirical social science with a critical and balanced perspective and will be better equipped to implement and make arguments defending the methods they use in their dissertations.

Teaching: This course is delivered through a combination of lectures and seminars totaling a minimum of 20 hours across Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of online seminars and lectures delivered as short recorded videos.

This course has a Reading Week in Week 6 of MT.

Formative coursework: For the formative coursework, students will be expected to articulate and set-up (via recourse to the literature) a research question or set of interlinked research questions that they would like to answer for a topic of their choosing. Assignments should be 1-2 pages long (including in-text citations and reference list).

Indicative reading: Robson, Colin and McCartan, Kieran (2015, 4th edition). Real World Research. London: John Wiley.

Assessment: Research proposal (30%) and other (10%) in the MT. Research design (60%) in the ST.

(MT: Research proposal 1500 words, 30%; seminar participation (including online seminar participation), 10%; ST: Research design: 4000 words, 60%)

MY401 Half Unit

Research Design for Studies in Digital Innovation

This information is for the 2020/21 session.

Teacher responsible: Dr Eleanor Power COL.8.03

Availability: This course is compulsory on the MSc in Management of Information Systems and Digital Innovation. This course is not available as an outside option.

Course content: This course will deliver the core methodological training for students completing a dissertation for the MSc in Management of Information Systems and Digital Innovation. It covers issues of research design and research methods for information systems studies, including sessions on the collection and analysis of both qualitative and quantitative data. Lectures will introduce the principles of a range of research design issues and methodological approaches, while classes will contextualise this teaching in relation to information systems research. Drawing on a variety of examples in information systems, the course will provide the platform for students to consider a range of design options, as well as methodological techniques. By the end of the course, students will be familiar with a range of research design options and will be better equipped to not only design, but also to collect and analyse data for, their own dissertations. The course is also intended to help students become more informed and critical readers of social scientific, and specifically information systems, research. The course therefore has the dual aim of helping students become both critical “consumers” and “producers” of information systems research. In doing so, it should make positive contributions to students’ learning experience both in their dissertation process, and in other courses they take at the LSE. The topics covered will include discussions of the alignment between research question and research design, questions of inference, and the relationship between theory and data, as well as brief introductions to research methods, with a focus on when they will be appropriate to particular questions and projects.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Lent Term. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos. This course has a reading week in Week 6 of LT.

Lectures for this course will be delivered by staff by the Department of Methodology. To help to contextualise the materials covered in the course for the students, and to ensure a good fit with the requirements of the MISDI dissertation, the seminars will be led by staff from the Department of Management.

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

A formative assignment will be assigned for Week 8 (LT) for which students will be expected to submit a 1,000 word initial proposal for their dissertation.

Indicative reading: Agresti, A. and Finlay, B. (2009) Statistical Methods for the Social Sciences [4th edition]. Prentice Hall. Bauer, M. and Gaskell, G. (2000) Qualitative Researching with Text, Image and Sound. Sage. Flick, U. (2014) An Introduction to Qualitative Research [5th edition]. Sage. King, G., Keohane, R. and Verba, S. (1994) Designing Social Inquiry. Princeton University Press. Robson, C. and McCartan, K. (2016) Real World Research [4th edition]. John Wiley. Seale, C. [ed.] (2004) Social Research Methods: A Reader. Routledge.

Assessment: Essay (70%, 2500 words) in the ST.

Group essay (30%) in the LT.

Group essay (30%) is 3000 words.

MY405 Half Unit

Research Design for Policy and Programme Evaluation

This information is for the 2020/21 session.

Teacher responsible: Dr Flora Cornish COL.8.09

Availability: This course is available on the MPhil/PhD in Health Policy and Health Economics, MSc in Applied Social Data Science, MSc in Global Health Policy, MSc in Health and International Development, MSc in Human Geography and Urban Studies (Research), MSc in Marketing and MSc in Social Research Methods. This course is available as an outside option to students on other programmes where regulations permit.

Course content: This course aims to equip students with the methodological knowledge and research skills to be able to design and critically appraise evaluation research, in the context of the rise of evidence-based policy. It covers the powerful research designs used in applied fields including international development, health, and public policy, addressing both widely-used and more innovative designs. The course takes a mixed methods approach. It covers the major quantitative designs, including randomized experiments and observational (i.e. non-randomized) research designs such as selection on observables, difference-in-differences, and the regression discontinuity design. It covers qualitative and participatory research designs and their contribution to formative research, process evaluation, realist evaluations, interpreting outcomes, and assessing transferability to other settings. As well as the major design issues, the course addresses practical and ethical issues of evaluation research, how to write a study protocol, and how to draw lessons from a body of evidence through reviewing and synthesis. Examples from the fields of health, international development and public policy will be used throughout the lectures and seminars.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 20 hours across Lent Term. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos.

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

Students write a critical review (1,500 words) of a published evaluation report.

Indicative reading: Angrist, J. D. and Pischke, J-S. (2014) Mastering Metrics: The Path from Cause to Effect. Princeton University Press. Bell, S. & Aggleton, P. (2016). Monitoring and Evaluation in Health and Social Development: Interpretive and Ethnographic perspectives. London: Routledge. Cartwright, N. & Hardie, J. (2012). Evidence-Based Policy: A practical guide to doing it better. Oxford, UK: Oxford University Press. Glennerster, R. and Takaarasha, K. (2013) Running Randomized Evaluations: A Practical Guide, Princeton University Press. Patton, M. Q. (2015). Qualitative Research and Evaluation Methods. (4th Edition). London: Sage.

Assessment: Essay (50%, 2500 words) in the ST.

Research design (50%) in the LT.

MY410

Fundamentals of Research Design for International Development

This information is for the 2020/21 session.

Teacher responsible: Dr Flora Cornish COL.8.09

Availability: This course is compulsory on the MSc in Development Management, MSc in Development Studies, MSc in Health and International Development and MSc in International Development and Humanitarian Emergencies. This course is not available as an outside option.

This course is compulsory for all MSc students in International Development.

Course content: This course introduces MSc students in the

Department of International Development to theoretical and practical foundations of social science research design. It is neither qualitative nor quantitative in focus, but rather is concerned with core interdisciplinary principles of research design that span disciplinary and methodological traditions.

Grounded in examples from International Development research, the course is centred on exploring principles of research design for different types of research questions. The course will provide a platform for students to consider a range of research design options, as well as methodological techniques. It is intended to help students become more informed and critical readers of social scientific, and specifically International Development, research. It is also intended to help students become more critical producers of research, able to articulate the various rationales, strengths, weaknesses and trade-offs entailed in research design choices so that they can make decisions about which to adopt in their own dissertations. By the end of the course, students will be familiar with a variety of research design options and will be better equipped to embark on their own research projects. The course is not designed to provide students with all the skills and techniques they need, i.e., it is not an explicitly "methods" course, but it will familiarize students with the important design considerations involved in adopting particular approaches and incorporating various forms of evidence and information into their dissertations. The course therefore has the dual aim of helping students become both critical "consumers" and "producers" of International Development research. In doing so, it should make positive contributions to students' learning experience both in their dissertation process, and in other courses they take in ID (and elsewhere at LSE).

The teaching on the course is premised on the idea that how we do research ultimately depends on the nature of the particular research question and the type and kinds of evidence that are available. There are strengths, weaknesses, and trade-offs to most of the decisions we make when planning and doing research, and as the weeks of the course progress, the strengths and weaknesses, and thus the implicit trade-offs, of the research designs we consider will vary. Our goal is for students to better understand the consequences of these research design decisions, both in the published research that they read, and that they will need to make in their own research.

The topics covered will include discussions of the alignment between research question and research design, questions of inference, issues of measurement, uses of literature and secondary material, and the relationship between theory and evidence, as well as brief introductions to particular methods, with a focus on when they will be appropriate to particular questions and projects.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 20 hours across Michaelmas Term. This year, some or all of this teaching may be delivered through a combination of virtual seminars and flipped lectures delivered as short online videos.

This course has a reading week in Week 6 of MT.

Lectures for this course will be delivered by staff from the Department of Methodology. Seminars will be led by LSE Fellows recruited jointly by ID and MY, to assure experience in and familiarity with international development research.

Formative coursework: Plan for an Annotated Bibliography analysing the research design choices of published work, 1 page, due in MT.

Indicative reading:

- Bennett, Andrew, and Jeffrey T. Checkel, eds. (2014). *Process Tracing: From Metaphor to Analytic Tool*. Cambridge: Cambridge University Press.
- Cerwonka, A. & L. H. Malkki (2007). *Improvising theory: process and temporality in ethnographic fieldwork*. University of Chicago Press.
- Desai V. and R.B. Potter (2006). *Doing Development Research*. London: SAGE
- Geertz, Gary and Mahoney, James (2012). *A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences*. Princeton, NJ: Princeton University Press.

- Gerring, John (2012). *Social Science Methodology: A Unified Framework*. 2nd Edition. Cambridge: Cambridge University Press
- Perecman, E. & S. R. Curran, eds. (2006). *A Handbook for Social Science Field Research: Essays & Bibliographic Sources on Research Design and Methods*
- Robson, Colin and McCartan, Kieran (2016). *Real World Research*. 4th Edition. Chichester: John Wiley.
- Shaffer, P. (2013). *Q-Squared. Combining Qualitative and Quantitative Approaches in Poverty Analysis*. Oxford: Oxford University Press.
- Sumner A. and M. Tribe (2008). *International Development Studies: Theories and Methods in Research and Practice*. London: Sage

Assessment: Annotated bibliography (33%) in the MT. Research proposal (67%) in the LT.

MY421 Half Unit

Qualitative Research Methods

This information is for the 2020/21 session.

Teacher responsible: Dr Aliya Rao (MT) and Dr Chana Teeger (LT)

Availability: This course is available on the MPhil/PhD in Demography/Population Studies, MSc in Applied Social Data Science, MSc in Comparative Politics, MSc in Conflict Studies, MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Gender (Research), MSc in Global Health Policy, MSc in Human Geography and Urban Studies (Research), MSc in Inequalities and Social Science, MSc in International Social and Public Policy (Research), MSc in Marketing and MSc in Social Research Methods. This course is available as an outside option to students on other programmes where regulations permit.

Course content: This course presents the fundamentals of qualitative research methods. The course has the dual aims of equipping students with conceptual understandings of current academic debates regarding qualitative methods, and with practical skills to put those methods into practice. It prepares students to design, carry out, report, read and evaluate qualitative research projects. First, students learn how to collect data using methods including interviews, focus groups participant observation, and selecting documents and new media data. Second, we cover analysis, using thematic and discourse analysis. Issues of research design, quality indicators and ethics are addressed.

This is a generalist, introductory course and we invite students who have little previous experience of qualitative methods. Students with prior training in qualitative methods might be interested in more specialist alternatives offered by the Department of Methodology, such as MY425 Case Studies and Comparative Methods for Qualitative Research or MY428 Qualitative Text Analysis.

Lectures introduce the main conceptual and practical issues. Seminars provide practical experience with the methods.

Teaching: The course runs twice per year: in MT (MY421M) and again in LT (MY421L). The content of the course is exactly the same in each term.

This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Michaelmas Term and 20 hours in Lent Term. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos.

This course has a reading week in Week 6 of MT and LT.

Formative coursework: Students submit a portion of their practical work, with some written commentary, for formative assessment in Week 7.

Indicative reading:

- Maria J Mayan (2009) *Essentials in qualitative inquiry*, Walnut Creek, CA: Left Coast Press.

- M Bauer & G Gaskell, (2000) *Qualitative Researching with Text, Image and Sound*, London: Sage.
 - U Flick, (2009) *An Introduction to Qualitative Research*, 4th edition, London: Sage.
 - C Seale, G Gobo, JF Gubrium, & D Silverman, (2004). *Qualitative Research Practice*. London: Sage.
- Please Note: No single publication covers the whole content of the course.

Assessment: Project (100%, 3000 words) in the LT and ST. The summative assignment is a small project, demonstrating skills in using some of the qualitative methods covered during the course. It takes the form of a project report, with detailed appendices documenting the methods of data collection and analysis used. Students taking the course in MT submit in LT, and students taking the course in LT submit in ST.

MY425 Half Unit

Case Studies and Comparative Methods for Qualitative Research

This information is for the 2020/21 session.

Teacher responsible: Dr Eleanor Knott COL 7.08

Availability: This course is available on the MSc in Comparative Politics, MSc in Conflict Studies, MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in Development Studies, MSc in Inequalities and Social Science, MSc in Political Sociology and MSc in Social Research Methods. This course is available as an outside option to students on other programmes where regulations permit. This course is freely available to any MSc or MRes students interested in case study research designs. MY525 is available for PhD students interested in case study research designs. The course is most suited to students within macro- or meso-sociological traditions (e.g. political science, IR, sociology, political sociology, policy studies, development studies) than those within a micro-sociological/individualist tradition (e.g. micro-interactionist perspectives, psychology, psychiatry).

Course content: This course focuses on the approach and practice of designing and conducting case study and comparative research. Thinking outside of the areas of interest and specialisms and topics, students will be encouraged to develop the concepts and comparative frameworks that underpin these phenomena. In other words, students will begin to develop their research topics as cases of something.

The course will cover questions of design and methods of case study research, from single-n to small-n case studies including discussions of process tracing and Mill's methods. The course will address both the theoretical and methodological discussions that underpin research design as well as the practical questions of how to conduct case study research, including gathering, assessing and using evidence. Examples from the fields of comparative politics, IR, development studies, sociology and European studies will be used throughout the lectures and seminars.

Teaching: 15 hours of lectures and 13 hours and 30 minutes of seminars (9 seminars of 1.5 hours) in the LT. This year, some or all of this teaching may be delivered through a combination of virtual synchronous webinars and recorded asynchronous lectures delivered as short online videos.

Lectures will provide students with the key concepts, ideas and approaches to case study and comparative research. Seminars will provide students with practical experience of assessing the approaches of case study and comparative research design, as well as opportunities to design and develop their own research projects.

This course has a reading week in Week 6 of LT.

Formative coursework: Students will be expected to produce 1 essay and 1 other piece of coursework in the LT. 1 formative paper: literature review and project outline (1-2 pages) due in Week 8. Students will receive written feedback on this by

Week 11.

1 peer marking exercise: in-class oral peer feedback session for students to exchange ideas on formative assignment (Week 9). This in-class activity may be delivered via webinar.

Indicative reading: Key texts:

Beach, D., & Pedersen, R. B. 2019. *Process-tracing methods: Foundations and guidelines*. University of Michigan Press. Bennett, A. and Checkel, J.T. eds., 2014. *Process tracing: From metaphor to analytic tool*. Cambridge University Press. Della Porta, D. and Keating, M. eds., 2008. *Approaches and methodologies in the social sciences: A pluralist perspective*. Cambridge University Press. George, Alexander L. and Andrew Bennett. 2005. *Case Studies and Theory Development in the Social Sciences*. Gerring, J. 2017. *Case study research: principles and practices*. Second edition. Cambridge University Press.

Example readings for discussion:

Briggs, Ryan C. 2017. "Explaining case selection in African politics research", *Journal of Contemporary African Studies*. Finkel, E. (2017) *Ordinary Jews: choice and survival during the Holocaust*. Princeton University Press. Lund, Christian. 2014. "Of What is This a Case? Analytical Movements in Qualitative Social Science Research." *Human Organization* 73(3): 224–234. Simmons, E. (2016) *Meaningful resistance: market reforms and the roots of social protest in Latin America*.: Cambridge University Press. Simmons, E. S. and Smith, N. R. (2017) 'Comparison with an Ethnographic Sensibility', *PS: Political Science & Politics*, 50(01), pp. 126–130. doi: 10.1017/S1049096516002286. Slater, D. and Wong, J. (2013b) 'The Strength to Concede: Ruling Parties and Democratization in Developmental Asia', *Perspectives on Politics*, 11(03), pp. 717–733. doi: 10.1017/S1537592713002090.

Assessment: Class participation (10%) and research proposal (90%) in the LT.

It is recommended that students base the research design proposal (4000 words) on their dissertation topic (or a related topic, e.g. a PhD proposal) subject to approval by students' home department. Where students also take MY400 (which has a similar summative assessment), students will be guided towards a modified version of the research proposal (e.g. a different research question) to avoid self-plagiarism between assignments. Students must consult with their home department regarding overlap between the proposal and their dissertation.

Weekly participation grade (10%) preparation and active participation in seminars and group presentation.

MY426 Half Unit Not available in 2020/21

Doing Ethnography

This information is for the 2020/21 session.

Teacher responsible: Dr Chana Teeger COL7.06

Availability: This course is available on the MSc in Applied Social Data Science, MSc in Comparative Politics, MSc in Gender (Research), MSc in Human Geography and Urban Studies (Research), MSc in Inequalities and Social Science, MSc in International Social and Public Policy (Research), MSc in Marketing and MSc in Social Research Methods. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: There are no prerequisites but some prior training in qualitative research methods is expected. Please contact the course convenor if unsure.

Course content: Doing ethnography enables us to examine how social order is produced as people go about their everyday interactions. Multiple sources of naturally-occurring data are used to understand how communities, organisations and institutions work, informally as well as formally. Contemporary conditions of globalisation, individualisation, bureaucratisation and digitisation introduce new challenges for such fieldwork. This interdisciplinary course equips students with a practical understanding of how to do, and to think about, contemporary ethnography. Core

conceptual, ethical and methodological debates are introduced through in-depth engagement with book-length exemplars, and through students' experience of fieldwork. Fieldwork is a key component of the course, with students collecting data locally, followed by data analysis and presentation activities. Methodological concerns regarding case selection, establishing rigour, reflexivity, representing others, and ethical issues are addressed in detail. Practical issues addressed include identifying and accessing study sites, studying elite and marginalised groups, innovative sources of data, and writing field notes. Emphasising that ethnography relies on the researcher-as-research-instrument, the course aims to develop students' sensitivity and rigour as ethnographic researchers.

Teaching: 20 hours of lectures and 10 hours of seminars in the LT. Week 6 is a Reading Week during which students work independently on their formative assignments.

Formative coursework: An excerpt of field-notes from the field visit undertaken as part of the course (up to 2,500 words). Field-notes should record rich details of observations (the data), researcher reflections, and brief interpretations of the significance of these observations. Written feedback will be provided.

Indicative reading: DeWalt, K. M.; DeWalt, B. R. (2002). Participant observation: A guide for fieldworkers. AltaMira Press. Emerson, R. M., Fretz, R. I.; Shaw, L. L. (1995). Writing ethnographic fieldnotes. University of Chicago Press. Hammersley, M; Atkinson, P. (2007). Ethnography: Principles in practice. Taylor; Francis. Wacquant, L. (2004) Body and Soul: Ethnographic Notebooks of an Apprentice Boxer. New York: Oxford University Press. Laureau, Annette. (2011). Unreal Childhoods: Class, Race, and Family Life (2nd Edition). Berkeley: University of California Press

Assessment: Essay (100%, 4000 words) in the ST.

MY427 Half Unit Not available in 2020/21

Qualitative Research with Digital and Visual Data

This information is for the 2020/21 session.

Teacher responsible: Dr Jennifer Tarr COL8.06

Availability: This course is available on the MSc in Applied Social Data Science, MSc in Culture and Society, MSc in Gender (Research), MSc in Gender, Media and Culture, MSc in Human Geography and Urban Studies (Research), MSc in International Social and Public Policy (Research), MSc in Marketing and MSc in Social Research Methods. This course is available with permission as an outside option to students on other programmes where regulations permit.

The course is also available to PhD students, please see MY527.

Pre-requisites: There are no prerequisites but some prior training in qualitative research methods is required, equivalent to the level of MY421. Please contact the course convenor if unsure.

Course content: Most qualitative research is in the form of written or spoken texts, produced through interviews and field notes or collection and analysis of documents. However, new technologies now offer a range of new tools for producing, gathering and analysing new kinds of data. This course will focus primarily on digital and visual methods and how they are reshaping qualitative research. Topics will include mobile methods, social network analysis; social media; emojis, memes and gifs; photo elicitation; video; and visual analysis. Key example readings will be assigned, discussed and assessed each week. Seminars provide practical skills through hands on exercises of data collection and analysis, closely tied with the lecture content. These skills will be developed further in a final research project on a topic of the students' choosing to be submitted at the beginning of summer term. The course aims to understand how qualitative methods can be used in relation to these emerging streams of data. The course is aimed at students who are considering one or more of these elements as part of their dissertation research design and/or who are interested in gaining more advanced skills in qualitative

research.

Teaching: 20 hours of lectures and 10 hours of seminars in the LT. Week 6 will be a Reading Week during which students work independently on their formative assignment. An optional enrichment activity will be assigned.

Formative coursework: Seminar activities will receive in-class feedback. A brief proposal for final summative coursework (c. 1000 words) should be submitted and will receive formative feedback and guidance.

Indicative reading: Note: No one text covers the whole course. Rose, G, 2016. Visual methodologies: An introduction to researching with visual materials. London: Sage. Rogers, R, 2013. Digital methods. Boston: MIT press. Pink, S, Horst H, Postill J, Hjorth L, Lewis T, Tacchi J. (2016) Digital Ethnography: Principles and Practice. London: Sage.

Assessment: Project (100%, 4000 words) in the ST. One 4000-4500 word research project related to the course material, on a topic selected by the student (100%).

MY428 Half Unit

Qualitative Text and Discourse Analysis

This information is for the 2020/21 session.

Teacher responsible: Dr Audrey Alejandro COL.7.10

Availability: This course is available on the MSc in Applied Social Data Science, MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in Culture and Society, MSc in Development Studies, MSc in Gender (Research), MSc in Gender, Media and Culture, MSc in Human Geography and Urban Studies (Research), MSc in Inequalities and Social Science, MSc in International Social and Public Policy (Research) and MSc in Social Research Methods. This course is available as an outside option to students on other programmes where regulations permit.

This course is freely available to any MSc or MRes students interested in text and discourse analysis.

The course is also available to PhD students interested in text and discourse analysis, please see MY528.

Pre-requisites: There are no prerequisites but some prior training in research methods is expected (including finding bibliographical resources, conducting a literature review, creating one's own research question...). Please contact the course convenor if unsure.

Course content: How can we use texts and discourses to create meaning about the social world? The goal of this course is to provide students with the skills to construct and conduct social sciences research using text and discourse as an entry point. While acquiring these skills, students also learn how to interpret textual data by exploring the concepts and case studies developed across disciplines. The course both establishes a theoretical foundation for text/discourse analysis and takes a practical and applied approach, so that students can acquire greater independence and confidence to conduct their research project autonomously. Discourse Analysis is the overarching method that structures the content of the course. The first part of the course focuses on the application of the most common methods used to analyse texts and discourses (including thematic analysis and content analysis). The second part of the course places the in-depth analysis of texts in the broader context of research methods and design, to ensure students know how to critically self-assess their work and produce research to the highest standards. Beyond learning the skills of qualitative text/discourse analysis, this course is an invitation to produce more structured, analytical and critical research capable of grasping not only the visible but also the invisible and implicit dimensions of politics and society. Examples from across the social sciences will be used throughout the lectures and seminars.

Teaching: 15 hours of lectures and 15 hours of seminars in the LT. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as

short online videos.

This course has a Reading Week in Week 6 of LT.

Formative coursework: A project proposal (c.1,000 words) focusing on the topic that the student will develop in their summative assignment. The project proposal comprises a blog post and a project outline.

Indicative reading: Baker, P. and Ellece, S. (2010). *Key Terms in Discourse Analysis*, London: Continuum. Dunn K. and Neumann I. B. (2016). *Undertaking Discourse Analysis for social research*, Ann Arbor: University of Michigan Press. Kuckartz U. (2014). *Qualitative text analysis: a guide to methods, practice & using software*. Los Angeles: Sage. Scheier, M. (2012). *Qualitative Content Analysis*. Sage, Thousand Oaks, CA.

Assessment: Research proposal (100%) in the ST.

A research proposal (100%, 4000 words) in the ST. Students can base their research proposal on a dimension/sub-question of their dissertation topic (or a related topic, e.g. a PhD proposal) subject to the approval of their home department.

MY451 Half Unit

Introduction to Quantitative Analysis

This information is for the 2020/21 session.

Teacher responsible: Prof Jonathan Jackson COL.8.05 (LT) and Dr Indraneel Sircar COL.7.04 (MT)

Availability: This course is available on the Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MPhil/PhD in Demography/Population Studies, MSc in Applied Social Data Science, MSc in Comparative Politics, MSc in Conflict Studies, MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Gender (Research), MSc in Inequalities and Social Science, MSc in International Migration and Public Policy, MSc in International Social and Public Policy (Research), MSc in Public Administration and Government (LSE and Peking University), MSc in Public Policy and Administration and MSc in Social Research Methods. This course is available with permission as an outside option to students on other programmes where regulations permit.

The course is also available to research students as MY551.

Course content: An intensive introduction to quantitative data analysis in the social sciences. The course is intended for students with no previous experience of quantitative methods or statistics. It covers the foundations of descriptive statistics and statistical estimation and inference. At the end of the course students should be able to carry out univariate and bivariate data analysis and have an appreciation of multiple linear regression. The computer exercises give 'hands-on' training in the application of statistical techniques to real social science research problems. No prior knowledge of any statistical software is necessary.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours per term. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos.

This course is given twice per session, starting in the first week of each of the MT and LT. Students must either register for MY451M which is taught in Michaelmas Term, or MY451L which is taught in Lent Term.

This course has a Reading Week in Week 6 of MT and LT.

Formative coursework: Self-guided computer exercises to be completed before weekly classes for discussion.

Indicative reading: A course pack will be available for download online. Additional reading: many introductory statistics books are available. But we particularly recommend Alan Agresti and Christine Franklin (2009) *Statistics: The Art and Science of Learning from Data*. Pearson Education. Or Alan Agresti and Barbara Finlay (2009, 4th edition) *Statistical Methods for the Social Sciences*. Pearson Education (note that the second book is more

advanced and is particularly useful if you are planning to take MY451 and MY452.

Assessment: Take-home assessment (80%) in the ST.

Continuous assessment (20%) in the MT and LT.

(Homework and participation will constitute 20% of the final overall mark).

MY452 Half Unit

Applied Regression Analysis

This information is for the 2020/21 session.

Teacher responsible: Dr Daniele Fanelli and Dr Indraneel Sircar

Availability: This course is available on the Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MPhil/PhD in Demography/Population Studies, MSc in Applied Social Data Science, MSc in Comparative Politics, MSc in Conflict Studies, MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Gender (Research), MSc in Human Geography and Urban Studies (Research), MSc in International Migration and Public Policy, MSc in International Social and Public Policy (Research), MSc in Local Economic Development, MSc in Political Science and Political Economy, MSc in Public Administration and Government (LSE and Peking University), MSc in Public Policy and Administration, MSc in Social Research Methods and MSc in Urban Policy (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students are required to have completed MY451 or an equivalent level statistics course

MY452 is open to any and all post-grad students around the School who have already have a grounding in quantitative methods.

Course content: The course is designed for students with a good working knowledge of elementary descriptive statistics; sampling distributions; one and two sample tests for means and proportions; correlation and the linear regression model with one or more predictor variables. The course is concerned with deepening the understanding of the generalized linear model and its application to social science data. The main topics covered are linear regression modelling and binary, multinomial and ordinal logistic regression.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours per term. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos.

This course is given twice per session, starting in the first week of each of the MT and LT. Students must either register for MY452M which is taught in Michaelmas Term, or MY452L which is taught in Lent Term.

This course has a Reading Week in Week 6 of MT and LT.

Formative coursework: Self-guided computer exercises to be completed before weekly classes for discussion.

Indicative reading: A Agresti & B Finlay, *Statistical Methods for the Social Sciences*.

A course pack will be available for download online. Additional reading will be recommended.

Assessment: Take-home assessment (80%) in the ST.

Continuous assessment (20%) in the MT and LT.

(Homework and participation will constitute 20% of the final overall mark).

MY455 Half Unit

Multivariate Analysis and Measurement

This information is for the 2020/21 session.

Teacher responsible: Prof Jouni Kuha COL8.04

Availability: This course is available on the Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MPhil/PhD in Demography/Population Studies, MSc in Applied Social Data Science, MSc in Human Geography and Urban Studies (Research), MSc in International Social and Public Policy (Research), MSc in Marketing, MSc in Political Science and Political Economy and MSc in Social Research Methods. This course is available as an outside option to students on other programmes where regulations permit. The course is also available to research students as MY555.

Pre-requisites: The course will assume a knowledge of standard linear regression models, to the level covered in MY452 (Applied Regression Analysis).

Course content: An introduction to the application of modern multivariate methods used in the social sciences, with particular focus on latent variable models for continuous observed variables, and their application to questions of measurement in the social sciences. The following topics will be covered: principal components analysis, exploratory factor analysis, confirmatory factor analysis, structural equation models, latent class models and latent trait models. The R software will be used to apply and illustrate the methods in data analysis exercises.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Lent Term. This year, the lectures may be delivered live or as short online videos. The classes will be live and in person, and delivered online or in class.

This course has a Reading Week in Week 6 of LT.

Formative coursework: Answers to questions based on data analysis exercises can be submitted for formative feedback.

Indicative reading: D J Bartholomew, F Steele, I Moustaki; J I Galbraith (2008) *Analysis of Multivariate Social Science Data* (Second Edition).

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

MY456 Half Unit

Survey Methodology

This information is for the 2020/21 session.

Teacher responsible: Prof Patrick Sturgis COL8.10

Availability: This course is available on the MSc in Applied Social Data Science, MSc in Human Geography and Urban Studies (Research), MSc in Marketing, MSc in Social Research Methods, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: Knowledge of basic descriptive and inferential statistics, to the level of MY451 or equivalent. MY456 can also be taken in parallel with MY452L. Familiarity with notions of research design in the social sciences, to the level of MY400 or equivalent.

Course content: This course provides an introduction to the methodology of the design and analysis of social surveys. It is intended both for students who plan to design and collect their own surveys, and for those who need to understand and use data from existing large-scale surveys. Topics covered include concepts of target populations, survey estimation and inference, sampling error and nonsampling error; sample design and sampling theory; modes of data collection; web surveys; survey interviewing; cognitive processes in answering survey questions; design and evaluation of survey questions; nonresponse error; survey weights;

analysis of data from complex surveys; accessing, preparing and working with secondary data from existing social surveys; comparative and longitudinal surveys. The course includes computer classes, using the statistical computer package Stata; no previous knowledge of Stata is required.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Lent Term. This year, some or all of this teaching may be delivered live or as short online videos. The classes will be live and delivered online or in person depending on access to campus in LT.

This course has a reading week in Week 6 of Lent Term.

Formative coursework: Exercises from some of the seminars and computer classes are submitted for feedback.

Indicative reading: Groves, R M, Fowler, F J, Couper, M P, Lepkowski, J M, Singer, E, and

Tourangeau, R (2009). *Survey Methodology* (2nd ed.). Wiley.

Assessment: Exam (50%, duration: 2 hours) in the summer exam period.

Project (50%, 2500 words).

The project is a report of approximately 20 to 30 pages, including tables and figures, or approximately 2,500 words, reporting the data analysis of a given research question and data set.

MY457 Half Unit

Causal Inference for Observational and Experimental Studies

This information is for the 2020/21 session.

Teacher responsible: Dr David Hendry

Availability: This course is available on the MSc in Applied Social Data Science, MSc in Behavioural Science, MSc in Human Geography and Urban Studies (Research), MSc in International Social and Public Policy (Research), MSc in Political Science and Political Economy, MSc in Social Research Methods, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: Knowledge of multiple linear regression and some familiarity with generalised linear models, to the level of MY452 or equivalent. Familiarity with notions of research design in the social sciences, to the level of MY400 or equivalent.

Course content: This course provides an introduction to statistical methods used for causal inference in the social sciences. Using the potential outcomes framework of causality, topics covered include research designs such as randomized experiments and observational studies. We explore the impact of noncompliance in randomized experiments, as well as nonignorable treatment assignment in observational studies. To analyse these research designs, the methods covered include experiments, matching, instrumental variables, difference-in-difference, and regression discontinuity. Examples are drawn from different social sciences. The course includes computer classes, where the R software is used for computation.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Lent Term. This year, the lectures may be delivered live or as short online videos. The classes will be live and in person, and delivered online or in class.

This course has a reading week in Week 6 of LT.

Formative coursework: Exercises from the computer classes can be submitted for feedback.

Indicative reading:

- Angrist, J. D. and Pischke, J.-S. (2009). *Mostly Harmless Econometrics*.
- Princeton University Press. Rosenbaum, P.R. (2010). *Design of Observational Studies*. Springer.

- Holland, Paul W. "Statistics and Causal Inference." *Journal of the American Statistical Association* 81(396): 945-960.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

MY459 Half Unit

Special Topics in Quantitative Analysis: Quantitative Text Analysis

This information is for the 2020/21 session.

Teacher responsible: Dr Blake Miller COL.7.14

Availability: This course is available on the MSc in Applied Social Data Science, MSc in Data Science, MSc in Human Geography and Urban Studies (Research), MSc in Political Science and Political Economy, MSc in Social Research Methods, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit. The course is also available to research students as MY559.

Pre-requisites: Students must have completed Applied Regression Analysis (MY452).

Course content: The course surveys methods for systematically extracting quantitative information from text for social scientific purposes, starting with classical content analysis and dictionary-based methods, to classification methods, and state-of-the-art scaling methods and topic models for estimating quantities from text using statistical techniques. The course lays a theoretical foundation for text analysis but mainly takes a very practical and applied approach, so that students learn how to apply these methods in actual research. The common focus across all methods is that they can be reduced to a three-step process: first, identifying texts and units of texts for analysis; second, extracting from the texts quantitatively measured features - such as coded content categories, word counts, word types, dictionary counts, or parts of speech - and converting these into a quantitative matrix; and third, using quantitative or statistical methods to analyse this matrix in order to generate inferences about the texts or their authors. The course systematically surveys these methods in a logical progression, with a practical, hands-on approach where each technique will be applied using appropriate software to real texts. Lectures, class exercises and homework will be based on the use of the R statistical software package but will assume no background knowledge of that language.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Lent Term. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos.

This course has a reading week in Week 6 of LT.

Formative coursework: Exercises from the computer classes can be submitted for marking.

Indicative reading: quanteda: An R package for quantitative text analysis. <http://kbenoit.github.io/quanteda/>. Grimmer, Justin and Brandon M. Stewart. 2013. "Text as Data: The Promise and Pitfalls of Automatic Content Analysis Methods for Political Texts." *Political Analysis* 21(3):267–297. Loughran, Tim and Bill McDonald. 2011. "When Is a Liability Not a Liability? Textual Analysis, Dictionaries, and 10-Ks." *The Journal of Finance* 66(1, February): 35–65. Evans, Michael, Wayne McIntosh, Jimmy Lin and Cynthia Cates. 2007. "Recounting the Courts? Applying Automated Content Analysis to Enhance Empirical Legal Research." *Journal of Empirical Legal Studies* 4(4, December):1007–1039.

Assessment: Project (40%, 3000 words) in the ST. Coursework (60%, 2000 words) in the LT.

MY461 Half Unit

Social Network Analysis

This information is for the 2020/21 session.

Teacher responsible: Dr Eleanor Power COL.8.03 and Dr Milena Tsvetkova COL.8.06

Availability: This course is available on the MSc in Applied Social Data Science, MSc in Data Science, MSc in Human Geography and Urban Studies (Research), MSc in Media and Communications (Data and Society), MSc in Social Research Methods, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available as an outside option to students on other programmes where regulations permit.

Course content: This course focuses on data about connections, forming structures known as networks. Networks and network data describe an increasingly vast part of the modern world, through connections on social media, communications, financial transactions, and other ties. This course covers the fundamentals of network structures, network data structures, and the analysis and presentation of network data. Students will work directly with network data, and structure and analyse these data using R. Social networks have always been at the centre of human interaction, but especially with the explosive growth of the internet, network analysis has become increasingly central to all branches of the social sciences. How do people influence each other, bargain with each other, exchange information (or germs), or interact online? A diverse array of deep questions about human behaviour can only be answered by examining the social networks encompassing and shifting around us. Network analysis has emerged as a cross-disciplinary science in its own right, and has in fact proven to be of even greater generality and broader applicability than just the social, extending to ecology, physics, genetics, computer science, and other domains.

This course will examine the key papers in the development of social network analysis, and will develop the theory and methodological tools needed to model and predict social networks and use them in social sciences as diverse as sociology, political science, economics, health, psychology, history, or business. The core of the course will comprise the essential tools of network analysis, from centrality, homophily, and community detection, to random graphs, network formation, and information flow. Alongside this we will read a series of substantive and seminal papers, shaped in part by the interests of the students and their various backgrounds, with a particular focus on the difficult task of causal inference in social networks. The course will also provide an introduction to network modelling, analysis and visualisation using R.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 25 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos.

This course has a reading week in Week 6 of LT.

Formative coursework: Students will be expected to produce 2 problem sets in the LT.

Type: Structured formative problem sets in two of the weeks will build on what was covered in the staff-led lab session, to be completed by the student outside of class. Answers should be formatted and submitted for assessment.

Indicative reading:

- Newman, M.E.J. (2010). *Networks: An introduction*. Oxford, UK: Oxford University Press.
- Scott, J. (2017). *Social Network Analysis*. Los Angeles: SAGE. 4th edition.
- Easley, D., and Kleinberg, J. (2010). *Networks, Crowds, and Markets: Reasoning about a highly connected world*. New York: Cambridge University Press.

Assessment: Problem sets (50%) and take-home assessment (50%) in the LT.

5 summative problem sets will be marked in five of the weeks.

These will constitute 50% of the final overall mark.

MY464

Introduction to Quantitative Methods for Media and Communications

This information is for the 2020/21 session.

Teacher responsible: Prof Patrick Sturgis COL8.05

Availability: This course is available on the MPhil/PhD in Data, Networks and Society, MPhil/PhD in Media and Communications, MSc in Gender, Media and Culture, MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Media and Communications, MSc in Media and Communications (Data and Society), MSc in Media and Communications (Media and Communications Governance), MSc in Media and Communications (Research), MSc in Media, Communication and Development, MSc in Politics and Communication and MSc in Strategic Communications. This course is not available as an outside option.

Course content: An intensive introduction to quantitative data analysis in the social sciences, with illustrative examples and class exercises drawn from the field of Media and Communications. The course is intended for students with no previous experience of quantitative methods or statistics. It covers the foundations of descriptive statistics and statistical estimation and inference. At the end of the course students will have an understanding of how to carry out and interpret significance tests and be able to implement univariate and bivariate data analysis and simple multiple linear regression. The computer classes give 'hands-on' training in the application of statistical techniques to real social science research problems using the R computer package (no prior knowledge of R is necessary).

Teaching: This course is delivered through a combination of classes and lectures in Michaelmas Term. This year, this teaching will be delivered through a combination of short online recorded films for the lectures and live classes, which will be delivered face-to-face where feasible, or online where not. Combined hours across lectures and classes will be equivalent to a minimum of 30 hours face-to-face teaching.

This course has a Reading Week in Week 6 of MT.

Formative coursework: Self-guided computer exercises implementing statistics covered in the lectures with weekly online homework on the material covered in the lectures and exercises.

Indicative reading: A course pack will be available for download online.

Additional reading: many introductory statistics books are available. But we particularly recommend Alan Agresti and Christine Franklin (2009) *Statistics: The Art and Science of Learning from Data*, and Alan Agresti and Barbara Finlay (2009, 4th edition) *Statistical Methods for the Social Sciences*.

Assessment: Online assessment (100%).

Three-hour online assessment (100%) in the January exam period.

MY465 Half Unit

Intermediate Quantitative Analysis

This information is for the 2020/21 session.

Teacher responsible: Prof Jonathan Jackson COL8.05

Availability: This course is available on the MSc in Human Geography and Urban Studies (Research). This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: Participants should have studied introductory statistics or quantitative methods before, up to an introduction to descriptive statistics and basic statistical inference. Students with

no previous studies in quantitative analysis should take instead Introduction to Quantitative Analysis (MY451).

Because of the overlaps between these courses, it is not possible to take both this course and either of Introduction to Quantitative Analysis (MY451) or Applied Regression Analysis (MY452) as assessed courses.

Course content: The course is intended for students with some (even if limited) previous experience of quantitative methods or statistics. Using examples from psychological research, it covers first a review of the foundations of descriptive statistics and statistical inference, in the context of the analysis of two-way contingency tables and comparisons of means between two groups. The main topic of the course is linear regression modelling and related methods, including scatterplots, correlation, simple and multiple linear regression, and analysis of variance and covariance. An introduction to binary logistic regression modelling is also included. The computer classes give hands-on training in the application of these statistical techniques.

Teaching: This course is delivered through a combination of classes and lectures in Michaelmas Term. This year, this teaching will be delivered through a combination of short online recorded films for the lectures and live classes, which will be delivered face-to-face where feasible, or online where not. Combined hours across lectures and classes will be equivalent to a minimum of 30 hours face-to-face teaching.

This course has a Reading Week in Week 6 of MT.

Formative coursework: Self-guided computer exercises implementing statistics covered in the lectures with weekly online homework on the material covered in the lectures and exercises.

Indicative reading: A course pack will be available for download online.

Additional reading: many introductory statistics books are available. But we particularly recommend Alan Agresti and Christine Franklin (2009) *Statistics: The Art and Science of Learning from Data*, and Alan Agresti and Barbara Finlay (2009, 4th edition) *Statistical Methods for the Social Sciences*.

Assessment: Continuous assessment (20%) in the MT.

Online assessment (80%).

Three-hour online assessment (80%) in the January exam period.

Continuous assessment (20%) in the MT.

Homework and participation will constitute 20% of the final overall mark.

MY470 Half Unit

Computer Programming

This information is for the 2020/21 session.

Teacher responsible: Dr Milena Tsvetkova COL8.06

Availability: This course is compulsory on the MSc in Applied Social Data Science. This course is available on the MSc in Data Science, MSc in Human Geography and Urban Studies (Research) and MSc in Social Research Methods. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course introduces students to the fundamentals of computer programming as students design, write, and debug computer programs using the programming language Python and R. The course will also cover the foundations of computer languages, algorithms, functions, variables, object-orientation, scoping, and assignment. The course will rely on practical examples from computational social science and social data science.

Students will learn how to design algorithms to solve problems and how to translate these algorithms into working computer programs. Students acquire skills and experience as they learn Python and R, through programming assignments with an approach that integrates project-based learning. This course is an introduction to the fundamental concepts of programming for students who lack a formal background in the field, but will include more advanced problem-solving skills in the later stages

of the course. Topics include algorithm design and program development; data types; control structures; functions and parameter passing; recursion; data structures; searching and sorting; and an introduction to the principles of object-oriented programming. The primary programming languages used in the course will be Python and R.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Michaelmas Term. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos.

This course has a reading week in Week 6 of MT.

Formative coursework: Students will be expected to produce 10 problem sets in the MT.

Students will work on weekly, structured problem sets in the staff-led class sessions. Example solutions will be provided at the end of each week.

Indicative reading: Guttag, John V. *Introduction to Computation and Programming Using Python: With Application to Understanding Data*. MIT Press, 2016. Gries, Paul, Jennifer Campbell, and Jason M Montojo. *Practical Programming: An Introduction to Computer Science Using Python 3*. The Pragmatic Bookshelf, 2013. Miller, Bradley N. and David L. Ranum. *Problem Solving with Algorithms and Data Structures Using Python*. Available online at <http://interactivepython.org/runestone/static/pythonds/index.html>. Python, Intermediate and advanced documentation at <https://www.python.org/doc/>. Venables, William N., David M. Smith, and the R Core Team. *An Introduction to R*. Available online at <https://cran.r-project.org/doc/manuals/r-release/R-intro.pdf>. Zuur, Alain, Elena N. Ieno, and Erik Meesters. *A Beginner's Guide to R*. Springer Science & Business Media, 2009.

Assessment: Take-home assessment (50%) and problem sets (50%) in the MT.

MY472 Half Unit Data for Data Scientists

This information is for the 2020/21 session.

Teacher responsible: Friedrich Geiecke

Availability: This course is available on the MSc in Applied Social Data Science, MSc in Human Geography and Urban Studies (Research), MSc in Media and Communications (Data and Society) and MSc in Social Research Methods. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course will cover the principles of digital methods for storing and structuring data, including data types, relational and nonrelational database design, and query languages. Students will learn to build, populate, manipulate and query databases based on datasets relevant to their fields of interest. The course will also cover workflow management for typical data transformation and cleaning projects, frequently the starting point and most time consuming part of any data science project. This course uses a project-based learning approach towards the study of online publishing and group-based collaboration, essential ingredients of modern data science projects. The coverage of data sharing will include key skills in on-line publishing, including the elements of web design, the technical elements of web technologies and web programming, as well as the use of revision-control and group collaboration tools such as GitHub. Each student will build one or more interactive website based on content relevant to his/her domain-related interests, and will use GitHub for accessing and submitting course materials and assignments. In this course, we introduce principles and applications of the electronic storage, structuring, manipulation, transformation, extraction, and dissemination of data. This includes data types, database design, data base implementation, and data analysis through structured queries. Through joining operations, we will also cover the challenges of data linkage and how to combine

datasets from different sources. We begin by discussing concepts in fundamental data types, and how data is stored and recorded electronically. We will cover database design, especially relational databases, using substantive examples across a variety of fields. Students are introduced to SQL through MySQL, and programming assignments in this unit of the course will be designed to insure that students learn to create, populate and query an SQL database. We will introduce NoSQL using MongoDB and the JSON data format for comparison. For both types of database, students will be encouraged to work with data relevant to their own interests as they learn to create, populate and query data. In the final section of the data section of the course, we will step through a complete workflow including data cleaning and transformation, illustrating many of the practical challenges faced at the outset of any data analysis or data science project.

Online publishing and collaboration tools forms the second part of this course, along with the tools and technologies that underlie them. Students will develop interactive, secure and powerful projects for the World Wide Web using both client and server side technologies. Collaboration and the dissemination and submission of course assignments will use GitHub, the popular code repository and version control system. The course begins with an indepth look at the markup languages that form the foundations of building web sites with a study of HTML and CSS. Students next study basic programming in JavaScript, to provide client and server side tools including the customization of web content using Bootstrap and Jekyll to publish web pages, which will provide the basis for a class project.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Michaelmas Term. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos.

This course has a reading week in Week 6 of MT.

Formative coursework: Students will be expected to produce 10 problem sets in the MT.

Students will work on weekly, structured problem sets in the staff-led class sessions. Example solutions will be provided at the end of each week

Indicative reading:

- Chodorow, Kristina *MongoDB: The Definitive Guide*, 2nd Edition O'Reilly 2013.
- Churcher, Clare. *Beginning Database Design: From Novice to Professional*. Apress, 2007.
- Tahaghoghi, Seyed M. and Hugh E. Williams. *Learning MySQL*. O'Reilly, 2006. Karumanchi, Narasimha. *Data Structures and Algorithms Made Easy: Data Structure and Algorithmic Puzzles*, Second Edition. CreateSpace Independent Publishing Platform, 2011.
- Lee, Kent. *Data Structures and Algorithms with Python*. Springer, 2015.
- Lake, Peter. *Concise Guide to Databases: A Practical Introduction*. Springer, 2013.
- Nield, Thomas. *Getting Started with SQL: A hands-on approach for beginners*. O'Reilly, 2016.
- Byron, Angela and Addison Berry, Nathan Haug, Jeff Eaton, James Walker, Jeff Robbins *Using Drupal: Choosing and Configuring Modules to Build Dynamic Websites*. O'Reilly Media, 2008.
- Duckett, Jon *HTML and CSS: Design and Build Websites* New York: Wiley, 2011.
- Duckett, Jon *JavaScript and JQuery: Interactive Front-End Web Development* New York: Wiley, 2014.
- Rice, Dylan. *Twitter Bootstrap In Your Pocket*. CreateSpace Independent Publishing Platform, 2016.
- Sklar, David *Learning PHP 5* O'Reilly, 2004. GitHub Guides at <https://guides.github.com>, including: "Understanding the GitHub Flow", "Hello World", and "Getting Started with GitHub Pages".
- Jacobson, Daniel *APIs: A Strategy Guide* O'Reilly: 2012.
- London, Kyle *Developing Large Web Applications: Producing Code That Can Grow and Thrive* O'Reilly, 2010.

Assessment: Take-home assessment (50%) and problem sets

(50%) in the MT.

MY474 Half Unit

Applied Machine Learning for Social Science

This information is for the 2020/21 session.

Teacher responsible: Dr Blake Miller COL7.14

Availability: This course is available on the MSc in Applied Social Data Science and MSc in Social Research Methods. This course is available as an outside option to students on other programmes where regulations permit.

Priority will be given to students in the MSc in Applied Social Data Science.

Pre-requisites: Applied Regression Analysis (MY452) or equivalent is required.

Course content: Machine learning uses algorithms to find patterns in large datasets and make predictions based on them. This course will use prominent examples from social science research to cover major machine learning tasks including regression, classification, clustering, and dimensionality reduction. A particular emphasis will be placed on the ethical issues surrounding machine learning applications, including privacy, algorithmic bias, and informed consent. Lectures will use case studies to introduce specific machine learning algorithms including LASSO, ridge regression, logistic regression, k-nearest neighbour classification, decision trees, support vector machines, k-means clustering, hierarchical clustering, principal component analysis, and linear discriminant analysis. Students will learn to apply these algorithms to data and validate and evaluate models. Students will work directly with social data and analyse these data using Python or R.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Lent Term. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos.

This course has a reading week in Week 6 of LT.

Formative coursework: Students will be expected to produce 1 problem set in the LT.

One structured problem set will be provided in the first weeks of the course. Students will start the problem set in the first computer workshop session and complete it outside of class.

Indicative reading:

- Géron, A. (2017). *Hands-on Machine Learning with Scikit-Learn and TensorFlow: Concepts, Tools, and Techniques to Build Intelligent Systems*. O'Reilly Media, Inc.
- Müller, A. C., & Guido, S. (2016). *Introduction to Machine Learning with Python: A Guide for Data Scientists*. O'Reilly Media, Inc.
- Conway, D., & White, J. (2012). *Machine Learning for Hackers*. O'Reilly Media, Inc.
- James, G., Witten, D., Hastie, T., & Tibshirani, R. (2013). *An Introduction to Statistical Learning* (Vol. 112). New York: Springer.
- Cantú, F., & Saiegh, S. M. (2011). Fraudulent democracy? An analysis of Argentina's Infamous Decade using supervised machine learning. *Political Analysis*, 19(4), 409-433.
- Davidson, T., Warmesley, D., Macy, M., & Weber, I. (2017). Automated hate speech detection and the problem of offensive language. *Proceedings of the Eleventh International AAAI Conference on Web and Social Media (ICWSM 2017)*, 512-515.
- D'Orazio, V., Landis, S. T., Palmer, G., & Schrodt, P. (2014). Separating the wheat from the chaff: Applications of automated document classification using support vector machines. *Political Analysis*, 22(2), 224-242.
- Jones, Z. M., & Lupu, Y. (2018). Is There More Violence in the Middle? *American Journal of Political Science*, 62(3), 652-667.
- Kosinski, M., Stillwell, D., & Graepel, T. (2013). Private traits and attributes are predictable from digital records of human behavior. *Proceedings of the National Academy of Sciences*, 201218772.
- Wang, Y., & Kosinski, M. (2018). Deep neural networks are more accurate than humans at detecting sexual orientation from facial

images. *Journal of Personality and Social Psychology*, 114(2), 246-257.

Assessment: In-class assessment (40%) and quiz (30%) in the LT. Report (20%) and take-home assessment (10%) in the ST.

MY498

Capstone Project

This information is for the 2020/21 session.

Teacher responsible: Dr Blake Miller

Availability: This course is compulsory on the MSc in Applied Social Data Science. This course is not available as an outside option.

Course content: The capstone course is a dissertation project that represents the final element in the construction of a student's data science master's education. The capstone project takes the form of a written thesis of up to 10,000 words, is based on an empirical investigation of a problem related to some social science field and using the tools of data science to leverage it. The topic will be developed with and agreed to by the student's supervisor, and developed throughout the research design seminar.

Formative coursework: Each student will be required to give a short presentation outlining the subject of his/her project and the proposed argument of the project in a session organised for all students during ST.

Assessment: Dissertation (100%, 10000 words) post-summer term.

MY499

Dissertation

This information is for the 2020/21 session.

Teacher responsible: Dr Indraneel Sircar COL7.04
Dissertation supervisors.

Availability: This course is compulsory on the MSc in Social Research Methods. This course is not available as an outside option.

Course content: Students are required to write a 10,000 word dissertation. The dissertation is based on an empirical investigation of an issue relevant to the programme content and on a topic within the field covered by their specialist subject and agreed with their supervisor.

Formative coursework: Each student will be required to give a short presentation outlining the subject of his/her dissertation and the proposed argument of the dissertation in a session organised for all students during ST.

Assessment: Dissertation (100%, 10000 words) post-summer term.

MY4M1

Foundations of Social Research 1

This information is for the 2020/21 session.

Teacher responsible: Dr Alasdair Jones, Dr Indraneel Sircar and Prof Jonathan Jackson

MY400: Dr Alasdair Jones

MY421: Dr Aliya Rao (MT) and Dr Chana Teeger (LT)

MY451: Dr Indraneel Sircar (MT) and Prof Jon Jackson (LT)

Availability: This course is available on the MSc in European Studies (Research), MSc in International Political Economy (Research) and MSc in International Relations (Research). This course is available as an outside option to students on other programmes where regulations permit.

Course content: This course is designed to give students a

good introduction to quantitative and qualitative methods and to acquaint them with the strengths and limits of different methodologies. The course has three main components:

1 MY451 **Introduction to Quantitative Analysis** (MY451M in Michaelmas Term or MY451L in Lent Term) - this course is intended for students with no previous experience of quantitative methods or statistics. Students who have already studied statistics and data analysis should take MY4M2.

2 MY400 **Fundamentals of Social Science Research Design**

3 MY421 **Qualitative Research Methods** (MY421M in Michaelmas Term or MY421L in Lent Term)

Teaching: See separate course outlines.

Formative coursework: See separate course outlines.

Indicative reading: See separate course outlines.

Assessment: Project (33%, 3000 words), research design (20%) and take-home assessment (26%) in the ST.

Class participation (4%) and research proposal (10%) in the MT. Continuous assessment (7%) in the MT and LT.

Students registered on MY4M1 will be assessed as follows:

MY400: research proposal (1500 words due in MT, 10%), research design (4000 words due in ST, 20%), seminar participation (ongoing in MT, 4%)

MY421: project (3000 words due in ST, 33%)

MY451: take-home assessment (due in ST, 26%), continuous assessment (ongoing in MT or LT, 7%)

MY4M2

Foundations of Social Research 2

This information is for the 2020/21 session.

Teacher responsible: Dr Alasdair Jones, Dr Daniele Fanelli and Dr Indraneel Sircar

MY400: Dr Alasdair Jones

MY421: Dr Aliya Rao (MT) and Dr Chana Teeger (LT)

MY452: Dr Daniele Fanelli (MT) and Dr Indraneel Sircar (LT)

Availability: This course is available on the MSc in European Studies (Research), MSc in International Political Economy (Research) and MSc in International Relations (Research). This course is available as an outside option to students on other programmes where regulations permit.

Course content: This programme is designed to give students a good introduction to quantitative and qualitative methods and to acquaint them with the strengths and limits of different methodologies. The course has three main components:

1 **MY452 Applied Regression Analysis.** This course is intended for students with some previous experience of quantitative methods or statistic, as described in the prerequisites for MY452. Students who have not previously studied quantitative methods or statistics should take MY4M1. The course can be taken either in MT (as MY452M) or in LT (as MY452L).

2 **MY400 Fundamentals of Social Science Research Design**

3 **MY421 Qualitative Research Methods** (either MY421M in Michaelmas Term or MY421L in Lent Term).

Teaching: See separate course outlines.

Formative coursework: See separate course outlines.

Indicative reading: See separate course outlines.

Assessment: Project (33%, 3000 words), research design (20%) and take-home assessment (26%) in the ST.

Class participation (4%) and research proposal (10%) in the MT. Continuous assessment (7%) in the MT and LT.

Students registered on MY4M2 will be assessed as follows:

MY400: research proposal (1500 words due in MT, 10%), research design (4000 words due in ST, 20%), seminar participation (ongoing in MT, 4%)

MY421: project (3000 words due in ST, 33%)

MY452: take-home assessment (due in ST, 26%), continuous assessment (ongoing in MT or LT, 7%)

PB400 Not available in 2020/21

Psychological and Behavioural Science

This information is for the 2020/21 session.

Teacher responsible: Dr Alex Gillespie

Availability: This course is compulsory on the MSc in Behavioural Science, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is not available as an outside option.

PB400 is a compulsory component of courses: PB401

Contemporary Social and Cultural Psychology; PB402

Organisational and Social Psychology; PB403 Psychology of

Economic Life; PB404 The Social Psychology of Communication;

PB405 Foundations in Behavioural Science.

Course content: The course provides a broad introduction to social, cultural and organisational psychology, and behavioural science, through the lens of cutting-edge research conducted by PBS faculty. Although the topics of research will be diverse, varying year-by-year, the course will draw out the core themes and debates that constitute the current state of the art.

The entry point for each lecture will be ongoing research conducted by faculty within the Department of Psychological and Behavioural Science. Through research on a wide range of phenomena, fundamental and cross-cutting concepts will be introduced, such as: attitudes, beliefs, common sense, communication, context, cultural evolution, embodied cognition, entrepreneurship, group work, inequality & social stratification, leadership, motivation, narratives, organisational culture, power & status, science, social change, social identity, values and wellbeing. The common theme across the course is that the major problems we face today are created by human behaviour. Thus, understanding how people think and act provides our best basis for intervening in those problems. Secondary themes will include: the importance of the micro context in shaping thought and behaviour; the role of institutions, social structures and culture in shaping behaviour more generally; the scope for cultural variation between companies, groups and historical periods; the need for diverse methods and original theory; and, complementarity between lab and field research.

The course will also introduce the debates that are occurring at the forefront of research. Faculty will discuss the pushes and pulls of big data vs. small data and disciplinary vs. inter-disciplinary. The relative merits of psychological vs. behavioural interventions will be debated. And, in the ongoing tension between applied vs. fundamental research, faculty will question whose interests are being served by changing human behaviour.

Teaching: 20 hours of lectures and 9 hours of seminars in the MT.

Formative coursework: A 500 word annotated bibliography for any 2 readings from the first 3 lectures (250 words for each annotated reference). For each reading in the bibliography there should be: 1) the reference in APA style; 2) a concise summary; 3) an evaluation, comment, and/or question that may create links between readings and/or literature in the core course.

Indicative reading: Hogg, M., & Vaughan, G. (2013) Social Psychology. Harlow: Pearson.

Assessment: A 1500 word annotated bibliography for any 6 readings from the fourth and subsequent lectures (250 words for each annotated reference). For each reading in the bibliography there should be: 1) the reference in APA style; 2) a concise summary; 3) an evaluation, comment, and/or question that may create links between readings and/or literature in the core course.

PB401

Contemporary Social and Cultural Psychology

This information is for the 2020/21 session.

Teacher responsible: Prof Sandra Jovchelovitch and Dr Alex

Gillespie

Availability: This course is compulsory on the MSc in Social and Cultural Psychology. This course is not available as an outside option.

Course content: The course presents and critiques selected topics in cultural and modern social psychology, and the interface between mind, society and culture, with a core focus on: 1) the relationship individual-society and 2) culture as a universal and as a particular context for human cognition, emotion and behaviour. In addition: cultural transmission; ontogenesis and sociogenesis; intersubjectivity, perspectivity; thought and language; action and joint intentionality; mediation and artefacts; culture and the cross-cultural; global identities; intergroup relations; self and community; theory and research relevant to different fields of application including communication, education, racism, and multiculturalism; health community development; social exclusion and disadvantage; mass media, amongst others. Topics are explored at different levels of analysis of social and cultural psychology: ontogenetic (individual self); sociogenetic (social interaction, inter-group relations); phylogenetic (evolutionary history of homo sapiens). Central to the syllabus is to sensitise and train students' to understand and manage cultural and societal variation in cognition, emotion and behaviour. Please note that fields of application and applied content may vary depending on faculty research.

Teaching: 20 hours of lectures, 10 hours of seminars and 10 hours of help sessions in the MT.

The help sessions will be formatted as an online interactive Q&A discussion.

Formative coursework: Students will be expected to produce formative coursework to support each summative assessment (1 x essay plan (1000 words) and 1 x annotated bibliography (500 words)). Both to be submitted in MT.

Indicative reading: M Tomasello, *The Cultural Origins of Human Cognition*. Harvard University Press, 1999. M Cole, *Cultural Psychology: A once and future discipline*. Harvard University Press, 1996. S Moscovici, *Social Representations: Exploration in Social Psychology*. Polity Press, 2000. L Vygotsky, *Mind in Society*. Harvard University Press, 1978. J Valsiner and A Rosa (Eds), *Cambridge Handbook of Sociocultural Psychology*, Cambridge University Press, 2007. S Jovchelovitch, *Knowledge in Context: Representations, Community and Culture*. Routledge, 2007. G Semin & G Echterhoff, *Grounding Sociality: Neurons, Mind and Culture*. Psychology Press, 2010. B Franks, *Cognition and Culture: Evolutionary Perspectives*. Palgrave Macmillan, 2011. J Israel & H Tajfel, *The Context of Social Psychology*, Academic Press, 1972. M Billig, *Arguing and Thinking: A Rhetorical Approach to Social Psychology*, CUP, 1987. K Deaux & G Philogene, *Representations of the Social*, Blackwell, 2001. R M Farr, *The Roots of Modern Social Psychology*, Blackwell, 1996. U. Flick, *The Psychology of the Social*. Cambridge University Press, 1998. H Tajfel, *Human Groups and Social Categories; Studies in Social Psychology*, CUP, 1981. J. Wertsch (ed.) *Culture, Communication and Cognition*. Cambridge University Press, 1985. In addition, reading lists on specific topics will be distributed during the course.

Assessment: Essay (80%, 4000 words) in the LT. Annotated bibliography (20%) in the MT.

PB402

Organisational Social Psychology

This information is for the 2020/21 session.

Teacher responsible: Dr Lucia Garcia, Dr Ilka Gleibs and Dr Tom Reader

Availability: This course is compulsory on the MSc in Organisational and Social Psychology. This course is not available as an outside option.

Course content: The course addresses both the social psychology of organisations and social psychological processes within

organisations. It also provides multidisciplinary coverage of the organisational contexts in which social psychologists may work in a variety of professional domains. A basic familiarity with social psychological methods is assumed, but their application within organisational processes and contexts will be examined in detail within the course. Issues and techniques in organisational analysis, discourse, decision-making, and change management are covered with emphasis on their social psychological aspects.

Lectures and seminars will cover key social psychological concepts and theories and their application to the understanding of organisations and the implementation of change processes. The topics covered will include: 1) Introduction: critique of the tradition and logic underlying organisational psychology; history and frameworks in organisational analysis; "Scientific" management; Taylorism and Fordism; the Human Relations movement and the Socio-Technical approach; 2) Frameworks for analysis: for example, the cultural image of organisations; culture and identity in organisations; power, knowledge and organising; 3) People organising: for example, motivation; work groups and teams; decision-making; leadership, networking and collaborative work; 4) Implications for practice: for example, managing organisational change.

The course also operates a Bridging Theory and Practice seminar and workshop series which centres on discussion of practical and research applications in domains where organisational social psychological investigation and analysis play a leading role.

Topics will be presented by faculty or an external expert working practically in the domain.

Teaching: 15 hours of lectures, 10 hours of seminars and 10 hours of online Q&A sessions in the MT.

Additionally, 15 hours of Bridging Theory and Practice in Organisational and Social Psychology seminars/workshops across MT/LT/ST.

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

Indicative reading: Reading lists on specific topics will be distributed during the course. Texts which are recommended for general use throughout the course are:

S Clegg & C Handy, *Studying Organisations: Theory and Method*, Sage, 1998; E H Schein, *Organisational Psychology* (3rd edn), Prentice Hall, 1988; G Morgan, *Images of Organisation* (2nd edn), Sage, 1997; A Bryman (Ed), *Doing Research in Organisations*, Routledge, 1988; Hosking, D.-M., & Morley, I. E. (1991). *A Social Psychology of Organizing*. Hemel Hempstead: Harvester Wheatsheaf. K E Weick, *Sense Making in Organisation*, Addison Wesley, 1995. A Furnham, *The Psychology of Behaviour at Work: The Individual in the Organisation*, Psychology Press, 2005; S Haslam, *Psychology in Organisations: The Social Identity Approach*, Sage, 2004. P Spector, *Industrial and Organisational Psychology: Research and Practice*, John Wiley & Sons, 2012.

Assessment: Essay (75%, 3000 words) in the MT. Case study (25%) in the LT.

- 1 x 3000 word essay (75%) submitted in MT
- 1 x 1500 word case study development (25%) submitted in LT

PB403

Psychology of Economic Life

This information is for the 2020/21 session.

Teacher responsible: Prof Saadi Lahlou
Dr Frédéric Basso

Availability: This course is compulsory on the MSc in Psychology of Economic Life. This course is not available as an outside option.

Course content: Psychology of Economic Life presents a social psychological approach different and complementary to the rational choice models which depict economic actors as information processors whose behaviour can be understood independently of specific contexts.

Framed by our distinctive approach to economic psychology (articulating history of thought and contemporary analyses),

The course pays particular attention to the social environments that enable and support positive behaviour change in settings characterised by cultural diversity, a need for sustainability and alternative models to growth.

Beyond Homo Economicus, we consider Homo Sapiens with its rationality, but also with its embodied, emotional, social and cultural dimensions as well as the cognitive characteristics and drives inherited from evolution. Our framework acknowledges the importance of context and socio-technical constraints but uses psychology to explain social-psychological aspects of economic phenomena.

The problem addressed by the Psychology of Economic Life is therefore to explore new ways of constructing sustainable Production-Consumption Systems, and to manage the transition from the current state to a more sustainable one, taking into account actual humans (Homo Sapiens) rather than Homo Economicus. This exploration must be informed by a realistic psychology, with a critical but practical, constructive approach and concrete application to real cases, which is the object of this course.

Teaching: Michaelmas Term: 20h of lectures; 8 x weekly seminar sessions of 2 hours and 1 x workshop of 3 hours; in Lent Term: 6 hours of lectures, 4 hours of seminars and 1 workshop of 3 hours.

Formative coursework: Students will be expected to produce two PB403 mini-essays that precede each summative assessment.

Indicative reading: There is no single text for PB403 but one may find the following texts useful.

Diamond, J. (2005). *Collapse. How societies choose to fail or succeed*. New York: Penguin Books. Farr, R. M. (1997). "The new economic mind: The social psychology of economic behavior: A. Lewis, P. Webley, and A. Furnham (eds.)" Book review. *Journal of Economic Psychology*, 18(6), 713-717. Goffman, E. (1959). *The presentation of self in everyday life*. New York: Doubleday Anchor books. Himmelweit, H. T. & Gaskell G. (1990). *Societal psychology*. London: Sage Publications, Inc. Johansson, T. (2000). *Social Psychology and Modernity*. Buckingham & Philadelphia: Oxford University Press. Kahneman, D. (2011). *Thinking, fast and slow*. New York: Farrar, Straus and Giroux. Lahlou, S. (2017) *Installation Theory. The societal construction and regulation of individual behaviour*. Cambridge: Cambridge University Press. Laland, K. N., & Brown, G. R. (2011). *Sense and nonsense: Evolutionary perspectives on human behaviour*. Oxford University Press. Lewis, A. (Ed.). (2008). *The Cambridge Handbook of Psychology and Economic Behaviour*. Cambridge: Cambridge University Press. Lewis, A., Webley, P., & Furnham, A. (1995). *The New Economic Mind*. Hemel Hempstead: Harvester/ Wheatsheaf Books. Mead, G. H. (1934). *Mind, self & society: from the standpoint of a social behaviorist*. Chicago: The University of Chicago press. Thaler, R. H., & Sunstein, C. R. (2008). *Nudge: Improving decisions about health, wealth, and happiness*. New Haven & London: Yale University Press. Webley, P., Burgoyne, C., Lea, S., & Young, B. (2001). *The Economic Psychology of Everyday Life*. Hove & Philadelphia: Psychology Press

Assessment: Essay (50%, 2000 words) in the MT.

Essay (50%, 5000 words) in the LT.

The 2000-word PB403 essay is an individual essay which will be marked separately. The 5000-word PB403 essay is written in groups, which will be marked collectively (i.e. all students in one group will receive the same mark)

PB404

The Social Psychology of Communication

This information is for the 2020/21 session.

Teacher responsible: Prof Martin Bauer and Dr Jennifer Sheehy-Skeffington

Availability: This course is compulsory on the MSc in Social and Public Communication. This course is not available as an outside option.

Course content: The course examines core theories towards a

social psychology of communication. Issues raised will refer to verbal and non-verbal, face-to-face, rumours and mass mediated, as well as private and public, communal and strategic forms of communication. The second half of the course will provide an overview of applied communication research in various professional areas of public communication.

Theories of communication covered in the course include evolutionary theory, classical rhetoric, diffusion research, pragmatics and relevance theory, semiotics and system theory and the theory of communicative action. Issues will be raised as to the critical analysis and the design of communicative action. Issues will be raised as to the critical analysis and the design of communication efforts in professional fields such as business corporations, NGOs, scientific professional bodies, health promotion, governments and political parties, police campaigns, and international organisations.

Teaching: 20 hours of lectures and 15 hours of seminars in the MT.

Formative coursework: 1 x formative essay and 1 x annotated bibliography to correspond with each summative assessment. Both to be submitted in MT.

Indicative reading: No one book covers the entire syllabus; students will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course. J Habermas, *Theory of Communicative Action*, Vol 1 + 2, Polity Press, 1997. R Heath & B Jennings, *Human Communication Theory and Research: Concepts, Contexts, and Challenges* (2nd edn), Lawrence Erlbaum, 2000. A Mattelart & Mattelart, *Theories of Communication: a Short Introduction*, Sage, 1998. D McQuail, *McQuail's Mass Communication theory* (4th edn), Sage, 2000. D Hook, B Franks, MW Bauer, (eds) *The Social Psychology of Communication*, London, Palgrave, 2011. R Rice & C Atkin, *Public Communication Campaign*, Sage, 2000; E Rogers, *Diffusion of Innovation*, Free Press, 1995. D Sperber & D Wilson, *Relevance: Communication and Cognition*, Cambridge, 1995.

Assessment: Essay (80%, 4000 words) and annotated bibliography (20%) in the MT.

Two assessments to be submitted in MT. 1 x essay (4000 words) and 1 x bibliographic exercise (1000 words).

PB405

Foundations in Behavioural Science

This information is for the 2020/21 session.

Teacher responsible: Prof Liam Delaney and Dr Chris Krekel

Availability: This course is compulsory on the MSc in Behavioural Science. This course is not available as an outside option.

Course content: This course aims to introduce students to the main concepts and tools of behavioural science, drawing on the most recent evidence from economics, psychology, and neuroscience to explain what motivates action and human behaviour. To achieve this aim, the course will focus on a variety of topics integral to the discipline, such as: 1) what is behavioural science?; 2) choices under risk and uncertainty; 3) intertemporal decisions and social and moral preferences; 4) biases, heuristics, and rules of thumb; 5) the role of emotions in decision-making; 6) norms in decision-making; 7) dual-process models of behaviour; 8) the power of nudges; 9) compensating behaviours; and 10) ethical considerations.

Teaching:

- 10 x 1 hour lectures covering the core topics in behavioural science in MT
- 10 x 1.5 hour seminars which allow for an in-depth discussion and analysis of lecture content in MT
- 5 x 1602160hour160faculty discussions on160cutting-edge issues in behavioural science in MT

Formative coursework: Students' will complete one opinion piece (op-ed) of 1,500 words on a topic covered in PB405, to be submitted in MT.

Indicative reading: Books

Ariely, D. (2010). *Predictably Irrational: The Hidden Forces That Shape Our Decisions*. New York: HarperCollins.

Dolan, P. (2014). *Happiness by Design: Finding Pleasure and Purpose in Everyday Life*. London: Penguin.

Kahneman, D. (2012). *Thinking, Fast and Slow*. London: Penguin.

Thaler, R.H., and Sunstein, C.R. (2009). *Nudge: Improving Decisions About Health, Wealth and Happiness*. London: Penguin.

Journal Articles

Bhargava, S., and Loewenstein, G. (2015). Behavioral Economics and Public Policy 102: Beyond Nudging. *American Economic Review*, 105, 396-401.

Daly, M., Harmon, C. P., and Delaney, L. (2010). Psychological and Biological Foundations of Time Preference. *Journal of the European Economic Association*, 7(2-3), 659-669.

DellaVigna, S. (2009). Psychology and Economics: Evidence from the Field. *Journal of Economic Literature*, 47(2), 315-72.

Delaney, L., and Doyle, O. (2012). Socioeconomic differences in early childhood time preferences. *Journal of Economic Psychology*, 33(1), 237-247.

Dolan P., Hallsworth, M., Halpern, D., King, D., Metcalfe, R., and Vlaev, I. (2012). Influencing behaviour: the mindspace way. *Journal of Economic Psychology*, 33(1), 264-277.

Dolan, P., and Galizzi, M.M. (2015). Like ripples on a pond: Behavioral spillovers and their implications for research and policy. *Journal of Economic Psychology*, 47, 1-16.

Loewenstein, G., Weber, E.U., Hsee, C.K., and Welch, N. (2001). Risk as feelings. *Psychological Bulletin*, 127, 267-286.

Thaler, R.H., and Sunstein, C.R. (2003). Libertarian Paternalism. *American Economic Review*, 93(2), 175-179.

Tversky A., and Kahneman, D. (1974). Judgment under Uncertainty: Heuristics and Biases. *Science*, 185(4157), 1124-1131.

Weber, E.U., and Johnson, E.J. (2009). Mindful Judgment and Decision Making. *Annual Review of Psychology*, 60, 53-85.

Assessment: Essay (80%, 4000 words) and other (20%) in the LT. Students will have two PB405 summative assignments: one essay of 4,000 words and one opinion piece (op-ed) of 1,500 words. Both to be submitted in LT.

PB410**Dissertation**

This information is for the 2020/21 session.

Teacher responsible: Dr Frederic Basso

Availability: This course is compulsory on the MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is not available as an outside option.

Course content: The dissertation is an empirical investigation, carried out by the student, under the supervision of a member of staff. Research topics and methodologies vary considerably, but they must relate to the student's MSc Programme. All dissertation topics will need to be approved by a supervisor who is a faculty member of the Department of Psychological and Behavioural Science. The supervisor will advise the student, help provide information and bibliography, and provide feedback on the research.

Teaching: 10 hours of seminars in the LT. 7 hours of seminars in the ST.

Students will be supervised primarily in group laboratory meetings/seminars; individual support will also be available as appropriate and necessary.

All students should attend all components timetabled as part of PB411

Formative coursework: Students will receive formative feedback from their supervisor on the following coursework (1,000 max words): A Dissertation Progress Report

Assessment: Dissertation (100%, 10000 words) post-summer term.

PB411**Methods for Social Psychology Research: Qualitative and Quantitative Methods**

This information is for the 2020/21 session.

Teacher responsible: Dr Ilka Gleibs

Availability: This course is available on the MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is not available as an outside option. All components of this course are compulsory for students taking

- MSc in Organisational Social Psychology
- MSc in Psychology of Economic Life
- MSc in Social and Cultural Psychology
- MSc in Social and Public Communication

Course content: This course is for MSc students in the Department of Psychological and Behavioural Science. It will: 1) provide an overview of methodological issues for psychological research; 2) cover core skills in research design in Psychology; and 3) provide training in core psychological methods of analysing quantitative and qualitative data.

By the end of the course, as a whole, students will be equipped with methodological skills that will enable them to conduct empirical research for their MSc dissertation and research in a variety of real world contexts.

Teaching: Teaching takes place in the MT, LT and ST. The course has four components:

- 13 hours of lectures on methodological issues and research design, as preparation for completing the course, PB410 Dissertation (LT)
- MY421M Qualitative Research Methods (MT)
- MY465 Intermediate Quantitative Analysis (MT)
- A series of non-compulsory and non-assessed specialist workshops in LT and ST on specific research methods that students can choose to attend for preparation of their dissertation.

Formative coursework: Students will follow the formative work requirements on the MY course(s) that they take under each stream.

Indicative reading:

- Bauer, M. and Gaskell, G. (2000) *Qualitative researching with text, image and sound - a practical handbook* London, Sage
- Breakwell, G. Foot, H. and Gilmour. (1988) *Doing Social Psychology: Laboratory and Field Exercises*. Cambridge: Cambridge University Press.
- Haslam, S.A., & McGarty, C. (2014). *Research Methods and Statistics in Psychology*. London: Sage.
- Miell, D. and Wetherwell, M. (1998) *Doing Social Psychology*. Milton Keynes: Open University Press.

Assessment: Report (50%) in the LT.

Continuous assessment (10%) in the MT.

Online assessment (40%).

Three-hour online assessment (40%) in the January exam period.

Report (50%) in the LT.

Continuous assessment (10%) in the MT.

PB411: Not assessed

MY421: 50% 3,000 word report (LT)

MY465: 40% Three-hour online assessment (January Exam Period). 10% homework and participation throughout MT.

PB413 Half Unit**Experimental Design and Methods for Behavioural Science**

This information is for the 2020/21 session.

Teacher responsible: Dr Matteo M Galizzi and Dr Dario Krpan

Availability: This course is compulsory on the MSc in Behavioural Science. This course is not available as an outside option.

Course content: Behavioural science is the scientific study of

human behaviour, and it combines research techniques from psychology and economics. The course offers an integrated training in advanced behavioural science methods by introducing students to state-of-the-art techniques that stretch across the spectrum of both disciplines.

The course covers the following topics: randomised controlled experiments in behavioural science, causality, selection bias; online, lab, and field experiments in behavioural science; principles of experimental design; transparency and reproducibility of behavioural science research, pre-registration, pre-analysis plan; best practices in modern behavioural science experiments; tests of hypotheses and sample size calculations for experiments in theory and practice; determining evidential value of behavioural science research, p-curve analysis; measuring preferences, attitudes, beliefs, willingness-to-pay; behavioural game theory and experimental games of strategic interaction; designing behavioural priming experiments and measures that tap into implicit cognition; state-of-the-art physiological research techniques; regression analysis of experimental data in theory and practice; understanding the mechanisms behind behavioural effects by employing experimental-causal-chain, measurement-of-mediation, and moderation-of-process designs.

Teaching: 10 hours of lectures and 10 hours of seminars in the MT.

Additionally, there will be lab help sessions in collaboration with PB4A7

Formative coursework: Students will be expected to produce 1 presentation in the LT.

For the formative assignment, students will work in small groups (3-4 students) to produce a presentation in which they will need to propose a design and implementation of a behavioural science experiment entailing the use of (at least) two different software packages introduced in the course.

Indicative reading:

- Angrist, J.D., Pischke J-S. (2015). Mastering 'Metrics: the Path from Cause to Effect. Princeton: Princeton University Press.
- Camerer, C.F. (2003). Behavioral Game Theory: Experiments in Strategic Interaction. Princeton: Princeton University Press.
- Dijksterhuis, A., Chartrand, T. L., & Aarts, H. (2007). Effects of Priming and Perception on Social Behavior and Goal Pursuit. In J. A. Bargh, J. A. Bargh (Eds.), Social psychology and the unconscious: The automaticity of higher mental processes (pp. 51-131). New York, NY, US: Psychology Press.)
- Förster, J., & Liberman, N. (2007). Knowledge activation. Social psychology: Handbook of basic principles, 2, 201-231.
- Gawronski, B., & De Houwer, J. (2014). Implicit measures in social and personality psychology. Handbook of research methods in social and personality psychology, 2, 283-310.
- Hayes, A. F. (2013). Introduction to mediation, moderation, and conditional process analysis: A regression-based approach. Guilford Press.
- Darlington, R. B., & Hayes, A. F. (2016). Regression analysis and linear models: Concepts, applications, and implementation. Guilford Publications.
- Harrison, G.W., List, J.A. (2004). Field experiments. Journal of Economic Literature, XLII, 1009-1055.
- Simonsohn, U., Nelson, L. D., & Simmons, J. P. (2014). P-curve: a key to the file-drawer. Journal of Experimental Psychology: General, 143(2), 534-547.
- Spencer, S. J., Zanna, M. P., & Fong, G. T. (2005). Establishing a causal chain: why experiments are often more effective than mediational analyses in examining psychological processes. Journal of Personality and Social Psychology, 89, 845-851.

Assessment: Report (100%) in the ST.

Students will be expected to write a 3,000 word report. The reports will need to be submitted individually and will require students to elaborate on the group-work undertaken as part of the formative assignment.

PB414

Advanced Methods for Social Psychology Research: Qualitative and Quantitative Methods

This information is for the 2020/21 session.

Teacher responsible: Dr Ilka Gleibs

Availability: This course is available on the MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is not available as an outside option. Students will have to choose between PB411 and PB414.

Course content: This course is for MSc students in the Department of Psychological and Behavioural Science. It will: 1 provide an overview of methodological issues for psychological research; 2 cover core skills in research design in Psychology; and 3 provide training in core psychological methods of analysing quantitative and qualitative data.

By the end of the course as a whole, students will be equipped with methodological skills that will enable them to conduct empirical research for their MSc dissertation and in a variety of real world contexts.

Teaching: Teaching takes place in the MT, LT and ST. The course has four components:

- 13 hours of lectures on methodological issues and research design, as preparation for completing the course, PB410 Dissertation (LT)
- MY421M Qualitative Research Methods (MT)
- MY452M Applied Regression Analysis (MT)
- A series of non-compulsory and non-assessed specialist workshops in LT and ST on specific research methods that students can choose to attend for preparation of their dissertation.

Formative coursework: Students will follow the formative work requirements on the MY course(s) that they take under each stream.

Indicative reading:

- Bauer, M. and Gaskell, G. (2000) Qualitative researching with text, image and sound - a practical handbook London, Sage
- Breakwell, G. Foot, H. and Gilmour. (1988) Doing Social Psychology: Laboratory and Field Exercises. Cambridge: Cambridge University Press.
- Haslam, S.A., & McGarty, C. (2014). Research Methods and Statistics in Psychology. London: Sage.
- Miell, D. and Wetherwell, M. (1998) Doing Social Psychology. Milton Keynes: Open University Press.
- Agresti, A and Finlay, B, Statistical Methods for the Social Sciences. A course pack will be available for download online. Additional reading will be recommended.

Assessment: Report (50%) in the LT.

Take-home assessment (40%) in the ST.

Continuous assessment (10%) in the MT.

- PB414: Not assessed
- MY421: 50% 3,000 word report (LT)
- MY452M: 40% take-home assessment (ST) and 10% continuous assessment (MT)

PB415 Half Unit Not available in 2020/21 Behavioural Science

This information is for the 2020/21 session.

Teacher responsible: Prof Paul Dolan QUE.3.08

Availability: This course is available on the MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Environmental Economics and Climate Change, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available as an outside option to students on other

programmes where regulations permit.

This course is available as an outside option to students on other programmes where regulations and room sizes permit.

This is a capped course. In teaching Week 1 places will be allocated to students from the Department of Psychological and Behavioural Science on a first come first served basis. At the start of Week 2 any remaining places will be allocated to students from other departments, again on a first come first served basis.

Course content: This course aims to introduce students to the main concepts and tools of behavioural science. To achieve this aim, the course is based around ten lectures covering: 1) what is behavioural science?; 2) choices under risk and uncertainty; 3) intertemporal decisions; 4) social and moral preferences; 5) biases and heuristics and rules of thumb; 6) the role of emotions in decision making; 7) dual-process models of behaviour; 8) the power of nudges; 9) compensating behaviours; 10) ethical considerations.

Teaching: 10 hours of lectures and 10 hours of seminars in the MT.

There are ten topics, and the seminars allow for in depth discussion and analysis of the issues raised in the lectures.

Formative coursework: Students will be expected to produce 1 essay (1000 words) in the MT.

Indicative reading: Rabin, M. (1998). Psychology and Economics. *Journal of Economic Literature*, 36, 11-46. Weber, E.U., and Johnson, E.J. (2009). Mindful judgment and decision making. *Annual Review of Psychology*, 60, 53-85. Loewenstein, G., Weber, E.U., Hsee, C.K., and Welch, N. (2001). Risk as feelings. *Psychological Bulletin*, 127, 267-286. Dolan P, Hallsworth M, Halpern D, King D, Metcalfe R, Vlaev I, Influencing behaviour: the mindspace way, *Journal of Economic Psychology*, 33, 1, 264-277, 2012. Thaler, R. and Sunstein, C. (2003) Libertarian paternalism, *American Economic Review*, 93, 2, 175-179.

Assessment: Essay (100%, 2500 words) in the LT.

PB416 Half Unit Not available in 2020/21 Cognition and Culture

This information is for the 2020/21 session.

Teacher responsible: Prof Bradley Franks QUE.3.05

Availability: This course is available on the MSc in Behavioural Science, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social Anthropology (Religion in the Contemporary World), MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available as an outside option to students on other programmes where regulations permit.

Course content: The course examines recent directions in research relating to the relationships between mind and culture. Specific content will include a variety of theoretical issues, for example: relationships between social facts and psychological facts; naturalistic and non-naturalistic concepts of culture; symbolic culture; cultural relativity and universals; evolutionary and developmental constraints on the relations between mind and culture; communication, cultural transmission and change. These issues will be discussed with reference to specific domains of investigation, such as: emotions, representations of religion, race and natural kinds; pragmatics and communication; and social divisions of labour in meaning and representation, including deference and expertise.

Teaching: 15 hours of lectures and 10 hours of seminars in the LT.

Formative coursework: Students will be expected to produce 3 presentations, 1 quiz and 1 other piece of coursework in the LT. Will consist of:

- a plan for an answer to an essay or case study question
- group presentations of core readings over the term
- a self-administered multiple choice quiz

Indicative reading: Detailed references and a synopsis of lectures and class topics are distributed in the first lecture of the series, and

are available in S315 and in Outlook/Public Folders/Departments/Social Psychology. The following are of general use:

- S Atran, *Cognitive Foundations of Natural History*, Cambridge University Press, 1990;
- P Boyer, *The Naturalness of Religious Ideas*, University of California Press, 1996;
- D E Brown, *Human Universals*, McGraw-Hill, 1991;
- D M Buss & D T Kenrick, *Evolutionary Social Psychology*, 1998, cited in D T Gilbert, S T Fiske & G Lindzey (Eds), *The Handbook of Social Psychology*, Vol 2, McGraw-Hill, pps. 982-1026;
- M Cole, *Cultural Psychology*, Harvard University Press, 1996;
- S T Fiske et al, *The Cultural Matrix of Social Psychology*, cited in D T Gilbert, S T Fiske & G Lindzey (Eds), *The Handbook of Social Psychology*, Vol 2, McGraw-Hill;
- B Franks, *Culture and Cognition: Evolutionary Perspectives*, Palgrave MacMillan, 2011;
- L Hirschfeld, *Race in the Making: Cognition, Culture and the Child's Construction of Social Kinds*, MIT Press, 1996;
- R Nisbett & D Cohen, *The Culture of Honor: The Psychology of Violence in the South*, Westview Press, 1995;
- P B Smith & M H Bond, *Social Psychology Across Cultures* (2nd edn), Prentice Hall, 1998;
- D Sperber, *Explaining Culture*, Cambridge University Press, 1996.

Assessment: Coursework (100%, 3000 words) in the LT.

Students may choose to write **either**

- a 3000 word essay **or**
- a 3000 word case study.

PB417 Half Unit Consumer Psychology

This information is for the 2020/21 session.

Teacher responsible: Dr Liora Moskovitz

Availability: This course is available on the MSc in Behavioural Science, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The objectives of the course are: 1) to provide students with an understanding of the social, psychological and cognitive processes underpinning the consumption of goods and services and their impact; 2) to explore alternative ways of relating to users/consumers than those based solely on market and competition and use these understandings to develop/move towards alternative sustainable routes for consumption; and 3) to prepare students to build better business models (e.g. social entrepreneurship, more sustainable, and so on) for the provision of goods and services.

The course will address the psychology of consumption at different levels of analysis: individual, group and societal. It will ground this psychology in the relevant literature, and teach students the field's foundational theories, allowing them to develop a mental model of human behaviour as it relates to consumption. This is not a standard marketing or consumer research course. It is not about brand territories and market shares, but about how understanding various psychological processes in conjunction with these forces can provide us with tools to improve the world. How can we leverage consumer psychology to solve our sustainability problem?

Teaching: 15 hours of lectures and 10 hours of seminars in the LT.

Formative coursework: 1 x essay plan submitted in the LT.

Indicative reading:

- Baca-Motes, K., Brown, A., Gneezy, A., Keenan, E. A., & Nelson, L. D. (2012). Commitment and behavior change: Evidence from the field. *Journal of Consumer Research*, 39(5), 1070-1084.
- Belk, R.W. (1988). Possessions and the Extended Self. *Journal of Consumer Research*, 15(2), 139-168.
- Belk, R. (2010). Sharing. *Journal of Consumer Research*, 36(5),

715–734.

- Bendapudi, N. & Leone, R.P. (2003). Psychological Implications of Customer Participation in Co-Production. *Journal of Marketing*, 67(1), 14-28.
- Cialdini, R.B., & Goldstein, N.J. (2004). Social influence: Compliance and conformity. *Annual Review of Psychology*, 55, 591-622.
- Griskevicius, V. & Kenrick, D.T. (2013). Fundamental motives: How evolutionary needs influence consumer behaviour. *Journal of Consumer Psychology*, 23(3), 372-386.
- Jansen, H., & Gilly, M. (2003). We Are What We Post? Self-Presentation in Personal Web Space. *Journal of Consumer Research*, 30(3), 385-404.
- Luchs, M. G., Naylor, R. W., Irwin, J. R., & Raghunathan, R. (2010). The sustainability liability: Potential negative effects of ethicality on product preference. *Journal of Marketing*, 74(5), 18-31.
- Muniz, A. M., & O'Guinn, T. C. (2001). Brand community. *Journal of Consumer Research*, 27(4), 412–432.
- Richins, M. L., & Chaplin, L. N. (2015). Material parenting: How the use of goods in parenting fosters materialism in the next generation. *Journal of Consumer Research*, 41(6), 1333- 1357.
- Rysman, M. (2009). The Economics of Two-Sided Markets. *Journal of Economic Perspectives*, 23(3), 125-143.
- Waring, T. M., Goff, S. H., & Smaldino, P. E. (2017). The coevolution of economic institutions and sustainable consumption via cultural group selection. *Ecological Economics*, 131, 524–532.

Additional readings will be recommended throughout the course.

Assessment: Essay (100%, 3000 words) in the LT.

The assignment is part of the learning process: analysing a real case and making sound recommendations will help to provide students with the transferable skills necessary to make the world a better place. In the first part, 'memorandum' (1,000 words), you will be asked to prepare a memorandum or open letter to the head of an organisation of your choice, with recommendations to improve the organisation by making it more sustainable. The recommendations must be realistic – they must be achievable and make business sense. In the second part of the essay, 'justification' (2,000 words), you will justify the specific recommendations presented in the memorandum with reference to theoretical and empirical literature and concepts. We encourage the best essays to be published as open letters.

PB418 Half Unit Corporate Communications

This information is for the 2020/21 session.

Teacher responsible: Dr Ben Shenoy

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Behavioural Science, MSc in Human Resources and Organisations (Organisational Behaviour), MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology, MSc in Social and Public Communication and MSc in Strategic Communications. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: Corporate communications is about the coordination of an organisation's internal and external communication, with the overall purpose of establishing and maintaining a favourable reputation for that organisation in the eyes of relevant stakeholder groups. As such, organisations' corporate communications affect each one of us in various guises: as employees, customers, citizens, investors or, more generally, as observers of today's world. It is therefore essential to develop a critical understanding of the practice of corporate communications. The field of corporate communications is grounded in professional practice, and has its roots in a variety of disciplines.

This course aims to bridge theory and practice by analysing contemporary cases of organisations handling communications challenges through the perspective of key organisational and psychological concepts. This approach will shed light on how key concepts and theories are having to adapt to explain how modern corporate communications is evolving.

Teaching: 15 hours of lectures and 5 hours of seminars in the LT.

Formative coursework: Students will be expected to produce 1 case study in the LT.

Indicative reading: J Cornelissen, *Corporate Communications: A Guide to Theory and Practice*. Sage, 2020. J M T Balmer & A Stephen (eds), *Revealing the Corporation: Perspectives on Identity, Image, Reputation and Corporate Branding*, Routledge, 2002. Harvard Business Review on Crisis Management, Harvard School Press, 2000. C B M Van Riel & C J Fombrun, *Essentials of Corporate Communication: Implementing Practices for Effective Reputation Management*, Routledge, 2007. Ashforth, B.E., & Mael, F. (1989). Social identity theory and the organisation. *Academy of Management Review*, 14, 20-39. Kramer, R.M. (2010). Collective trust within organisations: conceptual foundation and empirical insights, *Corporate Reputation Review*, 13, 82-97. Hewstone, M.W., Strobe, W. and Jonas, K. (eds) (2012) *Introduction to Social Psychology*, 5th Edn. Oxford: Blackwell. Chapters 1, 12 and 13). Hogg, M.A. and Vaughan, G.M. (eds) (2012) *Social Psychology*, 6th Edn. Harlow: Prentice Hall. Chapters 5, 6, 7, 8, 9 and 15.

Assessment: Essay (100%, 3000 words) in the LT.

PB419 Half Unit Not available in 2020/21 Creativity and Innovation

This information is for the 2020/21 session.

Teacher responsible: Dr Alex Gillespie QUE.3.03

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Human Resources and Organisations (Organisational Behaviour), MSc in Marketing, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available as an outside option to students on other programmes where regulations permit.

This course is available to any graduate student within the Department of Psychological and Behavioural Science. This course is available as an outside option to students' on other programmes where regulations permit.

Pre-requisites: An undergraduate degree in a social science related discipline or equivalent.

Course content: This course examines creativity and innovation from a social psychological standpoint. The first lectures of the course examine creativity, focusing on the social conditions which lead to new ideas. Then we will examine the way in which new ideas and technologies are instituted and resisted. The role of play and materiality in creative production are discussed next, followed by creative problem solving and the societal transmission of innovation. The course will end with a focus on societal creativity, utopias and imagining the future. Guiding questions will be: How do new ideas and technologies come about? What social contexts are conducive to creativity and innovation? Can the resistance to innovation lead to innovation? What is the human imagination? Why do humans enjoy play, games and fiction? What leads to insightful problem solving? How does perspective-taking help us understand if something new is creative, productive or useful? The course will cover the social conditions (i.e., face-to-face or online, one-to-one or group, autocratic or democratic, specialisation or integration, etc.) conducive to creativity and innovation, including the social conditions for socialisation creative individuals and the social and institutional factors which enable productive novelty to be recognised and instituted. Specific topics will include: theories of creativity, play & imagination, insight

and problem solving, identifying good ideas, materiality, cultural evolution, the resistance to innovation, user innovation, utopias and how people imagine the future.

Teaching: 10 hours of lectures and 10 hours of seminars in the LT.

Formative coursework: Students will be expected to produce 1 piece of coursework in the LT.

Indicative reading: Bauer, M. (2014). *Atoms, Bytes and Genes: public resistance and techno-scientific responses*. New York: Routledge. Bechtoldt, M.N., De Dreu, C.K., Nijstad, B.A., and Choi, H.S. (2010). Motivated information processing, social tuning, and group creativity. *Journal of Personality and Social Psychology*, 99(4), 622. Fioratou, E., and Crowley, S.J. (2009). Insightful thinking: cognitive dynamics and material artifacts. *Pragmatics and Cognition*, 17, 549-572. Glaveanu, V. (2014). *Distributed creativity: Thinking outside the box of the creative individual*. Cham: Springer. Isaksen, S.G., Dorval, K.B., and Treffinger, D.J. (2010). *Creative approaches to problem solving: A framework for innovation and change* (3rd Edt.). London: Sage Publications, Inc. Lillard, A. (2001). Pretend play as twin earth: A social-cognitive analysis. *Developmental Review*, 21(4), 495-531. Montuori, A. (2003). The complexity of improvisation and the improvisation of complexity: Social science, art and creativity. *Human Relations*, 56(2), 237-255. Maddux, W.W., and Galinsky, A.D. (2009). Cultural borders and mental barriers: The relationship between living abroad and creativity. *Journal of Personality and Social Psychology*, 96(5), 1047-1061. Mainemelis, C. (2010). Stealing fire: Creative deviance in the evolution of new ideas. *Academy of Management Review*, 35(4), 558-578. Paulus, P.B. and Yang, H.C. (2000). Idea generation in groups: A basis for creativity in organisations. *Organisational Behaviour and Human Decision Processes*, 82(1), 76-87. Tosey, P., Visser, M., and Saunders, M.N.K. (2012). The origins and conceptualisation of 'triple-loop' learning: A critical review. *Management Learning*, 43(3), 291-307. Glaveanu, V., Gillespie, A. and Valsiner, J. (2014). *Rethinking creativity: Contributions from social and cultural psychology*. London: Routledge. Von Hippel, E. (2005). *Democratizing innovation: the evolving phenomenon of user innovation*. Cambridge MA: The MIT Press. Wright, E.O. (2010). *Envisioning real utopias*. London: Verso. Zittoun, T. & Gillespie, A. (2015). *Imagination in human and cultural development*. London: Routledge.

Assessment: Essay (100%, 3000 words) in the LT.

PB420 Half Unit Not available in 2020/21 Current Communication Research

This information is for the 2020/21 session.

Teacher responsible: Prof Bradley Franks QUE.3.05

Availability: This course is available on the MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.

Students on degrees without a psychology or communications component may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Pre-requisites: None

Course content: The course content changes every year. It can either be a full thematic course or a collection of current research topics, and will involve contributions of staff members from the Department of Psychological and Behavioural Science and of visiting academics to the Department. The course provides research-led teaching on communication, using a range of theoretical approaches and addressing a wide variety of practical issues.

Teaching: 10 hours of lectures and 10 hours of seminars in the LT.

Formative coursework: Students will be expected to produce 3 presentations and 1 other piece of coursework in the LT.

Formative assessment involves:

i. ONE written plan for an answer to an essay question, selected from a range of topics

ii. THREE group presentations on core readings

Indicative reading: The reading list varies according to the particular contents taught in each year.

Indicative readings will be made available during MT

The reading list varies according to the particular contents taught in each year.

Indicative readings will be made available during MT

Assessment: Essay (100%, 3000 words) in the LT.

Summative assessment for this course comprises a 3000 word essay, submitted at the end of LT

PB421 Half Unit Happiness

This information is for the 2020/21 session.

Teacher responsible: Dr Christian Krekel CON.3.12

Availability: This course is available on the MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Behavioural Science, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course aims to introduce students to the main concepts and tools of the growing science of happiness, with a focus on applicability in policies across all sectors (government, private business, and the voluntary sector). To achieve this aim, the course is based on ten lectures covering: 1) what is happiness?; 2) evaluations of happiness; 3) experiences of happiness; 4) attention, adaptation, and mistakes; 5) happiness by design; 6) the narrative trap; 7) happiness in the corporate world; 8) policy appraisal using preferences; 9) policy appraisal using happiness; 10) happiness as the ultimate objective.

Teaching: 10 hours of lectures and 10 hours of seminars in the LT.

Formative coursework: Students will be expected to produce 1 essay (1000 words) in LT.

Indicative reading:

Books

Clark, A.E., Flèche, S., Layard, R., Powdthavee, N., and Ward, G. (2018). *The Origins of Happiness: The Science of Well-Being over the Life Course*. Princeton, MA: Princeton University Press. Dolan, P. (2014). *Happiness by Design: Finding Pleasure and Purpose in Everyday Life*. London: Penguin. Dolan, P. (2019). *Happy Ever After: Escaping the Myth of the Perfect Life*. London: Allen Lane. Layard, R. (2005). *Happiness: Lessons from a New Science*. London: Penguin. Layard, R. (2020). *Can We Be Happier? Evidence and Ethics*. London: Penguin.

Journal articles

Clark, A.E., Diener, E., Georgellis, Y., and Lucas, R.E. (2008). Lags And Leads in Life Satisfaction: a Test of the Baseline Hypothesis. *Economic Journal*, 118(529), F222-F243. Dolan, P., and Kahneman, D. (2008). Interpretations Of Utility And Their Implications For The Valuation Of Health. *Economic Journal*, 118(525), 215-234. Dolan, P., and Kudrna, L. (2016). Sentimental Hedonism: Pleasure, Purpose, and Public Policy. In Vittersø, J. (ed). *Handbook of Eudaimonic Well-Being (International Handbooks of Quality-of-Life)*. Cham: Springer. Dolan, P., Laffan, K., and Velias, A. (2018). Who's miserable now? Identifying clusters of people with the lowest subjective wellbeing in the UK. Office for National Statistics. Dolan, P., Peasgood, T., and White, M. (2008). Do we really know what makes us happy? A review of the economic literature on the factors associated with subjective well-being. *Journal of Economic Psychology*, 29(1), 94-122. Layard, R., Clark, A.E., Cornaglia, F., Powdthavee, N., and Vernoit, J. (2014). What Predicts a Successful Life? A Life-course Model of Well-being. *Economic Journal*,

124(580), F720-F738. Wilson, T., and Gilbert, D. (2003). Affective forecasting. *Advances in Experimental Social Psychology*, 35, 345-411.

Assessment: Essay (100%, 3000 words) in the ST.

PB422 Half Unit Health Communication

This information is for the 2020/21 session.

Teacher responsible: Prof Martin Bauer

Availability: This course is available on the MSc in Behavioural Science, MSc in Gender, Development and Globalisation, MSc in Gender, Policy and Inequalities, MSc in Global Population Health, MSc in Health and International Development, MSc in Media, Communication and Development, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available as an outside option to students on other programmes where regulations permit.

Course content: This course centres on the application of societal psychology to the challenges of health communication in a global context. While considering both health and communication in their widest sense, we will focus on public debates and controversies involving 'health issues' in modern society. We will begin with an introduction to expert-based approaches to science and health communication, and consider health and illness in their wider societal context.

'Health' is a boundary object with many stakeholders: a major news value that evaluates scientific progress on health outcomes (health news); a criterion of societal modernisation and development (increasing life expectancy); the grievance of social movements against inequality (patient groups; AIDS campaign); a matter of risk communication in emergencies (epidemics, pandemics, nuclear accidents); a criterion to evaluate new technology on health risks (GM food, AI); an industrial sector (health business) and the NHS (public health systems); health is a life style (wellness); a consumer issue of food and service quality; 'unhealthy behaviour' inherits religious connotations (of 'sinning') in secular society; and health creates professional voices that enjoy high levels of trust and confidence as communicators in modern society (doctors, nurses, epidemiologists, pharmacists). The course examines different angles of the conversation of health in modern society and will enable participants to critically appraise health communication. Throughout, we will view individual studies of controversies in rapidly changing settings (Thalidomide, smoking & cancer, vaccinations, GM food, pandemics, quackery, pseudo-science, alternative medicine etc).

Through lectures, readings and seminar discussions, we will encounter theoretical debates about health-related communication and behaviours, and the processes through which communication impacts on health. At the same time, we will consider the implications of these debates for health promotion campaigns, learning about real-world examples through guest lectures, and gaining hands-on experience in appreciating, designing and critiquing health communication in the 21st century.

Teaching: 10 hours of lectures and 10 hours of seminars in the LT.

Formative coursework: Students will be expected to produce 1 piece of coursework in the LT.

Indicative reading: Bauer MW (2015) *Atom, Bytes and Genes – techno-scientific responses to public resistance*, NY, Routledge. Berger, P. L., & Luckmann, T. (1966). *The Social Construction of Reality*. New York, NY: Doubleday. [Social institutions, objectification, and socialisation.] Bucchi, M., & Trench, B. (2014). *Handbook of Public Communication of Science and Technology*. London: Routledge. Berry, D. (2007) *Health Communication: theory and practice*. Buckingham: Open University Press. Crossley M. (2000) *Rethinking health psychology*. Buckingham: Open University Press. Dixey, R. (Ed.) (2013). *Health Promotion: Global Principles and Practice*. Wallingford: CABI. Gregory, J. & Miller, S.

(1998) *Science in public – communication, culture and credibility*, Cambridge MA: Perseus Publishers. Habermas, J. (1997). *Theory of Communicative Action*. Cambridge: Polity Press (2 Volumes) [Distinction between instrumental and communicative action.] Hook, D., Franks, B. and Bauer, M. (Eds) (2011). *Social Psychology of Communication*. Basingstoke: Palgrave. Illich I (1975) *Medical Nemesis – the expropriation of health*, London, Calder & Boyars. Jamieson KH, D Kahan and DA Scheufele (2017) (eds) *Oxford Handbook of Science Communication*; Oxford, OUP. Nettleton, S. (1995). *The sociology of health and illness*. Oxford: Blackwell. Obregon, R., Waisbord, S. (2012). *Handbook of global health communication*. Wiley-Blackwell. Roedder S., Franzen, M., & Weingart, P. (Eds) (2012). *The sciences' Media Connection - public communication and its repercussions*, *Sociology of Sciences Yearbook* 28, Dordrecht: Springer. Seale, C. *The Media and Health*. Sage, 2002. Tones K. and Green J. (2006). *Health promotion: planning and strategies*. London: Sage.

Assessment: Essay (100%, 3000 words) in the LT.

PB424 Half Unit Not available in 2020/21 Organisational Life

This information is for the 2020/21 session.

Teacher responsible: Mr Barry Rogers

Availability: This course is available on the MSc in Behavioural Science, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: Organisational Life has been turned upside down in recent years. In an increasingly volatile, uncertain, complex world disruptive technologies challenge taken-for-granted assumptions and established business models. Simultaneously, issues like climate change and Covid19 underscore the fragility of the system while also questioning the usefulness of many traditional approaches. This begs a simple, but fundamental, question - how do we make sense of these circumstances and equip ourselves to shape, lead and enable change?

The course will address a range of emerging organisational questions such as:

- What does it mean to manage and lead in an increasingly VUCA world?
- Why do we work? How do we engage five generations at work?
- Post 'Zoom' have we moved from the workplace to the 24/7 workspace? What does that mean for sustainable working lives?
- Organisational time(s) and the crisis in attention: how do we equip ourselves for the diminishing gap between stimulus and response?
- In the wake of MeToo where now for organisational equality, diversity and inclusion?
- Organisational purpose: how do organisations meaningfully relate to wider stakeholders
- Power, politics and navigating relationships – how do we mobilize resources to get things done?
- 'Showing up' in challenging times - what does the post-heroic leader look like?
- Beyond the 'ivory tower': how do we bridge organisational theory to practice?

Teaching: 10 hours of lectures and 10 hours of seminars in the LT.

Formative coursework: One formative piece of coursework to be submitted in the LT.

Indicative reading: Berg, J. L. (2015). The role of personal purpose and personal goals in symbiotic visions. *Frontiers in Psychology*, 6. Choi, S. (2019). Breaking Through the Glass Ceiling: Social Capital Matters for Women's Career Success? *International Public Management Journal*, 22(2), 295–320. Hoffman, A. J. (2016). Reflections: Academia's Emerging Crisis of Relevance and the Consequent Role of the Engaged Scholar. *Journal of Change*

Management, 16(2), 77–96. Leroy, S. (2009). Why is it so hard to do my work? The challenge of attention residue when switching between work tasks. *Organizational Behavior and Human Decision Processes*, 109(2), 168–181. Moran, C. (2015). Time as a social practice. *Time & Society*, 24(3), 283–303. Paoli, D. D., Sauer, E., & Ropo, A. (2019). The spatial context of organizations: A critique of 'creative workspaces.' *Journal of Management & Organization*, 25(2), 331–352. Weick, K.E. (2003). 'Theory and Practice in the Real World' In: Tsoukas, H. & Knudsen, C. (eds.) *The Oxford Handbook of Organizational Theory*. London: OUP, pp 453–476. Wood, M., & Dibben, M. (2015). Leadership as Relational Process. *Process Studies*, 44(1), 24–47.

Assessment: Essay (100%, 3000 words) in the LT.

The essay is structured as a three-part process involving a practical topic of choice, a theoretical exploration of the practical issue and a 'translation' of theory back to a real-world setting. The logic is to enable students to bridge the gap between theory and practice in ways that are rigorous, relevant and connect with real world needs.

PB425 Half Unit

Organisations, Groups and Identity

This information is for the 2020/21 session.

Teacher responsible: Dr Ilka Gleibs

Availability: This course is available on the MSc in Behavioural Science, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social Research Methods, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students who come to this course without any background in social psychology are expected to familiarise themselves with the relevant literature. To this end, we strongly suggest that those students read the following books: Hogg, MA & Vaughan, G. (eds) (2017). *Social Psychology*. 8th edition. Harlow: Pearson
Brown, R. (2000). *Group processes: Dynamics within and between groups*. 2nd edition. Oxford: Blackwell Publisher.
Brown, R. & Peherson, S. (2019). *Group processes*. Oxford, UK: Blackwell.

Course content: In any successful organisation understanding group dynamics, identity processes, and interpersonal skills are an essential element and often provide a competitive advantage in managing organisations of all sorts. Thus, the dynamics within and between groups directly informs the ability of an organisation and organisational members to think, learn, and innovate together. This course provides students with a critical understanding of the different theories and practices associated with identity and group dynamics in organisational settings. The objectives of the course are two-fold:

1. To introduce past and present theories of identity and group dynamics by introducing concepts used by social and organisational psychologists to understand and improve organisational behaviour
2. To apply and critical evaluate how identity and group dynamics theory help us explain and predict real-life experiences in organisational settings and beyond.

The course aims at highlighting how a better understanding of key social and organisational psychological concepts can contribute to understanding and managing the effectiveness of groups in various organisational and social settings. Examples of topics that will be covered include: Why group dynamics?; Influence and power; Identity and inclusion; Collective behaviour; Importance of groups on mental and physical health; Performance and decision-making; Diversity management; Organisational change; Group dynamics and the internet.

Teaching: 15 hours of lectures and 10 hours of seminars in the LT.

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

Indicative reading: Brown, R. & Peherson, S. (2019). *Group processes*. Oxford, UK: Blackwell. Forsyth, D. (2019). *Group dynamics*. 7th edition Cengage Learning. Haslam, S.A., (2004). *Psychology in Organisations. A Social Identity Approach*. London: Sage. Levi, D. (2013). *Group dynamics for teams*. Los Angeles: Sage Publications.

Assessment: Essay (100%, 3000 words) in the LT.

PB426 Half Unit Not available in 2020/21

Knowledge Processes in Organisations

This information is for the 2020/21 session.

Teacher responsible: Dr Lucia Garcia-Lorenzo QUE.3.23

Availability: This course is available on the Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MSc in Behavioural Science, MSc in Human Resources and Organisations (Organisational Behaviour), MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The course explores organisations in the 21st century and the challenges they face. We particularly focus on what we can accomplish through the acquisition and creation of new management and organising knowledge; its sharing and transmission as well as how we can improve its use. We will explore the processes of knowing and learning and the varied ways in which they support people working in a number of contexts, from project teams within single organisations to inter-organisational partnerships, networks and alliances. We will work together in lectures, seminars and workshops to understand both theoretically and practically how we create, disseminate and share knowledge in all types of 21st century organisations and work settings.

Concretely, the course addresses the following questions :

1 What is organisational knowledge? Lectures will explore the differences and overlaps between personal, social/organisational and cultural knowledge and between the processes of learning and knowing.

2 How do we create new knowledge in organisations and work settings? To answer this question we will look into processes of creativity, innovation and entrepreneurship.

3 How can we efficiently share/transmit knowledge in organisations? The course will address the challenges generated through the use of new technologies in the work place, the use of stories and narratives as a mode of knowledge transmission, the development of collaborative practices, and power relations in organisations.

4 How do we 'store' and use current organisational and personal knowledge? To answer this question lectures will address the uses of organisational history and memory as well as look into how we practice knowledge in every day organisational work.

The focus of the course is both theoretical and practical. Students' will be expected to engage with both current theoretical debates and emerging practical issues in organisational life through lectures, seminars and practical workshops.

Teaching: 10 hours of lectures and 10 hours of seminars in the LT. Students will be expected to make extended use of the course intranet - for on-line discussions and group presentations.

Formative coursework: Students will be expected to produce 1 piece of coursework in the LT.

Indicative reading: Reading lists will be provided for each topic, the following are introductory texts of general use: Amabile, T. A., & Khaire, M. (2008). *Creativity and the role of the leader*. Cambridge, MA: Harvard Business School Publishing; Davenport, T.H. & Prusak, L. (1998). *Working knowledge: How organisations manage*

what they know. Harvard Business Press; Drucker, P. (2014). *Innovation and entrepreneurship*. Routledge; Gabriel, Y. (Ed.). (2004). *Myths, stories, and organizations: Premodern narratives for our times*. Oxford University Press on Demand; Huxham, C., & Vangen, S. (2013). *Managing to collaborate: The theory and practice of collaborative advantage*. Routledge; Weick, K. E. (1995). *Sensemaking in organisations*. London: Sage.

"I have never let my schooling interfere with my education." Mark Twain. If you like to read/use social media, you might want to look beyond academic materials into these other sources of knowledge that explore topics we will discuss in the course: Bregman, R. (2017). *Utopia for realists: And how we can get there*. Bloomsbury Publishing; Clay, A., & Phillips, K. M. (2016). *The Misfit Economy: Lessons in Creativity from Pirates, Hackers, Gangsters and Other Informal Entrepreneurs*. Simon and Schuster; Frayne, D. (2015). *The refusal of work: The theory and practice of resistance to work*. Zed Books Ltd.; Harari, Y. N. (2018). *21 Lessons for the 21st Century*. Random House; How leaders use storytelling to share knowledge and influence followers: e.g. Obama's fire-up-ready-to-go story: <https://www.youtube.com/watch?v=5AhRqg0ADbk>; IDEO CEO Tim Brown talks about the powerful relationship between creative thinking and play: https://www.ted.com/talks/tim_brown_on_creativity_and_play?referrer=playlist-the_creative_spark

Assessment: Essay (100%, 3000 words) in the LT.

PB427 Half Unit Not available in 2020/21 Organisational and Social Decision Making

This information is for the 2020/21 session.

Teacher responsible: TBC

Availability: This course is available on the CEMS Exchange, MBA Exchange, MSc in Behavioural Science, MSc in Human Resources and Organisations (Organisational Behaviour), MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology, MSc in Social and Public Communication and MSc in Strategic Communications. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course teaches theory and engages with research from the field of organisational and social decision-making. It is primarily focused on high-risk organisational settings, and explores contexts where there is uncertainty, high-consequences for failure, and complex social systems. The course provides a historical introduction to decision-making, and introduces the core concepts used by social psychologists to understand (and improve) decision-making processes in organisations. It draws upon the social, cognitive and organisational psychology literatures, and considers the core concepts and tools used to understand, research, and support decision-making in organisations. These theories and tools are contextualized through empirical and case study examples taken from domains such as finance, healthcare, the energy industry, government, and the military. Students will be encouraged to take a critical perspective, and to consider how the principles taught on the course can be applied to (and used to improve) a variety of social or organisational scenarios. The course will cover psychology (or 'Human Factors') concepts such as: intuitive and analytical forms of decision-making; individual traits and cognitive factors that influence decision-makers (e.g. biases and emotions); human error and decision-failures; rule breaking; and group decision-making processes (e.g. teamwork, leadership). It will teach methods for analysing decision errors, identifying decision-making competencies, observing decision-making, and supporting group decision processes.

Teaching: 10 hours of lectures and 10 hours of seminars in the LT.

Formative coursework: Students will be expected to produce 1 case study in the LT.

Indicative reading: Brown, R. V. (2005). *Rational choice and judgment: Decision analysis for the decider*. Wiley. Furnham, A. (2005). *The Psychology of behaviour at Work*. Psychology Press. Kerr, N., & Tindale, R. S. (2004). *Group performance and decision-making*. *Annual Review of Psychology*, 55, 623-655. Klein, K., Ziegert, J. C., Knight, P., & Xiao, Y. (2006). *Dynamic delegation: Shared, hierarchical, and deindividualized leadership in extreme action teams*. *Administrative Science Quarterly*, 51, 590-621. Koehler, D., & Harvey, H. (2007). *Handbook of judgment and decision-making*. Blackwell. Lipshitz, R., Klein, G., Orasanu, G., & Salas, E. (2001). *Taking stock of naturalistic decision making*. *Journal of Behavioural Decision Making*, 14, 331-352. Mellers, B., Schwartz, A., & Cooke, A. (1998). *Judgement and decision-making*. *Annual Review of Psychology*, 49, 447-477.; Reason, J. (1990). *Human error*. New York: Cambridge University Press. Reason, J. (1997). *Managing the risks of organizational accidents*. Aldershot, Ashgate.

Assessment: Essay (100%, 3000 words) in the LT.

PB428 Half Unit

Political Psychology: Inequality & Intergroup Relations

This information is for the 2020/21 session.

Teacher responsible: Dr Jennifer Sheehy-Skeffington

Availability: This course is available on the MSc in Behavioural Science, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The course looks at how psychology shapes political behaviour, and how sociopolitical contexts shape psychology. It introduces students to political psychology through three lenses, focusing on individual attitudes, intergroup dynamics, and ideological discourse. It then applies these lenses to the understanding of contemporary issues concerning intergroup inequality. We will explore the psychosocial processes underpinning racism and prejudice, and will ask why some conflicts are so intractable, and why some people turn to extremism and violence. We will consider political participation in its conventional and non-conventional forms, asking why people vote the way they do, and when they will turn to the streets to protest. We will also apply a political psychology lens to examine contemporary challenges such as migration, populism, and economic inequality. Students will be equipped with the conceptual tools to consider the psychological antecedents and consequences of inequality in its various forms: to understand why intergroup hierarchy is so persistent, and how it might change. Lectures aim to achieve a balance between theoretical and applied issues, critically investigating the ways in which psychology can enhance our understanding of intergroup relations and inequality, and also contribute to broader social and political debates. Through integrating evolutionary, cognitive, social, ideological, and societal perspectives, we will be in a position to take stock of the field of political psychology and where it might go.

Teaching: 10 hours of lectures and 10 hours of seminars in the LT.

Formative coursework: One short response paper (500-1000 words), that can be developed into an essay plan or blog post.

Indicative reading: Augoustinos, M. & Reynolds, K. (2001). *Understanding Prejudice, Racism and Social Conflict*. London: Sage. Bar-Tal, D. (2011). *Intergroup conflicts and their resolution: A Social Psychological Perspective*. Hove: Psychology Press. Barlow, F. K., & Sibley, C. G. (Eds.). (2018). *The Cambridge Handbook of the Psychology of Prejudice: Concise Student Edition*. Cambridge University Press. Billig, M. (1995). *Banal Nationalism*. London: Sage. Dixon, J., Levine, M., Reicher, S., & Durrheim, K. (2012). *Beyond prejudice: Are negative evaluations the problem and is getting us to like one another more the solution?*. *Behavioral and Brain*

Sciences, 35(6), 411-425. Guinote, A. E., & Vescio, T. K. (2010). The social psychology of power. Guilford Press. Hammack, P. (2018). The Oxford Handbook of Social Psychology and Social Justice. Oxford Library of Psychology. Hogg, M. A., & Abrams, D. (Eds.). (2001). Intergroup relations: Essential readings. Psychology Press. Howarth, C. & Andreouli, E. (2017) The Social Psychology of Everyday Politics. Oxon and New York: Routledge. Huddy, L., Sears, D. O., & Levy, J. S. (Eds.). (2013). The Oxford handbook of political psychology. Oxford: Oxford University Press. Jetten, J., & Peters, K. (Eds.). (2019). The Social Psychology of Inequality. Springer International Publishing. Jost, J. & Sidanius, J. (2004). Political Psychology. Hove: Psychology Press. Kinnvall, C. & Nesbitt-Larking, P. (2011). The Political Psychology of Globalization. Oxford: OUP. Moghaddam, F. (2008). Multiculturalism and intergroup relations: psychological implications for democracy in global context. Washington DC: APA. Nesbitt-Larking, P. & Kinnvall, K. (2014) Handbook of Global Political Psychology. New York: Palgrave. Reicher, S. & Hopkins, N. (2001). Self and Nation. London: Sage. Tileaga, C. (2013). Political Psychology: Critical perspectives. Cambridge University Press. Üskül, A. K., & Oishi, S. (Eds.). (2018). Socio-economic environment and human psychology: Social, ecological, and cultural perspectives. Oxford University Press.

Assessment: Essay (100%, 3000 words) in the LT.

PB429 Half Unit Not available in 2020/21 Science Communication and Controversies

This information is for the 2020/21 session.

Teacher responsible: Prof Martin Bauer QUE.3.04

Availability: This course is available on the MSc in Behavioural Science, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: Consider vaccinations, climate change, nuclear energy, CRISPR or genetically-modified crops and food. Regarding these developments, science is a cultural authority and a voice of reason, but increasingly also a protagonist. No surprise therefore that science is discussed controversially, battling with 'fake news'. In this course we will look at these and other issues and ask the question more generally: what is the role of public controversy, science communication, and public opinion for the development of science and technology? The classical diffusion model (Roger, 1962) remains influential: scientists discover, engineers innovate, and social scientists market the novelty and provide public acceptance. This model is however more wishful thinking than realistic; valid at most when there is no or little public controversy. More commonly, techno-scientific innovations encounter resistance which refocuses attention, strengthens the collective, evaluates on-going developments and urges strategic adaptation (Bauer, 1991, 1995, 2002, 2015, 2017). In light of this, we will examine science communication and its formats of public engagement in relation to the historical controversies over nuclear power, genetic engineering and IT leading into emergent mobilisations for nanotechnology, genetic enhancement, synthetic biology, AI, autonomous driving and robotic automation. Students' are expected to appreciate theory driven empirical research.

Teaching: 10 hours of lectures and 10 hours of seminars in the LT.

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

Indicative reading: Baranger P and B Schiele (2013) Science Communication today – international perspectives, issues and strategies, Nancy Journee Hubert-Curien, CNRS Editions. Bauer MW, P Pansegrau, and R Shukla (2019) (eds) The Cultural Authority of Science – comparing across Europe, Asia, Africa and the Americas, , London, Routledge. Bauer, M.W. (2015). Atoms, Bytes & Genes: public resistance and techno-scientific responses.

New York: Routledge. Bauer, M.W. (2013). Bauer MW and M Bucchi (2007) (eds) Journalism, Science and Society – science communication between news and public relations, NY, Routledge. Bauer, M.W. & Gaskell, G. (Eds) (2002). Biotechnology - the making of a global controversy. Cambridge, CUP. Bucchi M and B Trench (2014) (eds) Routledge Handbook of Public Communication of Science and Technology, 2nd edition, London, Routledge. Godin B and D Vinck (2017) (eds) Critical Studies of Innovation. Alternative approaches to the pro-innovation bias, Cheltenham, Edward Elgar. Gregory J and S Miller (1998) Science in Public – communication, culture, and credibility, Cambridge MA, Perseus. Marteau, T. & Richards, M.P.M. (1996) (Eds), The troubled helix: Social and psychological implications of the new human genetics, CUP. Roger, E.M. (1996). Diffusion of innovation, 4th edition. New York: Free Press. Weart, S.R. (1988). Nuclear fear: A history of images, Harvard University Press.

Each session will have its own particular readings, divided into essential texts and additional readings. This will be revised on an annual basis. No one text covers the entire syllabus; students' will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course.

Assessment: Essay (100%, 3000 words) in the LT.

PB430 Half Unit Not available in 2020/21 Social Influence

This information is for the 2020/21 session.

Teacher responsible: Prof Martin Bauer QUE.3.04

This is taught jointly with Dr Gordon Sammut, Lecturer at University of Malta, and Visiting Fellow to the Department of Psychological and Behavioural Science.

Availability: This course is available on the MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: The course is primarily intended for MSc and PhD students in Social Psychology, in particular those who follow PB404 Social Psychology of Communication or equivalent core modules in Social Psychology. But, conditional to available space, it will be open to any interested MSc or Research Student from across the school.

Course content: This course explores the many modes and modalities of social influence which social psychology has studied and developed concepts for. Modalities of social influence cover processes by which social groups and actors normalise, assimilate and accommodate private and public opinion, attitudes, social stereotypes, institute normative expectations and ways of life, and achieve recognition and social change. We will discuss the social psychological traditions such as rhetoric, crowd behaviour, public opinion, leadership, norms, opinion and attitude formation, majority and minority influence, resistance and obedience to authority, dual-processes of persuasion, mass media effect models; fait-accompli, inter-subjectivity and inter-objectivity. This discussion will unfold under three parallel perspectives: 1) the theoretical and empirical grounding of influence models; 2) the socio-historical context of their formulation, many models came out of WWII and Cold War; and 3) in the mirror of current formulations which often deploy new language without necessarily treading new ground. The course will discuss current ideas and models in comparison with canonical paradigms in order to assess 'real progress' of what often seems 'old wine in new bottles'. The course builds a theoretical integration of modalities of influence in the 'cycle of normativity and common sense' including the normalisation, assimilation and accommodation of social diversity (Sammut & Bauer, 2011). The moral ambiguity of social influence treads a fine line between promoting wellbeing and social recognition, and manipulating beliefs, opinion and attitudes. This raises ethical issues involved

in the study and exercise of social influence in the modern public spheres.

Teaching: 10 hours of lectures and 10 hours of seminars in the LT. Teaching arrangement: the course will be taught as a combination of weekly lecture and discussion seminar. Participants are expected to prepare at least one seminar discussion.

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

Participants will contribute to the reading seminars with a presentation, and they will be able to present an essay plan for formative feedback before the end of term.

Indicative reading: Some key references:

- Billig M (1987) *Arguing and thinking – a rhetorical approach to social psychology*, Cambridge, CUP;
- Gigerenzer G (2007) *Gut feelings*, New York: Viking;
- Habermas J (1989) *The structural transformation of the public sphere*, Cambridge, Polity Press;
- Kahnemann D (2011) *Thinking, fast and slow*; London: Penguin Books.
- Paicheler G (1988) *The psychology of social influence*, Cambridge, CUP;
- Pratkanis AR (2007) *The Science of Social Influence*, NY, Psychology Press;
- Sloane T O (Ed) (2001) *Encyclopedia of Rhetoric*, Oxford, OUP [various entries: logos, pathos, ethos, argumentation, audience, classical rhetoric, persuasion, rhetorical situation];
- Sammut G and MW Bauer (2011) 160 Social influence: modes and 160 modalities, in: D W Hook, B Franks & M W Bauer (Eds) *The Social Psychology of Communication*, London, Palgrave, pp87-106.

Each session will have its own particular readings, separated in essential texts and additional readings. This will be revised on an annual basis. No one book covers the entire syllabus; students' will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course.

Assessment: Essay (100%, 3000 words) in April.

PB431 Half Unit

Social Psychology of Economic Life: Advanced Topics

This information is for the 2020/21 session.

Teacher responsible: Dr Frederic Basso

Availability: This course is available on the MRes/PhD in Management (Organisational Behaviour), MSc in Behavioural Science, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The idea of a social psychology of economic life is not obvious. From the point of view of mainstream economics, economic life – usually understood as the production, distribution, and consumption of goods and services – is under the scope of economics. As a mathematical science, economics is, to some extent, a rejection of social and psychological dimensions in the analysis of economic life. As the “queen of social sciences”, mainstream economics was even considered by some authors as the framework (the so-called “economic imperialism”) for studying social and psychological processes out of the economic life. Yet, some of the most important advances over the last four decades in the understanding of human economic behaviour (and its link to some of the most pressing societal issues nowadays) are derived from concepts and methods of psychology and other social sciences. The course presents how social psychology (broadly interpreted to include micro-sociology, cultural anthropology and social neuroscience) is the key to understanding real-world economic life by taking into account cognitive, affective and social processes, and also to contributing to better solutions to societal

problems.

Main concepts: cognitive dissonance, analytic/experiential systems in decision-making, metaphors and decision-making, narratives and decision-making, self/extended self in consumption, dramaturgy/staging, social roles, face-to-face interactions, emotional labour/dissonance, gift economy, sharing economy, social group (inclusion/exclusion), stigma, social norms, nudging, disenchantment of the economic world, post-modern hyper-realities, experience economy, resistance to persuasion (inertia, scepticism, reactance), resistance to consumption (avoidance, minimisation, boycott/active rebellion).

Teaching: 15 hours of lectures and 10 hours of seminars in the LT.

Formative coursework: Students will be expected to produce 1 piece of coursework in the LT.

Indicative reading: Reading lists will be provided for each topic, the following are of general use; S E G Lea, R M Tarpy & P Webley, *The Individual in the Economy*, Cambridge University Press, 1987
A Lewis, P Webley & A Furnham, *The New Economic Mind: The social psychology of economic behaviour*, Harvester, 1995.

Assessment: Essay (100%, 3000 words) in the LT.

PB432 Half Unit

Social Representations: Social Knowledge and Contemporary Issues

This information is for the 2020/21 session.

Teacher responsible: Prof Sandra Jovchelovitch

Availability: This course is available on the MSc in Behavioural Science, MSc in Culture and Society, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course focuses on social representation as a theory in social and cultural psychology and as phenomena in social life. It explores concepts, empirical studies and fields of application of social representations. The course aims to equip students with in-depth understanding of the production, transformation and contestation of representations in public spheres. Through an examination of concepts and key studies in the field, the course explores the dynamics of social thinking and the power of representations to construct meanings and social realities. It highlights process of communication and contestation between different knowledge systems and the dynamics of social change.

The course covers: 1) origins and theoretical roots of social representations in the field of socio-cultural psychology and situated cognition; 2) processes and functions of social representation, including dialogicality, cognitive polyphasia, relating to the unfamiliar, semantic enablers and barriers, and the future of common sense vis-a-vis systemic encroachment and artificial intelligence; and 3) ongoing research on how communities think and the transformation of common sense in contemporary societies, in areas such as self and community, cultural encounters/cultural conflict, health, professional practices, urban transformations, social exclusion (these can vary depending on the research at hand).

Teaching: 15 hours of lectures and 10 hours of seminars in the LT.

Formative coursework: An essay plan of not more than 500 words is required.

Indicative reading:

Key texts: G Sammut, E Andreouli, G Gaskell, and J Valsiner (Eds). *Resistance, stability and social change: A handbook of social representations*. Cambridge University Press, 2015. S Moscovici, *Social Representations*. Polity Press, 2000; S Moscovici, *Psychoanalysis: its image and its public*. Polity Press, 2008. S Jovchelovitch, *Knowledge in Context: Representations, community and culture*. Routledge, 2007. I Markova, *Dialogicality and Social*

Representations. CUP, 2003. D Jodelet, *Madness and Social Representations*, Harvester/Wheatsheaf, 1991; W Wagner and N Hayes, *Everyday Discourse and Common Sense*, Palgrave, 2005. K Deaux & G Philogène, *Representations of the Social: Bridging Theoretical Perspectives*, Basil Blackwell, 2001.

Other texts: R M Farr & S Moscovici (Eds), *Social Representations*, Cambridge University Press, 1984; Howarth, C. "A social representation is not a quiet thing": Exploring the critical potential of social representations theory." *British Journal of Social Psychology*, 2006, 45: 65-86. I Marková & S Jovchelovitch (Guest Editors) *Journal for the Theory of Social Behaviour*, Special Issue on Psychoanalysis: its Image and its Public, 38(4) 2008. H Joffe, *Risk and 'The Other'*. Cambridge University Press, 1999. U Flick, *The Psychology of the Social*. Cambridge: Cambridge University Press, 1998. G Maloney and I Parker, *Social Representations and Identity: content, process and power*, Palgrave, 2007.

Assessment: Coursework (100%, 3000 words) in the LT.

PB433 Half Unit

Theory and Practice of Organisational Development

This information is for the 2020/21 session.

Teacher responsible: Dr Lucia Garcia-Lorenzo

Availability: This course is available on the MSc in Behavioural Science, MSc in Human Resources and Organisations (Organisational Behaviour), MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: Why is Organisational Development (OD) important? Organisations are becoming increasingly complex, more dynamic and faster changing social systems. To confront these changes, organisations need to become nimble, innovative and effective if they are to survive and thrive. 21st century organisations require therefore more flexible organisational structures, new types of leadership and new ways of managing. OD can help organizations navigate this difficult terrain. What is OD? OD is a critical behavioural science-based process that helps organisations build their capacity to navigate change and achieve greater effectiveness by developing, improving, and reinforcing strategies, structures, and processes. OD objectives: Through a deep analysis of needs and goals, OD strategies aim to bring about specific changes and to ensure that appropriate steps are taken to secure those changes within organisations. This course explores the management of organisational change and development from a theoretical and practical perspective. While the course is strongly informed by key theoretical frameworks, OD comes into its own in application. Students will be actively encouraged to relate key OD theoretical perspectives to current organisational challenges. The aim of the course is, therefore, two fold: first to explore the body of core theory underpinning the practice; second, to examine the practice of OD as a 'process' (not a 'product' or a 'programme'). The course will provide also practical hands-on experience. In seminars and workshops students will gain experience on drafting organizational change interventions, thinking about their implementation and evaluating their potential impact in organised contexts.

Teaching: 10 hours of lectures and 10 hours of seminars in the LT.

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

Indicative reading: Detailed references and class topics are distributed in the first lecture of the series. The following represents key readings covering some of the topics discussed in the course: Alvesson, M., & Sveningsson, S. (2015). Changing organizational culture: Cultural change work in progress.

Routledge. Argyris, C. (2008). *Teaching smart people how to learn*. Harvard Business Review Press. Cameron, E., & Green, M. (2019). *Making sense of change management: A complete guide to the models, tools and techniques of organizational change*. Kogan Page Publishers. Gallos, J. V. (2006). *Organization development: A Jossey-Bass reader*. Jossey-Bass. Ghislieri, C., Molino, M., & Cortese, C. G. (2018). *Work and organizational psychology looks at the fourth industrial revolution: How to support workers and organizations?*. *Frontiers in psychology*, 9, 2365. Gioia, D. A., & Chittipeddi, K. (1991). Sensemaking and sensegiving in strategic change initiation. *Strategic management journal*, 12(6), 433-448. Hisrich, R. D., & Kearney, C. (2013). *Managing innovation and entrepreneurship*. Sage Publications. Vangen, S., & Huxham, C. (2003). Nurturing collaborative relations: Building trust in interorganizational collaboration. *The Journal of Applied Behavioral Science*, 39(1), 5-31. Weick, K. E. (1995). *Sensemaking in organizations* (Vol. 3). Sage. Western, S. (2019). *Leadership: A critical text*. SAGE Publications Limited.

Assessment: Essay (100%, 3000 words) in the LT.

PB434 Half Unit

Behavioural Science in an Age of New Technology

This information is for the 2020/21 session.

Teacher responsible: Dr Dario Krpan

Availability: This course is available on the MSc in Behavioural Science, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is not available as an outside option.

Course content: When Psychology and Economics got "married", the product was Behavioural Science. Although this discipline has elevated theoretical and practical understanding of human behaviour to previously unseen heights, recent technological developments have produced new insights in understanding and predicting people's actions that not only supplement traditional tools of behavioural science but also go beyond them. The future of the discipline will therefore likely depend on how effectively behavioural scientists can harness new developments in technology to understand and change the way people act. The aim of this course is to a) Introduce major technological advancements that are relevant for predicting, influencing, and understanding human behaviour; b) Outline how they supplement and extend commonly used tools of behavioural change; and c) Examine how they can be used to propel behavioural science into the future. The course will tackle behavioural science in relation to motion tracking, virtual environments, social robotics, social networks, and other relevant developments in information technology.

Example topics explored on the course:

Understanding minds by reading bodies: Implications of motion tracking for behavioural science; Changing behaviour through gamification; Social robots: Our new friends?; Behavioural science in virtual worlds; Behavioural informatics; Change thyself: Using technology to influence our own behaviour; Digital footprints and human behaviour; Psychological targeting in digital age; The ethics of emerging technologies in the context of behavioural science.

Teaching: 10 hours of lectures and 10 hours of seminars in the LT.

Formative coursework: Students will be expected to produce 1 piece of coursework in the LT.

Formative coursework will serve as your preparation for the summative assignment. You will need to create a 5-minute presentation on the topic of the summative assignment: Propose an intervention that relies on technological tools that were either covered throughout the course or that you identified through personal search to create behavioural change in an applied setting of your choice (e.g. your organisation, personal life; you can select any setting you desire). In the presentation, you will

need to a) Introduce the behaviour you want to tackle and argue why changing this behaviour would be important; b) Present your intervention that uses technological tools to change the behaviour and c) argue why this intervention would be effective based on your knowledge of behavioural science gained through the class material and personal literature search.

Similar to the summative assignment, the presentation will be delivered in a video format: you will be given a clear step-by-step guide describing how to produce the presentation in a video format (we will go through this guide during a seminar to make sure it is clear to everyone how the summative assignment should be produced). The main aim of the formative assignment is for me to evaluate your approach to tackling points a), b), and c) mentioned above so I can give you relevant feedback that will help you when preparing the summative presentation, and also for you to get comfortable with producing the video presentation.

Indicative reading:

- Stephen, D. G., Dixon, J. A., & Isenhour, R. W. (2009). Dynamics of representational change: Entropy, action, and cognition. *Journal of Experimental Psychology: Human Perception and Performance*, 35(6), 1811-1832.
- Matz, S. C., Kosinski, M., Nave, G., & Stillwell, D. J. (2017). Psychological targeting as an effective approach to digital mass persuasion. *Proceedings of the national academy of sciences*, 114(48), 12714-12719.
- Kosinski, M., Stillwell, D., & Graepel, T. (2013). Private traits and attributes are predictable from digital records of human behavior. *Proceedings of the National Academy of Sciences*, 110(15), 5802-5805.
- Bailey, J. O., Bailenson, J. N., Flora, J., Armel, K. C., Voelker, D., & Reeves, B. (2015). The impact of vivid messages on reducing energy consumption related to hot water use. *Environment and Behavior*, 47 (5), 570-592.
- Seinfeld, S., Arroyo-Palacios, J., Iruretagoyena, G., Hortensius, R., Zapata, L. E., Borland, D., ... & Sanchez-Vives, M. V. (2018). Offenders become the victim in virtual reality: impact of changing perspective in domestic violence. *Scientific reports*, 8(1), 2692.
- Pärnamets, P., Johansson, P., Hall, L., Balkenius, C., Spivey, M. J., & Richardson, D. C. (2015). Biasing moral decisions by exploiting the dynamics of eye gaze. *Proceedings of the National Academy of Sciences*, 112(13), 4170-4175.
- Doherty, A. R., Caprani, N., Conaire, C. O., Kalnikaite, V., Gurrin, C., Smeaton, A. F., & O'Connor, N. E. (2011). Passively recognising human activities through lifelogging. *Computers in Human Behavior*, 27(5), 1948-1958.
- Kersten-van Dijk, E. T., Westerink, J. H., Beute, F., & IJsselstein, W. A. (2017). Personal informatics, self-insight, and behavior change: A critical review of current literature. *Human-Computer Interaction*, 32(5-6), 268-296.
- Pavel, M., Jimison, H. B., Korhonen, I., Gordon, C. M., & Saranummi, N. (2015). Behavioral informatics and computational modeling in support of proactive health management and care. *IEEE Transactions on Biomedical Engineering*, 62 (12), 2763-2775.
- Ward, A. F., Duke, K., Gneezy, A., & Bos, M. W. (2017). Brain drain: the mere presence of one's own smartphone reduces available cognitive capacity. *Journal of the Association for Consumer Research*, 2(2), 140-154.
- Twenge, J. M., Joiner, T. E., Rogers, M. L., & Martin, G. N. (2018). Increases in depressive symptoms, suicide-related outcomes, and suicide rates among US adolescents after 2010 and links to increased new media screen time. *Clinical Psychological Science*, 6(1), 3-17.
- Sailer, M., Hense, J. U., Mayr, S. K., & Mandl, H. (2017). How gamification motivates: An experimental study of the effects of specific game design elements on psychological need satisfaction. *Computers in Human Behavior*, 69, 371-380.
- Hutchesson, M. J., Rollo, M. E., Krukowski, R., Ells, L., Harvey, J., Morgan, P. J., ... & Collins, C. E. (2015). eHealth interventions for the prevention and treatment of overweight and obesity in adults: a systematic review with meta-analysis. *Obesity Reviews*, 16(5), 376-392.
- Broadbent, E. (2017). Interactions with robots: The truths we

reveal about ourselves. *Annual Review of Psychology*, 68, 627-652.

- Boyd, D. (2016). Untangling research and practice: What Facebook's "emotional contagion" study teaches us. *Research Ethics*, 12(1), 4-13.
- Sparrow, R. (2017). Robots, rape, and representation. *International Journal of Social Robotics*, 9(4), 465-477.

Assessment: Presentation (100%) in the ST.

The aim of the summative assessment will be to propose an intervention that relies on technological tools that were either covered throughout the course or that you identified through personal search to produce behavioural change in an applied setting of your choice (e.g. your organisation, personal life; you can select any setting you desire). This intervention will be conveyed in the form of a 15 minute presentation that will count as your summative assignment. More precisely, in the presentation, you will need to a) Introduce the behaviour you want to tackle and argue why changing this behaviour would be important; b) Present your intervention that uses technological tools to change the behaviour and c) argue why this intervention would be effective based on your knowledge of behavioural science gained through the class material and personal literature search.

The presentation will be delivered in a video format: you will be given a clear step-by-step guide describing how to produce the presentation in a video format (we will go through this guide during a seminar to make sure it is clear to everyone how the summative assignment should be produced). Together with the video presentation, you will need to submit an annotated bibliography that contains a) a list of scientific references you used for the presentation; and b) a short text below each reference (1-2 sentences) describing why exactly the reference is important in the context of your presentation. The main purposes of the annotated bibliography will be to demonstrate the academic background upon which your presentation was built.

PB452 Half Unit

Behavioural Science for Health in the Time of a Pandemic

This information is for the 2020/21 session.

Teacher responsible: Dr Matteo Galizzi

Availability: This course is available on the MSc in Behavioural Science, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: No pre-requisites required.

Course content: Using responses to the recent Covid-19 pandemic as a starting point, the course aims at introducing students to the main state-of-the-art applications of behavioural science to health policy, practice, economics and management. The course is designed to enhance students' abilities to apply behavioural science tools in a critical and rigorous way to concrete public health challenges related to Covid-19 and other pandemics, as well as to many other health- and healthcare-related areas, such as: infectious diseases; vaccinations; wellbeing and mental health; patients' and healthcare professionals' decisions and behaviours; doctor-patient interaction and shared decision-making; money, time, blood and organ donations; end-of-life decisions; diet and nutrition; physical exercise; alcohol abuse; tobacco and drug use; medication adherence; compliance; prevention and screening. The course utilises a rotating lectureship of PBS faculty members who will apply research-led teaching to address the different perspectives and challenges in this area.

Teaching: 10 hours of lectures and 10 hours of seminars in the LT.

Formative coursework: Students will be expected to work in small groups to produce a presentation in the LT, in which they will propose a design and implementation of a possible behavioural science intervention in health.

Indicative reading: Brodeur A, Clark AE, Flèche S, and Powdthavee N. (2020). COVID-19, Lockdowns and Well-Being: Evidence from Google Trends. IZA Discussion Paper, 13204. Charness G, Gneezy U (2009) Incentives to exercise. *Econometrica*, 77(3), 909-931. Dolan P, Galizzi MM (2015) Like ripples on a pond: behavioural spillovers and their consequences for research and policy. *Journal of Economic Psychology*, 47, 1-16. Fetzer TR, Witte M, Hensel L, Jachimowicz J, Haushofer J, Ivchenko A, Caria S, Reutskaja E, Roth CP, Fiorin S, Gómez M, Kraft-Todd G, Götz FM, and Yoeli E. (2020). Global Behaviors and Perceptions at the Onset of the COVID-19 Pandemic. NBER Discussion Paper, 27082. Galizzi MM (2014). What is really behavioural in behavioural health policy? And, does it work? *Applied Economic Perspectives and Policy*, 36(1), 25-60. Galizzi MM, Ghislandi S (2020). Bergamo's response to the coronavirus pandemic. Cambridge. Core blog: <https://www.cambridge.org/core/blog/2020/04/18/bergamos-response-to-the-coronavirus-pandemic/>. Galizzi MM, Guenther B, Quinlan M, Sanders J (2020). Risk in the time of Covid-19: what do we know and not know? *Economics Observatory*: <https://www.coronavirusandtheeconomy.com/question/risk-time-covid-19-what-do-we-know-and-not-know>. Galizzi MM, Wiesen D (2018). Behavioural Experiments in Health Economics. *Oxford Research Encyclopedia of Economics and Finance*. Oxford University Press: <https://oxfordre.com/economics/economics/view/10.1093/acrefore/9780190625979.001.0001/acrefore-9780190625979-e-244>. Fujiwara D, Dolan P, Lawton R, Behzadnejad F, Lagarde A, Maxwell C, Peytrignet S (2020). The Wellbeing Costs of Covid-19 in the UK. *Simetrica-Jacobs Research Report*: <https://www.jacobs.com/sites/default/files/2020-05/jacobs-wellbeing-costs-of-covid-19-uk.pdf>. Hanoch Y, Barnes AJ, Rice T (2017). *Behavioral Economics and Healthy Behaviors*. Routledge. Krekel C, Swanke S, De Neve J-E, and Fancourt D. (2020). Are happier people more compliant? Global multi-cohort evidence from three large-scale surveys of adults during Covid-19 lockdowns. *Mimeo*. Layard R, Clark AE, De Neve J-E, Krekel C, Fancourt D, Hey N, O'Donnell G. (2020). When to release the lockdown: A wellbeing framework for analysing costs and benefits. *CEP Occasional Paper*, 49. Lunn PD, Belton CA, Lavin C, McGowan FP, Timmons S, & Robertson DA (2020). Using Behavioral Science to help fight the Coronavirus. *Journal of Behavioral Public Administration*, 3(1). Roberto CA, Kawachi I (2016). *Behavioral Economics and Public Health*. Oxford University Press. Schwartz JA, Chapman GB (1999). Are more options always better? The attraction effect in physicians' decisions about medications. *Medical Decision Making*, 19, 315-323. Tsuchiya A, Dolan P, Shaw R (2003). Measuring people's preferences regarding ageism in health: some methodological issues and some fresh evidence. *Social Science & Medicine*, 57, 687-696. Van Bavel JJ, Baicker K, Boggio PS, Capraro V, Cichocka A, Cikara M, Crockett MJ, Crum AJ, Douglas KM, Druckman JN, Drury J, Dube O, Ellemers N, Finkel EJ, Fowler JH, Gelfand M, Han S, Halsam SA, Jetten J, ... & Willer R (2020). Using social and behavioural science to support COVID-19 pandemic response. *Nature Human Behaviour*, 1-12. Volpp K, Loewenstein G et al. (2008). Financial incentive-based approaches to weight loss. *Journal of the American Medical Association*, 300, 2631-2637.

Assessment: Coursework (100%, 3000 words) in the ST.

PB453 Half Unit Not available in 2020/21 Corporate Behaviour and Decision Making

This information is for the 2020/21 session.

Teacher responsible: TBC

Availability: This course is available on the MSc in Behavioural Science. This course is available as an outside option to students on other programmes where regulations permit.

Course content: The course provides the opportunity for students to learn how the tools of behavioural science can help to improve the outcomes of the firm. Specifically, behavioural science lessons

for search and hiring, diversity and inclusion, firm culture, conduct, and high stakes decision making are covered.

Each topic starts with equipping students with the predictions from traditional economic models. We then proceed to consider the individual biases which distort the decision making process, and how this distorts outcomes. We consider interventions and solutions to these problems with a specific emphasis on : 1. is there a problem, 2. menu of solutions for the problem 3. quantifying if the solutions worked.

Teaching: 10 hours of lectures and 15 hours of seminars in the LT.

Formative coursework: Students will be expected to produce 1 case study in the LT.

Case study with short questions that matches the style of the summative assessment

Indicative reading: Bertrand Marianne and Duflo Ester. Field Experiments on Discrimination. in *Handbook of Economics Field Experiments*. Volume 1, pages 309 - 393 2017. MLA: Gneezy, Uri, Kenneth L. Leonard, and John A. List. "Gender differences in competition: Evidence from a matrilineal and a patriarchal society." *Econometrica* 77.5 (2009): 1637-1664. Johnston, David W. and Lordan, Grace (2016) Racial prejudice and labour market penalties during economic downturns *European Economic Review*, 84. 57-75. Lordan, Grace and Pischke, Jorn-Steffen (2016) Does Rosie like riveting? Male and female occupational choices NBER working paper, 22495. National Bureau of Economic Research, Cambridge, USA. Kandasamy, Narayanan, et al. "Cortisol shifts financial risk preferences." *Proceedings of the National Academy of Sciences* 111.9 (2014): 3608-3613. Shiller, Robert J. *Finance and the Good Society*, Princeton: Princeton University Press, 2012. Fama, Eugene, "Market Efficiency, Long-Term Returns, and Behavioral Finance," *Journal of Financial Economics*.

Assessment: Coursework (100%, 4000 words) in the ST.

Two case studies with short questions

PB457 Half Unit Organisational Culture

This information is for the 2020/21 session.

Teacher responsible: Dr Thomas Reader

Availability: This course is available on the MSc in Human Resources and Organisations (Organisational Behaviour), MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available as an outside option to students on other programmes where regulations permit.

Students from the MSc in Organisational and Social Psychology will be prioritised for the course, because the half-unit is associated with this MSc.

Course content: The course aims to introduce to students the concept of Organisational Culture, its relationship with success and failure in institutional settings, the factors that shape organisational culture, and methodologies for studying and changing it. The course will draw on a mixture of seminal research, state-of-the-art literature, and work being conducted at the LSE. Course content will include the following:

Part 1: Organisational culture: what is it, and why does it matter? In this first phase of the course, the concept of organisational culture will be introduced. Student will be made familiar with key models on organisational culture (e.g. Schein, Hofstede, Cameron & Quinn), the distinction between organisational culture and climate, and academic literature investigating the cultural properties of organisations that lead them to be more competitive, safer, and nicer places to work. Students will be asked to reflect upon the organisations they have worked or studied within, and to consider where they might 'fit' within the academic models being presented. We will also focus on assessing organisational culture. Specifically, we will examine traditional methodologies of culture measurement including interviews, observations, and surveys. We will explore

what makes a 'good measure', how you interpret culture data, and the limitations of using observations from 'within' an organisation to measure culture. Second, we explore novel and cutting-edge forms of culture measurement, and in particular, research being conducted at LSE on unobtrusively measuring culture.

Part 2: What creates an organisational culture? Here, the course will examine more precisely how organisational culture influences behaviour and performance. In particular, we will examine how 'cultures' of decision-making, risk-taking, ethical practices, and citizenship activities emerge within organisations. Furthermore, we will examine how these behaviours in turn feed and shape the culture of an organisation. Material from the course leader's work (in aviation, heavy industries, and finance) will be used to explore this. We will consider, in particular, how culture emerges in groups, how leaders can influence organisational culture, and also the interaction between national culture and organisational culture. Case studies will be drawn on to illustrate.

Part 3. Changing organisational culture. Here, we consider how culture change emerges. Specifically, we will focus on the role of leadership, regulation and policy, and collaborative activity as a catalyst to culture change. Students will be asked to design a culture measurement and change strategy for their organisation.

Teaching: 10 hours of lectures and 10 hours of seminars in the LT.

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

Students will prepare for the summative assignment through a formative essay, which is a plan of the larger essay. This involves: i) considering the relevance of organisational culture to their own (or a relevant) intuition, ii) designing a culture measurement battery, and iii) outlining a culture change strategy. Students will also engage in seminar tasks (e.g. producing culture change strategies), that will contribute to their formative learning.

Indicative reading:

- Barney, J. B. (1986). Organisational culture: can it be a source of sustained competitive advantage? *Academy of Management Review*, 11(3), 656-665.
- Hartnell, C. A., Ou, A. Y., & Kinicki, A. (2011). Organisational culture and organisational effectiveness: a meta-analytic investigation of the competing values framework's theoretical suppositions. *Journal of Applied Psychology*, 96(4), 677.
- Hofstede, G. (1983). The cultural relativity of organisational practices and theories. *Journal of international business studies*, 14(2), 75-89.
- Hofstede, G., Neuijen, B., Ohayv, D. D., & Sanders, G. (1990). Measuring organisational cultures: A qualitative and quantitative study across twenty cases. *Administrative Science Quarterly*, 286-316.
- O'Reilly, C. A., Chatman, J., & Caldwell, D. F. (1991). People and organisational culture: A profile comparison approach to assessing person-organisation fit. *Academy of management journal*, 34, 487-516.
- Reader, T., Noort, M. C., Shorrocks, S., & Kirwan, B. (2015). Safety sans frontières: an international safety culture model. *Risk Analysis*, 35, 770-789.
- Reader, T., Mearns, K., Lopes, C. & Kuha, J (2017). Organisational support for workforce health and employee safety citizenship behaviours: a reciprocal relationship. *Human Relations*
- Schein, E. H. (2010). *Organisational culture and leadership* (Vol. 2). John Wiley & Sons.
- Schneider, B., Ehrhart, M. G., & Macey, W. H. (2013). Organisational climate and culture. *Annual Review of Psychology*, 64, 361-388.
- Scott, T., Mannion, R., Davies, H., & Marshall, M. (2003). The quantitative measurement of organisational culture in health care: a review of the available instruments. *Health services research*, 38(3), 923-945.

Assessment: Essay (100%, 3000 words) in the period between LT and ST.

The course will be assessed through a 3000 word case study essay. Submission of the summative assessment will be after Lent Term. Students will be asked to i) identify a real-life institution where organisational culture is the 'ingredient' for success or

failure, ii) to explain - using the concepts taught on the course - why this is the case (with a particular focus on behaviour), and iii) to identify a strategy for measuring (and improving) culture within that organisation.

PB458 Half Unit

Dialogue: Conflict & Negotiation

This information is for the 2020/21 session.

Teacher responsible: Dr Alex Gillespie CON.4.16

Availability: This course is available on the MSc in Behavioural Science, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available as an outside option to students on other programmes where regulations permit.

Course content: Dialogue is central to interpersonal conflicts, corporate negotiations, and societal debates. While dialogue is popularly construed in terms of reaching consensus, the reality entails rhetoric, manipulation and deception. This course takes the view that conflict is necessary, and it examines how dialogue can make a clash of difference productive and creative.

Topics covered will be: theory and science of dialogue; misunderstandings (when you see it, it is gone); negotiation and bargaining (creating wins, and win-wins); conflict mediation (when negotiation didn't work); the dark arts and their detection (persuasion, framing, deception); the defenses and their detection (denial, dismissing, rationalizing); reading verbal and non-verbal cues (listening beyond the words); creativity & dialogue (the emergence of something new); crisis dialogue & speaking up (power and dissent); digital dialogues (silos and measuring the 'quality' of dialogue).

The course will provide practical hands-on experience. In workshops students will gain experience intervening in dialogue, analyzing dialogue (transcripts, videos), and trying out cutting edge methods for the automated analysis of dialogue.

Teaching: 10 hours of lectures and 10 hours of seminars in the LT.

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

500 word essay or report plan outlining the approach to the summative assessment.

Indicative reading: Burris, E. R. (2012). The risks and rewards of speaking up: managerial responses to employee voice. *Academy of Management Journal*, 55(4), 851-875. Deutsch, M., Coleman, P. T., & Marcus, E. C. (2011). *The handbook of conflict resolution: theory and practice*. San Francisco, CA: John Wiley & Sons. Gillespie, A., & Corti, K. (2016). The body that speaks: recombining bodies and speech sources in unscripted face-to-face communication. *Frontiers in Psychology*, 1300. Gillespie, A., & Richardson, B. (2011). Exchanging social positions: enhancing perspective taking within a cooperative problem solving task. *European Journal of Social Psychology*, 41, 608-616. Harmon, D. J. (2019). When the fed speaks: arguments, emotions, and the microfoundations of institutions. *Administrative Science Quarterly*, in press. Hawlina, H., Gillespie, A., & Zittoun, T. (in press). Difficult differences: a socio-cultural analysis of how diversity can enable and inhibit creativity. *The Journal of Creative Behavior*, <https://doi.org/10.1002/jocb.182>. Ireland, M. E., Slatcher, R. B., Eastwick, P. W., Scissors, L. E., Finkel, E. J., & Pennebaker, J. W. (2011). Language style matching predicts relationship initiation and stability. *Psychological Science*, 22(1), 39-44. Marková, I. (2016). *The dialogical mind: common sense and ethics*. Cambridge, UK: Cambridge University Press. Pennebaker, J. W. (2011). *The secret life of pronouns*. London, UK: Bloomsbury Press. Taylor, M., & Kent, M. L. (2014). Dialogic engagement: Clarifying foundational concepts. *Journal of Public Relations Research*, 26(5), 384-398. Rubin, J. Z., & Brown, B. R. (2013). *The social psychology of bargaining and negotiation*. London, UK: Academic Press. Vrij, A., Hartwig, M., & Granhag, P. A. (2019). Reading lies: nonverbal

communication and deception. Annual Review of Psychology, 70(1), 295–317. Yarkoni, T. (2010). Personality in 100,000 words: A large-scale analysis of personality and word use among bloggers. Journal of Research in Personality, 44(3), 363–373.

Assessment: Essay (100%, 3000 words) in the period between LT and ST.

PB4A7 Half Unit

Quantitative Applications for Behavioural Science

This information is for the 2020/21 session.

Teacher responsible: Dr Ganga Shreedhar

Availability: This course is compulsory on the MSc in Behavioural Science. This course is not available as an outside option.

Course content: The main aim is to familiarize students with the main statistical tools required to understand the myriad contextual and individual-level causes of human behaviour and to put students in a position to do their own research. The course will cover leading methods used by psychologists and economists to test behavioural science hypotheses about cause-effect questions. It will first introduce students to null hypothesis testing and regression analysis. It will then delve into quasi-experimental methods like differences-in-differences, regression discontinuity design and instrumental variables regression. Students will learn how to identify, interpret, and critically evaluate different research designs, to eventually conducting their own data analysis and writing a report of the same. They will keep abreast of contemporary methodological debates and best practices in data analysis in psychology and economics, apart from learning to critically appraise and navigate behavioural science studies from a methodological perspective. To this end, there will also be an emphasis on teaching students how the same analyses are presented in psychology and economics so students can understand how to integrate research from these two fields that constitute behavioural science. This course complements PB413: Experimental Design and Methods for the Behavioural Science, which covers experimental design and research for MSc Behavioural Science students.

Teaching: The course is delivered in Michaelmas Term (MT) over 10 lectures of 1 hour and 10 weekly seminar sessions of 1 hour. Students on this course will have a reading week in MT Week 6. There will also be additional lab help sessions in collaboration with PB413.

Formative coursework: Students will have to complete and submit weekly problem sets. Some of these will be marked to provide indicative assessment. All formative coursework is compulsory.

Indicative reading:

- Angrist, J.D. and Pischke, J.S., 2010. The credibility revolution in empirical economics: How better research design is taking the con out of econometrics. Journal of economic perspectives, 24(2), pp.3-30.
- Angrist, J.D. and Pischke, J.S., 2008. Mostly harmless econometrics: An empiricist's companion. Princeton university press.
- Wooldridge, Jeffrey M., 2015. Introductory Econometrics: A modern approach. Nelson Education.
- Gelman, A. & Hill, J., 2007. Data Analysis Using Regression and Multilevel/Hierarchical Models. Cambridge, UK: Cambridge University Press.
- Angrist, J.D. and Pischke, J.S., 2010. The credibility revolution in empirical economics: How better research design is taking the con out of econometrics. Journal of economic perspectives, 24(2), pp.3-30.
- Marinescu, I.E., Lawlor, P.N. and Kording, K.P., 2018. Quasi-experimental causality in neuroscience and behavioural research. Nature human behaviour, p.1.

Textbooks

- Stock, J.H. and Watson, M.W., 2015. Introduction to

econometrics. Pearson Global Education.

- Angrist, J.D. and Pischke, J.S., 2014. Mastering metrics: The path from cause to effect. Princeton University Press.
- Firebaugh, G., 2018. Seven rules for social research. Princeton University Press.

Assessment: Report (60%) and poster (20%) in the ST. Problem sets (20%) in the MT.

PB4D2

Happiness - Dissertation

This information is for the 2020/21 session.

Teacher responsible: Dr Christian Krekel

Availability: This course is available on the MSc in Behavioural Science. This course is not available as an outside option.

Course content: The course aims to introduce students to the main concepts and tools of the growing science of happiness, with a focus on their applicability in policies across all sectors (government, private business, and the voluntary sector). To achieve this aim, the course is based on ten lectures covering: 1) what is happiness?; 2) evaluations of happiness; 3) experiences of happiness; 4) attention and adaptation; 5) mistakes about happiness; 6) happiness by design; 7) the narrative trap; 8) policy appraisal using preferences; 9) policy appraisal using happiness; 10) happiness as a policy objective.

Teaching: 10 hours of lectures and 10 hours of seminars in the LT.

Indicative reading:

Books

Clark, A.E., Flèche, S., Layard, R., Powdthavee, N., and Ward, G. (2018). The Origins of Happiness: The Science of Well-Being over the Life Course. Princeton, MA: Princeton University Press. Dolan, P. (2014). Happiness by Design: Finding Pleasure and Purpose in Everyday Life. London: Penguin. Dolan, P. (2019). Happy Ever After: Escaping the Myth of the Perfect Life. London: Allen Lane. Layard, R. (2005). Happiness: Lessons from a New Science. London: Penguin. Layard, R. (2020). Can We Be Happier? Evidence and Ethics. London: Penguin.

Journal Articles

Clark, A.E., Diener, E., Georgellis, Y., and Lucas, R.E. (2008). Lags And Leads in Life Satisfaction: a Test of the Baseline Hypothesis. Economic Journal, 118(529), F222-F243. Dolan, P., and Kahneman, D. (2008). Interpretations Of Utility And Their Implications For The Valuation Of Health. Economic Journal, 118(525), 215-234. Dolan, P., and Kudrna, L. (2016). Sentimental Hedonism: Pleasure, Purpose, and Public Policy. In Vittersø, J. (ed). Handbook of Eudaimonic Well-Being (International Handbooks of Quality-of-Life). Cham: Springer. Dolan, P., Laffan, K., and Velias, A. (2018). Who's miserable now? Identifying clusters of people with the lowest subjective wellbeing in the UK. Office for National Statistics. Dolan, P., Peasgood, T., and White, M. (2008). Do we really know what makes us happy? A review of the economic literature on the factors associated with subjective well-being. Journal of Economic Psychology, 29(1), 94-122. Layard, R., Clark, A.E., Cornaglia, F., Powdthavee, N., and Vernoit, J. (2014). What Predicts a Successful Life? A Life-course Model of Well-being. Economic Journal, 124(580), F720-F738. Wilson, T., and Gilbert, D. (2003). Affective forecasting. Advances in Experimental Social Psychology, 35, 345-411.

Assessment: Dissertation (100%, 10000 words) post-summer term.

You are required to write a 10,000 word dissertation (replacing the 3000 word summative assesment on PB421). You are expected to attend the course teaching on the half-unit that you choose to write your dissertation on.

PB4D3

Behavioural Science in an Age of New Technology - Dissertation

This information is for the 2020/21 session.

Teacher responsible: Dr Dario Krpan

Availability: This course is available on the MSc in Behavioural Science. This course is not available as an outside option.

Course content: When Psychology and Economics got "married", the product was Behavioural Science. Although this discipline has elevated theoretical and practical understanding of human behaviour to previously unseen heights, recent technological developments have produced new insights in understanding and predicting people's actions that not only supplement traditional tools of behavioural science but also go beyond them. The future of the discipline will therefore likely depend on how effectively behavioural scientists can harness new developments in technology to understand and change the way people act.

The aim of this course is to a) Introduce major technological advancements that are relevant for predicting, influencing, and understanding human behaviour; b) Outline how they supplement and extend commonly used tools of behavioural change; and c) Examine how they can be used to propel behavioural science into the future. The course will tackle behavioural science in relation to motion tracking, virtual environments, social robotics, social networks, and other relevant developments in information technology.

Example topics explored on the course:

Understanding minds by reading bodies: Implications of motion tracking for behavioural science; Changing behaviour through gamification; Social robots: Our new friends?; Behavioural science in virtual worlds; Behavioural informatics; Change thyself: Using technology to influence our own behaviour; Digital footprints and human behaviour; Psychological targeting in digital age; The ethics of emerging technologies in the context of behavioural science.

Teaching: 10 hours of lectures and 10 hours of seminars in the LT.

Indicative reading: Stephen, D. G., Dixon, J. A., & Isenhower, R. W. (2009). Dynamics of representational change: Entropy, action, and cognition. *Journal of Experimental Psychology: Human Perception and Performance*, 35(6), 1811-1832. Bond, R. M., Fariss, C. J., Jones, J. J., Kramer, A. D., Marlow, C., Settle, J. E., & Fowler, J. H. (2012). A 61-million-person experiment in social influence and political mobilization. *Nature*, 489(7415), 295-298. Kosinski, M., Stillwell, D., & Graepel, T. (2013). Private traits and attributes are predictable from digital records of human behavior. *Proceedings of the National Academy of Sciences*, 110(15), 5802-5805. Bailey, J. O., Bailenson, J. N., Flora, J., Armel, K. C., Voelker, D., & Reeves, B. (2015). The impact of vivid messages on reducing energy consumption related to hot water use. *Environment and Behavior*, 47(5), 570-592. Pärnamets, P., Johansson, P., Hall, L., Balkenius, C., Spivey, M. J., & Richardson, D. C. (2015). Biasing moral decisions by exploiting the dynamics of eye gaze. *Proceedings of the National Academy of Sciences*, 112(13), 4170-4175. Doherty, A. R., Caprani, N., Conaire, C. O., Kalnikaite, V., Gurrin, C., Smeaton, A. F., & O'Connor, N. E. (2011). Passively recognising human activities through lifelogging. *Computers in Human Behavior*, 27(5), 1948-1958. Pavel, M., Jimison, H. B., Korhonen, I., Gordon, C. M., & Saranummi, N. (2015). Behavioral informatics and computational modeling in support of proactive health management and care. *IEEE Transactions on Biomedical Engineering*, 62(12), 2763-2775. Matz, S. C., Kosinski, M., Nave, G., & Stillwell, D. J. (2017). Psychological targeting as an effective approach to digital mass persuasion. *Proceedings of the National Academy of Sciences of the United States of America*, 114 (48), 12714-12719. Ward, A. F., Duke, K., Gneezy, A., & Bos, M. W. (2017). Brain drain: the mere presence of one's own smartphone reduces available cognitive capacity. *Journal of the Association for Consumer Research*, 2(2), 140-154. Twenge, J. M., Joiner, T. E., Rogers, M. L., & Martin, G. N. (2018). Increases in depressive symptoms, suicide-related outcomes, and suicide rates among US adolescents after 2010 and links to increased new media screen time. *Clinical Psychological Science*, 6(1), 3-17. Sailer, M., Hense, J. U., Mayr, S. K., & Mandl, H. (2017). How gamification

motivates: An experimental study of the effects of specific game design elements on psychological need satisfaction. *Computers in Human Behavior*, 69, 371-380. Hutchesson, M. J., Rollo, M. E., Krukowski, R., Eells, L., Harvey, J., Morgan, P. J., ... & Collins, C. E. (2015). eHealth interventions for the prevention and treatment of overweight and obesity in adults: a systematic review with meta-analysis. *Obesity Reviews*, 16(5), 376-392. Broadbent, E. (2017). Interactions with robots: The truths we reveal about ourselves. *Annual Review of Psychology*, 68, 627-652.

Assessment: Dissertation (100%, 10000 words) post-summer term. You are required to write a 10,000 word dissertation (replacing the video presentation). You are expected to attend the course teaching on the half-unit that you chose to write your dissertation on.

PB4D4

Behavioural Science for Health in the Time of a Pandemic - Dissertation

This information is for the 2020/21 session.

Teacher responsible: Dr Matteo Galizzi

Availability: This course is available on the MSc in Behavioural Science. This course is not available as an outside option.

Course content: Using responses to the recent Covid-19 pandemic as a starting point, the course aims at introducing students to the main state-of-the-art applications of behavioural science to health policy, practice, economics and management. The course is designed to enhance students' abilities to apply behavioural science tools in a critical and rigorous way to concrete public health challenges related to Covid-19 and other pandemics, as well as to many other health- and healthcare-related areas, such as: infectious diseases; vaccinations; wellbeing and mental health; patients' and healthcare professionals' decisions and behaviours; doctor-patient interaction and shared decision-making; money, time, blood and organ donations; end-of-life decisions; diet and nutrition; physical exercise; alcohol abuse; tobacco and drug use; medication adherence; compliance; prevention and screening. The course utilises a rotating lectureship of PBS faculty members who will apply research-led teaching to address the different perspectives and challenges in this area.

Teaching: 10 hours of lectures and 10 hours of seminars in the LT.

Indicative reading: Brodeur A, Clark AE, Flèche S, and Powdthavee N. (2020). COVID-19, Lockdowns and Well-Being: Evidence from Google Trends. IZA Discussion Paper, 13204. Charness G, Gneezy U (2009) Incentives to exercise. *Econometrica*, 77(3), 909-931. Dolan P, Galizzi MM (2015) Like ripples on a pond: behavioural spillovers and their consequences for research and policy. *Journal of Economic Psychology*, 47, 1-16. Fetzer TR, Witte M, Hensel L, Jachimowicz J, Haushofer J, Ivchenko A, Caria S, Reutskaja E, Roth CP, Fiorin S, Gómez M, Kraft-Todd G, Götz FM, and Yoeli E. (2020). Global Behaviors and Perceptions at the Onset of the COVID-19 Pandemic. NBER Discussion Paper, 27082. Galizzi MM (2014). What is really behavioural in behavioural health policy? And, does it work? *Applied Economic Perspectives and Policy*, 36(1), 25-60. Galizzi MM, Ghislandi S (2020). Bergamo's response to the coronavirus pandemic. Cambridge. Core blog: <https://www.cambridge.org/core/blog/2020/04/18/bergamos-response-to-the-coronavirus-pandemic/>. Galizzi MM, Guenther B, Quinlan M, Sanders J (2020). Risk in the time of Covid-19: what do we know and not know? *Economics Observatory*: <https://www.coronavirusandtheeconomy.com/question/risk-time-covid-19-what-do-we-know-and-not-know>. Galizzi MM, Wiesen D (2018). Behavioural Experiments in Health Economics. Oxford Research Encyclopedia of Economics and Finance. Oxford University Press: <https://oxfordre.com/economics/economics/view/10.1093/acrefore/9780190625979.001.0001/acrefore-9780190625979-e-244>. Fujiwara D, Dolan P, Lawton R, Behzadnejad F, Lagarde A, Maxwell C, Peytrignet S (2020). The Wellbeing Costs of Covid-19 in the UK. Simetrica-Jacobs Research Report: <https://www.jacobs.com/sites/default/files/2020-05/>

jacobs-wellbeing-costs-of-covid-19-uk.pdf. Hanoch Y, Barnes AJ, Rice T (2017). Behavioral Economics and Healthy Behaviors. Routledge. Krekel C, Swanke S, De Neve J-E, and Fancourt D. (2020). Are happier people more compliant? Global multi-cohort evidence from three large-scale surveys of adults during Covid-19 lockdowns. Mimeo. Layard R, Clark AE, De Neve J-E, Krekel C, Fancourt D, Hey N, O'Donnell G. (2020). When to release the lockdown: A wellbeing framework for analysing costs and benefits. CEP Occasional Paper, 49. Lunn PD, Belton CA, Lavin C, McGowan FP, Timmons S, & Robertson DA (2020). Using Behavioral Science to help fight the Coronavirus. Journal of Behavioral Public Administration, 3(1). Roberto CA, Kawachi I (2016). Behavioral Economics and Public Health. Oxford University Press. Schwartz JA, Chapman GB (1999). Are more options always better? The attraction effect in physicians' decisions about medications. Medical Decision Making, 19, 315-323. Tsuchiya A, Dolan P, Shaw R (2003). Measuring people's preferences regarding ageism in health: some methodological issues and some fresh evidence. Social Science & Medicine, 57, 687-696. Van Bavel JJ, Baicker K, Boggio PS, Capraro V, Cichocka A, Cikara M, Crockett MJ, Crum AJ, Douglas KM, Druckman JN, Drury J, Dube O, Ellemers N, Finkel EJ, Fowler JH, Gelfand M, Han S, Halsam SA, Jetten J, ... & Willer R (2020). Using social and behavioural science to support COVID-19 pandemic response. Nature Human Behaviour, 1-12. Volpp K, Loewenstein G et al. (2008). Financial incentive-based approaches to weight loss. Journal of the American Medical Association, 300, 2631-2637.

Assessment: Dissertation (100%, 10000 words) post-summer term.

You are required to write a 10,000 word dissertation (replacing the essay). You are expected to attend the course teaching on the half-unit that you chose to write your dissertation on.

PB4D5 Not available in 2020/21

Corporate Behaviour and Decision Making - Dissertation

This information is for the 2020/21 session.

Teacher responsible: TBC

Availability: This course is available on the MSc in Behavioural Science. This course is not available as an outside option.

Course content: The course provides the opportunity for students to learn how the tools of behavioural science can help to improve the outcomes of the firm. Specifically, behavioural science lessons for search and hiring, diversity and inclusion, firm culture, conduct, and high stakes decision making are covered.

Each topic starts with equipping students with the predictions from traditional economic models. We then proceed to consider the individual biases which distort the decision making process, and how this distorts outcomes. We consider interventions and solutions to these problems with a specific emphasis on : 1. is there a problem, 2. menu of solutions for the problem 3. quantifying if the solutions worked.

Teaching: 10 hours of lectures and 15 hours of seminars in the LT.

Indicative reading: Bertrand Marianne and Duflo Ester. Field Experiments on Discrimination. in Handbook of Economics Field Experiments. Volume 1, pages 309 - 393 2017. MLA: Gneezy, Uri, Kenneth L. Leonard, and John A. List. "Gender differences in competition: Evidence from a matrilineal and a patriarchal society." Econometrica 77.5 (2009): 1637-1664. Johnston, David W. and Lordan, Grace (2016) Racial prejudice and labour market penalties during economic downturns European Economic Review, 84. 57-75 Lordan, Grace and Pischke, Jorn-Steffen (2016) Does Rosie like riveting? Male and female occupational choices NBER working paper, 22495. National Bureau of Economic Research, Cambridge, USA. Kandasamy, Narayanan, et al. "Cortisol shifts financial risk preferences." Proceedings of the National Academy of Sciences 111.9 (2014): 3608-3613. Shiller, Robert J. Finance and the Good Society, Princeton: Princeton University Press, 2012. Fama, Eugene,

"Market Efficiency, Long-Term Returns, and Behavioral Finance," Journal of Financial Economics.

Assessment: Dissertation (100%, 10000 words) post-summer term.

You are required to write a 10,000 word dissertation (replacing the essay). You are expected to attend the course teaching on the half-unit that you chose to write your dissertation on.

PH400

Philosophy of Science

This information is for the 2020/21 session.

Teacher responsible: Prof Roman Frigg LAK 101

Availability: This course is available on the MSc in Philosophy and Public Policy, MSc in Philosophy of Science and MSc in Philosophy of the Social Sciences. This course is not available as an outside option.

Pre-requisites: None.

Course content: Science is chock full of miraculous predictions, shocking revolutions, and unexpected results that few science fiction writers could have ever dreamed of. What makes science so special? This course is a tour of the philosophical underpinnings of modern science. No background in any science is needed for this course; everything you need to know will be covered.

Indicative topics include: Theory and Observation: Hume's problem of induction and Goodman's new riddle of induction, Popper's falsificationism, underdetermination of theory by evidence, the positive instance account of confirmation, Bayesianism. Laws of Nature: the regularity view of laws, laws as universals, the best systems account, instrumentalism. Explanation: the DN model of explanation, statistical explanation, causal explanation, unification. Intertheory relations: reductionism and pluralism. Realism versus Antirealism: Scientific realism and antirealism, the no miracles argument, inference to the best explanation, the pessimistic meta-induction, reductive empiricism, constructive empiricism, the natural ontological attitude, entity realism, structural realism, Kuhn and scientific revolutions. Sociological approaches to science: Social constructivism, feminism. Causation: Hume's, Mill's, Mackie's accounts of causation, counterfactual theories, probabilistic causality and manipulability accounts, transference accounts. Philosophy of a special science: Space and Time in Newton's physics.

Teaching: 10 hours of lectures and 15 hours of seminars in the MT. 10 hours of lectures and 15 hours of seminars in the LT.

This year, some or all of this teaching will take place online.

Formative coursework: Students will be expected to write four essays (two in MT and two in LT), submit a few short answers before each seminar, and participate in seminar discussion.

Indicative reading: T S Kuhn, The Structure of Scientific Revolutions; K R Popper, Conjectures and Refutations; B van Fraassen, The Scientific Image; N Cartwright, How the Laws of Physics Lie.

Assessment: Exam (100%, duration: 3 hours) in the summer exam period.

PH405

Philosophy of the Social Sciences

This information is for the 2020/21 session.

Teacher responsible: Prof. J. McKenzie Alexander

Availability: This course is available on the MSc in Economics and Philosophy, MSc in Philosophy and Public Policy, MSc in Philosophy of Science and MSc in Philosophy of the Social Sciences. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course examines philosophical problems of social science concerning what societies are like and how

scientists theorize about them. The first part of the course will focus on questions of scientific method about the nature of understanding and the kind of knowledge the social sciences should, or can, aim for; as well as on questions of ontology pertaining to the nature of the social world. The overarching goal is to provide an intellectual geography of the philosophy of the social sciences, to which students will refer in the second part of the course when specific philosophical issues will be closely analysed and discussed. Contents to be covered in the second term will be structured around three main themes: action, rationality and intelligibility; institutions, culture, and the relationship between mind and society; and the moral aims of the social sciences, as well as their role in just social change.

Teaching: 10 hours of lectures and 15 hours of seminars in the MT. 10 hours of lectures and 15 hours of seminars in the LT. This year, some or all of this teaching will take place online.

Formative coursework: Students will be expected to write four formative essays, two in Michaelmas term and two in Lent term. The two summative essays then correspond to the two formative essays which received the highest marks. Class presentations or weekly activities may also be required, depending on the pedagogical approach of the class teacher.

Indicative reading: A detailed reading list will be provided at the beginning of the course. Indicative readings include: Nancy Cartwright and Eleanor Montuschi (eds.), *Philosophy of the Social Sciences: a new introduction*; Harold Kincard, John Dupré, and Alison Wylie (eds.), *Value-Free Science: Ideals and Illusions*; Jon Elster, *Explaining Social Behaviour*; John H. Miller and Scott Page, *Complex Adaptive Systems*; Dawn Langan Teele, *Field Experiments and Their Critics: Essays on the Uses and Abuses of Experimentation in the Social Sciences*; Alex Rosenberg, *Philosophy of Social Science* (Fifth edition); Harold Kincaid, *Philosophical Foundations of the Social Sciences*; Daniel Steel and Francesco Guala (eds.), *The Philosophy of Social Science Reader*; Michael Martin and Lee McIntyre (eds.), *Readings in the Philosophy of Social Science*.

Assessment: Essay (25%, 2000 words) in the LT.

Essay (25%, 2000 words) in the MT and LT.

Take-home assessment (50%) in the ST.

Summative assessment for PH405 will consist of two essays and a take-home exam. Of the four essays assigned over the course (two in Michaelmas term, two in Lent term), the two essays which received the highest marks will be selected to count towards 50% of the final grade (i.e., 25% for each essay). In Summer term, a take-home exam, to be completed over the course of a week, will also be set.

PH413

Philosophy of Economics

This information is for the 2020/21 session.

Teacher responsible: Dr Johanna Thoma

Dr Campbell Brown
Prof Richard Bradley
Dr Kate Vredenburg

Availability: This course is available on the MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Economics and Philosophy, MSc in Philosophy and Public Policy, MSc in Philosophy of Science and MSc in Philosophy of the Social Sciences. This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students must have completed a university-level introductory course in economics, such as EC100 or EC102.

Course content: This course provides a philosophical discussion of (1) the methods and (2) the normative commitments of contemporary economics.

(1) Here the course will focus on economic methodology and

the foundations of utility theory, with an eye to important current debates in economics. We will discuss questions such as: What is utility, and how do economists measure it? Does evidence of widespread 'irrationality' from behavioural economics undermine standard microeconomic theory? Can idealised models teach us anything about real-world phenomena? If yes, how? How should we measure important economic variables, such as inflation? How do we best find out what interventions work in development? Does macroeconomics need microfoundations? Is the economics profession to blame for its failure to predict the financial crisis? (2) The second area of focus is on welfare economics, and the ethical assumptions and implications of economics. We will cover questions such as: Is getting what you want always good for you? Can you be harmed by something if you never know about it? Does it make sense to say that eating pizza gives me more happiness than going to the movies gives you? Is it possible to combine the preferences of individuals into an overall 'social' preference? Does it matter if the well-being of some people is less than that of others? When and why are markets desirable? Is paternalism always bad, and does welfare economics really avoid it? How should we resolve collective action problems? What is a fair way to distribute the tax burden?

Teaching: 15 hours of lectures and 15 hours of seminars in the MT. 15 hours of lectures and 15 hours of seminars in the LT.

This course is delivered through a combination of seminars and lectures totalling a minimum of 60 hours across Michaelmas Term and Lent Term. This year, some or all of this teaching will be delivered virtually. This course includes a reading week in Week 6 of both Michaelmas Term and Lent Term.

Formative coursework: Students will be expected to produce 2 essays in the MT and 1 presentation in the LT.

Students will be expected to produce two formative essays of 1,500 words each in MT. Note that at least one of these must be submitted since a reworked version is an essential part of the summative work for the course. There will also be a formative group debate in LT.

Indicative reading: D. Hausman, *The Philosophy of Economics: An Anthology*; J. L. Bermudez, *Decision Theory and Rationality*; J. Cohen and W. Easterly, *What Works in Development: Thinking Big and Thinking Small*; D. Hausman and M. McPherson, *Economic Analysis, Moral Philosophy, and Public Policy*; M. D. Adler, *Measuring Social Welfare: An Introduction*; D. Satz, *Why Some Things Should Not Be for Sale*.

Assessment: Exam (30%, duration: 2 hours) in the summer exam period.

Essay (30%, 2500 words) and presentation (10%) in the LT.

Essay (30%, 2000 words) in the ST.

Summative Essay 1 (2,000 words, +500 words reflective commentary, 30%, due in LT) is a rewritten version of one of the formative essays on the MT material.

Summative Essay 2 (2,000 words, 30%, due in ST) covers the LT material.

The 2-hour ST exam (30%) consists of short-answer questions covering material from both MT and LT. This year, if necessary, the exam may be converted to a take-home exam.

The presentation (10%) is a group presentation, followed by discussion, and will take place in LT.

PH415

Philosophy and Public Policy

This information is for the 2020/21 session.

Teacher responsible: Dr Campbell Brown LAK 2.04

This course will be taught by Campbell Brown, Jonathan Parry, Johanna Thoma, and Michael Otsuka.

Availability: This course is compulsory on the MSc in Philosophy and Public Policy. This course is available on the MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social

Policy, MPA in Social Impact, MSc in Economics and Philosophy, MSc in Public Administration and Government (LSE and Peking University) and MSc in Public Policy and Administration. This course is available as an outside option to students on other programmes where regulations permit.

Course content: The course offers critical reflection on the design and evaluation of public policies from the perspective of moral and political philosophy. To this end, we study a range of theories and concepts that are used in policy evaluation. We often discuss and evaluate them by focusing on specific policy proposals. The course addresses questions such as the following.

- What is a correct public measure of well-being?
- Should people be left to bear the consequences of their free choices?
- May the government force you to buy health insurance?
- Is torture ever justified?
- Do prosperous countries have a right to close their borders to immigrants from poor countries?
- Should hate speech be protected by freedom of speech?
- Should the development of new drugs be left to private companies rewarded by patent protection?
- What is the optimal population size and what policies may the state pursue in order to achieve it?
- Should higher education be financed by student loans or general taxation?
- Should we be free to act as we choose so long as we do not harm others?
- How should we distribute the burdens of military service?
- Should children be given the vote?

Teaching: 10 hours of lectures and 15 hours of seminars in the MT. 10 hours of lectures and 15 hours of seminars in the LT. This course has a reading week in Week 6 of both MT and LT. Some lectures and/or seminars may be delivered in an online format.

Formative coursework: Students will be expected to produce 2 essays in the MT and 1 essay in the LT.

Indicative reading: A detailed list of readings will be available on moodle. The following is an indicative sample of readings that may be discussed in the course.

- Greg Bognar and Iwao Hirose (2014). *The Ethics of Health Care Rationing*.
- A. Voorhoeve (2018) 'May a Government Mandate More Comprehensive Insurance than People Want for Themselves?' *Oxford Studies in Political Philosophy*.
- Michael Rustin (2016), 'The neoliberal university and its alternatives', *Soundings*
- Ronald Dworkin et al (1997) 'Assisted Suicide: The Philosophers' Brief'
- Carol Kates (2004). 'Reproductive Liberty and Overpopulation' *Environmental Ethic*
- Jonathan Wolff (2011), *Ethics and Public Policy: A Philosophical Inquiry*
- Joseph Carens (1987), 'Aliens and Citizens: The Case for Open Borders', *The Review of Politics*
- Jeff McMahan (2008), 'Torture in Theory and Practice', *Public Affairs Quarterly*
- Michael J. Robillard and Bradley J. Strawser (2016), 'The Moral Exploitation of Soldiers', *Public Affairs Quarterly*
- Annabelle Lever (2014), 'When the Philosopher Enters the Room', *Philosophy and Public Issues*

Additional readings will be available on Moodle.

Assessment: Exam (60%, duration: 2 hours) in the summer exam period.

Essay (30%, 2000 words) in the ST.

Class participation (10%).

PH416

Philosophy, Morals and Politics

This information is for the 2020/21 session.

Teacher responsible: Dr Jonathan Parry

The course is taught by Dr. Jonathan Parry, Dr. Lewis Ross, Dr. Campbell Brown, and Prof. Michael Otsuka.

Availability: This course is available on the MSc in Economics and Philosophy, MSc in Philosophy and Public Policy, MSc in Philosophy of the Social Sciences and MSc in Political Theory. This course is available as an outside option to students on other programmes where regulations permit.

Course content: The course will cover key topics in **moral and political philosophy**.

In weeks 1-5 of Michaelmas Terms, Jonathan Parry will discuss a range of topics in normative ethics, which is a branch of ethics that aims to identify the factors that determine the moral status of actions. Questions covered will include some of the following: (i) What sacrifices are we required to make for the sake of others? (ii) Does it make a moral difference that a person is less well off than she could have been? ('the non-identity problem') (iii) Is it permissible to cause harm to others in order to prevent greater harm? If so, are some ways of bringing about harm harder to justify than others? (iv) What are the moral limits on harming others in self-defence? (v) To what extent is the morality of self-defence different from the morality of defending other people? In weeks 7-11 of Michaelmas Terms, Lewis Ross will bridge the moral and political components of the course, considering a number of classic questions at the intersection between moral theory and political philosophy (which may include questions such as: when and why is it legitimate for a state to inflict harm upon its subjects? when can we disobey the state? can the moral status of our actions and the punishment we deserve be determined by factors outwith our control? is evolutionary theory a threat to our views about morality? can the cultural circumstances in which we grow up absolve us of blame for bad beliefs?).

In weeks 1-5 of Lent Term, Michael Otsuka will discuss the following topics in political philosophy: What is the nature and justification of rights? Is redistributive taxation of earnings from labour on a par with forced labour? Is private property in land justified? Should laws lapse every twenty years, in order to prevent the dead from ruling the living? Are people entitled to compensation for injustices committed against their ancestors? In weeks 7-11 of Lent Term, Campbell Brown will discuss topics in metaethics. This branch of philosophy explores the fundamental nature of morality. When we contemplate 'first-order' moral questions – e.g., 'Is torture always morally wrong?' – we are often led to 'second-order', or metaethical, questions. Do first-order questions have objectively correct answers? If one person believes torture is always wrong, while another person denies this, must one of these people be mistaken? Can such disagreements be resolved by rational argument and scientific investigation? Or are these merely 'matters of opinion', where one person's belief is no more or less 'true' than any other's? Can the members of one culture legitimately criticise the moral norms of another culture? If morality is not objective, does it follow that public policy should not be based on morality?

Some topics in other areas of moral and political philosophy may also be covered.

Teaching: 10 hours of lectures and 15 hours of seminars in the MT. 10 hours of lectures and 15 hours of seminars in the LT.

Formative coursework: Students will be expected to produce 3 essays in the MT and LT.

Indicative reading: Thomson, J.J. 'Self-Defense', *Philosophy and Public Affairs* 20 (1991). Otsuka, M. 'Killing the Innocent in Self-Defense', *Philosophy and Public Affairs* 23 (1994). Quinn, W. 'Actions, Intentions and Consequences: The Doctrine of Doing and Allowing', *The Philosophical Review* 98 (1989). Øverland, G. 'Moral Obstacles: An Alternative to the Doctrine of Double Effect', *Ethics* 124 (2014). Parry, J. 'Defensive Harm, Consent, and Intervention', *Philosophy and Public Affairs* 43 (2017). Geoff Sayre-McCord, 'Metaethics', *The Stanford Encyclopedia of Philosophy* <<http://plato>

stanford.edu/archives/sum2014/entries/metaethics/>. Matthew Chrisman, What is this thing called Metaethics?. Michael Smith, The Moral Problem; J.L. Mackie, Ethics: Inventing Right and Wrong. Nozick, R. Anarchy, State and Utopia. Locke, J. Second Treatise of Government

Cohen, G. A., 'Nozick on Appropriation', New Left Review, no. 150 (1985). Jefferson, T., Letter to James Madison (1789). Boxill, B., 'Black Reparations', Stanford Encyclopedia of Philosophy(2015)
Assessment: Essay (30%, 2000 words) and class participation (10%).

Take-home assessment (60%) in the ST.

The exam for the course will be a take-home assessment.

Students will have one week to complete, but the expectation is that the assessment requires the equivalent amount of work as a two-hour sat exam.

PH418

Dissertation Seminar - Economics and Philosophy

This information is for the 2020/21 session.

Teacher responsible: Prof Richard Bradley

Availability: This course is compulsory on the MSc in Economics and Philosophy. This course is not available as an outside option.

Course content: The course is intended to develop the ability to make philosophical arguments, to write good philosophical essays, and to present ideas effectively. It covers topics in the philosophy of economics and will serve to prepare students for research and for writing their dissertation.

Teaching: 10 hours of seminars in the MT. 10 hours of seminars in the LT.

This course has a reading week in Week 6 of both MT and LT.

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

Indicative reading: Readings will be chosen by the seminar participants.

Assessment: This course is not assessed.

PH419

Set Theory and Further Logic

This information is for the 2020/21 session.

Teacher responsible: Professor Miklos Redei, LAK 4.03

Availability: This course is available on the MSc in Economics and Philosophy, MSc in Philosophy of Science and MSc in Philosophy of the Social Sciences. This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students taking this course should already have taken a year-long introductory course in logic in a Philosophy Department, or a mathematical course that covers the basics of set theory and logic. If in doubt whether you satisfy this prerequisite, consult the instructor.

Course content: The aim of the course is to familiarize students of philosophy with the essentials of naive set theory and formal logic. From set theory, the course covers (i) what is needed for use in formal reasoning, and (ii) what is of philosophical interest (Russell Paradox, elementary theory of cardinals and ordinals, transfinite induction, Axiom of Choice, Continuum Hypothesis). From logic, it covers the basic metatheory of sentential and first-order predicate logic (up to the completeness theorems), continues with Gödel's famous incompleteness theorems concerning the limitations of mathematical provability and ends with exploring extensions of classical logic.

Teaching: 20 hours of lectures and 15 hours of seminars in the MT. 20 hours of lectures and 15 hours of seminars in the LT. Lectures will be delivered online.

Formative coursework: In each term, students are required to

submit solutions to two problem-sets, and write one 1,500 word essay on a topic from a list or proposed by the student and approved by the instructor.

Indicative reading: Textbooks: Cameron, Peter: Sets, Logic and Categories (Springer, 1999); Sider, Theodore: Logic for Philosophy (Oxford University Press, 2010). Specific sections of these texts that are relevant to weekly topics will be indicated in the detailed course description and in the Moodle page of the course.

Additional reading: Halmos, Paul: Naive Set Theory (Springer reprint 2011); Crossley, John: What is Mathematical Logic? (Dover reprint 1991); Goble, Lou ed.: The Blackwell Guide to Philosophical Logic (Blackwell, 2001); Boolos, G., Burgess, J., & Jeffrey, R.: Computability and Logic (Cambridge University Press, 2007). Additional material on special topics will be made available on Moodle.

Assessment: Take-home assessment (100%) in the ST. Examination will be a 48 hour take home exam, to be submitted electronically.

PH421

Dissertation Seminar - Philosophy and Public Policy

This information is for the 2020/21 session.

Teacher responsible: Dr Jonathan Parry

Availability: This course is compulsory on the MSc in Philosophy and Public Policy. This course is not available as an outside option.

Course content: Aim: This course helps students on the MSc in Philosophy and Public Policy develop their philosophical research and writing skills. It clarifies expectations surrounding the MSc dissertation, which is an extended piece of writing that students are expected to complete over the summer. One of the course's main aims is to help student settle for a relevant dissertation topic that they feel comfortable with.

Teaching: 10 hours of seminars in the MT. 20 hours of seminars in the LT.

The course starts with a five hour module on argumentative writing in philosophy (weeks 1-5 of MT). This is followed by discussions of past MSc dissertations, and short student presentations on possible research ideas (weeks 7-11 of MT). During Lent Term, students are required to present their MSc dissertations as work in progress. This course has reading weeks in weeks 6 of MT and LT. This year, some or all of this teaching will take place online.

Formative coursework: Presentation of own dissertation as work in progress

Optional draft of up to 6000 words due at the end of June

Indicative reading: None.

Assessment: This course is not assessed.

PH422

Dissertation Seminar - Philosophy of Social Science

This information is for the 2020/21 session.

Teacher responsible: Prof. J. McKenzie Alexander, LAK 5.01

Availability: This course is compulsory on the MSc in Philosophy of the Social Sciences. This course is not available as an outside option.

Course content: The course is intended to develop the ability to make philosophical arguments and to write structured philosophical essays. It will serve to prepare students for research and writing their dissertation. In Michaelmas term, the first few meetings will cover philosophical and argumentative writing, with a number of in-class exercises. Then we will discuss the structure and content of an MSc dissertation in Philosophy and the grading rubric used for marking dissertations. The remainder of Michaelmas term will cover possible thesis topics in the

philosophy of social science, with group presentations. In Lent term, seminars will cover topics that are chosen by MSc students for their theses.

Teaching: 10 hours of seminars in the MT. 20 hours of seminars in the LT.

This year, some or all of this teaching will take place online.

Formative coursework: A number of assignments whose completion will aid the writing of the dissertation will be set over the course of MT and LT.

Assessment:

This course is not assessed.

PH425 Half Unit

Business and Organisational Ethics

This information is for the 2020/21 session.

Teacher responsible: Mr Thomas Ferretti

Availability: This course is available on the CEMS Exchange, MBA Exchange, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Economics and Philosophy, MSc in Management of Information Systems and Digital Innovation, MSc in Philosophy and Public Policy, MSc in Philosophy of Science, MSc in Philosophy of the Social Sciences and MSc in Risk and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course is about philosophical and ethical issues related to the conduct of business. Some tough-minded people believe that business is like a game where winning means making as much money as possible. They believe that "business ethics" does not exist, that it is a contradiction in terms, and that whoever thinks otherwise – whoever thinks that business is also about treating others respectfully – is either naive, or deluded, or both. What these tough-minded people do not realise is that they are, in fact, making an ethical claim. They claim that, while we generally have ethical obligations towards others in society, when it comes to the game of business everyone is permitted to pay attention only to their personal gain. This statement may be correct, or it may be false. But it is definitely an ethical statement, simply because it makes claims about how people may permissibly behave. So, inadvertently, they are doing business ethics.

In this introductory course to business ethics, we look at different types of ethical theories, and we apply them to problems that tend to arise in business contexts. The primary aim of the course is not to present you with ethical solutions or dogmatic responses, but to practice ethical reasoning, analytical skills, and critical thinking, so that towards the end of the course, you will no longer be satisfied with simple answers to difficult problems. You will also practice argumentative and writing skills that will help you express your thoughts clearly and concisely.

Topics discussed in the context of this course include:

- What are the moral responsibilities of managers?
- Is Milton Friedman correct that the main purpose of business is to increase profits?
- Do managers have instead moral responsibilities that are specific to their role as market actors, such as avoiding deception, fraud, or environmental degradation?
- What, if anything, is wrong with exploitation? If sweatshop workers voluntarily choose to work under exploitative conditions because they want a job, are such working conditions acceptable then?
- Should firms have an obligation to protect the privacy of their workers or customers?
- Why and how should firms tackle gender discrimination in the workplace?
- To what extent are the large pay packages that CEOs receive justified? What makes wages fair or unfair?

Required readings amount to about two to three papers per week.

Teaching: 10 hours of lectures and 15 hours of seminars in the LT. This course has a reading week in Week 6 of LT.

This year, some or all of this teaching will take place online.

Formative coursework: One essay of 2000 words.

Indicative reading: Carr, Albert Z. (1968): "Is Business Bluffing Ethical?", in *Harvard Business Review*, 46 (1): 143-153. Friedman, Milton (1970): "The Social Responsibility of Business is to Increase its Profits", *New York Times Magazine*, Sept. 13. Heath, Joseph (2014): "A Market Failure Approach to Business Ethics", in *Morality, Competition, and the Firm: The Market Failures Approach to Business Ethics*, pp. 25-41. Oxford: Oxford University Press. Moriarty, Jeffrey (2009): "How Much Compensation Can CEOs Permissibly Accept?", in *Business Ethics Quarterly*, 19 (2): 235-250. Zwolinski, Matt (2007): "Sweatshops, Choice, and Exploitation", *Business Ethics Quarterly* 17 (4): 689-727.

Assessment: Exam (50%, duration: 2 hours) in the summer exam period.

Essay (50%, 2000 words) in the ST.

PH427 Half Unit

Genes, Brains and Society

This information is for the 2020/21 session.

Teacher responsible: Dr Ella Whiteley and Dr Michael Diamond-Hunter

Availability: This course is available on the MSc in Economics and Philosophy, MSc in Philosophy and Public Policy, MSc in Philosophy of Science and MSc in Philosophy of the Social Sciences. This course is available as an outside option to students on other programmes where regulations permit.

Course content: This course examines, from a philosophical perspective, the ways in which recent developments in genetics and neuroscience challenge our conceptions of what we are – and what we could become.

Topics covered include:

Human nature: Does the concept of 'human nature' have any biological basis? Can we distinguish between those traits which are part of 'human nature' and those which are not? Should we attempt to improve human nature by means of technologies such as gene editing?

Gender and the brain: Are 'sex' and 'gender' the same thing? Are gender categories natural or social? Are there robust psychological differences between men and women? If so, are these 'hardwired' into the brain or the product of socialization? Are our brains either 'male' or 'female', or are they 'intersex'?

Race and the genome: Do races exist? Is there any objective biological basis for racial categorization, or are races socially constructed? Does the concept of 'race' have a legitimate role in medicine?

Animals and people: What is the evidence for animal sentience? What are the ethical issues surrounding the use of animals in biomedical research? If we could reduce animal suffering through gene editing, should we? Do some non-human animals have 'personhood'?

Right and wrong: Has neuroscience shown that morality is more a matter of emotion than reason? Can we use neuroscience to help us choose between ethical theories? Should neuroscience inform the decision-making of our legal system? Can it be used to help us improve our own moral behaviour?

Teaching: 10 hours of lectures and 15 hours of seminars in the MT.

Lectures: Weeks 1-5 and 7-11

Seminars: Weeks 1-5 and 7-11

Formative coursework: A critical analysis exercise (1000 words)

Indicative reading: Suggested introductory readings:

- Glover, J. (2008) *Choosing Children*.
- Jordan-Young, R. (2010) *Brain Storm*.
- James, M. (2011) "Race", in the *Stanford Encyclopedia of*

Philosophy [online]

• Greene, J. D. (2013) Moral Tribes.

Assessment: Essay (50%, 2000 words) in the MT.

Essay (50%, 2000 words) in the LT.

There is no exam for this half-unit. There will be two summative essays, each worth 50% of the final mark.

PH430 Half Unit

Einstein for Everyone: From time travel to the edge of the universe

This information is for the 2020/21 session.

Teacher responsible: Dr Bryan Roberts LAK 1.01

Availability: This course is available on the MSc in Economics and Philosophy, MSc in Philosophy and Public Policy, MSc in Philosophy of Science and MSc in Philosophy of the Social Sciences. This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: There are no prerequisites for this course; it is accessible to students of all backgrounds.

Course content: Does the universe have an edge? Is time travel possible? What is a black hole, and in what sense are space, time and gravity a matter of "geometry"? The modern theory of spacetime introduced by Einstein provides a precise framework in which to ask these questions. This course makes their analysis accessible to everyone.

Students will have the opportunity to engage with Einstein's theories of relativity, to use them to analyse philosophical problems, and to examine their philosophical and practical implications. Students will learn to apply these conceptual tools to the analysis of space, time and gravity, as well as to formulate and argue for their own perspectives on the philosophical implications of relativity theory.

One is often faced with unsubstantiated declarations about the implications of Einstein's theories, by both scientists and non-scientists. This course will equip non-scientists with the conceptual tools needed to critically analyse these claims for themselves. It will also provide students with the tools needed to discuss the philosophy of space and time from a modern perspective.

Einstein for Everyone requires absolutely no background in physics or maths.

Teaching: 10 hours of lectures and 15 hours of seminars in the MT.

This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos.

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

Students are also asked to complete a few short reading questions each week to prepare for discussion in class.

Indicative reading: All weekly readings will all be made available to students on Moodle. As an indicative reading, see Norton, John D. (2017) Einstein for Everyone.

Assessment: Essay (50%, 1500 words) in the MT.

Essay (50%, 1500 words) in January.

PH431 Half Unit

Physics and the City: From Quantum Jumps to Stock Market Crashes

This information is for the 2020/21 session.

Teacher responsible: Dr Bryan Roberts LAK 1.01

Availability: This course is available on the MSc in Economics and Philosophy, MSc in Philosophy and Public Policy, MSc in Philosophy of Science and MSc in Philosophy of the Social

Sciences. This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: There are no prerequisites for this course; it is accessible to students of all backgrounds.

Course content: One of the most surprising discoveries of the 20th century is that many things can be described by tiny atoms moving randomly about. Thinking about the physical world in this way led to the invention of modern particle physics. Thinking about the financial world in this way led to modern financial modeling. This course is about some of the philosophical issues underlying the relationship between physics and finance.

Students in this course will explore some of the most important conceptual and philosophical questions underlying physics and finance, like: How are assumptions about randomness compatible with observed forms of determinism? What does it mean to be an atom? How does the quantum world differ from the everyday world? What explains why physical models have unexpected applications in finance? To what extent do such applications help to underpin how the prices of financial instruments are set? The course will proceed at a conceptual level that is suitable for students of all backgrounds.

Teaching: 10 hours of lectures and 15 hours of seminars in the LT. This year, some or all of this teaching will take place online.

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

In addition to the formative essay due mid-term, students must complete 2-4 short weekly reading questions to prepare for discussion in class.

Indicative reading: Weekly essential readings will be provided on Moodle, selected individually from various book chapters and journal articles. Some indicative readings include:

- Malkin, Burton G. A random walk down Wallstreet, excerpts.
- Norton, John D. Einstein for Everyone, Chapters 34-37 on Brownian motion and the origins of quantum theory.
- Weatherall, James O. The Physics of Wallstreet.
- Derman, E. My Life as a Quant. Excerpts.

Assessment: Essay (50%, 1500 words) in the LT.

Essay (50%, 1500 words) in the ST.

PH433 Half Unit

Philosophy of Gender and Race

This information is for the 2020/21 session.

Teacher responsible: Dr. Ella Whiteley and Dr. Michael Diamond-Hunter

Availability: This course is available on the MSc in Economics and Philosophy, MSc in Philosophy and Public Policy, MSc in Philosophy of Science and MSc in Philosophy of the Social Sciences. This course is available as an outside option to students on other programmes where regulations permit.

Course content: This half-unit examines, from a philosophical perspective, the nature of gender and race and the role these categories play in shaping the social world and structuring human lives.

Topics covered will include:

Gender and Biology: How does "gender" relate to "sex"? Is our concept of biological "sex" objective, and free from gender stereotypes and norms? Is our sex fixed or changeable?

Gender and Society: Does society oppress certain genders, and if so, how? How does sexism intersect with other oppressions, like racism and transphobia?

Race and Society: How does the social meaning of "race" vary around the world? Should we try to reconcile "ordinary" conceptions of "race" with technical conceptions of "race"? How should we understand the directionality and limits of racial classification?

The Future of Gender and Race: Will race and gender still exist in the future? Should we try to work for a race-free and gender-free world, or should these ways of classifying people be preserved?

We will focus on approaches to these questions from “analytic” philosophy, including feminist and race-critical approaches and approaches from the philosophy of science. The aim is to confront the big questions of gender and race by analysing and constructing careful and precise philosophical arguments.

Teaching: 10 hours of lectures and 15 hours of seminars in the LT. Students on this course will have a reading week in Week 6 of LT.

Formative coursework: Students will be expected to produce 1 exercise in the LT.

Indicative reading: Suggested introductory reading:

- Fausto-Sterling, 2000 [2020 New Edition]. Sexing the Body: Gender Politics and the Construction of Sexuality.
- Crenshaw, K., 1989. Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics.
- Bettcher, Talia, 2020. Feminist Perspectives on Trans Issues, The Stanford Encyclopedia of Philosophy.
- Appiah, Kwame Anthony, 2005. The Ethics of Identity.
- Lee, Sandra Soo-Jin, Koenig, Barbara K., and Richardson, Sarah S., (eds.) 2011. Revisiting Race in a Genomic Age
- Glasgow, J., Haslanger, S., Jeffers, C. and Spencer, Q., 2019. What is Race?
- Zack, Naomi, 1993. Race and Mixed-Race.

Assessment: Essay (45%, 1500 words) and class participation (10%) in the LT.

Essay (45%, 1500 words) in the ST.

There is no exam for this half-unit. There will be two summative essays, each worth 45% of the final mark. 10% of the final mark will be awarded for seminar participation.

PH445

Dissertation Seminar - Philosophy of Science

This information is for the 2020/21 session.

Teacher responsible: Prof Roman Frigg

Availability: This course is compulsory on the MSc in Philosophy of Science. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The course is intended to develop the ability to construct sharp analytic philosophical arguments and to write structured philosophical essays. It will help students to choose the topic of their dissertation, help with how to go about researching the topic and how to write the dissertation (by presentation and criticism of preliminary drafts). The course starts with reviewing the structure and content of an MSc dissertation in Philosophy, and the grading scheme used for marking dissertations. This is followed by presentations by students on topics intended as possible topics of their dissertations. The presentations will be extensively discussed in the seminar by fellow students and in subsequent private meetings with the seminar leader. In Lent Term each student will read two former MSc dissertations with topics close to the interest of the student, and each student will report in the seminar on the merits and weaknesses of the selected works, trying to understand why the chosen dissertations received the marks they did. In the final part of the seminar students will again give presentations on the progress of their research.

Teaching: 10 hours of seminars in the MT. 20 hours of seminars in the LT.

This year, some or all of this teaching will take place online.

Formative coursework: A number of assignments - at least one per term - whose completion will aid the research into and writing of the dissertation will be set.

Assessment: The course is not assessed.

PH456

Rationality and Choice

This information is for the 2020/21 session.

Teacher responsible: Prof Richard Bradley

Availability: This course is available on the MSc in Economics and Philosophy, MSc in Philosophy and Public Policy, MSc in Philosophy of Science and MSc in Philosophy of the Social Sciences. This course is available as an outside option to students on other programmes where regulations permit.

Course content: The course examines the theory of rationality and rational decision making. It is in two parts (i) Probability and Decision: Probabilistic thinking, different interpretations of probability, decision making under risk, ignorance and uncertainty, the measurement of belief and desire, paradoxes of expected utility theory. (ii) Game Theory and Social Choice: Non-cooperative game theory; Solution concepts; evolutionary game theory; May's theorem and arguments for majority rule; Arrow's Theorem; the Gibbard-Satterthwaite theorem; interpersonal comparability and Utilitarianism; the theory of judgement aggregation.

Teaching: 15 hours of lectures and 10 hours of seminars in the MT. 15 hours of lectures and 10 hours of seminars in the LT.

Formative coursework: Students will submit a piece of written work each term and/or complete a number of exercises.

Indicative reading: Richard Jeffrey, The Logic of Decision, Michael Resnik, Choices: an introduction to decision theory, Martin Peterson An Introduction to Decision Theory, Amartya Sen Collective Choice and Social Welfare, Duncan Luce and Howard Raiffa Games and Decisions, Wulf Gaertner A Primer in Social Choice Theory, K. Binmore, Game Theory: A Very Short Introduction

Assessment: Exam (50%, duration: 3 hours) in the summer exam period.

Coursework (20%) in the MT.

Coursework (20%) in the LT.

Class participation (10%) in the MT and LT.

PH458 Half Unit

Evidence and Policy

This information is for the 2020/21 session.

Teacher responsible: Dr Liam Kofi Bright

Availability: This course is available on the MSc in Economics and Philosophy, MSc in Philosophy and Public Policy, MSc in Philosophy of Science and MSc in Philosophy of the Social Sciences. This course is available with permission as an outside option to students on other programmes where regulations permit.

Although the emphasis throughout will be on ideas rather than formal techniques and although all the ideas will be explained simply and intuitively, some of the evidence relevant for policy is evidence about probabilities and so the course will involve issues about the correct interpretation of probability and statistics. Although no detailed formal manipulations will be required, students will need to feel happy thinking about the intuitive ideas underlying probability and statistics.

Course content: Good policy decisions - whether concerning climate, conservation, international development, poverty, education, medicine, or health - require rational deliberation over whether the proposed policy will (or is likely to) bring about the intended outcome. For instance, we might wonder if lowering CO2 emissions will reduce global warming? Or whether smaller class sizes enhance scholastic achievement? The obvious suggestion is that answers to such questions are the result of rational deliberation just in case they are based on good evidence and appropriate reasoning. But what counts as good evidence and appropriate reasoning? And what happens when different kinds of evidence pull in opposite directions? Are certain types of evidence more telling than others? And if so, why? Does evidence that the policy works in one country mean that we should have confidence that it will work in another country? Can the requirements of

democracy conflict with respect for expertise? Do the competing value judgements that are at stake in our political or social decisions make a difference to the forms of reasoning that is appropriate? These are some of the central issues addressed in the course. In this course, you can learn how to be 'evidence-savvy', how to ask the right questions about evidence and reasoning as well as how to think about risk-assessment and its relation to policy.

Teaching: 10 hours of lectures and 15 hours of seminars in the MT.

This year, some or all of this teaching will take place online.

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

In addition to the essay, I will also give students the opportunity to do regular shorter writing exercises as a means of building up to the final formative essay. I will give feedback on these. Such short writing exercises will largely be short summaries of the readings as well as answering questions about the readings that I will ask at the end of class.

Indicative reading: A detailed reading list will be provided at the beginning of the course. Useful initial readings are: Gigerenzer, G. (2002) *Reckoning with Risk: Learning to Live with Uncertainty*; Cartwright, N. and Hardie, J. (2012) *Evidence-Based Policy: A Practical Guide to Doing it Better*; Worrall, J. (2007) 'Evidence in Medicine and Evidence-Based Medicine', *Philosophy Compass*.

Assessment: Essay (33%, 2000 words) in January.

Take-home assessment (67%) in the MT.

PH499

Dissertation

This information is for the 2020/21 session.

Teacher responsible: Prof Jason Alexander, Prof Miklos Rede, Prof Richard Bradley, Dr Jonathan Parry and Prof Roman Frigg

Availability: This course is compulsory on the MSc in Economics and Philosophy, MSc in Philosophy and Public Policy, MSc in Philosophy of Science and MSc in Philosophy of the Social Sciences. This course is not available as an outside option.

Course content: Students are required to write a 10,000-word dissertation (7,000 for MSc Economics and Philosophy) on a topic within the field covered by their course of study and approved by the Department of Philosophy, Logic and Scientific Method.

Assessment: Dissertation (100%, 10000 words) post-summer term.

The course is assessed 100% by Dissertation. Dissertations must be submitted on a specified date in August in the academic year registered. (Part-time students are required to submit their dissertations in the August of their second year of part-time registration). All details are given in the Departmental Programme Handbook.

PP401 Half Unit

Political Science for Public Policy

This information is for the 2020/21 session.

Teacher responsible: Dr Joachim Wehner
Dr Mathilde Emeriau

Availability: This course is compulsory on the Master of Public Policy. This course is not available as an outside option.

Pre-requisites: This course has no pre-requisites.

Course content: The course will introduce students to how to understand the political context of policymaking, using the latest theoretical and empirical knowledge in modern political science. The course will cover, among other things, political behaviour (such as voting behaviour, elections and lobbying), political institutions (such as electoral systems, parliamentary and presidential government, and central banks) and political outcomes (such as

economic policies and public services). The course will combine a review of the main empirical regularities across time and across country in each of these areas, with an introduction to key theoretical arguments about how actors interact and how institutions shape strategic behaviour, and an introduction to the latest empirical (and causal) estimation techniques for testing theoretical propositions.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours in the MT. This year, some or all of this teaching will be delivered through a combination of online and on-campus lectures and classes, and office hours. This course includes a reading week in week 6 of MT.

Formative coursework: Students will be expected to produce one formative assignment in the MT.

Indicative reading: 'Analysing Politics: Rationality, Behavior and Institutions' by Shepsle (W.W. Norton, 2010, 2nd edition) provides an excellent starting point and can be used as the main reference for many topics. A full reading list will be distributed at the beginning of the course.

Assessment: Essay (50%, 2000 words) in the LT.
Presentation (50%).

Part 1. Group exercises (50%)

There will be two application exercises, which will be carried out in groups and assessed on the basis of group presentations.

Each seminar will be divided into groups several weeks prior to a presentation. Each group will have an opportunity to receive feedback on their proposed plan for a presentation. Assessment will be as a group but there may be an individual component within the mark.

Part 2. Essay (50%)

There will be an essay of 2000 words. The word count for the essay will include footnotes and appendices but exclude the references/bibliography. Students will be able to choose their own question.

PP402 Half Unit

Quantitative Methods for Public Policy

This information is for the 2020/21 session.

Teacher responsible: Prof Mark Schankerman

Availability: This course is compulsory on the Master of Public Policy. This course is not available as an outside option.

Course content: The course introduces several econometric approaches that are widely used for quantitative and empirical evaluation which can be applied to policy-making. We will develop the basic methodology and assumptions underlying each approach, which is essential to understand in order to know when each tool can be applied, and when not. The emphasis is on the practical application of these skills and tools to real-life situations and policy-making interventions. Topics covered include randomised control experiments, difference-in-differences regressions, regression discontinuity design and matching. In the final weeks the course also gives students an overview of the key principles of cost-benefit analysis and how to apply it to real-world scenarios.

Teaching: Teaching in this module consists of a minimum of 20 hours of lectures and 13.5 hours of seminars and 9 hours of help sessions in the MT. This year some or all of this teaching may have to be delivered through a combination of virtual webinars, online videos, and virtual classes.

Formative coursework: There will be weekly formative course work to give students the opportunity to develop fluency with the tools covered in the course.

Indicative reading: Joshua D. Angrist and Jörn-Steffen Pischke, "Mastering Metrics";

James Stock & Mark Watson, "Introduction to Econometrics"

Jeffrey Wooldridge, "Introductory Econometrics".

The given texts are preparatory reading only. A full reading list will be provided at the start of the course.

Assessment: Coursework (30%) in the MT.

Online assessment (70%) in the LT.

For the online assessment students will have a fixed window to access the assignment questions and to respond to them. No outside research will be required. Questions will be based on topics covered in lectures and seminars.

PP403 Half Unit Public Management

This information is for the 2020/21 session.

Teacher responsible: Prof Martin Lodge

Availability: This course is compulsory on the Master of Public Policy. This course is not available as an outside option.

Pre-requisites: This course has no pre-requisites.

Course content: This course will offer an intensive introduction into key literatures and themes in the study of public management. The emphasis will be on the trans-disciplinary literature dealing with public management in the context of developed and lesser developed world contexts. The course will cover, among other things, questions such as public sector reform, coordination and collaboration, control over bureaucracy, professionalism and public service motivation, performance management, crisis management, leadership, institutional capacity building, cutback management and organizational learning. The course will emphasise the key theoretical contributions and relate these to empirical contexts.

Teaching: This course will be delivered through a combination of seminars and lectures, amounting to a minimum of 30h across the Michaelmas term. This year, some or all of this teaching will be delivered through a combination of online lectures and on-campus and online seminars. This course includes a reading week in week 6 of MT.

Formative coursework: Students will be expected to produce one exercise in Week 3 and one essay in Week 7.

The first piece is a short document offering a view on 'what is public management' (week 3). Feedback will be provided by week 5. This gives students an early opportunity to start writing and to consider the broader field of public management.

The other piece is a short essay (1500 words) to be completed by the end of week 7. Feedback will be provided by week 9. The essay will be based on a choice of questions. This will give students the opportunity to practice for their assessed essay and the online exam.

Indicative reading: Barber, M (2015) *How to Run a Government*, London, Penguin. Emerson, K and Nabatchi, T (2015) *Collaborative Governance Regimes*, Georgetown University Press. Hood, C (1998) *Art of the State*, Oxford, Oxford University Press. Perrow, C (1984) *Normal Accidents: Living with High Risk Technology*, (New York, Basic Books). Simon, H (1947/2013) *Administrative Behavior*, Simon & Schuster. The given texts are preparatory reading only. A full reading list will be provided at the start of the course.

Assessment: Essay (50%, 3000 words) in the MT.

Online assessment (50%) in the LT.

The online assessment will be administered via Moodle on a day of week 0 of Lent Term to be co-ordinated each year with other courses of the MPP degree with assessments at this time of year. Students will have a fixed window (e.g. 12-hour or 24-hours) within which to access the assignment questions and to respond to them. Once they have logged into Moodle and downloaded the questions students will have 2 hours to prepare and upload their answers. No outside research will be required. Questions will be based on topics covered in lectures and seminars.

PP404 Half Unit Economics for Public Policy

This information is for the 2020/21 session.

Teacher responsible: Dr Ethan Ilzetzki

Availability: This course is compulsory on the Master of Public

Policy. This course is not available as an outside option.

Course content: This is graduate level course for mid-career policy-makers to develop their knowledge and understanding of key principles of economics as applicable to policy-making. The emphasis is on developing an understanding of analytical frameworks and models that can be applied to a wide variety of contexts. Both micro- and macro-economics will be covered, including price theory, understanding markets, externalities, public goods, principal-agent problems, economic growth, inflation business cycles, unemployment, and fiscal and monetary policies.

Teaching: This course is delivered through a combination of a minimum of 13.5 hours of classes, 20 hours of lectures and 10 help sessions across the Lent Term, plus 1.5 hours of classes in the ST. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos. This course includes a reading week in Week 6 of Lent Term.

Formative coursework: Students will be expected to produce 10 problem sets in the LT.

There will be weekly formative course work to give students the opportunity to develop fluency with the tools covered in the course.

Indicative reading: Mankiw, N. Gregory and Mark Taylor (2017) *Economics*, 4th Edition, Cengage Learning EMEA. Moss, David A. *A Concise Guide to Macroeconomics*. Reinventing the Bazaar: A Natural History of Markets - McMillan, John 2002. *Intermediate microeconomics: a modern approach* - Hal R. Varian 2014. *Participation and the provision of discrete public goods: a strategic analysis* - Thomas R. Palfrey, Howard Rosenthal 1984-7. *The undercover economist strikes back: how to run or ruin an economy* - Tim Harford 2013. The given texts are preparatory reading only. A full reading list will be provided at the start of the course.

Assessment: Exam (70%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

Coursework (30%) in the LT.

PP405 Half Unit Public Policy Applications

This information is for the 2020/21 session.

Teacher responsible: Dr Sara Hagemann and Prof Nicholas Barr

Availability: This course is compulsory on the Master of Public Policy. This course is not available as an outside option.

Pre-requisites: This course has no pre-requisites.

Course content: This course will introduce students to the application of social science literatures to concrete policy issues. The course will be organised around topics which are both being actively discussed in the policy world and researched in the academic world. The emphasis will be on illustrating how different theoretical and disciplinary approaches analyse a particular policy topic and problem. The precise policy topics will be decided each year, depending on academic and practitioner availability, but we would aim to attract speakers at the highest levels either at the cutting edge or research of particular research topic or who are working directly in a topic area.

Teaching: This course is delivered through a combination of lectures and interactive seminars and group work, totalling a minimum of 20 hours in Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos. Online office hours will run every Monday for students who would like to discuss the content of the course or their student projects in more detail. This course includes a reading week in Week 6 of Lent Term.

Formative coursework: The policy project will be coordinated by the lead academic, who will meet with each student individually to discuss and approve (a) the proposed focus of the project, (b) the proposed research method and approach, (c) the identification of relevant existing research and literature, and (d) an outline of the structure of the project. Each student will get personalised feedback on their proposed project.

Indicative reading: This will depend on the topics chosen, and the policy experts that are invited, each year.

A full reading list will be provided at the start of the course.

Assessment: Coursework (100%, 3000 words) in the ST.

There will be a Policy Project of 3,000 words for submission in the Summer Term.

PP406 Half Unit

Philosophy for Public Policy

This information is for the 2020/21 session.

Teacher responsible: Dr Johanna Thoma and Prof Michael Otsuka

Availability: This course is compulsory on the Master of Public Policy. This course is available on the Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

Priority for this course is given to students on the Master of Public Policy. Second priority is given to students of the Master of Public Administration. Any remaining places may be taken by students outside of the School of Public Policy.

Course content: The course offers critical reflection on the design and evaluation of public policies from the perspective of moral and political philosophy. To this end, we study a range of theories and concepts that are used in policy evaluation. We often discuss and evaluate them by focusing on specific policy proposals. The course addresses questions such as the following.

- What is a good public measure of well-being?
- Should we distribute resources in health care to produce the most well-being overall or should we also aim to limit inequalities?
- Should people be left to bear the consequences of their free choices?
- May the government force you to buy health insurance?
- Is torture ever justified?
- Do prosperous countries have a right to close their borders to immigrants from poor countries?
- Should hate speech be protected by freedom of speech?
- Should the development of new drugs be left to private companies rewarded by patent protection?
- What is the optimal population size and what policies may the state pursue in order to achieve it?
- Should higher education be financed by student loans or general taxation?
- Should we be free to act as we choose so long as we do not harm others?
- Is killing morally worse than letting die?

Teaching: This is a half-unit course delivered in Lent Term through a combination of seminars and lectures, totalling a minimum of 20 hours. This course includes a reading week in Week 6 of Lent Term. At least one week of this course includes a student debate on the course material. This year, where necessary, some of this teaching will be delivered through a combination of virtual classes, flipped-lectures, and online exercises.

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

Formative assessment will consist of two short essays, of 1500 words each. Note that at least one of these must be submitted since a reworked version (with a response to the feedback received) is an essential part of the summative work for the course. In this sense, completing at least one formative essay is a threshold for completing the course.

Indicative reading:

- D. Hausman, M. McPherson and D. Satz (2017), *Economic Analysis, Moral Philosophy, and Public Policy* 3rd Edition. Cambridge: Cambridge University Press.
- M. Sandel (2009) "Justice: What is the right thing to do?" New York: Farrar, Strauss and Giroux.
- G. Bognar and I. Hirose (2014). *The Ethics of Health Care Rationing*. London Routledge

- A. Voorhoeve (2018) 'Why Health-Related Inequalities Matter and Which Ones Do'. In Ole Frithjof Norheim, Ezekiel Emanuel, and Joseph Millum (eds.) *Global Health Priority-Setting: Beyond Cost-Effectiveness*. Oxford University Press (2019): 145-161.
- C. Kates (2004). 'Reproductive Liberty and Overpopulation' *Environmental Ethics*.
- M. Nussbaum (2013), "Creating Capabilities: The Human Development Approach". Cambridge: Belknap Press.
- A. Sen (2009), "The Idea of Justice". Cambridge: Belknap Press.
- Elizabeth Anderson (1999) "What is the Point of Equality?," *Ethics* 109 (1999): 287-337

Assessment: Essay (33%, 1500 words) and essay (67%, 2500 words) in the ST.

Summative essay 1 (33% of final grade), which is a 1,500 word essay on other material from the course due early in ST.

Summative essay 2 (67% of final grade) which is a 2,000 word rewritten version of one of the two formative essays, plus a 500 word response explaining how the essay has been revised in light of the criticism, due the middle of ST.

PP408

Introduction to Quantitative Methods for the MPA Programme

This information is for the 2020/21 session.

Teacher responsible: The teacher will be announced at the start of the course.

Availability: This course is compulsory on the Master of Public Administration. This course is not available as an outside option. Also available to other MPhil/PhD students with the agreement of the course tutor.

Course content: An introduction to basic mathematical and statistical concepts for use in MPA courses in economics and quantitative approaches. The course covers the following topics: Statistics: Discrete and continuous random variables, jointly distributed random variables, the Normal distribution, sampling and the Central Limit Theorem, properties of estimators, introduction to hypothesis testing. Mathematics: Linear functions, quadratic, logarithmic and exponential functions, the derivative of a function and rules of differentiation, unconstrained optimization with one variable, functions of several variables and their differentiation, unconstrained optimization with several variables, constrained optimization.

Teaching: The course runs over 8 days, during the two weeks prior to the start of the Michaelmas Term. This year, teaching will be delivered virtually with recorded and interactive sessions.

Indicative reading: Notes covering the course material will be made available at the beginning of the course. Students are strongly encouraged to read Charles Whelan's 'Naked Statistics' prior to the start of the course. It provides a readable and accessible background to the statistics portion of the course. Two widely used introductory statistics books that can be used as background reading for the statistics part are Newbold, Carlson and Thorne 'Statistics for Business and Economics' (6th edition) and Wonnacott and Wonnacott 'Introductory Statistics for Business and Economics' (4th edition). However, there are also many other introductory statistics textbooks that cover the same material.

Two widely used introductory mathematics books that can be used as a background reading for the mathematics part are Ian Jacques' 'Mathematics for Economics and Business' (5th edition) and Wisniewski's 'Introductory Mathematical Methods in Economics' (2nd edition). Also in this case there are a large number of excellent alternative textbooks that cover the same material. Those who want a more advanced treatment of the same material can use Simon and Blume's 'Mathematics for Economists', but this treatment is more formal than what we require for this course. We do not recommend buying a new textbook for this course, if you already own a textbook that covers similar material.

Assessment: In-class assessment (100%) in September.

The course will be assessed with a one hour in-class assessment at the end of the second week of teaching. The assessment result does not count towards the MPA final degree, but can be used by students to identify their key areas for future learning. All students are expected to take the assessment.

PP410 Half Unit

Public Economics for Public Policy

This information is for the 2020/21 session.

Teacher responsible: Dr Daniel Reck and Dr Johannes Spinnewijn
Availability: This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), Master of Public Administration and Master of Public Policy. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students must have taken PP440 Macro and Microeconomics (for Public Policy) or an equivalent course.

Course content: This is a course in theoretical and applied public economics using intermediate economic theory. Topics include issues of equity and efficiency and alternative theories of the role of the state. Models of public goods and externalities, including environmental policy. Who really pays taxes: issues of tax incidence and tax evasion. Income inequality, poverty alleviation and the role of welfare programmes in theory and in practice. Health and education policy. The effects of taxes and transfers on labour supply and migration; The optimal taxation of commodities and incomes. Current topics in public finance. The main institutional references will be to the UK and the US, but some attention will also be given to broader international experience.

Teaching: This course is delivered through a combination of classes and lectures totaling a minimum of 29 hours in the Lent Term, and a 1 hour of review class in the summer term. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos. This course includes a reading week in Week 6 of Lent Term.

Formative coursework: Students will complete and be given feedback on two sets of practice questions, which are similar in style and format to the final examination.

Indicative reading: J Gruber (2011) *Public Finance and Public Policy*, 3rd edition, Worth Publishers. [CC HJ141 G88] or Gruber (2007), 2nd edition]. N Barr (2012), *The Economics of the Welfare State*, 5th ed., OUP [CC HB99.3 B26]. Institute for Fiscal Studies (2010-2011), *Mirrlees Review: Reforming the Tax System for the 21st Century*, Volume 1 (2010): *Dimensions of Tax Design*, Volume 2 (2011): *Tax by Design*. Oxford University Press, Oxford. Available online at: <http://www.ifs.org.uk/mirrleesReview>. On developments in public spending in the UK, see H Glennerster (2003), *Understanding the finance of welfare* (Policy Press); or H Glennerster and J Hills (eds) (1998), *The State of Welfare: The economics of social spending* (Oxford) [CC HV245 S79]. Students wishing to review their microeconomic theory should consult a textbook on intermediate microeconomic theory, such as Morgan, Katz and Rosen (2006) *Microeconomics*, McGraw Hill (CC HB172 M84) or J Perloff (2008) *Microeconomics: Theory & applications with calculus*, Pearson (CC HB172 P45). On the structure of taxation in the UK, see IFS (2011) *A Survey of the UK Tax System*, Briefing Note no. 9 (<http://www.ifs.org.uk/bns/bn09.pdf>) and the HM Revenue and Customs website, (<http://www.hmrc.gov.uk>). The Institute for Fiscal Studies is an independent policy research institute and its website (<http://www.ifs.org.uk>) has a wide range of useful publications. The HMRC website includes information on the tax structure and statistics on tax payments (by income group, by type of tax, etc.) and overall revenues raised. The UK Treasury website (<http://www.hm-treasury.gov.uk/>) provides a range of

documents on economic policies and the public finances, including the annual publication, *Financial Statement and Budget Report* (the 'Red Book'), published each year on Budget Day. For comparative international fiscal data, information and analysis, useful sources include the International Monetary Fund, IMF (<http://www.imf.org/>), the World Bank (<http://www.worldbank.org/>) and the Organisation for Economic Cooperation and Development, OECD (<http://www.oecd.org>).

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

PP411L Half Unit

Developments in International Conflict Resolution and Transformation

This information is for the 2020/21 session.

Teacher responsible: Professor Erik Berglof
 Visiting Professor in Practice, Mark Muller-Stuart

Availability: This course is available on the Master of Public Administration and Master of Public Policy. This course is not available as an outside option.

Course content: This course explores the international community's management and resolution of conflict in countries experiencing violent political transition. It provides an historical overview of how the international system has handled political transition from the post-war period into the 21st conflict environment. Students will learn how the current international system seeks to prevent, manage, and resolve conflict on the geopolitical, regional, and state level through a variety of tools including multilateral political forums and missions, mediation, conflict analysis, normative instruments, and the careful process design of peace processes. It will look at how the UN and the international community has handled the issue of conflict and political and economic transformation through the prism of four critical case studies involving Afghanistan, Libya, Syria and Yemen. During the course students will come to understand how economic reform, natural resource allocation, climate change, gender, migration, the responsibility to protect and prosecute and new forms of information and communication can all affect the 21st conflict environment in which the UN, international community and conflict parties operate. Course essays will focus on critical areas of research of practical use to mediators and policymakers. The module will seek to identify the most effective forms of mediation and conflict resolution and identify best practice and emerging trends. Leading practitioners and experts in the field will provide you with insights based on first-hand experience of these processes and transitions and critical thinking on the latest theoretical developments, research and best policy practices. In summary, the course aims to provide a multi-disciplinary perspective on the study of conflict resolution processes, including in relation to economic and political transition, which will be a valuable learning experience for those who wish to develop careers in the policy world in governments and public service, international organisations, security agencies, the media, NGOs or finance, as well as providing an excellent foundation if you wish to progress to a PhD programme.

The goal is less to teach you how to think about conflict normatively, though this is an element in parts of the course, but more how to develop your skills to research, analyse and help develop tools to manage, resolve and ultimately transform conflict. The programme also offers an array of extracurricular activities each academic year, including guest speakers, public lectures, colloquia/ workshops, and film screenings.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos. This course includes a reading week in Week 6 of Lent Term.

Formative coursework: Students will be expected to produce 1 essay and 1 presentation in the LT. Students will submit a 1500 word formative essay in week 4. Feedback on this work will be used to inform the writing of the summative assignments.

Students will be required to present cases and key readings on rotation in the seminars throughout the term. These presentations are not summatively assessed, but will provide useful formative feedback on students' learning.

Indicative reading: A detailed reading guide will be given out at the first seminar. Students will be expected to engage in independent study, employing the reading lists provided. Anderlini, S. and Holme, M. (2019). *Invisible Women: Gendered Dimensions of Return, Rehabilitation and Reintegration from Violence Extremism*. New York: UNDP. Available at: www.icanpeacework.org. Boege, V. (2011). *Potential and Limits of Traditional Approaches in Peacebuilding*. Berghof handbook II: Advancing conflict transformation, 431-457. Buchanan, S. (2014) *Transforming Conflict Through Social and Economic Development*. Manchester and New York, Manchester University Press. de Waal, A (2017) *Inclusion in Peacemaking: From Moral Claim to Political Fact*. In: Aal, P, Crocker, CA (eds) *The Fabric of Peace in Africa: Looking beyond the State*. Waterloo, ON, Canada: Centre for International Governance Innovation, 165–186. Jeong, H. W. (Ed.). (2019). *Conflict Intervention and Transformation: Theory and Practice*. Rowman & Littlefield International. Ramsbotham, O (2010) *Transformation of Violent Conflict: Radical Disagreement, Dialogue, and Survival*. Oxford, Routledge. United Nations and World Bank. (2018). *Pathways for Peace: Inclusive Approaches to Preventing Violent Conflict*. Washington D.C.: World Bank. <https://www.pathwaysforpeace.org>. Zehr, H. (2009) *The Intersection of Restorative Justice with Trauma Healing, Conflict Transformation, and Peacebuilding*. *Journal For Peace and Justice Studies* (1 / 2, 2009)

Assessment: Essay (50%, 2000 words) in the LT Week 7. Essay (50%, 2000 words) in the LT Week 10.

PP411M Half Unit Not available in 2020/21 Developments in Contemporary Policy-Making

This information is for the 2020/21 session.

Teacher responsible: The teacher responsible will be announced at the start of each year.

Availability: This course is available on the Master of Public Administration and Master of Public Policy. This course is not available as an outside option.

Course content: This course explores current and selected developments and issues in public policy-making viewed through the lenses of economics and political science. Drawing upon contemporary academic and practitioner research, students will explore and analyse interaction across theory, frameworks, concepts and case studies.

On this course, students will apply the analytical tools that are introduced in core courses of the School of Public Policy (e.g. PP440, PP455, PP478, PP401, PP402 and PP404) with a view to enhancing and deepening their understanding of policy implications. Teaching is based on case studies and other practitioner examples and country experiences, underpinned by theoretical and conceptual models. The course is taught by specialist practitioners in policy-making drawing on the insights from economic and political science research.

Teaching: 20 hours of seminars in the MT.

Formative coursework: Students will be expected to produce 1 essay and 1 presentation in the MT. Students will submit a 1500 word formative essay in week 4. Feedback on this work will be used to inform the writing of the summative assignments. Students will be required to present cases and key readings on rotation in the seminars throughout the term. These presentations

are not summatively assessed, but will provide useful formative feedback on students' learning.

Indicative reading:

- Carden, Fred. 2009. "Knowledge to Policy: Making the Most of Development Research." International Development Research Centre, Sage Publications, Ottawa.
- Corduneanu-Huc, C, Alexander Hamilton and Issel Masses Ferrer. 2012. "Understanding Policy Change: How to Apply Political Economy Concepts in Practice." Washington D.C.: World Bank Publications
- Gruber, J. 2011. *Public Finance and Public Policy*, 3rd edition, Worth Publishers
- Harford, T. 2013. *The undercover economist strikes back: how to run or ruin an economy*
- Palfrey, T.R. and Rosenthal, H. 1984 *Participation and the provision of discrete public goods: a strategic analysis* - in *Journal of Public Economics* 24(2):171-193
- Shepsle, K. (2010) *Analyzing Politics: Rationality, Behavior, and Institutions*, 2nd edn, New York, NY: Norton.
- Clark, W.R., M. Golder, and S.N. Golder (2018) *Principles of Comparative Politics*, 3rd edn, London: Sage.
- Tsebelis, G. (2002) *Veto Players: How Political Institutions Work*, Princeton, NJ: Princeton University Press.
- Achen, C.H. and L.M. Bartels (2016) *Democracy for Realists: Why Elections Do Not Produce Responsive Government*, Princeton, NJ: Princeton University Press.

Further readings will be provided at the start of the course.

Assessment: Essay (50%, 2000 words) in the MT Week 7.

Essay (50%, 2000 words) in the MT Week 10.

PP412 Half Unit Global Social Protection Design and Delivery

This information is for the 2020/21 session.

Teacher responsible: Dr Babken Babajanian

Availability: This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), Master of Public Administration and Master of Public Policy. This course is available with permission as an outside option to students on other programmes where regulations permit. The course is capped at 30.

Course content: The course will focus on conceptual, theoretical and practical issues involved in the development of social protection programmes in the global context. It will enable students to (i) recognise the objectives and role of social protection programmes in supporting human well-being, and (ii) analyse and critically assess the design, implementation, and evaluation of social protection programmes. The course will consider the design and performance of social protection within the specific economic, social, political economy and institutional context of their operation.

Social protection refers to policies and programmes designed to reduce poverty and vulnerability and improve people's ability to manage economic, social, governance, environmental, and lifecycle risks. Social protection includes three major policy instruments: social insurance (contributory pension, health, disability benefits); social assistance (direct cash and in-kind transfers); and active labour market programmes (skills training and public works).

In recent years, social protection has become a key instrument of public policy in the global south and it is no longer seen as an exclusive feature of the western welfare state. Building responsive social protection systems is a priority for many governments in Asia, Sub-Saharan Africa and Latin America and international development organisations are heavily involved in supporting national efforts.

These developments have generated a strong demand for policy experts who can analyse, interpret, design and evaluate social

protection programmes. The course will help students acquire in-depth knowledge and skills for analytical work and practical engagement in programme development. It will enable them to critically appraise how government agencies, international organisations and other actors design and implement social protection programmes.

The course will discuss major social protection programmes, including Bolsa Familia in Brazil, Juntos in Peru, Dibao in China, Pantawid Pamilyang in the Philippines, LEAP in Ghana, and PSNP in Ethiopia.

The course draws on academic literature and research studies and analytical reports commissioned by government agencies and international organisations (e.g. World Bank, Inter-American Development Bank). The chosen sources reflect the most recent developments in social protection worldwide. The course utilises the course leader's extensive hands-on experience in the analysis and evaluation of social protection programmes.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 30 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual interactive seminars and lectures delivered as online recordings.

Formative coursework: 1. Seminar presentations on assigned topics and contribution to seminar discussions. Each student is expected to do at least one presentation.

2. A short essay answering a pre-assigned question (500 words)

3. A short individually authored critique of a policy report (max 1,000 words)

Indicative reading:

- Devereux, S et al (2017) The Targeting Effectiveness of Social Transfers, *Journal of Development Effectiveness*, 9:2, 162-211. .
- Holmes, R. and N. Jones (2013) *Gender and Social Protection in the Developing World: Beyond Mothers and Safety Nets*. London and New York: Zed Books.
- Robalino, D. A., Rawlings, L. and I. Walker (2012) *Building Social Protection and Labor Systems. Concepts and Operational Implications*. Washington, DC: World Bank.
- Standing, G (2007) *Social Protection, Development in Practice*, Vol. 17, No. 4/5, pp. 511-522

Assessment: Essay (30%) in the LT.

Critical evaluation (70%) in the ST.

- A three-part individually authored essay (30%), in which students answer pre-assigned questions (max 500 words for each answer; 1,500 words in total).
- An individually authored critique of a policy report (70%) (max 3,000 words).

PP418 Half Unit

Globalisation and Economic Policy

This information is for the 2020/21 session.

Teacher responsible: Professor Andres Velasco

Availability: This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), Master of Public Administration and Master of Public Policy. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: The expectation is that students will have previously taken PP440 and PP455 or other equivalent courses. Students that have not taken PP440 and PP455 will require permission from the course lecturer to attend the course.

Course content: Over the past two centuries, the global economy has become increasingly interconnected. This course studies the policy implications of this globalization. It considers the causes and consequences of increasing international economic integration, focusing particularly on the challenges and opportunities that globalization creates for policy makers. Key

areas covered include: international trade, innovation and growth, migration and wages, international capital flows, borrowing and adjustment in the world economy, monetary and exchange rate policy, and financial crises. The course builds on the knowledge developed in PP440 and PP455.

Teaching: This course is delivered through a combination of classes and lectures totalling 30 hours in the Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual lectures, a mix of online and in-classroom seminars, and interactive support sessions.

Formative coursework: The formative coursework will comprise two graded problem sets. The formative coursework will take place throughout the term.

Indicative reading: There is no single textbook that includes all the material covered in this course. Lectures and readings will primarily focus on journal articles. Three books that will be used during the course are:

Krugman, P.R., Obstfeld, M and Melitz, M.J. *International economics: theory and policy* 11th edition (Boston: Pearson, 2018)
 Rodrik, D., *The globalization paradox: why global markets, states and democracy can't coexist* (Oxford: Oxford University Press, 2011).
 Irwin, D., *Free Trade Under Fire* (Princeton: Princeton University Press, 2015)

Assessment: Exam (50%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

Coursework (50%).

The 50% coursework will consist of two graded problem sets worth 25% each.

PP419 Half Unit

Advanced Empirical Methods for Policy Analysis

This information is for the 2020/21 session.

Teacher responsible: Professor Daniel Sturm

Availability: This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), Master of Public Administration and Master of Public Policy. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: The expectation is that students will have previously taken PP440 and PP455 or other equivalent courses. Students that have not taken PP440 and PP455 will require permission from the course lecturer to attend the course.

Course content: This course provides an advanced treatment of the empirical methods that are used to evaluate the effectiveness of public policies. The course builds closely on the course *Quantitative Approaches and Policy Analysis* (PP455) and also *Micro and Macroeconomics for Public Policy* (PP440). Topics covered include the problem of causality, the theory and practice of randomised experiments, difference-in-differences, synthetic controls, regression discontinuity, robust and clustered standard errors, and calibration.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 29 hours across Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and lectures delivered as online videos. This course includes a reading week in Week 6 of Michaelmas Term.

Formative coursework: The formative coursework will comprise a graded problem set.

Indicative reading: There is no single textbook for the course and many of the key readings are journal articles. James Stock and Mark Watson "Introduction to Econometrics" remains a useful reference particularly for the material at the beginning of the course. A very good source for background reading is Joshua Angrist and Jörn-Steffen Pischke "Mastering 'Metrics: The Path

from Cause to Effect". A full reading list will be distributed at the beginning of the course.

Assessment: Exam (75%, duration: 2 hours) in the January exam period.

Project (25%, 2000 words) in the LT.

Project (25%, 2000 words) due at the beginning of the LT

PP440

Micro and Macro Economics (for Public Policy)

This information is for the 2020/21 session.

Teacher responsible: Dr Ethan Ilzetzki and Professor Daniel Sturm

Availability: This course is compulsory on the Master of Public Administration. This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo) and MSc in Political Science and Political Economy. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course is an introductory graduate course providing an economics background suitable for high-level public policy-making. The emphasis is on acquiring sound models and methods suitable for appraising policy-making issues in a wide variety of contexts. The first term (MT) covers microeconomics and the second term (LT) covers macroeconomics.

MT (Microeconomics): competitive markets and economic efficiency; consumer optimisation and the demand for goods; firm optimisation and the supply of goods; market power; externalities in consumption and production; optimal provision of public goods; asymmetric information and market failure

LT (Macroeconomics): understanding macroeconomic data; long-run economic growth; business cycles; aggregate demand; money, inflation and monetary policy; stabilization policy; fiscal policy and government debt; the labour market and unemployment; exchange rates and international economic policy; the financial system and the macroeconomy.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 60 hours across Michaelmas Term and Lent Term and a revision session at the beginning of the Summer Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and lectures delivered as online videos. This course includes a reading week in Week 6 of Michaelmas & Lent Terms.

Formative coursework: Students will complete weekly problem sets. Some of these will be marked to provide indicative assessment.

Indicative reading: A full reading list will be distributed at the beginning of the course.

Assessment: Exam (70%, duration: 3 hours, reading time: 15 minutes) in the summer exam period.

Policy memo (10%) in the MT.

Policy memo (10%) in the LT.

Continuous assessment (10%) in the MT and LT.

PP448 Half Unit

International Political Economy and Development

This information is for the 2020/21 session.

Teacher responsible: Dr Lloyd Gruber CON.6.03

Availability: This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MSc in Development Studies, Master of Public Administration and Master of Public Policy. This course is available with permission as an outside option to

students on other programmes where regulations permit.

Course content: This half-unit MT course explores why governments and organisations pursue the development policies they do. Whenever experts get together to debate development policy, attention usually focuses on what all the relevant actors should be doing: Which policies should the leaders of developing countries be adopting (or discarding) to stimulate growth and reduce poverty? What new trade or aid strategies should policymakers in the industrialised world be implementing to help poorer countries develop? What should world leaders be doing to address climate change? In practice, however, people in positions of power do not always pursue the policy agendas that well-intentioned development experts say they should. Rather than let this be a source of frustration, students who take this course will come away with a deeper understanding of the political incentives that drive development forward, or sometimes backwards, in the real world. Attention will focus on the political pressures that motivate and constrain development policymakers at all levels of government - local, national and global - and across all sectors of the economy - public, private and non-profit. Students will be exposed to a wide variety of political economy concepts along the way. There will also be opportunities for students to apply these concepts to concrete cases of development management and mis-management, e.g. do international organisations such as the World Bank, the United Nations and the World Trade Organization really benefit all countries, or just wealthy ones? Why have inclusive democratic institutions taken root in some developing countries but not in others? Are the world's poorer nations stuck with a global balance of power that favours wealthier nations, or is China's rise a global game-changer? If you are curious about the larger political forces driving some developing countries ahead while others stagnate or decline - and you want more experience putting cutting-edge political economy theories to work in solving current development problems - this course is for you.

Teaching: This course is delivered through a combination of classes and lectures totalling 22 hours of lectures and 16.5 hours of seminars in the Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of virtual lectures, a mix of online and in-classroom seminars, and interactive support sessions. This course includes a reading week in Week 6 of Michaelmas Term.

There will be a revision session before the take-home timed assessment.

Formative coursework: Every student will deliver one practice presentation during the first few weeks of the course. Students can expect detailed feedback on the substance of these presentations as well as their delivery (presentations will be videoed where possible). Each student will also be invited to submit an individually-authored policy memo on one of two different questions distributed in week 2. These memos will be handed back - with comments - shortly thereafter.

Indicative reading: 1 Paul Collier, *The Bottom Billion: Why the Poorest Countries are Failing and What Can be Done About It* (Oxford, 2007). 2 Laurie Garrett, 'Ebola's Lessons: How the WHO Mishandled the Crisis', *Foreign Affairs*, vol 94, no. 5 (2015), pp. 80-107. 3 Lloyd Gruber, *Ruling the World: Power Politics and the Rise of Supranational Institutions* (Princeton, 2000). 4 Daron Acemoglu and James A. Robinson, *Why Nations Fail: The Origins of Power, Prosperity, and Poverty* (New York: Crown Publishers, 2012). 5 Robert Wade, *Governing the Market: Economic Theory and the Role of Government in East Asian Industrialization* (Princeton, 2003). 6 Martha Finnemore and Judith Goldstein, eds., *Back to Basics: State Power in a Contemporary World* (Oxford, 2013). 7 Lloyd Gruber and Stephen Kosack, "The Tertiary Tilt: Education and Inequality in the Developing World", *World Development* 54 (2014) pp 253-272

Assessment: Presentation (20%) and policy memo (20%) in the MT.

Take-home assessment (60%) in the LT.

All students will be required to take part in a Development Policy Application (DPA) project stretching over several weeks of the course. A specific – and current – issue of major importance to

developing countries will be introduced in the first week of this exercise. Each student will then be asked to prepare an individually-authored policy memo on the topic. This memo will be worth 20% of the overall course mark.

In the second part of the exercise, students will be randomly assigned into small groups and begin preparing a jointly-delivered oral presentation outlining and defending their group's preferred policy. These presentations will take place towards the end of the term and will count for a further 20% of the overall course mark. The take-home timed assessment is administered via Moodle on a nominated day during week 0 of Lent Term. Students will have a 12-hour window (from 09.00-21.00 GMT) within which to access the assessment questions and complete the assessment. Once they have logged into Moodle and downloaded the assessment questions, students will have 2 hours and 30 minutes to prepare and upload their answers. The exercise will encourage students to think creatively about the ideas and arguments presented in the course and will include at least one short essay question. No outside research will be required. This last component of the assessment will count for 60% of the student's overall course mark.

PP449 Half Unit

Comparative Political Economy and Development

This information is for the 2020/21 session.

Teacher responsible: Dr Tasha Fairfield

Availability: This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MSc in Development Studies, Master of Public Administration and Master of Public Policy. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course examines key issues in comparative political economy, with an emphasis on developing countries and the politics of policymaking. Who get the policies they want, when, and how? Throughout, we will pay close attention to actors, interests, institutions, and power. Understanding the politics of policymaking is critical for development specialists and policy practitioners. Policies recommended by technical experts are not always politically feasible, and progress may require implementing second-best solutions. Moreover, approaches that work in one case may not work in another. Drawing on real-world examples from a range of policy domains including taxation and social spending, we will discuss strategies for enacting pro-development reforms that might otherwise be politically infeasible. The course will also introduce students to key issues in conceptualization and measurement by examining indices and indicators of governance and democracy that are widely used by development practitioners. Note: the subject matter complements material covered in PP448 and can be taken either in conjunction with, or separately from that course.

Upon completing the course, students can expect to (1) be able to critically engage with the key debates in comparative politics and development, (2) be able to identify political constraints that may impede implementation of pro-development policies, (3) apply political economy theories to explain 'real world' cases of development policy successes and failures, and (4) design strategies that can help make pro-development policies more politically feasible in a given country context.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 38 hours across Lent Term. This year, some or all of this teaching will be delivered through virtual classes and flipped-lectures delivered as short online videos. This course includes a reading week in Week 6 of Lent Term.

Formative coursework: Students will receive feedback on

formative assignments in seminars that will prepare them for the assessed DPA at the end of the term.

The revision session in LT will prepare students for the assessed exam.

Indicative reading:

1 Jeffrey Winters, 2013, 'Oligarchy and Democracy in Indonesia', *Indonesia* 96, pp.11-33

2 Thachil, Tariq, 2011, 'Embedded Mobilization: Non-State Service Provision as Electoral Strategy in India', *World Politics* 62 (3): 434-469

3 Andrei Shleifer and Daniel Treisman, 2000, 'Without a Map: Political Tactics and Economic Reform in Russia', Cambridge: MIT Press

4 Tasha Fairfield, 2013, 'Going Where the Money Is: Strategies for Taxing Economic Elites in Unequal Democracies', *World Development* 47 (July), pp.42-57

Assessment: Project (40%) in the LT.

Take-home assessment (60%) in the ST.

All students will be required to take part in a Development Policy Application (DPA) project stretching over several weeks of the course. An issue of major importance to developing countries will be introduced early in the term. Students will be assigned into small groups, and each group will pick a country of its choice for the project. The DPA will count for 40% of the course mark.

A take-home assessment will be given in the Summer Term. This will count for 60% of the course mark.

PP450 Half Unit

Public Organisations: Theory and Practice

This information is for the 2020/21 session.

Teacher responsible: Prof Adnan Khan and Prof Timothy Besley

Availability: This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), Master of Public Administration and Master of Public Policy. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Some understanding of economics and quantitative methods is desirable.

Course content: The course will offer students the analytical frameworks and practitioners' knowhow for understanding and transforming public organisations and for understanding the challenges of design and implementation of public policies. Public organisations are key determinants of state capacity and this course will draw primarily on economics, particularly principal-agent theory and political economy to understand these. The lectures will take different views of public organisations: a micro, personnel-economics view; a system-level perspective; and a heterodox approach drawing on the recent literature from several disciplines on identity, values and norms.

The seminars will have an applied focus dealing with intractable public policy problems that states and public organizations often face and reasons why it is so difficult to deliver transformative and sustainable change on the ground. The group work during seminars will use a systematic and structured framework to identify pressing policy problems, diagnose the underlying causes of these problems using evidence, and design, test, implement and refine policy innovations. There will be a lot of emphasis on learning-centric approaches to transforming public organizations and to diagnosing and dealing with the challenges of policy implementation and political authorisation and the skill sets needed to address these challenges.

Teaching: This course is delivered through a combination of lectures and seminars totalling 20 hours of lectures and 15 hours of seminars during the Lent Term. This year, some or all of this teaching may be delivered through a combination of virtual classes and online videos.

Formative coursework: Students will be provided regular and weekly feedback on their group work during LT.

Indicative reading: Key readings:

- Timothy Besley, Robin Burgess, Adnan Khan and Guo Xu. (2020). Bureaucracy and Development. Annual Review of Economics. Forthcoming.
- Finan, Frederico, Benjamin Olken, and Rohini Pande. 2015. "The Personnel Economics of the State", The Handbook of Field Experiments.
- IGC Evidence Paper. 2019. "State Effectiveness"
- Cristina Corduneanu-Huc, Alexander Hamilton and Issel Masses Ferrer. 2012. "Understanding Policy Change: How to Apply Political Economy Concepts in Practice." Washington D.C.: World Bank Publications.
- Andrews, M., L. Pritchett & M Woolcock. (2017). Building State Capability: Evidence, Analysis, Action. Oxford University Press.
- Parkhurst, Justin. 2017. "The politics of evidence: from evidence-based policy to the good governance of evidence". Routledge Studies in Governance and Public Policy.

Assessment: Essay (50%) in the period between LT and ST. Policy memo (20%) and group presentation (30%) in the LT.

PP452 Half Unit

Applying Behavioural Economics for Social Impact: Design, Delivery, Evaluation and Policy

This information is for the 2020/21 session.

Teacher responsible: Prof Nava Ashraf

Availability: This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo) and Master of Public Administration. This course is not available as an outside option. This course is only available to students in the second year of the MPA programme.

Pre-requisites: A rigorous understanding of statistics, economics and econometrics is important for this course, in order to be able to absorb the economics journal articles and methods covered. Students will be required to have achieved marks of 55 or higher in PP440 and PP455 to be eligible for the course. Students with marks of 50-54 in PP440 and PP455 will be considered on a case by case basis.

Course content: This course delivers insights from cutting edge research in psychology and economics, and asks students to use these insights to design solutions to significant social challenges. Students learn how to diagnose, design, deliver, and rigorously test products and services using the principles of behavioural economics and the methods of field experimentation. The course begins by describing the principle of coproduction: outcomes in health, education and similar fields are not simply given to end-users, but are produced by end-users themselves, interacting with supply-side factors. Drawing on the insights from behavioural economics and using qualitative methods, students learn how to diagnose end-user needs, preferences and behaviour. The course then explores how the psychological aspects of behaviour can be combined with the tools and structure of economics to induce behaviour change and improve outcomes, including the challenge of setting prices and designing incentives. Throughout the course there is emphasis upon the critical importance of effective measurement in the context of the social sector, where traditional market feedback mechanisms are typically absent and where mission-driven leaders' evaluation of organisational impact can itself be subject to cognitive bias and distortion. Appropriate measurement in turn informs improvements in diagnosis and design. The course concludes by exploring policy impact and how research can be translated into policy action. Real world case studies are used at every stage of the course.

This course is relevant to all those who wish to improve the

effectiveness of social interventions and programmes across a range of diverse fields, whether such interventions are administered through the state or, increasingly, through private philanthropy and social entrepreneurship. The course tutor will be Professor of Economics and Director of Research at the LSE Marshall Institute.

Teaching: Teaching sessions will include both a Harvard Business School-style case study session and a lecture on the related research articles behind the case and discussion, delivered in a minimum of 30 hours in Lent Term. There will also be a drop-in weekly technical support session. This year, some or all of this teaching will be delivered as virtual sessions, in an online and interactive format.

Formative coursework: Additional exercises which will include preparation of an essay of the discussion questions for HBS-style case discussion.

Indicative reading: There is no single textbook for the course. For an introduction to the field of behavioural economics, students should consult Nudge: Improving Decisions About Health, Wealth, and Happiness, by Richard Thaler and Cass Sunstein (2009, Penguin) and Thinking, Fast and Slow, by Daniel Kahneman (2012, Penguin). We will also be reading several scientific articles from top-tier economics journals. A full reading list with the readings for each topic will be made available at the beginning of the course, and a draft course syllabus is available.

Assessment: Project (40%) in the LT.

Take-home assessment (60%) in the ST.

The project (worth 40%) will consist of a group exercise addressing a real world problem using tools from the course.

The other 60% will be a take-home timed assessment of two hours' duration early in Summer Term.

PP454

Development Economics

This information is for the 2020/21 session.

Teacher responsible: Prof Robin Burgess 32L.3.03 and Dr Gharad Bryan 32L.3.10

Availability: This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), Master of Public Administration and Master of Public Policy. This course is not available as an outside option.

Students may not take both this course and EC428 Development and Growth.

Pre-requisites: The expectation is that students will have previously taken PP440 and PP455 or other equivalent courses. Students who have not taken PP440 and PP455 will require permission from the course lecturer to attend the course.

Course content: In this course, students will apply their understanding of economics and econometrics to the task of policy making in developing countries. The focus is on acquiring the necessary theoretical and empirical skills to engage in the rigorous analysis of public policies in developing countries. Topics at the forefront of development economics will be covered. These include political economy, trade liberalization, growth, access to finance, technology adoption, education, health, infrastructure, property rights, land reform, gender, environment, mass media and political accountability. The emphasis will be on combining theory and data to evaluate the effectiveness of policies in these different areas.

Teaching: This course is delivered through a combination of classes and lectures totalling 40 hours of lectures and 20 hours of seminars in the Michaelmas Term and Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual lectures, a mix of online and in-classroom seminars, and office hours. This course includes a reading week in Week 6 of Michaelmas Term and Lent Term.

Formative coursework: Students to complete weekly exercises based on course readings with one of these exercises being marked in a given term.

Indicative reading: A reading list will be distributed at the start of the course.

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

PP455

Quantitative Approaches and Policy Analysis

This information is for the 2020/21 session.

Teacher responsible: Dr Jeremiah Dittmar and Prof Mark Schankerman

Availability: This course is compulsory on the Master of Public Administration. This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po) and MPA Dual Degree (LSE and Tokyo). This course is not available as an outside option.

Course content: The course introduces students to regression-based methods and cost-benefits analysis used for the quantitative evaluation of public policies. The course introduces students to basic multiple regression analysis including hypothesis testing, modelling of non-linear relationships, and dummy variables. From there, the course covers a number of regression based evaluation methods to assess the causal effectiveness of policy interventions. These include the use of randomized experiments, natural or quasi-experiments, panel data, difference-in-differences estimation, instrumental variables, matching and regression discontinuity design. The final part of the course provides an overview of cost-benefit valuation methods for public policy.

Teaching: Teaching in this module consists of: 20 hours of lectures and 10 hours of seminars in the MT; and 20 hours of lectures and 10 hours of seminars in the LT. This year at least for MT, some or all of this teaching may have to be delivered through a combination of virtual webinars, online videos, and virtual classes.

Formative coursework: Students will complete weekly problem sets. Some of these will be marked to provide indicative assessment.

Indicative reading: Particularly useful textbooks are Joshua D. Angrist and Jörn-Steffen Pischke, "Mastering Metrics"; James Stock & Mark Watson, "Introduction to Econometrics"; and Jeffrey Wooldridge, "Introductory Econometrics". The material in the textbooks will be complemented with recent research papers and chapters from other books. A full reading list will be distributed at the beginning of the course.

Assessment: Exam (60%, duration: 3 hours, reading time: 15 minutes) in the summer exam period.

Presentation (10%)

Policy memo (10%) in the MT.

Policy memo (10%) in the LT.

Continuous assessment (10%) in the MT and LT.

PP478

Political Science for Public Policy

This information is for the 2020/21 session.

Teacher responsible: Dr Mathilde Emeriau
Dr Joachim Wehner

Availability: This course is compulsory on the Master of Public Administration. This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po) and MPA Dual Degree (LSE and Tokyo). This course is available with permission as an outside option to students on other

programmes where regulations permit.

Course content: This course will introduce students to how to understand the political context of policymaking, using the latest theoretical and empirical knowledge in modern political science. The course will cover, among other things, political behaviour (such as voting behaviour, elections and lobbying), political institutions (such as electoral systems, parliamentary and presidential government and central banks) and political outcomes (such as economic policies and public services). The course combines a review of the main empirical regularities across time and across country in each of these areas, with an introduction to key theoretical arguments about how actors interact and how institutions shape strategic behaviour, and an introduction to the latest empirical (and causal) estimation techniques for testing the key theoretical ideas. The course also surveys a selection of current policy challenges and examines the importance of political variables in understanding and addressing these.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 60 hours across Michaelmas Term and Lent Term. This year, some or all of this teaching will be delivered through a combination of online and on-campus lectures and classes and office hours. This course includes reading weeks in week 6 of each term.

Formative coursework: Students are expected to produce one formative assignment in Michaelmas Term and a second in the Lent Term.

Indicative reading: "Analysing Politics: Rationality, Behavior and Institutions" by Shepsle (W.W. Norton, 2010, 2nd edition) provides an excellent starting point and can be used as the main reference for many topics. A full reading list will be distributed at the beginning of the course.

Assessment: Essay (50%, 2500 words) in the LT.

Presentation (50%) in the MT and LT.

Application exercises will be carried out in groups and assessed on the basis of four group presentations, two each in Michaelmas Term and Lent Term

PP4B3

MPA Capstone Project

This information is for the 2020/21 session.

Teacher responsible: Dr Babken Babajanian

Availability: This course is compulsory on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo) and Master of Public Administration. This course is not available as an outside option.

Course content: Students will undertake a group project (in teams usually of 3 to 6 people) relating to a public policy problem faced by an external organisation. Typical clients include public sector bodies, private sector companies, international organisations, think tanks and NGOs. The group will have from October to March to work on an issue defined by the client organisation, investigating and developing a workable solution to the problem. The Capstone will enable students to develop and strengthen organisational, analytical report writing, and group working skills.

Teaching: This course is delivered through help sessions totalling a minimum of 4 hours and 30 minutes across Michaelmas Term. This year, some or all of this teaching will be delivered through virtual interactive seminars complemented with short lectures delivered as online recordings.

These sessions provide guidance and advice on planning and managing the Capstone process and maintaining effective and fair group work. Each Capstone group will be allocated a supervisor, who will provide guidance on the project's development and assistance with client liaison. Other members of staff may also advise as required.

Formative coursework: Feedback will be provided on presentations of work-in-progress during MT and LT.

Indicative reading: Policy analysis: William N. Dunn, Public Policy

Analysis: An Integrated Approach (Routledge, 2018); Eugene Bardach and Eric M. Patashnik, A Practical Guide for Policy Analysis (Sage Publications, 2016); David L. Weimer and Aidan R. Vining, Policy Analysis: Concepts and Practice (Routledge, 6th edition, 2017); Sue C. Funnell and Patricia J. Rogers, Purposeful Program Theory (Jossey-Bass, 2011); Philip H. Pollock, The Essentials of Political Analysis (CQ Press, 2016)

Report writing: John Bowden, Writing a Report 9th edition (How to Books, 2011); Stella Cottrell, Dissertations and Project Reports: A Step by Step Guide (Palgrave Study Skills, 2014).

Group working: Laura Lipton, Groups at Work: Strategies and Structures for Professional Learning (Miravia, 2011); Brian A. Griffith and Ethan B. Dunham, Working in Teams: Moving from High Potential to High Performance (Sage, 1st edition, 2015).

Assessment: Project (100%, 15000 words) in the LT.

The project work is conducted in teams, and the assessment is based on a collective group mark for each component except in exceptional circumstances.

The group mark has three components:

- 1) 20% of the overall mark is assigned by the client organisation based on a group presentation and a submission of the project report.
 - 2) 50% of the overall mark is given by two academic readers upon submission of the project report; and
 - 3) the final 30% of the overall mark is allocated by the Capstone supervisor on the basis of the group's performance in terms of (i) scoping and project development (including coping with difficulties), (ii) group working and self-management as a team, and (iii) the overall output of the project (10% for each item).
- Additionally, each group member must complete the Capstone evaluation and feedback exercise. This will be submitted individually and separately from the report.

PP4B4

MPA Dissertation

This information is for the 2020/21 session.

Teacher responsible: Dr Babken Babajanian and LSE LIFE

Availability: This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo) and Master of Public Administration. This course is not available as an outside option. Students may not take this course and PP4V8 Policy Paper. This course is only available to MPA students in Year 2 of their programme.

Course content: The aim of this course is to enable students to plan, design and conduct independent substantial research in an area of public policy. MPA students will write a dissertation of no more than 10,000 words on a topic of their choice to be agreed with their Academic Mentor. The dissertation involves an evidence-based assessment of a concrete policy issue or problem in a specific setting. It must be concerned with the goal of policy improvement and, at the same time, it must contribute to a broader objective of knowledge-building. The main body of the dissertation should include literature review, methodology, results of the analysis, discussion of findings, conclusions and implications for knowledge. Dissertations can utilise quantitative and/or qualitative data and information and draw on primary and/or secondary sources.

Teaching: This course is delivered through help sessions totalling a minimum of 4 hours and 30 minutes in Michaelmas Term and 1 hour and 30 minutes in Lent Term. This year, some or all of this teaching will be delivered through virtual participatory seminars complemented with short lectures delivered as online recordings. These sessions provide academic and practical guidance on planning and writing the dissertation and offer an opportunity to ask questions. The student's Academic Mentor will provide advice and guidance on this piece of work.

Indicative reading: Writing guidance:

- Inger Furseth, Eurus Everett and Larry Everett, Doing Your Master's Dissertation: From Start to Finish (Sage Study Skills Series, 2013);
- Stella Cottrell, Dissertations and Project Reports: A Step by Step Guide (Palgrave Study Skills, 2014);
- Diana Ridley, The Literature Review: A Step-by-Step Guide for Students (SAGE Study Skills Series, 2008);
- Christopher Hart, Doing a Literature Review (SAGE Study Skills Series, 2018);
- Sharon M. Ravitch and J. Matthew Riggan, Reason and Rigor: How Conceptual Frameworks Guide Research (2nd edition, Sage Publications, 2016).

Research methods:

- Catherine Hakim, Research Design: Successful Designs for Social Economics Research, 2nd ed. (Routledge, 2000);
- Joseph A. Maxwell, Qualitative Research Design (3rd edition, Sage, 2013);
- Alan Bryman, Social Research Methods, 5th ed. (Oxford University Press, 2015);
- David Partington, Essential Skills for Management Research (Sage Publications, 2002).

Assessment: Dissertation (90%, 10000 words) in the ST.

Dissertation proposal (10%) in the MT.

- A 1,500 word dissertation proposal consisting of the title, abstract, research question, research justification, feasibility of the dissertation topic, choice of literature and an explanation of sources, proposed research design and methods, and provisional structure will count for 10% of the overall dissertation mark. Students may only change their topic thereafter with the agreement of their Academic Mentor. Students will be given feedback on their proposal.
- The full dissertation of no more than 10,000 words will account for the remaining 90% of the overall mark.

PP4E4 Half Unit Not available in 2020/21

Analytic frameworks for policy evaluation

This information is for the 2020/21 session.

Teacher responsible: Dr Christine Cote and Prof Richard Bevan

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MBA Exchange, MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

Priority will be given to students from the Department of Management's MSc programmes for any outside option spaces.

Pre-requisites: Students must have previously studied microeconomics.

Course content: The course will focus on concepts and cases relevant to understanding how to assess costs and benefits of policy options to enable governments to make hard choices. This entails accounting for: costs and benefits across different criteria and at different times, risk and uncertainty, and distributional effects; and designing evaluation to relate to the political process of making decisions.

The course examines three methods of evaluation: cost benefit analysis (CBA), cost effectiveness analysis (CEA), multicriteria decision analysis (MCDA). It explains the principles of each method and examines case studies to show their strengths and weaknesses. The aim is for students to learn that, for policy analysis, that the concepts of micro-economics are necessary but not sufficient by relating the issues that emerge from the case studies to major intellectual arguments of the 20th Century.

These are arguments over the nature of science, positivism, power, efficiency, equity, and justice. The objective is for students to learn what characterises policy analysis that is likely to succeed or fail in enabling governments to make hard choices.

Teaching: 15 hours of lectures and 15 hours of seminars in the MT.

Formative coursework: Students will be expected to produce 2 pieces of coursework in the MT.

A presentation as a member of a seminar group in the second week of term.

A detailed essay plan on two pages with introduction, one key paragraph and conclusion written in full on the principle of using markets to assess costs and benefits and problems with this approach.

Indicative reading: The course text is D M Hausman and M S McPherson, *Economic Analysis, Moral Philosophy and Public Policy*, Cambridge University Press, 2006.

Extracts from standard texts on methods of economic appraisal:

- HM Treasury, *The Green Book. Appraisal and Evaluation in Central Government*, TSO, 2011

- A Boardman, D Greenberg, A Vining, D Weimer, *Cost-Benefit Analysis: concepts and practice*, (4th Edition) Harlow: Pearson Education, 2014

- P Goodwin, G Wright, *Decision Analysis for Management Judgment* (5th edition) Chichester: John Wiley and Sons, 2014

Material on cases studies including:

- N Stern, *Why are we waiting?: The logic, urgency, and promise of tackling climate change*, MIT Press, 2015.

Extracts from classic works of leading scholars including:

- J Rawls, *A Theory of Justice*, Oxford University Press, 1971

- T S Kuhn, *The Structure of Scientific Revolutions* (2nd edn), University of Chicago Press, 1972

- IMD Little, *A Critique of Welfare Economics*, Oxford University Press, 1973

- T C Schelling, *The Strategy of Conflict*, Oxford University Press, 1973

- KR Popper, *Conjectures and Refutations*, Routledge and Kegan Paul (fourth edition), 1973

- R Nozick, *Anarchy, State and Utopia*, Blackwell, 1974

- N Daniels, *Just health care*. Cambridge: Cambridge University Press, 1990

- D W Hands, *Reflection without Rules*, Cambridge: Cambridge University Press, 2001

- S Lukes, *Power: A Radical View*, 2nd edn, Palgrave, 2005.

Extracts from official reports and published papers.

Assessment: Essay (50%, 3000 words) in the LT.

Group presentation (20%) and policy brief (30%) in the MT.

The essay will be a critique of the methods used in a case study relevant to an issue in the student's country.

There will be four group presentations as a member of a seminar group in the weekly seminars.

There will be a policy brief for a minister on a hard choice.

permission as an outside option to students on other programmes where regulations permit.

Course content: The course examines innovations in different models of governance (defined broadly as the overarching mechanisms) that organise the delivery of public services. We look at variations across three key governance models in particular, namely hierarchy, markets and networks in recent decades, and assess their strengths and limitations. We look at their application in both developed and developing countries, to a wide range of core public services, including healthcare, education, criminal justice, and public utilities.

Many public services have seen a broad global shift from traditional hierarchical bureaucracies towards markets and networks. Many countries have experienced, and will continue to experience, extensive marketisation of public services and we cover key innovations and their impacts. Markets, in particular privatisation, create high-powered incentives to challenge inertia that can beset the public sector, however marketisation is no panacea: indeed the characteristics of some public services mean that this brings new risks and problems and governments have often struggled in recent decades with managing the consequent market failure. We look at the use of 'quasi-markets', voucher systems, full-scale privatisations, Private Finance Initiatives (PFIs) and Public-Private Partnerships (PPPs), Payment by Results (PBR) and Social Impact Bonds (SIBs), and assess their impact on public services. We also look at innovations in networked, mutual or collaborative forms of governance, particularly the relevance of new developments, such as the 'sharing economy', the 'digital economy' and social media.

A central theme of the course is the relationship between institutions and innovative mechanisms for change. Markets and networks offer a wide range of innovative mechanisms, but their success or failure is often determined by the institutional context in which they are implemented. Looking across different models of governance, the course will consider issues around optimisation of design and integration of models, and the impact of institutional path dependence on success and failure. We explore how to align new mechanisms for change with existing institutions in complementary ways.

The course draws on a range of disciplines and analytical approaches, including transaction cost economics, political science, institutional economics, and developments in behavioural economics beyond 'nudges'. These include the economics of identity, reciprocal altruism and the power of reputational mechanisms of 'naming and shaming' and 'naming and faming'. The lectures and seminars are organised to enable you to understand key theory/concepts through illustrative cases and discussion. The seminars are organised around group-based presentations.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 35 hours in the Lent Term. This year, some or all of this teaching will be delivered through a combination of flipped lectures and pre-recorded online material, a mix of online and in-classroom seminars, and tutorial office-hours. This course includes a reading week in Week 6 of Lent Term.

Formative coursework: Students will be expected to produce 1 piece of coursework in the LT.

A detailed essay plan of two pages with introduction, one key paragraph and conclusion written in full in preparation for the summative essay.

Indicative reading: Students will be directed to key texts throughout the term. Course literature draws from public policy and governance, the economics of transaction costs and behavioural economics among other disciplines. Some indicative readings throughout the course include:

- C. Wolf (1993) *Markets or Governments* (Cambridge: MIT Press)

- AO Hirschman (1970), *Exit, voice, and loyalty: Responses to decline in firms, organizations, and states*, (London: Harvard university press)

- J. Le Grand (2007), *The Other Invisible Hand: Delivering Public Services Through Choice and Competition* (Princeton University Press)

PP4E5 Half Unit

Innovations in the governance of public services delivery

This information is for the 2020/21 session.

Teacher responsible: Dr Simon Bastow and Professor Gwyn Bevan

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MBA Exchange, MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MSc in Management (1 Year Programme), MSc in Social Innovation and Entrepreneurship, Master of Public Administration and Master of Public Policy. This course is available with

- M. Barber (2015), How to run a government so that citizens benefit and taxpayers don't go crazy (Allen Lane)

- OE Williamson (1985), The Economic Institutions of Capitalism: Firms, Markets and Relational Contracting (New York, The Free Press)

- A. Shleifer (1998), State versus private ownership, *Journal of Economic Perspectives* 1998 12(4): 133-150

- D. North (1990), Institutions, Institutional Change and Economic Performance (Cambridge, Cambridge University Press)

- D. Acemoglu and J. Robinson (2012), Why nations fail: the origins of power, prosperity and poverty (London, Crown Business)

- DM Hausman and MS McPherson (2010), Economic Analysis, Moral Philosophy and Public Policy (Cambridge, Cambridge University Press), chapter 2

- W. Powell (1990), Neither market nor hierarchy: network forms of organization, *Research in Organizational Behavior* 12 pp.295-336

- A. Sundararajan (2016), The Sharing Economy: The End of Employment and the Rise of Crowd-Based Capitalism (MIT Press)

- S. Bowles (2016), The Moral Economy: Why Good Incentives Are No Substitute For Good Citizens (Yale University Press)

- G A Akerlof, RE Kranton (2010), Identity Economics: How Identities Shape Our Work Wages and Well Being (Woodstock: Princeton University Press)

- A. Oliver (2019) Reciprocity and the Art of Behavioural Public Policy (Cambridge, Cambridge University Press)

Assessment: Essay (50%, 3000 words) in the ST. Presentation (20%) and policy brief (30%) in the LT. Presentations as a member of a seminar group in the weekly seminars (20%).

A policy brief about a proposed innovation in government, directed at the head of an organisation able to implement or influence government policy. (30%).

A research essay of 3,000 words critically examining governance and innovation in delivery of public services (50%).

PP4G3 Half Unit

Designing and Managing Change in the Public Sector

This information is for the 2020/21 session.

Teacher responsible: Dr Simon Bastow

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MBA Exchange, MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MSc in Social Innovation and Entrepreneurship, Master of Public Administration and Master of Public Policy. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The course examines important challenges for governments and public sector organisations in being able to design and manage transformative change in public services. Two key aspects of change are fundamental:

- the **instrumental** capacity of government to design and implement policy and programme change in coherent, sustainable and successful ways, and
- the **adaptive** capacity of government to respond effectively to change in their external environment - perhaps crisis, digitisation, demographic or public health issues - and avoid problems of obsolescence or 'out-of-touch' policies.

We look at this dual challenge across developed and developing country contexts, and across core areas of government policy and public services. The course is primarily about government and public sector, however an important element is looking at the capacity of governments to coordinate with private and third sectors in designing and managing transformative change. From the outset we discuss how governments can develop

coherent responses to so-called 'wicked' public policy and management (PPM) problems. These tend to be complex, multi-faceted and intractable problems that require well-designed and complementary measures. We look at the interplay of different governance factors such as the impact of politics, bureaucracy, culture, incentives and motivations, administrative capacity, amongst others, and explore the potential for and limitations on transformative change. The course works through key aspects of holistic design: including strategy, culture, motivation and coordination, leadership, social-technical systems, resilience, and policy and organizational learning. There is strong emphasis on transformation through digital change.

The course aims to provide students with practical theory and concepts for designing coherent action in public services and the public sector. We look at these challenges primarily from the perspective of the senior government or public sector official, working at the interface of high politics, policy making, and operational delivery. The course will be useful for students who are interested in working **in** government, or for those who work in other 'social impact' roles that involve working closely **with** government and public authorities.

The syllabus draws on concepts from public policy, political science, institutional economics, and organizational and system design, and organizational behaviour. We cover a wide range of sectors and policy areas, particularly core areas of public sector services such as criminal justice, health, welfare, education and defence. The course emphasises dialogue between concepts and cases, and offers strong applied and practical relevance with experienced public sector practitioners involved in lecture slots.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 35 hours in the Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of flipped lectures and pre-recorded online material, a mix of online and in-classroom seminars, and tutorial office-hours. This course includes a reading week in Week 6 of Michaelmas Term.

Formative coursework: Students will receive feedback on group presentations in seminars in the MT.

Students will have the option to submit formative plans for both elements of the written summative assignments during the MT.

Indicative reading: There is no one set text for this course.

Students will be directed to key readings throughout the term.

Some indicative readings include:

- Bason, Christian (2017), Leading Public Design: Discovering Human-centred Governance, (Policy Press: Bristol) Forthcoming in LSE Library
- H. Simon (1996), Sciences of the Artificial, 3rd ed. (Cambridge, MA: MIT Press)
- J. Roberts (2004), The Modern Firm (Oxford, Oxford University Press)
- P. Dunleavy, H. Margetts, S. Bastow and J. Tinkler (2006) New Public Management is Dead: Long live digital-era governance, *Journal of Public Administration Research and Theory*, 16, pp 467-494
- H. Mintzberg (1994), The Fall and Rise of Strategic Planning, *Harvard Business Review*, 72(1), Jan-Feb 1994 pp107-114
- Hood, Christopher (1998), The Art of the State: Culture, Rhetoric and Public Management (Oxford, Oxford University Press)
- Schein, Edgar H. (2010), Organizational culture and leadership (San Francisco, John Wiley & Sons Inc.)
- Brehm, J. and S. Gates (1999), Working, Shirking and Sabotage: Bureaucratic Response to a Democratic Public (Michigan, The University of Michigan Press)
- Heath, C. and N. Staudenmayer (2000), Coordination Neglect: How Lay Theories of Organizing Complicate Coordination in Organizations, *Research in Organizational Behaviour* 22: 155-193
- Hood, C. and Margetts, H. (2007), The Tools of Government in the Digital Age (Basingstoke, Palgrave MacMillan)
- G. Morgan (2006), Images of Organization (Sage)
- Weick, Karl. E. (1995) Sensemaking in Organizations (London, Sage)

Assessment: Project (40%) in the LT.

Presentation (20%) and case analysis (40%) in the MT.

- Case analysis of 3,000 words by week 11 in the MT (40%).
- Transformation design project (TDP) in response to a current policy or public sector problem – to be submitted by Week 3 in the Lent Term (40%).
- Group presentation in seminars and discussion role throughout the MT (20%).

PP4J2 Half Unit

New Institutions of Public Policy: Strategic Philanthropy, Impact Investment and Social Enterprise

This information is for the 2020/21 session.

Teacher responsible: Dr Jonathan Roberts Marshall Institute, 5 Lincoln's Inn Fields

Other teachers: Professor Julian Le Grand and Professor Stephan Chambers, Marshall Institute

Availability: This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo) and Master of Public Administration. This course is not available as an outside option. This course is only available to MPA students in Year 2 of their programme. The course is a collaboration between the Marshall Institute and the School of Public Policy.

Course content: Private actions for public benefit - whether called philanthropy, charity, associationalism, social entrepreneurship or social business - have long been significant within societies. This arena of private action is currently experiencing both resurgence and disruption. This course takes a policy-oriented approach towards these new dynamics of private social action. It explores innovative mechanisms of financing, organisation and delivery, including impact investing, new coalitions for social impact (for instance, social impact bonds), venture philanthropy and social enterprise. A central focus is the opportunity created by bringing together market and business mechanisms and the social – but also the consequent challenge and complexity of achieving social impact through hybrid organisations, hybrid funding streams and hybrid mechanisms of coordination. Cross-cutting themes are how to design incentive structures which respond to the complex web of motivations of actors in this field, and the organisational tension inherent in responding to double or triple bottom lines. Using analytical frameworks drawn from economics, sociology and political economy, the course will critically evaluate the challenges and advantages of these emerging institutions and mechanisms. Examples of the types of question that we will investigate include: what is social enterprise? How can social enterprises support social innovation and impact? Can we combine financial return, social impact and environmental sustainability? Why should an organisation be a non-profit, for-profit or other ownership form? How can the state, market and private altruistic action combine to achieve social impact? How can we design organisations and structures which nurture and capitalise on values and altruism? What are the differences between the culture, practice and motivations of state, commercial and charitable organisations, and what are the consequent challenges of implementation and management in hybrid organisations? The answers to these questions are contested and the course seeks to give participants the critical skills to make their own determination.

Teaching: This course is delivered through a combination of lectures, classes and workshops totalling a minimum of 34 hours across the Lent Term. This year some or all of this teaching may be delivered through a combination of remote live classes and workshops, and various remote asynchronous activities, including flipped-lectures delivered as short online videos and recorded videos with expert practitioners. This course includes a reading week in Week 6 of the Lent Term.

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

Formative assessment will consist of one 2,000 word essay, submitted in the middle of the LT. Students will also receive formative feedback on seminar presentations.

Indicative reading:

- Anheier, H. and Leat, D. (2006). *Creative Philanthropy: Toward a New Philanthropy for the Twenty-First Century*. New York: Routledge
- Battilana, J., Lee, M., Walker, J. & Dorsey, C. (2012). "In Search of the Hybrid Ideal." *Stanford Social Innovation Review* 10(3): 51-55
- Dees, G. (2012). "A Tale of Two Cultures: Charity, Problem Solving, and the Future of Social Entrepreneurship." *Journal of Business Ethics* 111(3): 321-334
- Eikenberry, A. (2009). "Refusing the Market: A Democratic Discourse for Voluntary and Nonprofit Organizations". *Nonprofit and Voluntary Sector Quarterly* 38(4): 582-596
- Le Grand, J. (2006). *Motivation, Agency and Public Policy: of Knights and Knaves, Pawns and Queens*. Oxford: Oxford University Press.
- Nicholls, A, Paton, R and Emerson, J. (2015) *Social Finance*, Oxford, Oxford University Press
- Porter, M and Kramer, M (2011), 'Creating shared value', *Harvard Business Review* 89 (Feb); 62-77. Also TedTalk - <https://www.youtube.com/watch?v=0ilh5YYDR2o>
- Reich, C. Cordelli and L. Bernholz (eds) (2016). *Philanthropy in democratic societies : history, institutions, values*. Chicago: University of Chicago Press
- Salamon, L. (2014). *Leverage for Good: An Introduction to the New Frontiers of Philanthropy and Social Investment*. Oxford: Oxford University Press
- Tirole, J, (2017). *Economics for the Common Good*. Princeton: Princeton University Press.
- Yunus, M. (2010). *Building Social Business*. New York: Public Affairs.

Assessment: Coursework (30%, 2000 words) and essay (70%, 3000 words) in April.

PP4J4 Half Unit

Designing and Implementing Evidence-Informed Policies and Programmes

This information is for the 2020/21 session.

Teacher responsible: Dr Babken Babajanian

Availability: This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), Master of Public Administration and Master of Public Policy. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 30 students.

Course content: The aim of this half-unit course is to help students develop knowledge, critical analysis and skills necessary for evidence-informed policy making. It will enable students to assess, analyse, interpret and use evidence to design relevant and effective interventions. The course particularly emphasises the need to recognise the complexity of economic, social, institutional and political context and incorporate contextual analysis of social relations, gender inequalities, interests and incentives of societal actors in policy design and implementation arrangements. The course will equip students with the knowledge and skills to critically appraise how government agencies, international organisations and other actors generate and utilise evidence to design and implement policies and programmes. The course covers evidence generation and use during three main stages of the policy cycle: policy design, implementation, and monitoring and evaluation. It introduces theory-based approaches and examines the use of social, gender, governance and political-economy analysis to inform policy design and implementation. It discusses the role of monitoring and evaluation in producing nuanced policy-relevant evidence.

The course draws on policies and programmes in the field of social policy and social development in a global context. In seminars, students will review and critically assess policy reports and research studies of actual policies and programmes. They will scrutinise different assessment tools developed and used by government agencies and international organisations (e.g. World Bank, ADB, Inter-American Development Bank) for gathering policy relevant evidence.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 30 hours across Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of virtual interactive seminars and lectures delivered as online recordings.

Formative coursework: 1. Seminar presentations on assigned topics and contribution to seminar discussions. Each student is expected to do at least one presentation.

2. A short essay answering a pre-assigned question (500 words)
3. A short individually authored policy report (1,000 words)

Indicative reading: Parkhurst, J. (2017) *The Politics of Evidence, From Evidence-based Policy to the Good Governance of Evidence*, Routledge: London and New York. Funnell, S. and P. Rogers (2011) *Purposeful Program Theory: Effective Use of Theories of Change and Logic Models*, Wiley & Sons: San Francisco. Bacchi, C. (2009) *Analyzing Policy: What's the Problem Represented to Be?* Pearson Australia: Frenchs Forest, N. S. W. Cartwright, N. and J. Hardie (2012) *Evidence-Based Policy: A Practical Guide to Doing It Better*, Oxford University Press. Ravallion, M. (2009) *Should the Randomistas Rule?* *Economists' Voice*, The Berkeley Electronic Press. Holmes, R. and N. Jones (2013) *Gender and Social Protection in the Developing World: Beyond Mothers and Safety Nets*, Zed Books: London and New York. Fritz, V., Levy, B. and R. Ort (2014) *Problem-driven Political Economy Analysis: The World Bank's Experience, Directions in Development - Public Sector Governance*, World Bank: Washington, DC.

Assessment: Essay (30%, 1500 words) in the MT.
Policy report (70%) in the LT.

Students will be required to complete two assignments designed to support the main learning outcomes of the course:

1 A three-part individually authored essay (30%), in which students answer pre-assigned questions, drawing on literature and course material (500 words for each answer, maximum 1,500 words in total). This assessment will support student learning of the main debates, issues and critiques and will help consolidate their disciplinary and methodological knowledge.

2 An individually-authored policy report (70%) drawing on relevant literature and course material (maximum 3,000 words).

This assessment will support students' ability to appraise policies and programmes; evaluate, analyse, interpret and use evidence; design analytical frameworks; prepare and present written critiques; and write policy reports.

PP4J5 Half Unit

Fiscal Governance and Budgeting

This information is for the 2020/21 session.

Teacher responsible: Dr Joachim Wehner

Availability: This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MSc in Political Science and Political Economy, MSc in Public Policy and Administration, Master of Public Administration and Master of Public Policy. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course examines contemporary issues in fiscal governance and public budgeting in OECD countries and elsewhere. The focus is on executive and legislative actors and the institutional structures within which they make budgetary choices. Following an introduction to theoretical approaches to the study

of budgeting, topics include medium-term frameworks, top-down budgeting, fiscal rules and fiscal councils, performance budgeting, legislative budgeting, fiscal decentralisation, budget transparency, audit and accountability.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in the MT. This year, some or all of this teaching will be delivered through a combination of online and on-campus lectures and classes. This course includes a reading week in week 6 of MT.

Formative coursework: Students are expected to produce one formative essay in Michaelmas Term as practice for the take-home assessment.

Indicative reading: Alesina, A, C Favero and F Giavazzi (2019). *Austerity: When It Works and When It Does Not* (Princeton, NJ, Princeton University Press). Blyth, M (2013). *Austerity: The History of a Dangerous Idea* (Oxford, Oxford University Press). Hallerberg, M, R Strauch, and J von Hagen, (2009). *Fiscal Governance in Europe* (Cambridge, Cambridge University Press). Allen, R, R Hemming, and B Potter, eds (2013). *The International Handbook of Public Financial Management* (New York, NY, Palgrave Macmillan). Cangiano, M, T Curristine, and M Lazare, eds (2013). *Public Financial Management and Its Emerging Architecture* (Washington DC, International Monetary Fund).

Assessment: Coursework (25%) in the MT.

Take-home assessment (75%) in the LT.

The coursework (worth 25%) will consist of a Policy Exercise which will be carried out in groups. Students will prepare a presentation and produce a 2-3 page policy memo.

The take-home timed assessment (75%) will be held shortly before the start of Lent Term.

PP4V8 Half Unit

Policy Paper

This information is for the 2020/21 session.

Teacher responsible: Dr Babken Babajanian and LSE LIFE

Availability: This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), Master of Public Administration and Master of Public Policy. This course is not available as an outside option.

MPA students may not take both this course and an MPA Dissertation. This course is only available to MPA students during the second year of their programme.

Course content: The aim of the course is to enable students to plan, design and conduct independent research in an area of public policy. Students will write an individually-authored policy paper of no more than 6,000 words on a topic developed in consultation with their Academic Mentor. The paper will carry out an evidence-based assessment of a concrete policy issue or problem in a specific setting and provide a practical contribution to policy and practice. The main body of the paper should include methodology, results of the analysis, discussion of findings, conclusions and policy recommendations. The policy paper must be accompanied by an Executive Summary. Policy papers can utilise quantitative and/or qualitative data and information and draw on secondary and/or primary sources.

Teaching: This course is delivered through help sessions totalling a minimum of 4 hours and 30 minutes in Michaelmas Term and 1 hour and 30 minutes in Lent Term. This year, some or all of this teaching will be delivered through virtual participatory seminars complemented with short lectures delivered as online recordings. These sessions provide academic and practical guidance on planning and writing the policy paper and offer an opportunity to ask questions. The student's Academic Mentor will provide advice and guidance on this piece of work.

Formative coursework: A policy paper proposal (of no more than 750 words in total) consisting of the title, abstract, research

question, research justification, feasibility of the topic, an explanation of sources, proposed research design and methods, and provisional structure must be submitted in the MT. Students may only change their topic thereafter with the agreement of their Academic Mentor. Students will be given feedback on their proposal.

Indicative reading: Writing guidance:

- Stella Cottrell, *Dissertations and Project Reports: A Step by Step Guide* (Palgrave Study Skills, 2014);
- Diana Ridley, *The Literature Review: A Step-by-Step Guide for Students* (SAGE Study Skills Series, 2008);
- Christopher Hart, *Doing a Literature Review* (SAGE Study Skills Series, 2018);
- Sharon M. Ravitch and J. Matthew Riggan, *Reason and Rigor: How Conceptual Frameworks Guide Research*, 2nd edition (Sage Publications, 2016)

Research methods:

- Catherine Hakim, *Research Design; Successful Designs for Social Economics Research*, 2nd ed. (Routledge, 2000);
- Joseph A. Maxwell, *Qualitative Research Design* (3rd edition, Sage, 2013);
- Alan Bryman, *Social Research Methods*, 5th ed. (Oxford University Press, 2015);
- David Partington, *Essential Skills for Management Research* (Sage Publications, 2002).

Assessment: Policy paper (100%) in the ST.

- 6,000 word policy paper.

PP4X6

Welfare Analysis and Measurement

This information is for the 2020/21 session.

Teacher responsible: Prof Stephen Jenkins

Dr Berkay Ozcan (OLD.2.32)

Availability: This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations), MSc in International Social and Public Policy (Research), Master of Public Administration and Master of Public Policy. This course is available as an outside option to students on other programmes where regulations permit. This course has no formal pre-requisites. Because the course is quantitative in nature, a familiarity with basic statistical concepts and basic calculus is useful but not essential.

Course content: This course provides an introduction to the analysis and measurement of the welfare of individuals and societies, examining concepts, measurement and data, as well as providing illustrations. The aims are to provide an understanding of the main tools used to measure and monitor individuals and social welfare, and to develop skills for assessing academic research and official statistics (as produced by national or international agencies) and for undertaking one's own analysis. The first half of the course focuses on univariate monetary measures of economic wellbeing notably 'income', and on the experience of OECD countries (especially the UK, EU, and USA), but the aim is also to place these in the context of developments based on other approaches and in other countries including middle- and low-income nations. The topics covered include measurement of inequality, poverty, and mobility; setting poverty thresholds and equivalence scales; data sources and their quality; empirical illustrations considering assessments of trends within countries, cross-national differences, and global poverty and inequality. The second half of the course broadens the perspective to consider a range of non-monetary, multidimensional, and subjective measures

of welfare for individuals and societies. Examples include occupational and socio-economic status (SES), anthropometric measures, the Human Development Index and related indices of development, and measures of happiness and life satisfaction. The second half of the course draws on the measurement approaches and data issues covered in the first half of the course, developing them as appropriate to the new settings.

Teaching: This course is delivered through a combination of lectures and classes in each of the Michaelmas Term and Lent Term, plus a revision session in the Summer Term, totalling a minimum of 60 hours. All teaching – lectures and classes – is undertaken by the course lecturers. This year, some or all of this teaching will be delivered through a combination of online classes and 'flipped' lectures delivered as short online videos. This course includes reading weeks (without formal teaching) in Week 6 of Michaelmas Term and of Lent Term.

Indicative reading: Most of the reading for the course is in journal articles. Books providing overviews include:

- Salverda W, Nolan B, Smeeding TM (eds) *The Oxford Handbook on Economic Inequality* (2009);
- Foster, J, Seth, S, Lokshin M and Saiara, Z, *A Unified Approach to Measuring Poverty and Inequality* (2013; free e-book available) and;
- Atkinson A and Bourguignon F (eds) *Handbook of Income Distribution Volume 2* (2015) and the earlier Volume 1 (2000).

A full reading list is distributed at the beginning of the course.

Assessment: Exam (75%, duration: 3 hours, reading time: 15 minutes) in the summer exam period.

Essay (25%, 2000 words) in the LT.

SO407

Politics and Society

This information is for the 2020/21 session.

Teacher responsible: Dr Robin Archer STC.S114a

Availability: This course is compulsory on the MSc in Political Sociology. This course is available on the MSc in Social Research Methods and MSc in Sociology. This course is available as an outside option to students on other programmes where regulations permit.

Course content: This course aims to explore some of the great debates about the relationship between politics and society. It will examine the interaction between political institutions, economic interests and cultural ideas, especially in societies that are both democratic and capitalist. The course will explore some of the classic empirical and historical controversies that have animated political sociologists. Each week, we will discuss questions like: What gave rise to states and nations? Why are some social movements more successful than others? How does social change shape parties and elections? Do repressive states give rise to radicalism? Why are welfare states more developed in some countries than others? Why is there no Labor Party in the United States? Under what conditions does democracy develop? What explains the growth of populism? And has neo-liberalism become hegemonic? The course will also look at the canonical writings of authors like Marx, Weber and Tocqueville, as well as critically explore the use of some political concepts. In addition, it will enable you to build up your knowledge of a number of countries and to assess the strengths and weaknesses of some of the main theories and approaches that have dominated the study of political sociology. These include functionalist, rational choice, and institutionalist theories, as well as historical and comparative approaches.

Teaching: This course is delivered through seminars totalling a minimum of 40 hours across MT and LT, with 6 hours of seminars in the ST. Teaching arrangements may be adjusted if online teaching is required at any point.

Reading Weeks: Students on this course will have a reading week in MT Week 6 and LT Week 6, in line with departmental policy.

Seminars: Papers will be presented by participants and, on occasion, by guest speakers. If possible, students should attend the lecture course S0203 Political Sociology when available.

Formative coursework: Members of the seminar will be required to present a number of papers during the course of the seminar. There will also be a written assignment in MT and LT.

Indicative reading: B. Anderson, *Imagined Communities*; R. Archer, *Why is There No Labour Party in the United States?*; M. McQuarrie et al, *Democratizing Inequalities*; P Evans et al, *Bringing the State Back In*; S M Lipset, 'The Social Requisites of Democracy Revisited', *American Sociological Review*, vol 59; S Lukes, *Power: A Radical View*; D McAdam, *Comparative Perspectives on Social Movements*; M Mann, *The Sources of Social Power*; M Olson, *The Logic of Collective Action*; T Skocpol, *Protecting Soldiers and Mothers*; C. Tilly, *Coercion, Capital and European States*; L. Weiss, *The Myth of the Powerless State*.

Assessment: Exam (70%, duration: 3 hours) in the summer exam period.

Essay (30%, 3000 words) in the ST.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the first Thursday of Summer Term.

Attendance at all seminars and submission of all set coursework is required.

S0424

Approaches to Human Rights

This information is for the 2020/21 session.

Teacher responsible: Dr Monika Krause STC S207

Availability: This course is compulsory on the MSc in Human Rights. This course is available on the LLM (extended part-time), LLM (full-time), MSc in Gender, Peace and Security, MSc in International Migration and Public Policy and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

The course is capped but a limited number of places are usually available to students from outside the MSc in Human Rights who wish to take this as an option. Priority is given to postgraduate students in the Sociology Department and those registered on the LLM. The course is also available as an outside option for other MSc degrees where regulations and numbers permit. Students from other programmes who wish to apply for a place on S0424 must complete the online application form on LSEforYou stating reasons for wishing to take the course.

Course content: This is a multi-disciplinary course that provides students with a rigorous and focused engagement with different disciplinary perspectives on the subject of human rights including philosophy, sociology and international law. It provides students with contending interpretations of human rights as an idea and practice from the different standpoints that the disciplines present and investigates the particular knowledge claims and modes of reasoning that the respective disciplines engage. The course applies the insights of international law, philosophy and sociology to understand key human rights issues such as universality, the right to life, free speech, humanitarian intervention, war, genocide, human rights activism, globalization, and states of emergency.

Teaching: This course is delivered through a combination of lectures, online materials and seminars totalling a minimum of 40 hours across MT and LT, with 2 hours in ST.

Reading Weeks: Students on this course will have a reading week in MT Week 6 and LT Week 6, in line with departmental policy.

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

Active participation in the workshops is expected and students will be asked to make a presentation to their group.

Indicative reading: Indicative reading: No one book covers the entire syllabus and students are expected to read widely from more

general texts on human rights, to more specific texts outlining the debates on human rights from a particular disciplinary perspective. Introductory reading: Jack Donnelly, *Universal Human Rights in Theory and Practice*; Michael Freeman, *Human Rights*; Philip Alston and Ryan Goodman, *International Human Rights* (2013). Philosophy: P. Jones, *Rights*, (1994); A. Swift, *Political Philosophy: A Beginners' Guide for Students and Politicians*, (2006). International Law: A. Cassese, *International Law*, 2nd ed. (2005), chapter 19; P. Sieghart, *The Lawful Rights of Mankind* (1985), S. Greer, *The European Convention on Human Rights - Achievements, Problems and Prospects*, Cambridge University Press, 2007. Sociology: L. Morris, *Rights: Sociological Perspectives* (2006); B. Turner, *Vulnerability and Human Rights* (2006); A. Woodiwiss, *Human Rights* (2005).

Assessment: Exam (70%, duration: 3 hours) in the summer exam period.

Essay (30%, 3000 words) in the ST.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the first Tuesday of Summer Term.

Attendance at all classes and submission of all set coursework is required.

S0425

Regulation, Risk and Economic Life

This information is for the 2020/21 session.

Teacher responsible: Dr Rebecca Elliott STC S211

Availability: This course is compulsory on the MSc in Economy, Risk and Society. This course is available on the MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Environmental Policy and Regulation, MSc in Regulation and MSc in Risk and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course introduces students to sociological perspectives on economic and societal risks in advanced industrial societies. Topics include the social theory of risk and uncertainty, disaster, regulation and governance, organizational risk management, financialization, technology and material infrastructures, expertise and knowledge production, and transnational and systemic environmental, health, and economic risks. The course will draw upon a broad international literature in economic sociology and the sociology of risk, as well as case studies from the environmental, financial and public health domains.

Teaching: This course is delivered through a combination of lectures, online materials and seminars totalling a minimum of 40 hours across MT and LT, with 2 hours in ST.

Reading Weeks: Students on this course will have a reading week in MT Week 6 and LT Week 6, in line with departmental policy.

Indicative reading: Aspers, P & Dodd, N (eds) (2015) *Re-Imagining Economic Sociology* (Oxford University Press); Beck, U. (1999) *World Risk Society* (Cambridge: Polity); Baker, T & Simon, J (eds) (2002) *Embracing Risk: The Changing Culture of Insurance and Responsibility* (University of Chicago Press); Bernstein, P L (1996) *Against the Gods: The Remarkable Story of Risk* (Princeton University Press); Hutter, B.M. (ed) (2010) *Anticipating Risks and Organizing Risk Regulation*, Cambridge University Press; Smesler, N. & Swedberg, R. (eds) (2005) *The Handbook of Economic Sociology*; Bulkeley, H (2014) *Transnational Climate Governance* (Cambridge University Press); Klinenberg, E (2002) *Heat Wave: A Social Autopsy of Disaster in Chicago* (University of Chicago Press); Ericson, RV, Doyle, A & Barry, D (2003) *Insurance as Governance* (University of Toronto Press); Hacker, J & O'Leary, A (eds) (2012) *Shared Responsibility, Shared Risk: Government, Markets and Social Policy in the Twenty-First Century* (Oxford University Press); Krippner, G (2011) *Capitalizing on Crisis: The*

Political Origins of the Rise of Finance (Harvard University Press); Pardo-Guerra, J.P. (2019) Automating Finance: Infrastructures, Engineers, and the Making of Electronic Markets (Oxford University Press); Beckert, J. (2016) Imagined Futures: Fictional Expectations and Capitalist Dynamics (Harvard University Press); MacKenzie, D. (2006) An Engine, Not a Camera: How Financial Models Shape Markets (MIT Press).160

Assessment: Essay (30%, 3000 words) in the LT.

Essay (70%, 4000 words) in the ST.

An electronic copy of the LT assessed essay, to be uploaded to Moodle, no later than 4.00pm on the first Wednesday of Lent Term.

An electronic copy of the ST assessed essay, to be uploaded to Moodle, no later than 4.00pm on the first Wednesday of Summer Term.

Attendance at all seminars and submission of all set coursework is required.

SO426 Half Unit Not available in 2020/21 Classical Social Thought

This information is for the 2020/21 session.

Teacher responsible: Professor Nigel Dodd Room STC S106 & Dr Sara Salem Room TBD

Availability: This course is available on the MSc in Culture and Society, MSc in Political Sociology and MSc in Sociology. This course is available as an outside option to students on other programmes where regulations permit.

Course content: A critical review of classical social theory. The origins and development of classical sociological theory; exploring the work of Marx, Weber, Simmel, Durkheim and De Bois through a close reading and interpretation of primary texts. This course will also explore subsequent developments within these theoretical traditions, including their elaboration into alternative 'canons' of social theory. It is not assumed that students have a basic grounding in classical social theory, although it is expected that students who register for this course will be prepared to develop their understanding through primary readings, and not rely on textbooks.

Teaching: 10 hours of lectures and 10 hours of seminars in the MT.

Reading week: week 6 (MT)

Formative coursework: 1000-word formative memo, due in Week 6 of MT.

Indicative reading: Relevant books that provide an overview include:

- A Callinicos, Social Theory;
- N Dodd, Social Theory and Modernity;
- A Giddens, Capitalism and Modern Social Theory;
- G Ritzer, Sociological Theory.

The reading list for each seminar will be divided up into essential and additional reading. Students will be asked to read between 50 and 100 pages of primary text per week.

The following is a sample list of readings:

- Marx, K: The Communist Manifesto & Grundrisse & Capital (sections of vols 1 & 3);
- Weber, M: The Protestant Ethic and the Spirit of Capitalism & 'Science as a Vocation';
- Simmel, G: The Philosophy of Money (various sections)

And various essays such as:

- 'The Metropolis and Mental Life', 'The Stranger', etc.;
- Durkheim, E: The Division of Labour in Society & The Elementary Forms of the Religious Life (various sections from each).
- Du Bois: 160Souls of Black Folk & Black Reconstruction in America & The Philadelphia Negro (various sections).

Assessment: Essay (90%, 3000 words) in the LT.

Group exercise (10%).

The group exercise will be a summative seminar plan and presentation, in pairs, due throughout MT.

Two hard copies of the assessed essay, with submission sheets

attached to each, to be handed in to the Administration Office, S116, no later than 16:30 on the first Thursday of Lent Term. An additional copy to be uploaded to Moodle no later than 18:00 on the same day. Attendance at all seminars and submission of all set coursework is required.

SO427 Half Unit Not available in 2020/21 Modern Social Thought

This information is for the 2020/21 session.

Teacher responsible: Prof Nigel Dodd STC S106

Availability: This course is available on the MSc in Political Sociology, MSc in Political Theory and MSc in Sociology. This course is available as an outside option to students on other programmes where regulations permit.

Course content: Contemporary social theory. An introduction to the historical background, context and output of Walter Benjamin, Theodor Adorno, Michel Foucault, and Jean Baudrillard, and a close reading and study of some of their most significant texts.

Teaching: 30 hours of seminars in the LT.

Reading Weeks: Students on this course will have a reading week in LT Week 6, in line with departmental policy.

Formative coursework: One formative essay in LT

Indicative reading: The following is merely a sample list of some of the texts to be covered: Benjamin, W: 'Theses on the philosophy of history' & The Arcades Project (Section N); Adorno, T: 'Theses against Occultism' & Negative Dialectics (various sections); Foucault, M: The History of Madness & The Order of Things (various sections); Baudrillard, J: Symbolic Exchange and Death (mainly chapter 5) & The Spirit of Terrorism. A number of secondary readings will be recommended, but students will be strongly discouraged from relying on these.

Assessment: Essay (100%, 5000 words) in the ST.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the first Tuesday of Summer Term.

Attendance at all classes and submission of all set coursework is required.

SO430 Half Unit Economic Sociology

This information is for the 2020/21 session.

Teacher responsible: Dr Rebecca Elliott STC 211

Availability: This course is available on the MSc in Economy, Risk and Society, MSc in Political Sociology and MSc in Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: Are we really rational utility-maximisers? What is 'the economy' and what is its relationship to society? How does economic life reflect and enact moral categories? How can we understand the production of economic 'winners' and 'losers'? This course offers a general introduction to the theoretical foundations of economic sociology, providing an opportunity to engage questions like these through both sociologically grounded accounts of economic phenomena and sociological critiques of the analytical assumptions and research procedures common in mainstream economics.

Topics covered in the course include: critical approaches to economy and society; economic rationality; the sociology of economics; morals and markets; valuation and worth; sociology of consumption; credit and debt; class and inequality.

Teaching: This course is delivered through a combination of lectures, online materials and seminars totalling a minimum of 20 hours in the LT.

Reading Weeks: Students on this course will have a reading week

in LT Week 6, in line with departmental policy.

Formative coursework: A project overview due in week 7 of LT. Individual feedback sessions in office hours provided to check student project development.

Indicative reading: Recommended general texts: M Granovetter & R Swedberg (Eds), *The Sociology of Economic Life*; D Slater & F Tonkiss, *Market Society: Markets and Modern Social Theory*; N Smelser & R Swedberg (Eds), *The Handbook of Economic Sociology*; V Nee & R Swedberg (Eds), *The Economic Sociology of Capitalism*. A detailed reading list will be provided at the beginning of the course.

Assessment: Project (100%, 4000 words) in the ST.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the second Wednesday of Summer Term.

Attendance at all seminars and submission of all set coursework is required.

S0434

Cultural Theory and Cultural Forms

This information is for the 2020/21 session.

Teacher responsible: Dr Donald Slater STC S310

Availability: This course is compulsory on the MSc in Culture and Society. This course is available as an outside option to students on other programmes where regulations permit.

Course content: Cultural Theory and Cultural Forms is the core course for the MSc Culture and Society. The aim is to introduce you to a wide range of approaches, debates and issues that loom large in the study of cultural processes. By the end of this course you should have a reasonable map of different aspects and approaches to researching cultural processes; and you should feel able to formulate your own research questions and strategies within the diverse traditions of culture theory and cultural research. In Term 1 we introduce the diverse approaches to cultural theory and the central debates that have structured the field, with particular attention to the ways in which these link to central sociological themes. The second focuses on approaching these theoretical debates from the vantage of empirical research and a concern with methodologies for studying cultural processes.

Teaching: This course is delivered through a combination of lectures, online materials and seminars totalling a minimum of 40 hours across MT and LT.

Reading Weeks: Students on this course will have a reading week in MT Week 6 and LT Week 6, in line with departmental policy.

Formative coursework: All students are expected to submit one piece of non-assessed written work per term and prepare seminar presentations.

Indicative reading: Ahmed, S. 2004. "Affective economies", *Social text*, 22: 117-139. Bourdieu, P. 1984. *Distinction: A Social Critique of the Judgment of Taste*. London: Routledge. Hall, S. (1992) 'New Ethnicities' in Donald, J and Rattansi, A (eds.) (1992) "Race", *Culture, Difference*, London: Routledge. Latour, B. (2004) *Why Has Critique Run out of Steam?: From Matters of Fact to Matters of Concern*. *Critical Inquiry* 30 (Winter 2004), 225–248. McGuigan, J. (2010) *Cultural Analysis*. London: Sage. McRobbie, A. (2005) *The Uses of Cultural Studies*. London: Sage. Miller, D. (2008) *The comfort of things*. Polity, Cambridge. Oswell, D. (2006) *Culture and Society*. London: Sage.

Assessment: Essay (50%, 5000 words) in the LT.

Essay (50%, 5000 words) in the ST.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the submission day.

The first essay is due by the second Thursday of Lent Term and the second essay is due by the second Thursday of Summer Term.

Attendance at all seminars and submission of all set coursework is required.

S0448

City Design: Research Studio

This information is for the 2020/21 session.

Teacher responsible: Dr Suzanne Hall STC.S212 and Dr David Madden STC.S209

Availability: This course is compulsory on the MSc in City Design and Social Science. This course is not available as an outside option.

Course content: The City Design Research Studio is the central unit of the MSc programme, linking the critical issues raised in the core and optional lecture courses, including questions of power and social justice, with the practical analysis of issues of city design and proposals for urban intervention. This course promotes a practical understanding of the city as a social and built environment. Through a mixed-methods engagement with site-based issues, the research studio explores the different ways city design relates to policy formation, planning processes, legal frameworks, financing mechanisms, local forms of organisation and the emerging needs of complex urban societies. It will provide students with an appreciation of the complexities of urban design and development processes, and with interdisciplinary tools for addressing specific urban challenges. The course addresses design as both informed and imaginative modes of research and practice that shapes urban environments, responds to urban problems, and connects visual, social and material dimensions of the city. It aims to integrate the physical, economic, social and political aspects of urban contexts, and develop ways to analyse these visually, textually and verbally. The studio-based approach to learning is an immersion in site-based research and experimental, strategic and pragmatic forms of design intervention. The course comprises of group based fieldwork in a London site, followed by an international fieldtrip.

Teaching: The Studio course runs for one full day each teaching week in MT and LT through lectures, workshops, small-group tutorials and independent groupwork; additional specialist seminars and workshops are scheduled throughout the Studio course. Studio groups are expected to work together during the scheduled Studio hours, and prepare collectively for regular workshops and tutorials.

Teaching arrangements may be adjusted if online teaching is required at any point.

Reading Weeks: Students on this course will have a reading week in MT Week 6 and LT Week 6, in line with departmental policy.

Formative coursework: Group presentations for faculty and guest critics. 1 x research presentation and site analysis. (MT)

Assessment: Group exercise (50%), group exercise (25%) and assignment (25%).

The assessment consists of:

- One Studio group submission (6000 words, 50%)
- Individual tutor assessment based on contribution to Studio group work (25%)
- Film-based assignment (either a presentation or a critical essay) (25%)

One electronic copy of the Studio group submission, with submission sheets attached to each, to be uploaded to Moodle, no later than 4.00pm on the seventh Thursday of Lent Term.

An electronic copy of the assessed film-based assignment, to be uploaded to Moodle, no later than 4.00pm on the eleventh Monday of Lent Term

Attendance at all classes and submission of all set coursework is required.

S0449

Independent Project

This information is for the 2020/21 session.

Teacher responsible: Dr Suzanne Hall STC.S212

Availability: This course is compulsory on the MSc in City Design

and Social Science. This course is not available as an outside option.

Course content: The independent project enables students to develop an original and extended piece of work on any approved topic within the field of the MSc programme - students are encouraged, but not required, to develop work on themes or sites introduced in their Studio or core courses. The project may focus on a small-scale urban research study or on a practical proposal for urban intervention. Approval for the topic must be obtained from your academic advisor.

Teaching: In LT students attend project workshops and submit a provisional project abstract; academic advisors for the independent project are assigned on the basis of the abstract. In ST, each student has regular supervisory meetings with their academic mentor, a workshop and final reviews with members of faculty. Students are also encouraged to consult with other members of faculty during regular office hours. There will be three sessions during MT for ALL MSc students based in the Sociology department. These will be offered in conjunction with LSE Life and LSE Library and aim to provide some basic guidance about planning your dissertation, such as selecting a suitable topic, reviewing the existing literature, devising a research question and designing a research method. Teaching arrangements may be adjusted if online teaching is required at any point.

Formative coursework: Students are required to submit a project outline in Lent Term.

Assessment: Project (100%, 10000 words) post-summer term. Two hard copies of the dissertation, with submission sheets attached to each, to be handed in to the Sociology Hub, STC S116, no later than 4.00pm on Thursday 19th of August 2021. An additional electronic copy to be uploaded to Moodle no later than 4.00pm on the same day. Both hard copies and electronic copies must be submitted on time to avoid any late submission penalties. Dissertations may be up to and no more than 10,000 words, must be word-processed and be fully referenced using a recognised citation system. Attendance at all classes and submission of all set coursework is required.

SO451 Half Unit Cities by Design

This information is for the 2020/21 session.

Teacher responsible: Dr Suzanne Hall STC.S212

Availability: This course is available on the MSc in City Design and Social Science and MSc in Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit.

SO451 is a capped course and we can only accept 34 students. If you are not registered on the MSc City Design and Social Design please submit an e-mail to Suzanne Hall motivating your inclusion on the course, ONCE you have attended the first introductory lecture where we will be available to respond to individual questions.

Course content: 'Cities by Design' examines the relationship between built form and practices of city design, and the political, cultural and social dimensions to which they connect. By introducing students to key concepts and practices in spatial analysis and city-making, the course investigates the production of urban space and how the design of our complex urban environments affects the people who live in them. Drawing on architecture and the designed world as key reference points, we engage in the spatial shaping of gender, 'race' and class to understand the material and experienced conditions of power. We explore interconnections between urban theory and practices of design, and draw on examples of different cities and varied way of knowing the urban from across the world. We analyse processes of regeneration, inequality

and marginalisation, alongside design practices of observation, visualisation, evidencing and resistance. Our weekly seminars incorporate both the analysis of case studies and readings.

Teaching: This course is delivered through a combination of lectures, online materials and seminars totalling a minimum of 20 hours in MT.

Reading Weeks: Students on this course will have a reading week in MT Week 6, in line with departmental policy.

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

Written feedback is given within two weeks of the essay submission, and in addition a writing seminar is incorporated in the course in preparation for the summative assessed essay.

Indicative reading: A detailed reading list will be distributed at the beginning of the course. We simultaneously engage with literatures by architects (as a broadly defined practice) and a range of social scientists. These include architects and planners exploring new modes of practice and research, for example: Bhan, Bremner, Chattopadhyay, Davis, Easterling, Hall, Katz, Lokko, King, Kurgan, Mehrotra, Tayob and Weizmann, as well as social scientists exploring design and city space, for example: Bavisar, Caldeira, Datta, Hayden, Holston, Jacobs, Jazeel, Madden, Massey, Mc Kittrick, Roy, Robinson, Scott, Simone, Wilson-Gilmore, Tonkiss, Yiftachel.

Assessment: Essay (75%, 5000 words) in the LT. Presentation (25%) in the MT.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the first Tuesday of LT.

Attendance at seminars and submission of all set coursework is required.

SO454 Half Unit Not available in 2020/21 Families and Inequalities

This information is for the 2020/21 session.

Teacher responsible: Dr Ursula Henz STC S100B

Availability: This course is available on the MSc in International Migration and Public Policy and MSc in Sociology. This course is available as an outside option to students on other programmes where regulations permit.

Course content: The course provides an introduction into selected issues of family sociology, focusing on families in contemporary Western societies. It explores inequalities within and between families and the role of families in reproducing social inequality. Major themes include: childhood; adolescence, partnership formation and dissolution, parenthood; gender roles and the division of paid and unpaid work; intergenerational transfers.

Teaching: 10 hours of lectures and 15 hours of seminars in the MT.

Reading week: week 6.

Formative coursework: Essay (1,500 words) in the LT.

Indicative reading: A detailed reading list will be provided at the beginning of the course. General reading: J Treas, J Scott, M Richards (eds.) (2014) *The Wiley Blackwell Companion to The Sociology of Families*, Chichester, West Sussex: Wiley Blackwell. Selected recommended books: S Arber & C Attias-Donfut (2000) *The Myth of Generational Conflict. The Family and State in Ageing Societies*. London and New York: Routledge; B Fox (2009) *When Couples Become Parents. The Creation of Gender in the Transition to Parenthood*. Toronto: University of Toronto Press; A Hochschild, Arlie (2012) *The Second Shift. Working Parents and the Revolution at Home*. New York: Penguin; A Lareau (2011) *Unequal Childhoods. Class, Race and Family Life*. University of California Press: Berkeley, Los Angeles, London.

Assessment: Essay (100%, 5000 words) in the LT.

Two hard copies of the assessed essay with submission sheets on each, to be handed in to the Administration Office, S116, no later than 16:30 on the first Thursday of Lent Term. An additional copy to be uploaded to Moodle no later than 18:00 on the same day.

Attendance at all seminars and submission of all set coursework is required.

SO457 Half Unit Political Reconciliation

This information is for the 2020/21 session.

Teacher responsible: Dr Claire Moon STC S109

Availability: This course is available on the MSc in Human Rights, MSc in Human Rights and Politics, MSc in International Migration and Public Policy, MSc in Political Sociology and MSc in Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit. Priority will be given to students on MSc in Human Rights, MSc in Political Sociology, MSc in Sociology and MSc in Human Rights and Politics.

This course is capped.

Course content: The course introduces students to current issues in the field of transitional justice and historical injustice, and draws upon a range of examples from Africa, Latin America, post-communist Europe, Australia and the US. Topics include transitional justice as a field of practice and a field of knowledge; historical injustice - apologies and reparations; state crimes; retributive and restorative justice; perpetration; theology and therapy in reconciliation; memory and atrocity. The course explores the politics of reconciliation by identifying and examining its key themes, the practices and institutions in which it is embedded and the political subjects of reconciliation discourse. It is an interdisciplinary course that draws upon literature from sociology, law, political theory, anthropology and philosophy amongst others, in order to understand and interpret the wide social and political reach of reconciliation, as well as its limitations.

Teaching: This course is delivered through a combination of lectures, online materials and seminars totalling a minimum of 20 hours in the MT.

Reading Weeks: Students on this course will have a reading week in MT Week 6, in line with departmental policy.

Formative coursework: 1 x formative essay of 1500 words.

Indicative reading: Hannah Arendt, Eichmann in Jerusalem: A Report on the Banality of Evil (Penguin Books, 1977); Penny Green and Tony Ward, State Crime: Governments, Violence and Corruption (London: Pluto Press, 2004); Priscilla Hayner, Unspeakable Truths: Confronting State Terror and Atrocity (Routledge, 2001); Michael Humphrey, The Politics of Atrocity and Reconciliation: From Terror to Trauma (Routledge, 2002); Karl Jaspers, The Question of German Guilt (Capricorn Books, 1961); Neil Kritz, Transitional Justice: How Emerging Democracies Reckon with Former Regimes (US Institute of Peace, 1995); Claire Moon, Narrating Political Reconciliation: South Africa's Truth and Reconciliation Commission (Lexington, 2008); Judith Shklar, Legalism: Law, Morals, and Political Trials (Harvard University Press, 1986); Nicholas Tavuchis & Mea Culpa, A Sociology of Apology and Reconciliation (Stanford University Press, 1991); Richard Wilson, The Politics of Truth and Reconciliation in South Africa: Legitimizing the Post-Apartheid State (Cambridge University Press, 2001).

Assessment: Essay (100%, 4000 words) in the LT.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the first Wednesday of Lent Term. Attendance at all seminars, completion of set readings and submission of set coursework is required.

SO458 Half Unit Not available in 2020/21 Gender and Societies

This information is for the 2020/21 session.

Teacher responsible: Dr Suki Ali STC S102

Availability: This course is available on the MSc in Gender (Sexuality), MSc in Gender, Policy and Inequalities, MSc in Political Sociology and MSc in Sociology. This course is available as an outside option to students on other programmes where regulations permit.

Course content: The course introduces theoretical debates and contemporary issues in the sociological study of gender. Topics include femininities/masculinities; sexualities; nation and family; work; education; violence; transnational feminism; politics, representation. NB topics may change slightly from year to year.

Teaching: 30 hours of seminars in the MT.

Reading week: week 6

Indicative reading: Narayan, U and Harding, S Decentering the centre: philosophy for a multicultural, postcolonial and feminist world Bloomington: Indiana University Press 2000; Butler, J Gender Trouble London and New York: Routledge 1992 and Bodies that Matter London and New York: Routledge 1993 Marshall, B and Witz, A (eds) Engendering the Social: Feminist Encounters with Sociological Theory. Buckingham: Open University Press. 2004; Ahmed, S Differences That Matter: Feminist Theory and Postmodernism. Cambridge: Cambridge University Press 1999; Nicholason, L (ed.) The Second Wave: A Reader in Feminist Theory. London and New York: Routledge 1997; Abelove, et al, The Lesbian and Gay Studies Reader, Routledge, 1993; J Alexander & C T Mohanty, Feminist Genealogies, Colonial Legacies, Democratic Futures, New York, Routledge, 1997; Edwards and Wajcman The Politics of Working Life, Oxford: Oxford University Press 2005. A more detailed reading list will be provided at the beginning of the course.

Assessment: Essay (100%, 5000 words) in the LT.

Two hard copies of the assessed essay, with submission sheets attached to each, to be handed in to the Administration Office, S116, no later than 16:30 on the second Thursday of Lent Term. An additional copy to be uploaded to Moodle no later than 18:00 on the same day.

Attendance at all seminars and submission of all set coursework is required.

SO465 Half Unit City-Making: the Politics of Urban Form

This information is for the 2020/21 session.

Teacher responsible: Dr Philipp Rode FAW 8.01K and Dr Savvas Verdis FAW.8.01.D

Availability: This course is available on the MSc in City Design and Social Science, MSc in Regional And Urban Planning Studies and MSc in Urban Policy (LSE and Sciences Po). This course is available as an outside option to students on other programmes where regulations permit.

Course content: This case study-led course provides a critical understanding of major urban development initiatives and programmes in international city contexts. It is designed for students with a particular interest in urban development practices and how these connect with broader political debates. It will introduce students to the following knowledge and skills

- general understanding of political theories underlying urban development models
- ability to situate major urban development initiatives within different development cultures and socio-economic policy agendas
- understanding the role of public, private and third party actors and formal and informal urban development processes
- perspectives on decision making at the strategic, pre-design stage for urban development initiatives and ability to relate urban

- policy to spatial outcomes, operating at different scales
- knowledge of key evaluation approaches and analytic frameworks used in the analysis of proposed and existing urban developments
- understanding of how urban development objectives, phases and processes can be integrated and how policy making, economic development, urban planning, city design, architecture, and engineering are related.

The course content is based on contemporary projects and urban trends examined in the context of cities throughout the world. These range from policies such as congestion charging (London) and Progressive City Development (Medellin) to urban development trends such as extreme urbanism in Mumbai and privatist planning (Canary Wharf, London and Santa Fe, Mexico City). Such projects will be examined through critical frameworks that include utilitarianism, cost benefit analysis, social and environmental justice, citizenship theory and the capabilities approach. The course will focus on negotiation, politics, financing, appraisals and decision-making for cities by inviting practitioners, experts and policy makers to join individual sessions for presentations and debate. Seminars and assessed project work for the course will be based on the analysis of Development Strategies and City Design briefs.

Teaching: This course is delivered through a combination of lectures, online materials and seminars totalling a minimum of 20 hours in LT.

Reading Weeks: Students on this course will have a reading week in LT Week 6, in line with departmental policy.

Formative coursework: 1 x contribution to student debate OR 1 x critical statement following a guest lecture AND submission of a 1,000 word position statement.

Indicative reading: Fainstein, Susan S. (1999). Can we make Cities we want? In *The Urban Moment*, ed. Sophie Body-Gendrot and Robert Beauregard. Thousand Oaks: Sage. Kymlicka, Will. (2002). *Contemporary Political Philosophy: An Introduction*. 2nd ed. OUP Oxford. (Introduction). Burdett, Ricky and Rode, Philipp (2011) *Living in the Urban Age*. in Ricky Burdett and Deyan Sudjic (eds.). *Living in the Endless City. The Urban Age Project* by the London School of Economics and Deutsche Bank's Alfred Herrhausen Society. London. Phaidon Press. Kelman, Steven (1981). Cost-Benefit Analysis: An Ethical Critique. *AEI Journal on Government and Society Regulation* (January/February 1981). Reprinted with permission of the American Enterprise Institute for Public Policy Research, Washington, D.C. (33–40). Sen, Amartya (1979). Equality of What? The Tanner Lecture on Human Values. Stanford University. 22 May 1979. Lecture. M. Watts (2009). Developmentalism, In: Rob Kitchin and Nigel Thrift, Editor(s)-in-Chief, *International Encyclopedia of Human Geography*, Elsevier, Oxford. (123-130). Porter M.E. (1995). The Competitive Advantage of the Inner City. *Long Range Planning* 28 (August): 132. Gwyther, G (2000) Social Capital and Communitarianism. *Sociological Sites/ Sights*, TASA Lecture 2000, Adelaide: Flinders University, December 6-8. Mouffe, C (2000). *Deliberative Democracy or Agonistic Pluralism*. Political Science Series. Institute for Advance Studies, Vienna. Robeyns, Ingrid. (2005). The Capability Approach: a theoretical survey. *Journal of Human Development* 6 (1). Giddens, Anthony (2009) *The politics of climate change*. Cambridge; Malden, MA. Polity. (Chapter 6: A return to planning?). Whitehead, Mark. *Neoliberal Urban Environmentalism and the Adaptive City: Towards a Critical Urban Theory and Climate Change*. *Urban Studies* 50, no. 7 (2013): 1348-67. Harvey, D. (1992). *Social Justice, Postmodernism and the City*. *International Journal of Urban and Regional Research*, 16: 588–601.

Assessment: Project (100%, 5000 words) in the ST.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the first Wednesday of Summer Term.

Attendance at all classes and submission of all set coursework is required.

SO468 Half Unit

International Migration and Migrant Integration

This information is for the 2020/21 session.

Teacher responsible: Dr Patrick McGovern STC.S110

Availability: This course is available on the MSc in International Migration and Public Policy, MSc in Political Sociology and MSc in Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: Coverage of contemporary sociological perspectives on migrant integration including admissions, policy, labour market incorporation; welfare and social rights; 'assimilation' and social integration; national models of integration; multiculturalism; religion and ethnicity; and the second generation.

Teaching: This course is delivered through a combination of lectures, online materials and seminars totalling a minimum of 20 hours in LT, with a revision session in ST.

Reading Weeks: Students on this course will have a reading week in LT Week 6, in line with departmental policy.

Formative coursework: All students are expected to write two non-assessed pieces of work during the term.

Indicative reading: There is no recommended textbook. Books of a general nature that cover substantial parts of the syllabus are: S. Castles and M. J. Miller (2013) *The Age of Migration* (5th edn); P. Kvisto and T. Faist (2010) *Beyond A Border* and A. Portes (2014) *Immigrant America* (4th edn). A more comprehensive bibliography will be available to students taking this course.

Assessment: Exam (80%, duration: 2 hours) in the summer exam period.

Presentation (10%) and class participation (10%) in the LT.

SO470 Half Unit

The Sociology of Markets

This information is for the 2020/21 session.

Teacher responsible: Dr David Pinzur STC.S217a

Availability: This course is available on the MRes/PhD in Management (Organisational Behaviour), MSc in Economy, Risk and Society, MSc in Political Sociology and MSc in Sociology. This course is available as an outside option to students on other programmes where regulations permit.

Course content: This course studies the cultural, social, and technological elements underlying and influencing market behaviour. We will touch upon several key topics, including the production of calculability, valuation and pricing, measurement, classification, application of economic theory, and expectation-setting. Our concern throughout the course will be first, to identify the distinct challenges facing market action, and second, to reveal how these challenges are met, the relation of solutions to existing power structures, and the consequences, both inside and outside the market, that result. By the end of the course, students will have developed a distinctly sociological understanding of economic markets, and applied this perspective to an original case study.

Teaching: This course is delivered through a combination of lectures, online materials and seminars totalling a minimum of 20 hours in MT.

Reading Weeks: Students on this course will have a reading week in MT Week 6, in line with departmental policy.

Formative coursework: A 1500 word essay is required.

Indicative reading: Recommended texts:

- Callon, Michel. 1998. *The laws of the markets*. Blackwell Publishers: Oxford;
- Fligstein, Neil. 2001. *The Architecture of Markets. An Economic Sociology of Twenty-First-Century Capitalist Societies*. Princeton, NJ a.o.: Princeton University Press;
- Granovetter, Mark. 1995[1974]. *Getting a Job: a Study of Contacts and Careers*. Chicago; London: Chicago University Press;
- Krippner, Greta R. 2002. "The elusive market: Embeddedness and the paradigm of economic sociology." *Theory and Society* 30:775-

810;

- Swedberg, Richard. 2003. *Principles of Economic Sociology*. Princeton, N.J.: Princeton University Press.

Assessment: Case analysis (100%) in the LT.

The course is assessed by a 5000 word case analysis due in LT week 2. Assessment will consist of a report on ONE case study. An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the second Wednesday of Lent Term.

Attendance at all workshop sessions and submission of all set coursework is required.

S0471 Half Unit Technology, Power and Culture

This information is for the 2020/21 session.

Teacher responsible: Prof Judy Wajcman STC S203

Availability: This course is available on the MSc in Culture and Society, MSc in Media and Communications (Data and Society), MSc in Political Sociology and MSc in Sociology. This course is available as an outside option to students on other programmes where regulations permit.

Course content: This course aims to give students a detailed understanding of sociologically informed approaches to the social studies of science and technology. It will consider how macro theories of post-industrial society (from Bell to Castells) have conceptualised the role of technology in social change. It will then look at the development of STS as a field that highlights the constitutive role of objects and artefacts in social relations. In other words, it will reflect upon sociology's traditional neglect of the social life of things or materiality. These broad themes will then be elaborated substantively. First, by considering the role of technology in reconfiguring time, space and mobility. Second, by considering power relations and social inequalities embedded in digital technologies, such as the Internet and mobile phones. Third, by treating technology as a culture that shapes gender identities, such as those that find expression in the virtuality of cyberspace. The course will draw on examples from a variety of domains including the environment, the internet, robotics, sex, and weapons.

Teaching: This course is delivered through a combination of lectures, online materials and seminars totalling a minimum of 20 hours in the MT.

Reading Weeks: Students on this course will have a reading week in MT Week 6, in line with departmental policy.

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

Indicative reading: Hackett, E. et al (2008) *The Handbook of Science and Technology Studies* (MIT Press). MacKenzie, D. and Wajcman J. (1999) *The Social Shaping of Technology* (MIT Press). Suchman, L. (2007) *Human-Machine Configurations* (CUP). Turkle, S. (2011) *Alone Together* (Basic Books). Wajcman, J. (2004) *TechnoFeminism* (Polity Press). Morozov, E. (2013) *To Save Everything, Click Here: Technology, Solutionism and the Urge to Fix Problems That Don't Exist* (Allen Lane)

Assessment: Take-home assessment (100%) in January.

S0473 Half Unit Not available in 2020/21 Crime, Control and the City

This information is for the 2020/21 session.

Teacher responsible: Dr Janet Foster

Availability: This course is available on the MSc in City Design and Social Science, MSc in Criminal Justice Policy, MSc in Regional And Urban Planning Studies and MSc in Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This half unit course examines crime and disorder in city landscapes, the relationship between crime, space and place, and the complex mix of informal and formal social controls that influence different types and levels of crime. Drawing on a range of comparative literature from different cities, and using a mixture of classic and contemporary texts, we examine the importance of informal social control in maintaining social order in cities, the role of policing, and what happens when formal and informal social controls fail. We also explore the principles of crime prevention – both physical and social, critically examining the relationship between crime and design.

Teaching: 30 hours – workshops in the LT

Reading Weeks: Students on this course will have a reading week in LT Week 6, in line with departmental policy.

Indicative reading: Body-Gendrot (2012) *Globalization, Fear and Insecurity* (Palgrave Macmillan); Bottoms, A (2012) 'Developing socio-spatial criminology' in Maguire M et al (eds.) *The Oxford Handbook of Criminology* (5th edn.); Cochrane, A and Talbot, D (eds.) (2008) *Security: Welfare, Crime and Society* (Open University Press); Evans, K (2011) *Crime Prevention: a critical introduction* (Sage); Felson, M and Eckert, M (2016) *Crime and Everyday Life* (Sage); Graham, P. & Clarke, J. (2001) 'Dangerous Places: Crime and the City' in Muncie, J. & McLaughlin, E. (eds.) *The Problem of Crime* 2nd ed. (Sage); Le Gates R & Stout F (2015) *The City Reader* (Routledge); Monti et al (2014) *Urban People and Urban Places*; Mooney, G and Neal, S (eds.) (2009) *Community: Welfare, Crime and Society* (Open University Press); Pile, S. et al. (eds.) (1999) *Unruly Cities* (Routledge); Pitts, J (2008) *Reluctant Gangsters: the changing face of youth crime* (Willan); Wacquant, L (2008) *Urban Outcasts: A Comparative Sociology of Advanced Marginality* (Polity Press); Zukin, S (2010) *Naked City: The Death and Life of Authentic Urban Places* (Oxford University Press)

Assessment: Essay (100%, 5000 words) in the ST.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the second Thursday of Summer Term.

Attendance at all classes and submission of all set coursework is required.

S0475 Half Unit Material Culture and Design

This information is for the 2020/21 session.

Teacher responsible: Dr Donald Slater STC S310

Availability: This course is available on the MSc in City Design and Social Science, MSc in Culture and Society, MSc in Economy, Risk and Society and MSc in Sociology. This course is available as an outside option to students on other programmes where regulations permit.

Course content: This course focuses on designed entities in everyday life, looking at the ways in which materials are configured into things, practices, spaces and forms, and at the assemblage of objects across production, design, consumption and use. Though aiming to produce expertise in specifically social science research, the course will bring together literatures and debates that cross the social sciences, humanities and science/technology, drawing particularly on actor-network theory, material culture studies, sociology of consumption, practice theory, urban and architectural studies, cultural theory and design studies. There will also be a strong emphasis on methodology: what tools are available to social scientists to investigate the emergent properties and impacts of designed objects. Case studies will be central to the teaching, developing theoretical and methodological strategies through a (changing) set of empirical cases that are likely to include: digital objects (software, games); media objects; lights and lighting; fashion; domestic interiors.

Teaching: This course is delivered through a combination of lectures, online materials and seminars totalling a minimum of 20 hours in the MT.

Reading Weeks: Students on this course will have a reading week in MT Week 6, in line with departmental policy.

Formative coursework: One 2,500 essay applying a theoretical approach to a specific case study.

Indicative reading: Bijker, W. E. and J. Law (eds.) (1992) *Shaping technology/building society: Studies in Sociotechnical change*. Cambridge, MA: MIT Press. Frayling, C., E. King and H. Atkinson (2009) *Design and popular entertainment*. Manchester ; New York. Lash, S. and C. Lury (2007) *Global Culture Industry: the mediation of things*. Cambridge: Polity Press. Latour, B. (2005) *Reassembling the Social: An Introduction to Actor-Network-Theory*. Oxford: Oxford University Press. Manovich, L. (2002) *The language of new media*. Cambridge, Mass. London: MIT. Miller, D. (2008) *The Comfort of Things*. Cambridge: Polity. Molotch, H. (2003) *Where Stuff Comes From: How Toasters, Toilets, Cars, Computers and Many Other Things Come to Be as They Are*. New York and London: Routledge. Shove, E., M. Hand, J. Ingram and M. Watson (eds.) (2007) *The Design of Everyday Life*. Oxford: Berg. Yaneva, A. (2009) *The Making of a Building: A Pragmatist Approach to Architecture*. Bern: Peter Lang.

Assessment: Essay (100%, 5000 words) in the LT.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the second Thursday of Lent Term.

Attendance at all classes and submission of all set coursework is required.

SO476

Researching Migration: research questions and research methods

This information is for the 2020/21 session.

Teacher responsible: Dr Patrick McGovern STC.S110

Availability: This course is compulsory on the MSc in International Migration and Public Policy. This course is not available as an outside option.

Course content: Having introduced the students to a range of possible research strategies, the students will be asked to prepare informal seminar presentations on their proposed research in the MT and LT. In addition, they will submit a one hundred word topic summary towards the end of the MT and a 400 word research proposal before the end of the LT. They will also prepare and deliver a formal presentation on their research for a workshop early in the ST. At each stage, participants will be encouraged to use feedback from the course convenors and fellow students to revise their research plans. A final proposal will be submitted after the ST workshop.

Teaching: Lectures 3 x 1 hour (3); Seminars 2 x 2 hours (4); Workshop 5 hours (5). Total 12 hours

Teaching arrangements may be adjusted if online teaching is required at any point.

Reading Weeks: Students on this course will have a reading week in MT Week 6 and LT Week 6, in line with departmental policy.

Formative coursework: Students will be expected to produce 3 presentations in the MT, LT and ST.

Indicative reading: Bryman, A. (2008) *Social Research Methods*, H62 B91; Gilbert, N. (ed.) (2008) *Researching Social Life* H62 R 43; Hancke, R. (2009) *Intelligent Research Design: A Guide for Beginning Students in the Social Sciences*, H62 H23; Landman, T. (2007) *Issues and Methods in Comparative Politics*, JF51 L25; Silverman, D. (2002) *Doing Qualitative Research: A Practical Handbook* H62 S58.

Assessment:

This course is not assessed.

SO477 Half Unit

Urban Social Theory

This information is for the 2020/21 session.

Teacher responsible: Dr David Madden STC S209

Availability: This course is available on the MSc in City Design and Social Science, MSc in Culture and Society, MSc in International Migration and Public Policy and MSc in Sociology. This course is available as an outside option to students on other programmes where regulations permit.

Course content: This course is a comprehensive introduction to urban social theory. The class will focus on major concepts, paradigms, texts and thinkers in order to critically assess different ways of theorising the urban. It will analyse various forms of urban theory including political economy, human ecology, phenomenology, feminism and postcolonialism, which are used as lenses through which to understand a variety of topics, such as socio-spatial restructuring, neoliberalisation, public space, globalisation, technocracy, infrastructural politics, multiculture, cosmopolitanism, the right to the city and planetary urbanisation.

Teaching: This course is delivered through seminars totalling a minimum of 20 hours in the MT; teaching arrangements may be adjusted if online teaching is required at any point.

Reading Weeks: Students on this course will have a reading week in MT Week 6, in line with departmental policy.

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

Indicative reading: Engels, Friedrich. 1887 [1872]. *The Housing Question*. London: Cooperative Publishing Society of Foreign Workers. Park, Robert E., Ernest W. Burgess and Roderick D. McKenzie. 1967 (1925). *The City*. Chicago: University of Chicago Press. Castells, Manuel. 1977. *The Urban Question*. Cambridge, MA: MIT Press. Lefebvre, Henri. 1991 [1974]. *The Production of Space*. Donald Nicholson-Smith, trans. Oxford: Blackwell. Butler, Judith. 2015. "Bodies in Alliance and the Politics of the Street." Pp 66-98 in *Notes Towards a Performative Theory of Assembly*. Cambridge, MA: Harvard University Press. Young, Iris Marion. 2011 [1990]. "City Life and Difference." Pp 226-256 in *Justice and the Politics of Difference*. Princeton: Princeton University Press. Graham, Stephen and Simon Marvin. 2001. *Splintering Urbanism: Networked infrastructures, technological mobilities and the urban condition*. London: Routledge. Kohn, Margaret. 2004. *Brave New Neighborhoods: The privatization of public space*. London: Routledge. Simone, AbdouMalik. 2016. "Urbanity and Generic Blackness." *Theory, Culture & Society* 33 (7-8): 183-203. Wacquant, Loic. 2007. "Territorial Stigmatization in the Age of Advanced Marginality." *Thesis Eleven* 91: 66-77. Brenner, Neil. 2013. "Theses on Urbanization." *Public Culture* 25 (1): 85-114.

Assessment: Essay (80%, 5000 words) in the LT.

Memo (10%) and class participation (10%) in the MT.

There will be weekly memos submitted via Moodle the evening before each class session during the MT.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the second Thursday of Lent Term.

Attendance at all classes and submission of all set coursework is required.

SO478

Social Scientific Analysis of Inequalities

This information is for the 2020/21 session.

Teacher responsible: Dr Sam Friedman STC S216

Availability: This course is compulsory on the MSc in Inequalities and Social Science. This course is not available as an outside option.

Course content: The course will consider interdisciplinary approaches to inequality, focusing on (a) how inequality can be conceptualised and explained, (b) how it can be measured and (c)

ethical and political issues. Topics to be covered include patterns and trends in economic inequalities; gender, ethnicity, class and age; cultural aspects of inequality; social and intergenerational mobility; global and comparative perspectives; geographical and neighbourhood polarisation; health and educational inequalities; media representation of inequalities; ethical and philosophical approaches; the impact of government, law and social policy.

Teaching: This course is delivered through a combination of lectures, online materials and seminars totalling a minimum of 40 hours across MT and LT, with a class in ST.

It is divided into blocks of related lectures and linked seminars. The ST class is a revision class.

Reading Weeks: Students on this course will have a reading week in MT Week 6 and LT Week 6, in line with departmental policy.

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

Indicative reading: Branko Milanovic, *Global Inequality: A New Approach for the Age of Globalization* (Harvard University Press, 2016). Piketty, T. *Capital in the 21st Century* (Harvard University Press, 2013). Hartley Dean and Lucinda Platt, *Social Advantage and Disadvantage* (Oxford, 2016). Graeber, D. *Debt: The First 5000 Years*. New York: Melville Publishing. O'Neil, C. 2016 *Weapons of Math Destruction*. London: Allen Lane. Hickel, J. (2017) *The Divide: A Brief Guide to Global Inequality and its Solutions*. William Heinemann. London. Federici, S. (2004) *Caliban and the Witch: Women: The Body and Primitive Accumulation*. New York: Autonomedia.

Assessment: Essay (30%, 3000 words) and presentation (20%) in the LT.

Take-home assessment (50%) in the ST.

The presentation will be from a group exercise in the LT.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the submission day. The essay is due by the first day of LT.

Attendance at all classes and submission of all set coursework is required.

SO479 Half Unit

Human Rights and Postcolonial Theory

This information is for the 2020/21 session.

Teacher responsible: Dr Ayca Cubukcu STC.S113

Availability: This course is available on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in Culture and Society, MSc in Human Rights, MSc in Human Rights and Politics, MSc in International Migration and Public Policy and MSc in Political Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: Drawing on postcolonial theory and critique, this course explores how human rights and international law came to be institutionalized in the context of European colonialism, and what the contemporary implications of this historical fact may be today. Engaging with the fields of socio-legal studies, intellectual history and social theory, the course also asks why, and with what consequences, human rights tend to monopolize the political language through which many social movements throughout the world articulate their desires for social and global justice.

Teaching: This course is delivered through seminars totalling a minimum of 20 hours in the LT; teaching arrangements may be adjusted if online teaching is required at any point.

Reading Weeks: Students on this course will have a reading week in LT Week 6, in line with departmental policy.

Formative coursework: Students will be expected to produce 1 piece of coursework in the LT.

Indicative reading: Antony Anghie, *Imperialism, Sovereignty, and the Making of International Law* (Cambridge: Cambridge University Press, 2005). Hannah Arendt, *Eichmann in Jerusalem: A Report on the Banality of Evil* (New York: Penguin Books Edition). Talal

Asad, *On Suicide Bombing* (New York: Columbia University Press, 2007). Brett Bowden, *The Empire of Civilization: The Evolution of an Imperial Idea* (Chicago: University of Chicago Press, 2009). Partha Chatterjee, *The Black Hole Of Empire: History of a Global Practice of Power* (Princeton UP, 2012). David Harvey, *Cosmopolitanism and the Geographies of Freedom* (New York: Columbia University Press, 2009). David Kennedy, *The Dark Sides of Virtue: Reassessing International Humanitarianism* (Princeton: Princeton University Press, 2005). Sven Lindqvist, *"Exterminate All the Brutes": One Man's Odyssey into the Heart of Darkness and the Origins of European Genocide* (New York: The New Press, 1996). Karuna Mantena, *Alibis of Empire: Henry Maine and the Ends of Liberal Imperialism* (Princeton: Princeton University Press, 2010). Joseph Massad, *Desiring Arabs* (Chicago: University of Chicago Press, 2007). Mark Mazower, *No Enchanted Palace: The End of Empire and the Ideological Origins of the United Nations* (Princeton: Princeton University Press, 2009). Uday Mehta, *Liberalism and Empire: A Study in Nineteenth Century British Liberal Thought* (Chicago: University of Chicago Press, 1999).

Assessment: Essay (90%, 5000 words) in the ST.

Class participation (10%) in the LT.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the second Thursday of Summer Term.

Attendance at all classes and submission of all set coursework is required.

SO480 Half Unit

Urban Inequalities

This information is for the 2020/21 session.

Teacher responsible: Prof Fran Tonkiss STC.S205

Availability: This course is available on the MSc in City Design and Social Science, MSc in Inequalities and Social Science, MSc in Regional And Urban Planning Studies, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development.

This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course offers a critical introduction to key issues and processes in the study of contemporary urban inequalities. This course puts contemporary processes of urban growth in the context of another major urban trend: deepening patterns of inequality in many cities across the world. It examines the continuing role of 'older' bases of urban inequality - access to land and property, gender inequity, ethnic and racial discrimination, legal exclusion and informality – as well as significant emerging patterns, including extreme concentrations of wealth at the top, middle-class stagnation, privatisation and spatial secession, forced migration and insecurity. It also examines the complex of ways in which urban inequality is experienced, not only in terms of income or property wealth, but also in consumption inequalities, inequities in access to housing, transport, urban services and legal protections, spatial disparities and environmental risks and injustices. The course considers the range of social, economic, environmental and political factors that shape, and also might help to address, urban inequality in these different contexts.

The course will:

- provide a critical introduction to current and emerging patterns of urban inequality
- consider the production of urban inequalities through social, economic, political and spatial processes
- explore common themes and critical differences across cities in developed and developing economies
- address key debates in a range of urban disciplines, and situate these in specific urban contexts and examples

Key themes

- Urban growth and the growth of inequality
- Wealth, income and inequality
- Spatial injustice: segregation and access
- Environment and inequities

- Informality and insecurity
- Social inequality in the city: gender, race and legal exclusions
- Governing inequality

Teaching: This course is delivered through a combination of lectures, online materials and seminars totalling a minimum of 20 hours in the LT.

Reading Weeks: Students on this course will have a reading week in LT Week 6, in line with departmental policy.

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

1 x 2000-word essay

Indicative reading:

- Beall, J. and Fox, S. (2009) *Cities and Development*. London: Routledge.
- Brenner, N., Marcuse, P. and Mayer, M. (eds) 2012) *Cities for People, Not for Profit: critical urban theory and the right to the city*. London: Routledge.
- Davis, M. (2006) *Planet of Slums*. London: Verso.
- Goldsmith, W.J. and Blakeley, E. J. (2010) *Separate Societies: Poverty and Inequality in U.S. Cities*. Philadelphia, PA: Temple University Press, 2010.
- Graham, S. and Marvin, S. (2001) *Splintering Urbanism: networked infrastructures, technological mobilities and the urban condition* London: Routledge.
- Nightingale, G. (2012) *Segregation: A Global History of Divided Cities*. Chicago: University of Chicago Press.
- Roy, A. and AlSayyad, N. (eds) (2004) *Urban Informality: transnational perspectives from the Middle East, Latin America, and South Asia*. Lanham, MD.: Lexington Books.
- Soja, E. W. (2010) *Seeking Spatial Justice*. Minneapolis: University of Minnesota Press.
- Tannerfeldt, G. and Ljung, P. (2006) *More Urban Less Poor: An Introduction to Urban Development and Management*. London: Earthscan
- Wacquant, L. (2007) *Urban Outcasts: a comparative sociology of advanced marginality*. Cambridge: Polity.

Assessment: Essay (100%, 5000 words) in the ST.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the first Wednesday of Summer Term.

Attendance at all classes and submission of all set coursework is required.

SO481 Half Unit

Class, Politics and Culture

This information is for the 2020/21 session.

Teacher responsible: Dr Sam Friedman STC216

Availability: This course is available on the MSc in Culture and Society, MSc in Inequalities and Social Science, MSc in Political Sociology and MSc in Sociology. This course is not available as an outside option.

Course content: The course will begin by introducing traditional theories of social class and stratification before going on to examine the history and political significance of class in Britain, and how this compares with other countries throughout the world. It will then look at the place of class in a contemporary political context, critically examining the claim made by some 'postmodern' writers, and prominent politicians, that class boundaries have been irrevocably eroded. The course will then move on to look at the seminal work of French sociologist Pierre Bourdieu and his supposition that class boundaries are most clearly discernible from examining people's cultural taste, with the privileged using their preferences for 'highbrow' culture as a means of expressing their superiority over the working classes, who tend to prefer more 'lowbrow' culture. We interrogate how these arguments relate today, where the lines between high and low culture are increasingly blurred, where strong cross-cultural differences persist between Europe and the U.S, and where new

taste distinctions exist even in traditionally lowbrow art forms, such as comedy and pop music. We then take a more detailed look at class-based boundaries in taste and lifestyle. In particular, we focus on the way in which the middle classes demonise sections of the working class based on what they consider to be 'pathological' consumption choices – focusing in particular on the 'Chav' phenomenon in Britain. We go on to explore both the meaning and consequences of such overt class prejudice, both in Britain but also using research from the U.S, the Netherlands and other international contexts. Finally, the module will ask to what extent class boundaries are malleable? How easy is it for people to escape their backgrounds and move upward or downward in social space? This final section of the course thus looks at contemporary patterns of social mobility, examining the social benefits and challenges that mobility implies, increasing closure within global elites, and the rise of the middle classes in developing countries like China, Brazil and South Africa.

Teaching: This course is delivered through a combination of lectures, online materials and seminars totalling a minimum of 20 hours in LT, with 2 hours in ST.

Reading Weeks: Students on this course will have a reading week in LT Week 6, in line with departmental policy.

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

Indicative reading: Alexander, P. (2013) *Class in Soweto*.

Johannesburg: KZE Press. Bourdieu, P. (1984) *Distinction: A Social Critique of the Judgment of Taste*, Routledge: London. Crompton, R. (2008) *Class and Stratification (Third Issue)* Polity Press: Cambridge. Bennett, T., Savage, M., Silva, E., Warde, A., Gayo-Cal, M., Wright, D. (2009). *Class, Culture, Distinction*. London, Routledge. Skeggs, B. (2004) *Class, Self, Culture*, London and New York: Routledge. Bennett, T., Frow, J. and Emmison, M. (1999) *Accounting for Tastes: Australian Everyday Cultures*, Cambridge: Cambridge University Press. Atkinson W (2009) *Class, Individualisation and Late Modernity: In Search of the Reflexive Worker*. London: Palgrave. Lamont, M. (1992) *Money, Morals, Manners: The Culture of the French and American Upper-Middle Class*. Chicago: Chicago University Press. Sayer, A. (2005) *The Moral Significance of Class*, Cambridge: Cambridge University Press. Friedman, S. (2014) *Comedy and Distinction: The Cultural Currency of a 'Good' Sense of Humour*. Routledge. London. David Grusky (ed), *Social Stratification: Class, Race and Gender in Sociological Perspective*. Boulder, CO. Westview Press.

Assessment: Essay (100%, 5000 words) in the ST.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the second Thursday of Summer Term.

Attendance at all classes and submission of all set coursework is required.

SO482 Half Unit Not available in 2020/21

Topics in Race, Ethnicity and Postcolonial Studies

This information is for the 2020/21 session.

Teacher responsible: Dr Suki Ali STC S307

Availability: This course is available on the MSc in Culture and Society, MSc in Human Rights, MSc in Human Rights and Politics, MSc in Inequalities and Social Science, MSc in International Migration and Public Policy and MSc in Political Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The course offers students a broad exposure to theorisations and debates about race, racism and ethnicity as well as an opportunity to consider a range of contemporary instances in which the social and political problems arising from these ideas have been manifested. It will offer a preliminary genealogy of 'modern' race thinking connecting historical and theoretical work with new scholarly debates over a number of contemporary

issues. NB Topics change yearly but have engaged the politics of migration and multicultural, nationalism, the politics of terror, state violence, bio/necro/politics, genomics, health inequalities, representation.

Teaching: This course is delivered through a combination of lectures/online material and seminars totalling a minimum of 20 hours in LT. The course may run as an extended interactive seminar where student numbers and teaching arrangements permit.

Reading Weeks: Students on this course will have a reading week in LT Week 6, in line with departmental policy.

Formative coursework: Students have the option of writing a 1500 word paper in preparation for the assessed essay.

Indicative reading: Appiah, Anthony (1996) *Color conscious: the political morality of race*, Princeton University Press; Ballhatchet, Kenneth (1980) *Sex, Race and Class under the Raj*, Weidenfeld and Nicolson; Butler, Judith P (2004) *Precarious life: the powers of mourning and violence*, Verso; Cabral, Amílcar (2000) *Return To The Source*, Monthly Review; Chiang, H. ed. (2018) *Histories of Sex in China*, Washington University Press; Eze, Emanuel Chukwudi (2001) *Achieving our humanity: the idea of the postracial future*, Routledge; Fanon, Frantz (1967) *Toward The African Revolution*, Grove; Fredrickson, George M (2002) *Racism: a short history*, Princeton University Press; Jones, Greta (1980) *Social Darwinism and English Thought*, Harvester, Hannaford, Ivan (1996) *Race: the history of an idea in the West*, Woodrow Wilson Center Press; Haraway, Donna (1997) *ModestŹWitness@SecondŹMillennium*, FemaleManŹMeetsŹOncoMouse: feminism and technoscience Routledge; Kuhl, Stefan (1994) *The Nazi connection: eugenics, American racism and German national socialism*, Oxford University Press; Mamdani, Mahmood (2004) *Good Muslim, bad Muslim: America, the Cold War, and the roots of terror*, Pantheon Books; Mbembe, A (2019) *Necropolitics*, Duke University Press; Morana, M et al (2008) *Coloniality at Large: Latin America and the Postcolonial Debate*, Duke University Press; Nelson, A (2016) *The Social life of DNA*. Omeje, K (ed) (2015) *The Crisis of Postcoloniality in Africa*, CODESIRA Schiebinger, Londa (1994) *Nature's body: sexual politics and the making of modern science*, London, Pandora; Tapper, Melbourne (1999) *In the blood: sickle cell anaemia and the politics of race*. Philadelphia, University of Pennsylvania Press

Assessment: Essay (100%, 5000 words) in the ST.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the submission day.

Attendance at all seminars and submission of all set coursework is required.

S0489 Half Unit Family and Migration

This information is for the 2020/21 session.

Teacher responsible: Dr Ursula Henz STC.S100B

Availability: This course is available on the MSc in International Migration and Public Policy and MSc in Sociology. This course is available as an outside option to students on other programmes where regulations permit.

Course content: The course examines the family life, family patterns and family relationships of contemporary migrant families in Great Britain and other societies. It applies three perspectives to migrant families: diversity, integration and transnationality. It examines variations in family life, patterns and relationships in migrant families; particular challenges that are associated with the migration of a family to a new country as well as transformations of family roles and intimacy in transnational families. After an overview over family forms in different cultures, the course explores selected substantive topics. Indicative topics are: migrant children and children left behind; marriage migration, transnational marriages, and intermarriage; the roles of mother and father in immigrant and transnational families; migrant families and family care.

Teaching: This course is delivered through a combination of

lectures, online materials and seminars totalling a minimum of 20 hours in the LT.

Reading Weeks: Students on this course will have a reading week in LT Week 6, in line with departmental policy.

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

Indicative reading: Kraller, Kofman, Kohli & Schmoll (eds.) (2011) *Gender, Generations and the Family in International Migration*; Baldassar & Baldock (2007) *Families Caring Across Borders: Migration, Ageing and Transnational Caregiving*; Beck & Beck-Gernsheim (2014) *Distant Love*; Ehrenreich & Hochschild (2004): *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*; Dreby (2010) *Divided by Borders. Mexican Migrants and Their Children*; Foner (2009) *Across Generations: Immigrant Families in America*; Madianou & Miller (2011): *Migration and New Media: Transnational Families and Polymedia*; Parreñas (2005): *Children of Global Migration*; Portes & Rumbaut (2001) *Legacies: The Story of the Immigrant Second Generation*.

Assessment: Take-home assessment (90%) and class participation (10%) in the ST.

Take home exam (2 questions, 90%) in the ST.

Class participation (10%).

S0490 Half Unit Contemporary Social Thought

This information is for the 2020/21 session.

Teacher responsible: Prof Chetan Bhatt STC.S107

Availability: This course is available on the MSc in Culture and Society, MSc in Human Rights, MSc in Human Rights and Politics, MSc in Political Sociology and MSc in Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: Contemporary Social Thought considers new and critical issues in contemporary social theory to expose students to current and emerging concerns. Indicative topics include global sociology; humanism; secularism; politics and violence; wars and technology; post-colonialism; the politics of gender identity; violent religious movements; the new far-right.

Aims:

To enable students to:

- Demonstrate understanding and application of contemporary social theory from a range of perspectives
- Demonstrate understanding of a range of methodological approaches to sociological analysis
- Develop a critical appreciation of different forms of theorising and researching the social
- Critically engage with key texts and thinkers in the field
- Demonstrate knowledge and understanding of current debates in contemporary social thought

Teaching: This course is delivered through a combination of lectures, online materials and seminars totalling a minimum of 20 hours in the LT.

Reading Weeks: Students on this course will have a reading week in LT Week 6, in line with departmental policy.

Formative coursework: One essay of 1,500 words to be submitted in Lent Term.

Indicative reading: A. Loomba (2015), *Colonialism/Postcolonialism* [Third Edition], Routledge. A. Elliott (2014), *Contemporary Social Theory: an introduction* [Second Edition], Routledge. J. Wolff (2015), *An Introduction to Political Philosophy* [Third Edition], Oxford University Press.

Assessment: Essay (100%, 5000 words) in the ST.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on Wednesday week one of ST.

Attendance at all classes and submission of all set coursework is required.

SO491 Half Unit

Quantitative Social Research Methods

This information is for the 2020/21 session.

Teacher responsible: Dr Burak Sonmez STC.S206

Availability: This course is available on the MPhil/PhD in Cities Programme, MPhil/PhD in Sociology, MSc in Economy, Risk and Society, MSc in Political Sociology and MSc in Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course has two main goals. It first introduces students to a range of quantitative methodologies used in contemporary social research. Some of these are widespread, others less so, and the class will be keen to explore a wide variety of them, from experimental and survey methods to linear regression and structural equation modelling. The course's second goal is to reflect on specific topics of the design of quantitative social research and the analysis of quantitative research data. The specific topics involve the articulation of research interest or question, the choice of appropriate quantitative methods to address research questions, and the key strategies for the analysis of quantitative data. This process is most critical when it comes to crafting powerful sociological arguments and theories that are supported by empirical evidence. Our interest in the design of quantitative research and the analysis of quantitative data will allow students to discuss problems of measurement and sampling, conceptualization, inference, and causality. It will also expose students to important debates and divides in quantitative sociology, such as the one between approaches aiming at the establishment of causality on the one hand, and approaches interested in the analysis of probabilities on the other. To achieve these two goals, we will use a case study approach. For every method we cover, we will read a selection of articles taken from the major generalist journals in the discipline. By analyzing and criticizing the operationalization of quantitative methods in these articles, we will cover issues of research design and get a sense of what each method does (and does not do), of the vision of the social world it conveys, and of the type of questions it can be applied to.

Teaching: This course is delivered through a combination of lectures, online materials and workshops totalling a minimum of 20 hours in the MT.

Reading Weeks: Students on this course will have a reading week in MT Week 6, in line with departmental policy.

Formative coursework: Students must write memos based on course readings and class activities.

Indicative reading: Abbott, A. (2004). "Ideas and Puzzles", Chapter 7 in *Methods of Discovery: Heuristics for Social Sciences*. New York: Norton, pp. 211-248. Fox, C. (2004). "The Changing Color of Welfare? How Whites' Attitudes toward Latinos Influence their Support for Welfare", *American Journal of Sociology* 110, 580-625. Legewie, J. (2013). Terrorist Events and Attitudes toward Immigrants: A Natural Experiment. *American Journal of Sociology*, 118(5), 1199-1245. Piketty, T., & Saez, E. (2003). Income Inequality in the United States, 1913-1998. *The Quarterly Journal of Economics*, 118(1), 1-39. Lim, H., & Duan, H. (2015). Should we blame the graduates for their unemployment? A happiness approach. *Hitotsubashi Journal of Economics*, 56(2), 243-258. Salganik, Matthew J., Peter S. Dodds, and Duncan J. Watts. 2006. "Experimental Study of Inequality and Unpredictability in an Artificial Cultural Market", *Science* 311: 854-856. Savage, M., Devine, F., Cunningham, N., Taylor, M., Li, Y., Hjellbrekke, J., . . . Miles, A. (2013). A New Model of Social Class? Findings from the BBC's Great British Class Survey Experiment. *Sociology: The Journal of the British Sociological Association*, 47(2), 219.

Assessment: Memo (40%) in the MT.

Take-home assessment (60%) in January.

The course is assessed by one 2,500-word memo due in the week following the end of MT (40%) and a take-home exam (60%) in the January exam period.

An electronic copy of the first assessed memo to be uploaded to Moodle, no later than 4.00pm on the Tuesday following the end of

Michaelmas Term.

Attendance at all classes and submission of all set coursework is required.

SO492 Half Unit

Qualitative Social Research Methods

This information is for the 2020/21 session.

Teacher responsible: Dr Rebecca Elliott STC S211

Availability: This course is compulsory on the MSc in Culture and Society. This course is available on the MPhil/PhD in Cities Programme, MPhil/PhD in Sociology, MSc in City Design and Social Science, MSc in Economy, Risk and Society, MSc in Political Sociology and MSc in Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The course introduces students to the theory and practice of qualitative research methods in sociology. The seminars address issues of research design, data collection and analysis in relation to qualitative research methods, including ethnography, in-depth interviewing, and textual analysis. Taking these methods together, we will build toward an understanding of best practice in qualitative inquiry. Based on the principle that doing is one of the best means of learning, this course is highly interactive and requires 'hands-on' participation in a series of practical exercises and project work throughout the term. A syllabus detailing course objectives, course style, readings, teaching arrangements and student assessment will be distributed at the beginning of the term.

Teaching: This course is delivered through a combination of lectures, online materials and seminars totalling a minimum of 20 hours in the MT.

Reading Weeks: Students on this course will have a reading week in MT Week 6, in line with departmental policy.

Formative coursework: Students must write a 1,000 word book review of a qualitative research study.

Indicative reading:

- Luker, K. 2008. *Salsa Dancing into the Social Sciences: Research in an Age of Info-Glut*. Cambridge, MA: Harvard University Press.
- Small, M. 2009. 'How Many Cases Do I Need? On the Science and Logic of Case Selection in Field-Based Research.' *Ethnography* 10: 5-38.
- Lamont, M. and A. Swidler. 2014. 'Methodological Pluralism and the Possibilities and Limits of Interviewing.' *Qualitative Sociology* 37(2): 153-171.
- Jerolmack, C. and S. Khan. 2014. 'Talk is Cheap: Ethnography and the Attitudinal Fallacy.' *Sociological Methods & Research* 43(2): 178-209.
- Weiss, R.S. 1994. *Learning from Strangers: The Art and Method of Qualitative Interview Studies*.
- Emerson, R.M., R.I. Fretz, and L.L. Shaw. 2011. *Writing Ethnographic Fieldnotes* (2nd edition). Chicago: University of Chicago Press.
- Stanley, L. 2017. *The Archive Project: Archival Research in the Social Sciences*, edited by Niamh Moore, Andrea Salter, Liz Stanley, and Maria Tamboukou.
- Seale, C. 1999. *The Quality of Qualitative Research*. Chapter 11, 'Reflexivity and Writing,' pp. 159-177.
- Burawoy, M. 1998. 'The Extended Case Method.' *Sociological Theory* 16:4-33.
- Snow, D.A., C. Morrill, and L. Anderson. 2003. 'Elaborating Analytic Ethnography: Linking Fieldwork and Theoretical Development.' *Ethnography* 4: 271-290.

Assessment: Research report (90%) in the LT.

Class participation (10%) in the MT.

The assessment consists of class participation in MT and an individual qualitative research report in the LT.

An electronic copy of the assessed report, to be uploaded to Moodle, no later than 4.00pm on Wednesday Week 5 of LT.

Participation will be assessed based on students' engagement with course activities, including for example in-class discussions, class assignments, and contributions to online discussion boards. Attendance at all classes and submission of all set coursework is required.

S0493

MSc in Culture and Society Dissertation

This information is for the 2020/21 session.

Teacher responsible: Dr Donald Slater STC S310

Availability: This course is compulsory on the MSc in Culture and Society. This course is not available as an outside option.

Course content: This workshop will guide students through the process of conducting an independent dissertation project in the MSc Culture & Society.

Teaching: 6 hours of seminars in the LT.

There will be three sessions during MT for ALL MSc students based in the Sociology department. These will be offered in conjunction with LSE Life and LSE Library and aim to provide some basic guidance about planning your dissertation, such as selecting a suitable topic, reviewing the existing literature, devising a research question and designing a research method.

Teaching arrangements may be adjusted if online teaching is required at any point.

Reading Weeks: Students on this course will have a reading week in LT Week 6, in line with departmental policy.

Formative coursework: Students are required to submit a research proposal in LT.

Indicative reading: This is a workshop and has no specific reading list.

Assessment: Dissertation (100%, 10000 words) in August.

Two hard copies of the dissertation, with submission sheets attached to each, to be handed in to the Sociology Hub, STC. S116, no later than 4.00pm on Thursday 19th of August 2021. An additional electronic copy to be uploaded to Moodle no later than 4.00pm on the same day.

Both hard copies and electronic copies must be submitted on time to avoid any late submission penalties.

Dissertations may be up to and no more than 10,000 words, must be word-processed and be fully referenced using a recognised citation system.

Attendance at all classes and submission of all set coursework is required.

S0494

MSc in Political Sociology Dissertation

This information is for the 2020/21 session.

Teacher responsible: Dr Robin Archer STC.S114a

Availability: This course is compulsory on the MSc in Political Sociology. This course is not available as an outside option. These seminars are for students on the MSc Political Sociology only.

Course content: These seminars aim to help you to begin the process of writing your dissertation. At the end of MT we will have a few seminars that aim to get students thinking at a meta-level about research in political sociology. The seminars can, of course, only address a small selection of approaches. Examples might include rational choice and institutionalist theories, or comparative and case study methods. But please note that the MSc in Political Sociology takes a pluralist approach and does not seek to prescribe these or any other particular theories or methods. In LT we will hold dissertation workshop seminars that aim to give individually tailored guidance on proposed research questions in small groups with fellow students who are working on similar topics or using similar methods. Every student is required to make

a formal presentation once during the term.

Teaching: 8 x 1.5 hour seminars and workshops over the course of MT and LT.

There will be three sessions during MT for ALL MSc students based in the Sociology department. These will be offered in conjunction with LSE Life and LSE Library and aim to provide some basic guidance about planning your dissertation, such as selecting a suitable topic, reviewing the existing literature, devising a research question and designing a research method.

Teaching arrangements may be adjusted if online teaching is required at any point.

Reading Weeks: Students on this course will have a reading week in MT Week 6 and LT Week 6, in line with departmental policy.

Formative coursework: Students are expected to participate in seminars beginning in MT and produce a research statement and presentation in the LT.

Students will: (1) assess the strengths and weakness of selected theories and methods; (2) formulate a clearly specified research question and set out the rationale for researching this question and a proposed approach; and (3) give a presentation which develops one or two of the main arguments they anticipate will be important to their project.

Indicative reading: Donatella Della Porta and Michael Keating (2008), *Approaches and Methods in the Social Sciences: A Pluralist Approach*, Thomas Janoski et al, (2005), *The Handbook of Political Sociology*, James Mahoney and Dietrich Rueschmeyer (2003), *Comparative Historical Analysis in the Social Sciences*.

Assessment: Dissertation (100%, 10000 words) in August.

Two hard copies of the dissertation, with submission sheets attached to each, to be handed in to the Sociology Hub, STC.

S116, no later than 4.00pm on Thursday 19th of August 2021. An additional electronic copy to be uploaded to Moodle no later than 4.00pm on the same day.

Both hard copies and electronic copies must be submitted on time to avoid any late submission penalties.

Dissertations may be up to and no more than 10,000 words, must be word-processed and be fully referenced using a recognised citation system.

Attendance at all classes and submission of all set coursework is required.

S0495

MSc in Economy, Risk and Society Dissertation

This information is for the 2020/21 session.

Teacher responsible: Dr Rebecca Elliott STC S211

Availability: This course is compulsory on the MSc in Economy, Risk and Society. This course is not available as an outside option.

Pre-requisites: Students must have completed Regulation, Risk and Economic Life (S0425).

Course content: The dissertation is an extended piece of written work that is your own independent research investigation of a social issue or problem, undertaken with the guidance of your dissertation supervisor. These workshops are meant to prepare you to produce an original piece of research. We will cover the expectations for the dissertation, as well as provide general guidance for deriving a research question that is appropriately situated in the themes of the programme; for developing an empirical strategy to study topics relevant to the programme; and for writing up conclusions that can speak to enduring questions in our area. In addition to consultation with faculty, in these sessions students will work in smaller groups to peer review their work-in-progress.

Teaching: 2 hours of seminars in the MT. 2 hours of seminars in the LT. 2 hours of seminars in the ST.

Note also that there will be three sessions during MT for ALL MSc students based in the Sociology department. These will be offered in conjunction with LSE Life and LSE Library and aim to provide some basic guidance about planning your dissertation, such as

selecting a suitable topic, reviewing the existing literature, devising a research question and designing a research method.

Teaching arrangements may be adjusted if online teaching is required at any point.

Reading Weeks: Students on this course will have a reading week in MT Week 6 and LT Week 6, in line with departmental policy.

Formative coursework: Students are required to submit a project outline in LT.

Indicative reading:

- Alan Bryman, *Social Research Methods* (Oxford: Oxford University Press, 2004)
- Clive Seale, *The Quality of Qualitative Research* (London: Sage, 1999)
- Clive Seale (ed), *Researching Society and Culture* (London: Sage, 2012)
- Howard Becker, *Writing for Social Scientists* (Chicago: University of Chicago, 1986)

Assessment: Dissertation (100%, 10000 words) in August.

Two hard copies of the dissertation, with submission sheets attached to each, to be handed in to the Sociology Hub, STC.

S116, no later than 4.00pm on Thursday 19th of August 2021. An additional electronic copy to be uploaded to Moodle no later than 4.00pm on the same day.

Both hard copies and electronic copies must be submitted on time to avoid any late submission penalties.

Dissertations may be up to and no more than 10,000 words, must be word-processed and be fully referenced using a recognised citation system.

Attendance at all classes and submission of all set coursework is required.

S0496

MSc in Human Rights Dissertation

This information is for the 2020/21 session.

Teacher responsible: Dr Monika Krause STC S207

The Programme Convenor is responsible for overseeing the Dissertation.

Availability: This course is compulsory on the MSc in Human Rights. This course is not available as an outside option.

This course is only available to MSc Human Rights students, and is a compulsory course for students on the programme.

Course content: The dissertation is an extended piece of written work that is your own independent research investigation of a human rights issue or problem, undertaken with the guidance of your dissertation supervisor. In the dissertation, you will critically appraise evidence, arguments and debates to reach a conclusion your research question. The key requirement is that the dissertation should demonstrate a high level of independent critical ability. You must show your ability to organise your material clearly and logically and to sustain a reasoned and cogent argument from beginning to end. Where appropriate you should explain clearly the research method(s) that you have applied and the reasons for your choice of approach. You should show awareness of any shortcomings of your study in relation to methods employed and where relevant, quality or quantity of the data, and disciplinary approach.

Teaching: 2 hours of lectures in the MT. 3 hours of seminars in the LT. 2 hour of seminars in the ST

There will be one Introductory lecture in MT for all MSc Human Rights students, on the challenges and requirements of doing independent research for dissertation purposes, and different methodologies available for an inter-disciplinary programme. The Introductory session will also cover fieldwork and research ethics. This will be followed by 5 seminars/workshops in smaller groups, in which students present and discuss possible research questions and strategies, along with preparing dissertation proposal and timeline. There will be three sessions during MT for ALL MSc students based in the Sociology department. These will be offered in

conjunction with LSE Life and LSE Library and aim to provide some basic guidance about planning your dissertation, such as selecting a suitable topic, reviewing the existing literature, devising a research question and designing a research method.

Teaching arrangements may be adjusted if online teaching is required at any point.

Reading Weeks: Students on this course will have a reading week in MT Week 6 and LT Week 6, in line with departmental policy.

Formative coursework: Students are required to submit an annotated bibliography in LT.

Indicative reading: Alan Bryman, *Social Research Methods* (Oxford: Oxford University Press, 2004). Clive Seale, *The Quality of Qualitative Research* (London: Sage, 1999). Clive Seale (ed), *Researching Society and Culture* (London: Sage, 2012). Howard Becker, *Writing for Social Scientists* (Chicago: University of Chicago, 1986)

Assessment: Dissertation (100%, 10000 words) in August.

Two hard copies of the dissertation, with submission sheets attached to each, to be handed in to the Sociology Hub, STC. S116, no later than 4.00pm on Thursday 19th of August 2021. An additional electronic copy to be uploaded to Moodle no later than 4.00pm on the same day.

Both hard copies and electronic copies must be submitted on time to avoid any late submission penalties.

Dissertations may be up to and no more than 10,000 words, must be word-processed and be fully referenced using a recognised citation system.

Attendance at all classes and submission of all set coursework is required.

S0497

MSc in Inequalities and Social Science Dissertation

This information is for the 2020/21 session.

Teacher responsible: Dr Sam Friedman STC S216

Availability: This course is compulsory on the MSc in Inequalities and Social Science. This course is not available as an outside option.

These seminars are for students on the MSc in Inequalities and Social Science only.

Course content: These seminars aim to help you to begin the process of writing your dissertation. At the end of MT we will have seminars that aim to get students thinking at a meta-level about research on inequalities and how to identify a good topic, including issues of theory, measurement and methods. Please note that the MSc in Inequalities and Social Science takes a pluralist approach and does not seek to prescribe these or any other particular theories or methods. In LT we will hold dissertation workshop seminars that aim to give individually tailored guidance on proposed research questions in small groups with fellow students who are working on similar topics or using similar methods.

Teaching: 2 hours of seminars in the MT. 4 hours of seminars in the LT. 2 hours of seminars in the ST.

There will be three sessions during MT for ALL MSc students based in the Sociology department. These will be offered in conjunction with LSE Life and LSE Library and aim to provide some basic guidance about planning your dissertation, such as selecting a suitable topic, reviewing the existing literature, devising a research question and designing a research method.

Teaching arrangements may be adjusted if online teaching is required at any point.

Reading Weeks: Students on this course will have a reading week in MT Week 6 and LT Week 6, in line with departmental policy.

Formative coursework: A title, research proposal and annotated bibliography by the end of MT plus a presentation during the ST.

Indicative reading: Anand, S. (Ed) (2010) *Debates on the Measurement of Global Poverty*, Oxford: Oxford University Press. Atkinson, A. (2015), *Inequality: what can be done?*, Harvard

UP. Back, Les and Solomos, John (2000), *Theories of Race and Racism: A Reader*, Routledge. Bourguignon, F. (2017) *The Globalization of Inequality*, Second Edition Princeton: Princeton University Press. Butler, Judith. [1990]2006. *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge. Collins, Patricia Hill. 2000. *Black Feminist Thought*. 2nd Edition. Boston: Unwin Hyman. Grusky, David and Szelenyi S ed. 2011. *The Inequality Reader: Contemporary and Foundational Readings in Race, Class, and Gender*. Westview Press. McKenzie, L. (2015) *Getting By*, Bristol: Policy Press. Piketty, Thomas (2014), *Capital in the 21st century*, Harvard UP. Wright, Erik O. (2005) *Approaches to Class Analysis*, Cambridge UP

Assessment: Dissertation (100%, 10000 words) in August.

Two hard copies of the dissertation, with submission sheets attached to each, to be handed in to the Sociology Hub, STC. S116, no later than 4.00pm on Thursday 19th of August 2021. An additional electronic copy to be uploaded to Moodle no later than 4.00pm on the same day.

Both hard copies and electronic copies must be submitted on time to avoid any late submission penalties.

Dissertations may be up to and no more than 10,000 words, must be word-processed and be fully referenced using a recognised citation system.

Attendance at all classes and submission of all set coursework is required.

S0499

MSc in Sociology Dissertation

This information is for the 2020/21 session.

Availability: This course is compulsory on the MSc in Sociology. This course is not available as an outside option.

Course content: These workshops will guide students through the process of conducting an independent dissertation project on the MSc Sociology.

Dissertation Particulars

The dissertation must be a report of a research project, whether it comprises primary empirical material, secondary empirical material or theoretical/exegetical work on a body of social thought: i.e. there must be an identifiable and clear research question governing the research project; there must be critical reflection on the methods used (including their limits and the reasons why they warrant the kinds of claims made); and substantive analysis of empirical or analytical material. Even where the topic is substantively a documentary or policy-review exercise, candidates are expected to offer original reasoned argument and interpretation and to show evidence of a competence in research methods. Guidance on topic selection and methods will normally be provided by the candidate's Academic Mentor and students are also encouraged to use the office hour system to consult more broadly with academic experts in their research area within the Department or across the LSE.

Teaching: There will be 4 hours of seminars in the LT, 2 hours of seminars in the ST.

There will be three sessions during MT for ALL MSc students based in the Sociology department. These will be offered in conjunction with LSE Life and LSE Library and aim to provide some basic guidance about planning your dissertation, such as selecting a suitable topic, reviewing the existing literature, devising a research question and designing a research method. Teaching arrangements may be adjusted if online teaching is required at any point.

Formative coursework: Students are required to submit one project abstract, and one piece of formative coursework; students are also required to submit a Research Ethics Review before undertaking empirical research.

1 x abstract

1 x project outline

Assessment: Dissertation (100%, 10000 words) in August.

Two hard copies of the dissertation, with submission sheets attached to each, to be handed in to the Sociology Hub, STC. S116, no later than 4.00pm on Thursday 19th of August 2021. An additional electronic copy to be uploaded to Moodle no later than 4.00pm on the same day.

Both hard copies and electronic copies must be submitted on time to avoid any late submission penalties.

Dissertations may be up to and no more than 10,000 words, must be word-processed and be fully referenced using a recognised citation system.

Attendance at all classes and submission of all set coursework is required.

S04A8 Half Unit

Leadership and Social Change

This information is for the 2020/21 session.

Teacher responsible: Dr Sara Camacho Felix CBG 4.07

Availability: This course is available on the MSc in Inequalities and Social Science. This course is not available as an outside option. This course is available only to Atlantic Fellows for Social and Economic Equity MSc students. This is a compulsory course for these students and non-AFSEE Fellows will not be permitted to take this course.

Course content: The course responds to the needs of the AFSEE Fellows to develop critical skills and understandings of leadership within various contexts and themes indexed to transforming global inequality. This approach marries a structural analysis of global inequality and its manifestations with critical analysis, reflexive thinking, as well as practical skills that will provide students with the tools to bring systemic change into being. Crucially, the course is heavily rooted in theories of practice, in which Fellows are introduced to and demonstrate a sound knowledge and critical appreciation of their field and its associated practice and research techniques, and show that these techniques can be successfully applied in revealing or challenging injustice and inequality. The course will consist of lectures, presentations, seminars and workshops. Lectures will introduce Fellows to key concepts, approaches and techniques for understanding and challenging inequality. Workshops and seminars will help Fellows clarify and deepen their understanding of points and issues raised in the lectures, through practical work carried out individually and in groups.

Teaching: 6 hours of lectures and 10 hours of workshops in both teaching weeks.

Week 1 – 2 November - 6 November 2020 - Leadership and Social Change

Week 2 – 26 April - 30 April 2021 - Leadership and Social Change
Teaching arrangements may be adjusted if online teaching is required at any point.

Formative coursework: There will be one piece of formative coursework, a 1500 word essay in response to a set question. The formative essay will be due in week 10 of Michaelmas Term. Fellows will receive written feedback on the essay and will have the opportunity to discuss the written feedback with the Course Convenor. This formative coursework is directly related to the summative essay which will be due in LT.

Indicative reading: Della Porta, D. (2015). *Social Movements in Times of Austerity*. Gaventa, J. 2006. *Finding the Spaces for Change: A Power Analysis*. IDS Bulletin 37 (6). November 2006. Green, D. 2016. *How Change Happens*. Oxford University Press. Also accessible as a free download at < <http://how-change-happens.com/download/>>. Green, D. 2016. *Why Systems Thinking Changes Everything for Activists and Reformers*. <<http://blogs.worldbank.org/publicsphere/why-systems-thinking-changes-everything-activists-and-reformers>> 11.2.2016. Goss, S. 2015. *Systems Leadership: A View from the Bridge*. OPM. Glasius, Marlies and Ishkanian, Armine (2015) *Surreptitious symbiosis: engagement between activists and NGOs*. Voluntas: International

Journal of Voluntary and Nonprofit Organizations, 26 (6). pp. 2620-2644. Hickel, J. (2017) *The Divide: A Brief Guide to Global Inequality and its Solutions*. William Heinemann. London. Ishkanian, Armine and Peña Saavedra, Anita (2019) The politics and practices of intersectional prefiguration in social movements: the case of Sisters Uncut. *Sociological Review*, 67 (5). 985 - 1001. Raworth, K (2018) *Doughnut Economics: Seven Ways to Think Like a 21st-Century Economist*. London. Random House Business. Seckinelgin, H. (2017) *The politics of global AIDS: institutionalization of solidarity, exclusion of context*. Springer International Publishing, Switzerland. Weldon, L. S. (2011). *When protest makes policy: how social movements represent disadvantaged groups*. Ann Arbor: University of Michigan Press. Ulex Project. "Transformative Collaboration: A Primer," accessed 28 August 2018, <http://ulexproject.org/wpcontent/uploads/2017/01/trans-coll-publication1.pdf>.

Assessment: Essay (70%, 2500 words) in the LT. Presentation (30%) in the ST.

70% Essay 2500 words in LT

30% Presentation in ST

An electronic copy of the assessed essay, to be uploaded to Moodle, in Week 7 of Lent Term.

SO4B1

Contemporary Politics of Human Rights

This information is for the 2020/21 session.

Teacher responsible: Prof Chetan Bhatt STC.S107

Availability: This course is compulsory on the MSc in Human Rights and Politics. This course is available with permission as an outside option to students on other programmes where regulations permit. The course is capped but a limited number of places are usually available to students from outside the MSc in Human Rights and Politics who wish to take this as an option.

Priority is usually given to postgraduate students in the Sociology Department. The course is also available as an outside option for other MSc degrees where regulations and numbers permit. Students from other programmes who wish to apply for a place on the course must complete the online application form on LSEforYou stating reasons for wishing to take the course.

Course content: During a period of unprecedented change in social, political, technological and cultural spheres, key human rights institutions and ideas have come under sustained criticism or attack. After the Second World War, an international consensus emerged in which the legitimacy of a framework of universal rights and related institutions was generally accepted. This consensus can no longer be assumed, whether within or outside formally liberal-democratic states. Human rights, as a powerful exemplar of political liberalism, have been criticised for their institutionalised, procedural and legalistic nature. They have come under sustained attack from authoritarian and populist states and movements. This interdisciplinary course examines many of the sharp tensions and contradictions in the contemporary politics of human rights. This includes the relevance of humanist foundations today, tensions in the practice of human rights, the populist right-wing and left-wing attacks on human rights, the rise of new identity politics and its human rights consequences, and the impact of social media on human rights. The course aims to critically examine the problems of - as well as the problems facing - contemporary human rights. Key topics that are often considered settled within much human rights thinking and practice, including the politics of identity, sameness and difference, cultural and religion, gender and sex, humanitarianism and war, will be examined and debated critically. The course considers how we might rethink human rights and humanism for a new period of political change.

Teaching: This course is delivered through a combination of lectures, online materials and seminars totalling a minimum of 40 hours across MT and LT.

There will be a Reading Week in Week 6 of both Michaelmas Term

and Lent Term.

Formative coursework: Students should submit two formative essays, 1500 words each, one in Week 10 of Michaelmas Term and one in Week 10 of Lent Term.

Indicative reading: Javier Auyero and Débora Swistun. 2009. *Flammable. Environmental Suffering in an Argentine Shantytown*. Oxford: Oxford University Press. Markus Gunneflo. 2016. *Targeted Killing: A Legal and Political History*. New York. Cambridge University Press. Elizabeth Holzer. 2015. *The Concerned Women of Buduburam: Refugee Activists and Humanitarian Dilemmas*. Cornell University Press. Monika Krause. 2014. *The Good Project. Humanitarian Relief NGOs and the Fragmentation of Reason*. Chicago University Press. Sally Engle Merry. 2016. *The Seductions of Quantification: Measuring Human Rights, Gender Violence, and Sex Trafficking*. University of Chicago Press.

Assessment: Essay (50%, 3500 words) in the LT Week 1.

Essay (50%, 3500 words) in the ST Week 1.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the submission day.

Attendance at all classes and submission of all set coursework is required.

SO4B2

MSc in Human Rights and Politics Dissertation

This information is for the 2020/21 session.

Teacher responsible: Prof Chetan Bhatt STC.S107

Availability: This course is compulsory on the MSc in Human Rights and Politics. This course is not available as an outside option.

Course content: These seminars aim to help you to begin the process of writing your dissertation. At the end of MT we will have seminars that aim to get students thinking at a meta-level about research on Human Rights and Politics and how to identify a good topic, including issues of theory, measurement and methods. Please note that the MSc in Human Rights and Politics takes a pluralist approach and does not seek to prescribe any particular theories or methods. In LT we will hold dissertation workshop seminars that aim to give individually tailored guidance on proposed research questions in small groups with fellow students who are working on similar topics or using similar methods.

Teaching: 2 hours of seminars in the MT. 3 hours of seminars in the LT. 2 hours of seminars in the ST.

These seminars are for students on the MSc Human Rights and Politics only.

There will be three sessions during MT for ALL MSc students based in the Sociology department. These will be offered in conjunction with LSE Life and LSE Library and aim to provide some basic guidance about planning your dissertation, such as selecting a suitable topic, reviewing the existing literature, devising a research question and designing a research method.

Teaching arrangements may be adjusted if online teaching is required at any point.

Formative coursework: Students will be required to submit a provisional dissertation title and abstract in MT, plus an extended dissertation statement in LT.

Indicative reading: Javier Auyero and Débora Swistun. 2009. *Flammable. Environmental Suffering in an Argentine Shantytown*. Oxford: Oxford University Press. Markus Gunneflo. 2016. *Targeted Killing: A Legal and Political History*. New York. Cambridge University Press. Elizabeth Holzer. 2015. *The Concerned Women of Buduburam: Refugee Activists and Humanitarian Dilemmas*. Cornell University Press. Monika Krause. 2014. *The Good Project. Humanitarian Relief NGOs and the Fragmentation of Reason*. Chicago University Press. Sally Engle Merry. 2016. *The Seductions of Quantification: Measuring Human Rights, Gender Violence, and Sex Trafficking*. University of Chicago Press.

Assessment: Dissertation (100%, 10000 words) in August. Two hard copies of the dissertation, with submission sheets

attached to each, to be handed in to the Sociology Hub, STC.S116, no later than 4.00pm on Thursday 19th August 2021. An additional copy to be uploaded to Moodle no later than 4.00pm on the same day.

Both hard copies and electronic copies must be submitted on time to avoid any late submission penalties.

Dissertations may be up to and no more than 10,000 words, must be word-processed and be fully referenced using a recognised citation system.

Attendance at all classes and submission of all set coursework is required.

S04B3 Half Unit

The Sociology of Human Rights Practice

This information is for the 2020/21 session.

Teacher responsible: Dr Monika Krause STC.S207

Availability: This course is available on the MSc in Human Rights and MSc in Human Rights and Politics. This course is available with permission as an outside option to students on other programmes where regulations permit.

Preference will be given to students MSc in Human Rights and MSc in Human Rights and Politics. This course may be available as an outside option where spaces are available.

Course content: This module invites students to examine practices in human rights NGOs as a case for the sociology of knowledge and expertise. The course will familiarise students with theoretical and analytical tools, which sociologists use to understand expert practices and practices in organizations, as well as with current sociological research on international NGOs. Students will be asked to participate in two simulation activities as part of this module: In one session, students will work in teams to develop advocacy projects. In a separate, day-long activity, we will study professional standards in human rights and related fields and then meet to review evidence on a specific setting – the ongoing crisis in the fictional context of Ruritania. Working in different teams, students will develop proposals for concrete interventions that might further human rights in Ruritania. We will reflect on the simulation in terms of the assumptions and knowledge-claims we have made and encountered and their implications for broader sociological questions. We will discuss conclusions in three areas: First, we can discuss conclusions in terms of questions in the sociology of expert practice; second, we will discuss conclusions in terms of skills students have used, and might need to develop; thirdly, we will discuss what our observations mean for how we can best pursue practical goals relating to social change and human rights.

Teaching: 21 hours of seminars and 9 hours of seminars in the LT. The class will be taught in a non-traditional extended seminar form, bringing 30 students together for 3 hours for a mixture of discussion and focused small-group activities. This course includes a day-long session on the second Saturday of week 7. Please make sure to check your calendar before enrolling on this course.

These teaching arrangements may change if online teaching is required at any point during the Lent Term.

Reading Weeks: Students on this course will have a reading week in LT Week 6, in line with departmental policy.

Formative coursework: Students have the option of handing in a formative essay of 1,500 words addressing knowledge practice in a field other than human rights in week 6. If completed by the deadline, students will receive feedback within two weeks.

Indicative reading:

- Becker, Howard. 1984. *Art Worlds*. Berkeley: University of California Press.
- Hopgood, Steven. 2006. *Keepers of the Flame: Understanding Amnesty International*. Cornell: Cornell University Press.
- Krause, Monika. *The Good Project. Humanitarian Relief and the Fragmentation of Reason*. Chicago: Chicago University Press

- Latour, Bruno and Steven Woolgar. 1985. *Laboratory Life. The Construction of Scientific Facts*. Princeton: Princeton University Press.
- O'Flaherty, Michael (2007) *The Human Rights Field Operation. Law Theory and Practice*. London: Ashgate.
- Barnett, Michael. 2002. *Eyewitness to a Genocide: The United Nations and Rwanda*. Ithaca, NY: Cornell University Press, 2002.
- Bob, Clifford. 2005. *The Marketing of Rebellion: Insurgents, Media, and International Activism*. Cambridge: Cambridge University Press.
- Cooley, Alexander and James Ron, "The NGO Scramble: Organizational Insecurity and the Political Economy of Transnational Action," *International Security* 27, no. 1 (2002): 5-39.
- De Waal, Alex. 2003. "Human Rights, Institutional Wrongs." In *Rethinking International Organizations: Pathology and Promise*, edited by Dennis Dijkzeul and Yves Beigbeder. New York: 234-260.
- DfId. 2001. *Guidance on Using the Revised Logical Framework*. London: 2011.
- Kanter, Rosabeth M. 1977. "Managers" and "Secretaries." Ch. 3-4 in *Men and Women of the Corporation*. New York: Basic Books.
- O'Flaherty, Michael (2007) *The Human Rights Field Operation. Law Theory and Practice*. London: Ashgate.
- Slim, Hugo and Andrew Bonwick (2006) *Protection: An ALNAP Guide for Humanitarian Agencies*. Oxford: Oxfam
- Sphere Project: *Humanitarian Charter and Minimum Standards in Disaster Response*. Geneva: The Sphere Project, 2011.
- Stevens, Alex. 2006. "Telling Policy Stories: An Ethnographic Study of the Use of Evidence in Policy-making in the UK." *Journal of Social Policy* 1:1–19
- Taplin, Dana H. and Helene Clark: *Theory of Change Basics. A Primer on Theory of Change*. ActKnowledge: New York 2012.
- Weber, Max. 1996. *Bureaucracy*, in: *Essays in Sociology*. London: Routledge, pp. 196-216.
- Wong, Wendy. 2012. *Internal Affairs: How the Structure of NGOs Transforms Human Rights*. Ithaca Cornell University Press.

Assessment: Essay (100%, 5000 words) in the ST.

For their assessment students will complete an essay that does not exceed 5000 words in length. The essay will respond to an analytical provocation by drawing on observations from the simulation activities.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the submission day.

S04B4 Half Unit Not available in 2020/21

The New Reproductive Sociology

This information is for the 2020/21 session.

Teacher responsible: Prof Charis Thompson STC.S102

Availability: This course is available on the MSc in Culture and Society, MSc in Economy, Risk and Society and MSc in Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit. Priority will be given to students on the MSc Sociology, MSc Economy, Risk and Society and MSc Culture and Society.

Course content: The field of Reproductive Sociology is opening up new areas to empirical sociological research and spurring exciting new directions in sociological theory. The study of social reproduction, of assisted reproductive and selecting technologies, and of gendered bodily and emotional labor reveals patterns of globalization and domestic intersectional stratification, new definitions of the family, thriving markets in bodily and intimate labour, and new migratory pathways. Theoretically, reproductive sociology lends new understanding to debates about the future of work, new forms of the division of labour, expansion of markets and limits to markets, migration, platform capitalism, and inequality. Reproductive sociology makes evident fungibilities among economic, moral, bodily, aesthetic, social, and cultural capital and takes these interfaces as a lens through which to interrogate the very foundations of social order and change.

Teaching: 25 hours of seminars in the LT.

Formative coursework: Students will be expected to produce 1 piece of coursework in the LT.

An annotated bibliography for the summative essay.

Indicative reading: Recommended texts:

Viviana Zelizer, *The Purchase of Intimacy*, 2010. Ashley Mears, *Pricing Beauty*, 2011. Sarah Franklin, *Biological Relatives*, 2014. Evelyn Nakano Glenn, *Forced to Care*, 2010. Charis Thompson, 2014. *Three Times a Woman: Voting, Egg Donation, Cosmetics, and the Punctuated Gendering of Stem Cell Innovation in California*. Alondra Nelson, *The Social Life of DNA*, 2016. Osagie Obasogie and Marcy Darnovsky, eds., *Beyond Bioethics, Toward a New Biopolitics*, 2018. Katherine Dow, *Making a Good Life*, 2016

Assessment: Essay (80%, 4000 words) in the ST.

In-class assessment (20%) in the LT.

20% will be assessed for seminar participation, split equally between leading student discussion once during the term, and participating actively in discussion and listening throughout the term. Students will be asked to submit a one-paragraph description of something they contributed and something they learned from their peers, and a one-paragraph description of their participation at the end of the course.

SO4B5 Half Unit

The Anticolonial Archive: The Sociology of Empire and its Afterlives

This information is for the 2020/21 session.

Teacher responsible: Dr Sara Salem STC.S218

Availability: This course is available on the MSc in Human Rights, MSc in Human Rights and Politics and MSc in Political Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit. Priority will be given to students on the MSc in Human Rights, MSc in Human Rights and Politics and MSc in Political Sociology.

Course content: This course focuses on a selection of 20th century anti-colonial movements in order to explore the postcolonial moment that emerged after the end of European empire. It addresses debates within global sociology, postcolonial studies and political sociology, looking at the legacies and afterlives of empire and what these mean for sociological analysis. We trace conversations anti-colonial movements had around nationalism and post-nationalism; capitalism and geopolitics; resistance, subjectivity and modernity; and global patterns of inequality. The course investigates these topics through various "anticolonial archives," including theoretical texts by major anticolonial and postcolonial theorists, literature, archival data, posters, images, speeches, films, memoirs and private correspondence.

The first part of the course explores anticolonial movements through some of the major theoretical texts that emerged during this moment by thinkers such as Frantz Fanon, B.R. Ambedkar, Kwame Nkrumah, Claudia Jones, Aimé Césaire, Chandra Mohanty, and Edward Said, among others, in order to sketch out the theoretical stakes of decolonisation and in particular the multiple alternative postcolonial projects that were proposed. The second part of the course focuses on two particular features of anticolonial movements and the postcolonial states they produced: their internationalism on the one hand and their focus on nationalism on the other. We look at internationalist and third worldist movements such as pan-Africanism, pan-Arabism, transnational feminism and Third World Marxism—particularly through the lens of international spaces such as the Marxist 'internationals,' the Afro-Asian Conference at Bandung and the Pan-African Congresses—before delving more deeply into particular national contexts (cases include South Africa, Algeria, Egypt, India and Cuba). The course ends by addressing the afterlives of empire, assessing the emergence of postcolonial states; global migration and the end of empire; the effects of the global neoliberal project

on the postcolonial world; and contemporary debates around postcolonial/decolonial theory

Teaching: This course is delivered through a combination of lectures, online materials and seminars totalling a minimum of 20 hours in the LT.

Reading Weeks: Students on this course will have a reading week in LT Week 6, in line with departmental policy

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

A 1,500 word reflective essay to be handed in during Week 7 of LT that takes a particular object or material from an "anticolonial archive" and discusses it in relation to the course themes, readings, and questions. This may be used to build an online "anticolonial archive" based on the course as a whole, on the LSE Sociology website. This should lay the basis for a topic or set of questions which you will explore in your summative essay. The formative is intended as an opportunity to begin to explore the various anticolonial archives and how to approach materials within them in relation to theoretical questions.

Indicative reading: Indicative readings:

Chatterjee, P., 2012. *The black hole of empire: History of a global practice of power*. Princeton University Press. Fanon, F., 1963. *The wretched of the earth*. New York: Grove Press. Gordon, A.F., 2008. *Ghostly matters: Haunting and the sociological imagination*. University of Minnesota Press. Kelley, R.D., 2002. *Freedom dreams: The black radical imagination*. Beacon Press. Krug, Jessica. 2019. *Fugitive Modernities: Kisama and the Politics of Freedom*. Duke University Press. Mahler, A.G., 2018. *From the Tricontinental to the global South: race, radicalism, and transnational solidarity*. Duke University Press. Said, E.W., 1983. *The world, the text, and the critic*. Harvard University Press. Scott, D., 2004. *Conscripts of modernity*. Duke University Press. Singh, J., 2017. *Unthinking mastery: Dehumanism and decolonial entanglements*. Duke University Press. Steinmetz, G. ed., 2013. *Sociology and empire: the imperial entanglements of a discipline*. Duke University Press.

Assessment: Essay (85%, 4000 words) in the ST.

In-class assessment (15%) in the LT.

15% of the final mark will be given for a presentation during one seminar and participation throughout.

The in-class presentation is a way to ensure participation and a deeper engagement with the material. It also allows students to respond to material in creative ways. This presentation will be collaborative and will explore a particular knowledge object.

We will complete a reading round at the start of each class, during which students will spend a few minutes reflecting on the readings and pointing to any questions they may have raised. Students are expected to participate in this every week, and this is what counts towards participation throughout, which together with an in-class presentation adds to the 15%.

SO4B6 Half Unit Not available in 2020/21

Nature and Technology: More than Human Sociology

This information is for the 2020/21 session.

Teacher responsible: Dr Carrie Friese STC.S213

Availability: This course is available on the MSc in Culture and Society, MSc in Economy, Risk and Society and MSc in Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The premise of this course is that, to understand social life, we need to go beyond human subjects to also consider our relations with other living species and inanimate things. In this course we will explore how the more than human social world can be theorised, thus providing an alternative to the twin modernist notions of nature as the grounds for society as well as technology as the human construction of the material world. The theorists we will read in this course are largely located

within Science and Technology Studies, and may include: Karen Barad, Vinciane Despret, Donna Haraway, Bruno Latour, Maria Puig de la Bellacasa and/or Isabelle Stengers. Drawing on these theorists, we will ask how entities like cells and microbes or plants and animals or digital and mechanical technologies shape human social life. Examples may be in the fields of: (re) production, infectious diseases, weather and climate, health care provision and/or commodity supply chains. We will explore how more than human perspectives on these processes reshapes sociological understandings of capitalism/post-capitalism, power and biopolitics, humanitarianism and rights, and/or inequalities. Through these theories and empirical case studies, across the course we will ask what it means to be human today, and we will probe the ethics involved in living together in power laden, affective relations with other species and things in remaking the planet.

Teaching: 10 hours of lectures and 10 hours of seminars in the LT.

Formative coursework: Essay plan of 1,500 words due in Week 9 of Lent Term. This should include: a provisional thesis statement, an essay outline and an annotated bibliography.

Indicative reading:

- Barad, Karen. (2007) *Meeting the Universe Halfway: Quantum Physics and the Entanglement of Matter and Meaning*. Durham: Duke University Press.
- Chakrabarti, Pratik. (2012) *Bacteriology in British India: Laboratory Medicine and the Tropics*. Rochester: University of Rochester Press.
- Elias, Ann. (2019) *Coral Empire: Underwater Oceans, Colonial Tropics, Visual Modernity*. Durham: Duke University Press.
- Haraway, Donna J. (2016) *Staying with the Trouble: Making Kin in the Chthulucene*. Minneapolis: University of Minneapolis Press.
- Kohn, Eduardo. (2013) *How Forests Think: Toward an Anthropology Beyond the Human*. Berkeley: UC Press.
- Latour, Bruno. (2018) *Down to Earth: Politics in the New Climatic Regime*. Cambridge: Polity.
- Oudshoorn, Nelly. (2016) *Telecare Technologies at the Transformation of Healthcare*. London: Palgrave.
- Puig de la Bellacasa. (2017) *Matters of Care: Speculative Ethics in the More than Human Worlds*. Minneapolis: University of Minneapolis Press.
- Tsing, Anna. (2017) *The Mushroom at the End of the World: On the Possibility of Life in Capitalist Ruins*. Princeton: Princeton University Press.
- Vora, Kalindi and Neda Atanasoski. (2019) *Surrogate Humanity: Race, Robots, and the Politics of Technological Futures*. Durham: Duke University Press.

Assessment: Essay (90%, 4000 words) in the ST.

Class participation (10%) in the LT.

Each student will sign up to lead the seminar discussion on two different weeks. This will be done in groups of 2-3 students. The group is to submit a 500 word plan for the seminar discussion, including introductory comments and discussion question. The best mark from the two will be taken as the summative class participation mark.

S04B7 Half Unit

Lawful Violence: Policing, Militaries and Security

This information is for the 2020/21 session.

Teacher responsible: Dr Mahvish Ahmad, STC.S108

Availability: This course is available on the MSc in Human Rights, MSc in Human Rights and Politics and MSc in Political Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit. Priority will be given to students on the MSc in Human Rights, MSc Human Rights and Politics and MSc in Political Sociology programmes.

Course content: This course critically investigates lawful violence deployed by police, militaries, and organisations like security

firms and paramilitary outfits. We begin by conceptualizing the relationship between state, law, and violence, paying particular attention to a classical definition of the state as a human community with the legitimate monopoly over violence in a given territory. The course will explore how violence forged state power through wars and colonial conquest, and the relationship between state violence and racial, class, and gendered power. We trace the historical and sociological roots of state-sanctioned, violence-making institutions including state militaries and the police, or paramilitary outfits and private contractors. We also chart the shifting technologies of violence through time and around the world, by looking at regular warfare, drone policing, and surveillance. We learn critiques and responses from communities and movements at the receiving end of state violence, including demands to abolish or defund police, prisons, and militaries. Through this course, students will gain a solid understanding of state violence—and alternative imaginations of political community and justice that fundamentally refigure the place of violence and its relationship to collective life.

Teaching: This course is delivered through a combination of lectures, online materials and seminars, totalling a minimum of 20 hours across LT.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will be expected to produce 1 piece of coursework in the LT.

The formative assessment will consist of one 800-word research abstract which will form the basis for their summative essay.

Indicative reading:

- Du Bois, WEB. *The African Roots of War*. Atlantic Monthly, May, 1915.
- Weber, Max. 1946 [1919]. *Politics as a Vocation* in *From Max Weber: Essays in Sociology*. New York: Oxford University Press.
- Hall, Stuart. 1978. *Policing the Crisis: Mugging, the State, and Law and Order*. Red Globe Press.
- Institute of Race Relations. 1985. *Policing Against Black People*.
- Davis, Angela Y. 2011. *Are Prisons Obsolete?* Seven Stories Press.
- Tilly, Charles. 1985. *War-Making and State-Making as Organized Crime*.
- Foucault, Michel. 1995. *Discipline and Punish: The Birth of the Prison*. NY: Vintage Books.
- Khalili, Laleh. 2012. *Time in the Shadows: Confinement in Counterinsurgencies*. Stanford University Press.
- Feldman, Ilana. 2015. *Police Encounters: Security and Surveillance in Gaza under Egyptian Rule*. Stanford University Press.
- McCoy, Alfred. 2009. *The United States, the Philippines, and the Rise of the Surveillance State*. Ateneo de Manila University Press.
- INCITE! Women of Color Against Violence. 2016. *Color of Violence: The INCITE! Anthology*, Duke University Press.
- Gilmore, R.W. *Golden Gulag: Prisons, Surplus, Crisis and Opposition in Globalizing California*. University of California Press.
- Kundnani, Arun. 2014. *The Muslims are Coming! Islamophobia, Extremism, and the Domestic War on Terror*. Verso Books.
- Kaplan, Caren. 2018. *Aerial Aftermaths: Wartime From Above*. Duke University Press.
- Seigal, Micol. 2018. *Violence Work: State Power and the Limits of Police*. Duke University Press.
- Wacquant, Loic. *Punishing the Poor: The Neoliberal Government of Social Insecurity*. Duke University Press.
- Fassin, Didier. *Enforcing Order: An Ethnography of Urban Policing*. Polity Press.
- Wang, Jackie. 2018. *Carceral Capitalism*. MIT Press.
- Gregory, Derek. 2011. *From a View to a Kill: Drones and Late Modern War. Theory, Culture, and Society*.
- El-Eany, Nadine and Eddie Bruce-Jones. 2015. *Justice, Resistance, and Solidarity: Race and Policing in England and Wales*. Runnymede Trust.
- Special Issue on Violence and Policing, edited by Madiha Tahir and Shamus Khan for *Public Culture*, Vol. 31, Issue 3, 1 September 2019.
- Scahill, Jeremy. 2007. *Blackwater: The Rise of the World's Most*

Powerful Mercenary Army. Nation Books.

Assessment: Essay (80%, 4000 words) in the ST. Group presentation (10%) and class participation (10%) in the LT. 10% of the final mark will be given for class participation, i.e. for coming to class having read and ready to engage. 10% will be given for a student presentation. Students will present on a chosen, original research topic that will also form a final, summative essay. This encourages students to take active part in the seminar throughout the Lent Term, discuss their ideas intensely with their presentation group, and gain feedback on original research and ideas from the rest of the class. 80% of the final mark will be given for a 4000-word essay on an original research topic to be prepared in Summer Term. The original research topic will draw from the student presentations and will be based on a formative abstract submitted in Lent Term. This mark ensures that students will develop independent intellectual work in relation to the topics covered in class.

SP400 Half Unit

International Social and Public Policy

This information is for the 2020/21 session.

Teacher responsible: Dr Sunil Kumar OLD.2.55

The course will be taught by a team of faculty members with complementary areas of expertise.

Availability: This course is compulsory on the MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration) and MSc in International Social and Public Policy (Non-Governmental Organisations). This course is available on the MSc in International Social and Public Policy (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process.

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses160>

Course content: This course engages with the social and public policy challenges facing states and citizens across the world. It introduces students to core issues, concepts, actors and debates shaping our understanding of social and public policy, its drivers and impacts. It outlines the questions raised by efforts to ensure a healthy, educated and productive population, to protect those without other means of support, and to reduce inequalities of e.g. gender, class, and ethnicity. It discusses diverse policy approaches to these issues, their ideological underpinnings, and the varying configurations of actors involved in the policy process - the state, the market, civil society, the family, and international organisations. The course explores applications to a range of policy domains, such as education, urbanisation, health, family, social care, migration, inequality and redistribution, and to varied country contexts. The course is informed by an international and comparative approach that considers both rich and poor country contexts and international dimensions and locates these within a historical understanding of both national and global processes.

Teaching: 15 hours of lectures and 13 hours and 30 minutes of seminars in the MT. 1 hour and 30 minutes of seminars in the ST.

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

Indicative reading:

- Beland, D., Shoyama, J., Mahon, R. 2016. Advanced Introduction to Social Policy. Edward Elgar.
- Deacon, B. 2007. Global Social Policy and Governance. Sage.
- Ferguson, J. 2016. Give a Man a Fish: Reflections on the New Politics of Distribution. Duke University Press.
- Fraser, N. 2008. Scales of Justice: Reframing Political Space in a Globalizing World. Polity.
- Gonzalez-Ricoy, I. and Gosseries, A. (eds.) 2016. Institutions for

Future Generations. Oxford University Press.

- Hill, M. and Varone F. 2017. The Public Policy Process. Seventh Edition. Routledge.
- Hoppe, R. 2011. The Governance of Problems: Puzzling, Powering and Participation. The Policy Press.
- Hudson, J.R. and Lowe, S.G. 2009. Understanding the Policy Process: Analysing Welfare Policy & Practice. Second Edition. The Policy Press.
- Yeates, N. (ed.) 2014. Understanding Global Social Policy. Second Edition. The Policy Press.

Assessment: Online assessment (100%) in the ST.

SP401 Half Unit

Understanding Policy Research

This information is for the 2020/21 session.

Teacher responsible: Dr Berkay Ozcan OLD.2.33

Availability: This course is compulsory on the MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations) and MSc in International Social and Public Policy (Research). This course is not available as an outside option.

All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process.

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

Pre-requisites: No Prerequisites.

Course content: This course aims to provide an understanding of issues associated with the research process, in the context of the MSc in International Social & Public Policy. The course includes an examination of philosophical issues underpinning research methods in social policy; the place of different research methods (qualitative and quantitative) in international social & public policy; the use of research; and the role of evidence in informing social & public policy.

This is not a 'how to' methods course. Instead, students will be equipped to become critical readers and users of research. Students will gain an understanding of the role of research in the policy process, and of the philosophical underpinnings of different approaches to ISPP research, both quantitative and qualitative; they will scrutinise which research designs are appropriate for different kinds of policy investigation; and learn to critique the validity of the implications for policy drawn by researchers, given the methods they have used.

Teaching: 15 hours of lectures and 15 hours of seminars in the MT.

Formative coursework: Students will be expected to answer a set of broad questions every week, which will be similar to the exam questions and related to the lecture and seminar material covered in that week.

Indicative reading:

- Alan Bryman (2012) Social Research Methods, 4th edition Oxford University Press;
- C Robson & K McCartan (2015) Real world research: A resource for social scientists and practitioner-researchers, 4th edition. Oxford University Press;
- Justin Parkhurst (2016) The Politics of Evidence: From Evidence-Based Policy to the Good Governance of Evidence, Routledge.

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

The course is intended to inform the student's dissertation in terms of underpinning issues, concepts, methodological choices and the role of research in social and public policy implementation. Assessment is a final exam comprising questions requiring relatively shorter answers which aims to test the skills outlined above and reflects the breadth of issues covered throughout the

course (100%).

SP403

Academic & Professional Skills Development

This information is for the 2020/21 session.

Teacher responsible: Dr Kitty Stewart OLD 2.36

Availability: This course is available on the MSc in Criminal Justice Policy, MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations) and MSc in International Social and Public Policy (Research). This course is not available as an outside option. Available only to students on Social Policy Programmes.

Course content: The course will consist of 8 workshops in the MT focusing on the development of academic skills (to include effective reading; academic writing; presentation skills; networking skills; time management; and resilience); and 4 workshops in the LT focusing on the development of professional skills, and working in the Social Policy sector.

The course will complement students' academic studies and support them to get the most out of their courses and Programme; while also helping them to make the link between the skills and knowledge they develop during their time at LSE and the opportunities and requirements of a range of careers in Social Policy.

Teaching: 14 hours of lectures in the MT. 6 hours of lectures in the LT.

The course will be delivered through a series of workshops, with associated tasks assigned to students' peer groups (assigned at the start of the academic year).

Assessment:

This course is non-credit bearing, and there is no formal assessment.

SP410 Half Unit

Migration: Current Research, Critical Approaches

This information is for the 2020/21 session.

Teacher responsible: Prof Lucinda Platt (OLD.2.25)

Availability: This course is compulsory on the MSc in International Social and Public Policy (Migration). This course is available on the MSc in Inequalities and Social Science, MSc in International Migration and Public Policy, MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Non-Governmental Organisations) and MSc in International Social and Public Policy (Research). This course is available with permission as an outside option to students on other programmes where regulations permit. All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process. <https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

Course content: This interdisciplinary course addresses contemporary global migration issues with reference to both developing and developed country contexts, and to different patterns and forms of migration. The course examines the relationship between migration and social and public policies, including the implications for how migrants and migration are conceptualised, for inequalities in the movement of people, for welfare systems, and for the impacts of migration in countries of origin and destination. Teaching across the course integrates critical theoretical approaches to migration with applications using

different migration-related research methods.

Teaching: 15 hours of lectures and 15 hours of seminars in the MT.

Formative coursework: Students are expected to participate actively in seminars and course activities, to prepare a group presentation, and to write a formative essay linked to their written summative assignment.

Indicative reading:

- Castles, de Haas & Miller (2013) *The Age of Migration*;
- Shachar (2009) *The Birthright Lottery: Citizenship and Global Inequality*;
- Luthra, Platt & Salamonska (2016) "Types of Migration: The Motivations, Composition and Early Integration Patterns of 'New Migrants' in Europe", *International Migration Review*;
- Piper (ed) (2008) *New Perspectives on Gender and Migration: Livelihood, Rights and Entitlements*;
- Faist, Bilecen, Barglowski & Sienkiewicz (2015) "Transnational Social Protection: Migrants' Strategies and Patterns of Inequalities", *Population, Space and Place*, 21, 193-202;
- FitzGerald (2012) "A Comparativist Manifesto for International Migration Studies" *Ethnic and Racial Studies*, 35: 10, 1725-1740;
- De Genova (2002) "Migrant 'Illegality' and Deportability in Everyday Life", *Annual Review of Anthropology*, 31, 419-47.

Assessment: Coursework (100%) in the LT.

SP411 Half Unit

Social Policy and Development

This information is for the 2020/21 session.

Teacher responsible: Dr Timothy Hildebrandt OLD.2.56, Dr Sunil Kumar OLD.2.55 and Dr Muzafferettin Seckinelgin OLD.2.27

Availability: This course is compulsory on the MSc in International Social and Public Policy (Development). This course is available on the MSc in International Social and Public Policy, MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations) and MSc in International Social and Public Policy (Research). This course is available with permission as an outside option to students on other programmes where regulations permit. All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process. <https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses> <http://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

Pre-requisites: No prerequisites.

Course content: This course provides the analytical tools needed to understand and critically evaluate the key practical challenges of social development. A wide range of development contexts will be discussed using empirical research and case studies. Key themes include: linking social policy theory, implementation and practice; making social protection effective; managing sector reform processes; projects and programmes, including design and evaluation; participation and community development; gender analysis; the impact of corporate social responsibility and social enterprises on poverty reduction.

Teaching: 15 hours of lectures and 15 hours of seminars in the MT. 1 hour and 30 minutes of lectures in the ST.

Formative coursework: The formative work on this course is a mock exam. Students will receive feedback on their mock exam from their academic Mentor.

Indicative reading:

- Barrientos, A. and D. Hulme, eds. (2008) *Social Protection for the Poor and the Poorest: Concepts, Policies and Politics*. London: Palgrave Macmillan;
- Dale, R (2004) *Development Planning: Concepts and Tools for Planners, Managers and Facilitators*, Zed Books;
- Green, D. (2008) *From Poverty To Power: How Active Citizens and Effective States Can Change The World*. Oxford: Oxfam

International;

- Hickey, S. and Mohan, G. (2004) *Participation, from tyranny to transformation? Exploring new approaches to participation in development*. London: Zed Books;
- Midgley, J. (1995) *Social development: the developmental perspective in social welfare*. London: Sage;
- Rondinelli, D. (1983) *Development Projects as Policy Experiments: An Adaptive Approach to Development Administration*. London: Methuen;
- Thin, N. (2002) *Social progress and sustainable development*. London: ITDG;
- Willis, K. (2005) *Theories and Practices of Development*. London: Routledge.

Assessment: Exam (100%, duration: 2 hours) in the January exam period.

SP412 Half Unit

Non-Governmental Organisations, Social Policy and Development

This information is for the 2020/21 session.

Teacher responsible: Prof David Lewis OLD 2.40

Availability: This course is compulsory on the MSc in International Social and Public Policy (Non-Governmental Organisations). This course is available on the MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration) and MSc in International Social and Public Policy (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process.

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

Pre-requisites: Students will benefit from having some experience of work within NGOs and/or relevant government departments or donor agencies working with NGOs.

Course content: The course focuses on the specialised field of non-governmental organisations (NGOs) within the field of social policy and development, and considers theoretical and policy issues.

Main topics include the history and theory of NGOs; the changing policy contexts in which NGOs operate; NGO service delivery and advocacy roles in policy; NGO relationships with other institutional actors including government, donors and private sector; challenges of NGO effectiveness and accountability; NGO organisational growth and change; and conceptual debates around civil society, social capital, social movements and globalisation.

Teaching: 15 hours of lectures and 15 hours of seminars in the MT. 1 hour and 30 minutes of lectures in the ST.

Formative coursework: Students will sit a mock exam as their formative work and will receive feedback from their academic Mentor.

Weekly student led seminars which involve discussion of the assigned readings will also help to develop students' critical thinking, reading, and analytical skills

Indicative reading:

- Bebbington, A., Hickey, S. and Mitlin, D. (2008) *Can NGOs Make a Difference?* London: Zed Books;
- Beck, E. (2017) *How Development Projects Persist: Everyday Negotiations With Guatemalan NGOs*. London: Duke.
- Edwards, M. and Hulme, D. (1996) *NGOs, Performance and Accountability: Beyond the Magic Bullet*. London: Earthscan;
- Glasius, M., Lewis, D. and Seckinelgin, H. (2004) eds. *Exploring Civil Society: Political and Cultural Contexts*, London: Routledge;
- Holmen, H. (2010) *Snakes in Paradise: NGOs and the Aid Industry in Africa*. Sterling VA: Kumarian;
- Howell, J. and J. Pearce (2001) *Civil Society and Development: A Critical Exploration*. London: Lynne Rienner;

- Lashaw, A., Vannier, C. and Sampson, S. (2017) eds. *Cultures of Doing Good: Anthropologists and NGOs*. Tuscaloosa: University of Alabama Press;
- Lewis, D. and Kanji, N. (2009) *Non-Governmental Organisations and Development*. London: Routledge;
- Lewis, D. (2014) *NGOs, Management and Development*. London: Routledge.

Assessment: Online assessment (100%) in the ST.

SP413 Half Unit

Understanding Social (Dis)advantage

This information is for the 2020/21 session.

Teacher responsible: Dr. Amanda Sheely OLD 2.52

Availability: This course is available on the MSc in Criminal Justice Policy, MSc in Inequalities and Social Science, MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations), MSc in International Social and Public Policy (Research) and MSc in Social Research Methods. This course is available with permission as an outside option to students on other programmes where regulations permit.

All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process.

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

Amongst non Social Policy students, priority for places is given to students on the MSc Inequalities and Social Science.

Course content: This course addresses the emergence, maintenance and dynamics of social advantage and disadvantage in different areas of life across different social groups. It explores inequalities in income, poverty & wealth, labour market position, family resources, education, crime, and life chances, with reference to social groups defined according to their gender, ethnicity, as well as citizenship and migration status. It pays specific attention to intersectional, cumulative and relational processes in the reproduction of inequalities.

Teaching: 10 hours of lectures and 15 hours of seminars in the LT. 1 hour and 30 minutes of lectures in the ST.

Formative coursework: Students will be required to undertake a formative essay.

Indicative reading: The core text for the course is:

- H Dean & L Platt (eds) 2016. *Social Advantage and Disadvantage*. Oxford University Press.
- Other indicative background reading:
- Milanovic, B. 2016. *Global Inequality*, The Belknap Press.
- McCall, L. (2005). 'The Complexity of Intersectionality'. *Signs: Journal of Women in Culture and Society*, 30(3): 1771–800.160
- Atkinson, A.B. (2015). *Inequality: What can be done?* Harvard University Press.
- Faist, T. (2016) 'Cross-Border Migration and Social Inequalities'. *Annual Review of Sociology*, 42: 323-346.
- Payne, G. (ed.) 2013. *Social Divisions*. Third Edition. Palgrave Macmillan.

Assessment: Essay (100%, 2400 words) in the ST.

The summative assessment for this course comprises an essay in ST. Students must answer two out of seven questions that will be given a week in advance of the due date. The maximum word limit for each question is 1,200 words.

SP414 Half Unit

Ethnicity, Race and Social Policy

This information is for the 2020/21 session.

Teacher responsible: Prof Coretta Phillips OLD.2.28

Availability: This course is available on the MSc in Criminal Justice Policy, MSc in Gender, Policy and Inequalities, MSc in International Migration and Public Policy, MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations) and MSc in International Social and Public Policy (Research). This course is available with permission as an outside option to students on other programmes where regulations permit. All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process.

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

Amongst non-SP students, preference will be given first to students on MSc International Migration and Public Policy and MSc Gender, Policy and Inequalities.

Course content: Course looks at: Understanding Key Concepts; Disciplinary Frameworks; Migration and Citizenship, Theorising Multiculturalism; Ethnic Settlement and Housing Inequalities; Education; Employment, Poverty and Underclass; Criminalisation and Incarceration; Discrimination and the Role of the State I: Positive and Affirmative Action; Discrimination and the Role of the State II: Legislative Frameworks, Diversity, and Service Delivery.

Teaching: 15 hours of lectures and 15 hours of seminars in the LT.

Formative coursework: Essay 1: 2000 word essay based on course coverage from Weeks 1-5.

Essay 2: 2000 word essay based on course coverage from Weeks 7-11.

Indicative reading:

- Sangeeta, C., Flynn, R. (2019) Understanding 'Race' and Ethnicity: Theory, History, Policy, Practice. Bristol: Policy Press.
- Murji, K. (2017) Racism, Policy and Politics. Bristol: Policy Press.
- Jivraj, S. and Simpson, L. (eds) (2015) Ethnic Identity and Inequalities in Britain: the Dynamics of Diversity. Bristol: Policy Press.
- Goldberg DT (2015) Are We All Postracial Yet?, Cambridge: Polity.
- Bulmer, M. and Solomos, J. (ed.) (1999) Racism. Oxford: Oxford University Press.
- Back, L. and Solomos, J. (eds.) (2000) Theories of Race and Racism: A Reader. London: Routledge.
- Bloch, A., Neal, S. and Solomos, J. (eds) (2013) Race, Multiculture and Social Policy. Basingstoke: Palgrave.
- Bhattacharyya, G, Gabriel, J. and Small, S. (2002) Race and Power: Global Racism in the Twenty-First Century. London: Routledge.

Assessment: Essay (100%, 2000 words) in the LT.

The summative assessment mark (100%) will be the BEST of the two 2000 word formative essays.

SP415 Half Unit

Urbanisation and Social Policy in the Global South

This information is for the 2020/21 session.

Teacher responsible: Dr Sunil Kumar OLD.2.55

Availability: This course is available on the MSc in Development Management, MSc in Development Studies, MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations) and MSc in International Social and Public Policy (Research). This course is available with permission

as an outside option to students on other programmes where regulations permit.

All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process.

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

Some knowledge of or experience of dealing with urban issues is desirable. To apply for a **place** on this course, prospective students will have to **write a 250-word statement** (information will be available on the Moodle page for the course) as to: (i) why they would like to take this course - 50 words; (ii) what they can bring to the course - 125 words, and (iii) how they intend to use the knowledge gained (for example, for their dissertation or future employment or research) - 75 words.

Pre-requisites: Some experience of urban issues in the Global South or North is desirable.

Course content: The course critically explores the challenges and opportunities that urbanisation and urban transformations pose in the social, spatial, economic, institutional and political realms in the urban Global South. A plurality of theoretical and conceptual perspectives informing contemporary policies and planning practices are explored each week.

Some of the themes explored in the course are, urbanisation, urbanism and social change, theories of urbanisation and urban change, internal migration and the rural-urban interface, urban poverty and livelihoods, urban labour markets and livelihoods, urban housing and tenure, urban basic services, urban governance, and urban social movements and collective action. Cross-cutting themes such as gender and the role of civil society are also explored.

Prospective students must be willing to commit themselves to full participation in all aspects of the course, including an element of art. They will be required to read and discuss the essential readings for both the lectures and seminars each week. They are also expected to read more widely and actively participate in the seminars. This course seeks a weekly commitment from students to undertake a non-assessed activity: (i) My_City – a short 500-750-word desk-based piece of research and writing that links key issues emerging from the lecture to a city of their choice with the view to meeting one of the pedagogical aims of this course, namely, linking theory with policy and practice. In addition to Moodle, the course will use other online tools such as Padlet.

Teaching: 15 hours of lectures and 15 hours of seminars in the LT.

1 In addition to the subject/topic based 160 lectures, there will be two additional lectures on: (i) Dr. Kumar's research (as the course is research led) in week 1 or 2 of LT, and; (ii) on the task for the summative essay (around week 5).

2 Students are required to attend all lectures.

Formative coursework: Students taking this course will have the opportunity to write a 1,000-word formative essay (excluding an abstract and references at the end of the essay) as a draft of the summative essay. The learning pedagogy and learning outcome is to receive feedback on what may become the summative essay. Since the formative is intended to lead to a summative essay, students will not receive a grade but will receive written feedback. The formative essay will have to be submitted in weeks 7-9 of the term in which the course is taught so that timely feedback can be provided. In thinking of the subject matter for the their summative essay, students are required to read widely and will find that undertaking the My_City weekly activities (as set out in the course content) - useful.

Indicative reading: A detailed reading list is provided for each lecture and seminar via the LSE library's electronic reading list. The following is an introductory list of texts in alphabetical order (a number of them are available as e-books via the LSE library).

- Chant, S. (2010) The International Handbook of Gender and Poverty: Concepts, Research, Policy. London: Edward Elgar.
- Hansen, K. T. and A. L. Dalsgaard (2008) Youth and the City in the Global South. Bloomington, Indiana: Indiana University Press.
- Kumar, S. (2001) Social Relations, Rental Housing Markets and the Poor in Urban India. Report for the UK Department for International Development (<https://assets.publishing.service.gov>).

- uk/media/57a08d64ed915d622c00197b/R6856.pdf)
- Kumar, S and M. Fernandez (2016) The Urbanisation-Construction-Migration Nexus in Five Cities in South Asia: Kabul, Dhaka, Chennai, Kathmandu and Lahore (Research commissioned by the UK Department for International Development's South Asia Research Hub (SARH), New Delhi, India. Six-page briefing Note - <http://eprints.lse.ac.uk/64169/> - Full report (30 MB) available at <http://eprints.lse.ac.uk/65861/> OR <http://r4d.dfid.gov.uk/Project/61261/Default.aspx>.
 - Miraftab, F. and N. Kudva (2014) Cities of the Global South Reader. New York: Routledge.
 - Parnell, S and S. Oldfield (2014) The Routledge handbook on cities of the Global South. Abingdon, Oxon: Routledge.
 - Samara, T. R., S. He and G. Chen (2013) Locating Right to the City in the Global South, Abingdon, Oxon; New York, NY; London: Routledge.
 - Satterthwaite, D. and D. Mitlin (2014). Reducing Urban Poverty in the Global South. London, Routledge.
 - UN-DESA (2014) World Urbanization Prospects: The 2014 Revision, Highlights (<https://esa.un.org/unpd/wup/publications/files/wup2014-highlights.pdf>).
 - UN-HABITAT (2016). Urbanization and Development: Emerging Futures. World Cities Report 2016 (http://nua.unhabitat.org/uploads/WCRFullReport2016_EN.pdf).
- Additional Reading:
- Brenner, N. (2013) "Theses on Urbanization." Public Culture, 25(1): 85-114.
 - Fischer, B. M., B. McCann and J. Auyero (Eds.) (2014) Cities from Scratch: Poverty and Informality in Urban Latin America. Durham, Duke University Press.
 - Fox, S. (2012) "Urbanization as a Global Historical Process: Theory and Evidence from sub-Saharan Africa." Population and Development Review, 38(2): 285-310.
 - IOM (2015) Migration and Cities (https://www.iom.int/sites/default/files/our_work/ICP/IDM/RB-25-CMC-Report_web-final.pdf).
 - Marcuse, P. (2009) Searching for the Just City: Debates in Urban Theory and Practice. London; New York: Routledge.
 - Mercedes González de la, R. (2006) "Vanishing Assets: Cumulative Disadvantage among the Urban Poor." Annals of the American Academy of Political and Social Science, 606: 68-94.
 - OECD (2015) The Metropolitan Century: Understanding Urbanisation and its Consequences, Paris: OECD Publishing.
 - Robinson, J. (2016). "Starting from anywhere, making connections: globalizing urban theory." Eurasian Geography and Economics, 57(4-5): 643-657.
 - Roy, A. (2005) "Urban Informality: Toward an Epistemology of Planning." Journal of the American Planning Association, 71(2): 147-158.

Assessment: Project (20%, 1000 words) in the LT.

Essay (80%, 5000 words) in the ST.

There are **two summative** assignments for the course; (i) a "**Just Neighbourhood project (JNp)**" - **20%**; and (ii) a **Summative Essay** - **80%**. The following is a short description of the two assignments.

Just Neighbourhood (JNp): This will take the form of a schematic drawing of a JN to incorporate the topics discussed in the course - for instance, migration, poverty, livelihoods, housing and basic services - and a supporting statement of 750-1000 words (20% of the overall grade). This is an in-course piece of work and will be submitted late in the term in which the course is taught. Guidance notes for the JNp and a dedicated marking frame will be available on Moodle.

The Summative Essay: The summative essay for the course must: (i) address an urban issue in the global South or apply a southern perspective to an urban issue in the Global North; and (ii) have relevance for marginalised groups. The grading will reflect: (i) innovation of thought; (ii) application of cultural perspectives as appropriate; and (iii) dovetail theory, policy and practice. The summative essay will be between 4,000-5,000 words long (80% of the overall grade) and is submitted early in the ST.

There are three potential entry points for identifying the subject matter for the essay: (1) an academic critique of an urban policy

(existing or proposed); (2) the identification of an urban issue that does not have a policy but requires one; (3) a critique of a conceptual framework that has been used to address an urban challenge. Students should note that entry points 1-3 are intended as prompts to help them approach the summative essay; thus, any number of starting points could be combined. Those students approaching the essay from starting points 1 and 2 are required to propose broad policy solutions and address key barriers to the adoption of the proposed policy. Those who would like to approach their essay from the perspective of point 3, will have to propose improvements to the conceptual framework being critiqued namely, how the critique changes the 'framing of the problem' and its associated policy implications. Students can also critique urban policy and conceptual frameworks in the global North as long as they use concepts from the global South. In doing so, they are required to suggest policy and conceptual improvements to urban challenges in the global North. This is designed to overcome the North-South divide and foster the transfer of ideas. Students who chose this option will have to demonstrate that the transfer of policy ideas or conceptual critiques, using literature from the urban South to the urban North, are feasible in terms of context, institutions and politics, for instance.

Extensive guidance notes for the summative essay will be available on Moodle.

SP416 Half Unit Not available in 2020/21 International Planning and Children's Rights

This information is for the 2020/21 session.

Teacher responsible: Prof Eileen Munro OLD2.33 and Dr Armine Ishkanian OLD1.13

Availability: This course is available on the MSc in Human Rights, MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (Migration) and MSc in International Social and Public Policy (Non-Governmental Organisations). This course is available as an outside option to students on other programmes where regulations permit.

Course content: This is an interdisciplinary course that explores the links between child rights and child poverty at all levels of development in rich and poor countries. The social and economic as well as the civil and political rights of children, as defined in recent international laws, charters and Conventions, are examined in relation to the conditions, especially poverty and multiple deprivation, experienced by many children. Human rights theories as a basis for international and social policies will be a focus of attention. There has to be universal planning and not only specific proposals to deal with serious violations of rights. Issues of child labour, the violations of war, cultural discrimination against girl children and the right to a minimally adequate family income will be discussed in relation to the roles played by international agencies, Trans National Corporations, governments and NGOs.

Teaching: 10 hours of lectures and 15 hours of seminars in the MT. 1 hour and 30 minutes of lectures in the ST.

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

Indicative reading: H J Steiner & P Alston, International Human Rights in Context, Oxford University Press, 2000; P Townsend & D Gordon (Eds), World Poverty: New Policies to Defeat an Old Enemy, Policy Press, 2002; D Gordon, et al, Child Poverty in the Developing World, Policy Press, 2003; K Watkins, Rigged Rules and Double Standards: Trade, Globalisation and the Fight Against Poverty, London, World Development Movement, 2002; C Chinkin, 'The United Nation Decade for the Elimination of Poverty: What Role for International Law?', Current Legal Problems 2001, Oxford University Press, 2002; M Flekkoy & N Kaufman, The participation rights of the child. London, Jessica Kinglsey, 1997; D Fottrell (Ed), Revisiting Children's Rights: 10 Years of the UN Convention on the Rights of the Child, The Hague and London, Kluwer Law

International, 2000; ILO, Social Security: A New Consensus, Geneva, 2001; ILO, P. Townsend, The Right to Social Security and National Development: Lessons from OECD Experience for Low-income Countries, Discussion paper 18, ILO, 2007; A. Hall and J. Midgley, Social Policy for Development, London, Sage, 2004; J. Madeley, Big Business, Poor peoples: The Impact of Trans National Corporations on the World's Poor, London, Zed Books; UNICEF, A League Table of Child Poverty in Rich Nations, Innocenti Report, Florence, 2000; H Cunningham & P Viazio, Child Labour in Historical Perspective 1800-1995, UNICEF, 1996; G. Lansdown, Evolving Capacities of Children: Implications for the Exercise of Rights, UNICEF Innocenti Centre, Florence, 2005; W.A. Corsaro, The Sociology of Childhood (2nd ed), Sage, 2006; R. Smith, Textbook on International Human Rights, Oxford University Press, 2005; D. Gordon, R. Parker, F. Loughran and P. Heslop, Disabled Children in Britain, London, TSO, 2000. Redmond G, 2008, Children's Perspectives on Economic Adversity: A Review of the Literature, Unicef Innocenti Centre, Florence, Discussion Paper.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

SP417 Half Unit Not available in 2020/21 Sexuality, Everyday Lives and Social Policy in Developing Countries

This information is for the 2020/21 session.

Teacher responsible: Dr Timothy Hildebrandt OLD.2.55 and Dr Muzafferettin Seckinelgin OLD 2.27

Availability: This course is available on the MSc in Gender (Sexuality), MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations) and MSc in International Social and Public Policy (Research). This course is available as an outside option to students on other programmes where regulations permit.

All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process.

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

Pre-requisites: None

Course content: This course aims to analyse and understand the way social policies deploy sexuality categories in regulating everyday life in developing countries, both in its public and private manifestations. It aims to consider social policy and particular interventions in their historical contexts, as a way of unpacking the construction of sexuality in the intersection of colonialism, gender, race, class and international policy frameworks in developing countries. The course also aims to interrogate the relationship between particular social policy prescriptions developed in most industrialized welfare societies and the way some of these are transferred to developing countries. The major concern of the analysis is to bring out the perceptions of sexuality that underwrite these policies and how these interact with existing perceptions of sexualities and their performances (identities, desires and bodily practices) in multiple developing country contexts. These policy areas include, among others, discussions of rights, entitlements, citizenship, same-sex marriage, sexually transmitted disease, HIV/AIDS, family policies, migration/border controls, criminality and employment-related policies.

Teaching: 10 hours of lectures and 15 hours of seminars in the LT. 1 hour and 30 minutes of lectures in the ST.

Formative coursework: Students will be expected to submit a formative essay (2,000 words).

Indicative reading: Aggleton, P., Boyce, P. and Moore, H. (2012) Understanding Global Sexualities: New Frontiers. London: Routledge; Butler, J. (1990) Gender Trouble: Feminism and the Subversion of Identity. New York: Routledge; Canaday, M. (2009) The Straight State: Sexuality and Citizenship. Princeton university

Press; Cornwall, A., Corrêa, S. and Jolly, S. (2008) Development with a Body: Sexuality, Human Rights and Development. London: Zed Book; Correa, S., Petchesky, R. and Parker, R. (2008) Sexuality, Health and Human Rights. London: Routledge; De La Dehesa, R. (2012) Queering the Public Sphere in Mexico and Brazil: Sexual Rights Movements in Emerging Democracies. Duke University Press; Reid, G. and Walker, L. (2005) Men Behaving Differently: South African Men since 1994. Doubleday books; Richey, L. A. (2008) Population Politics and Development: From the policies to the Clinics. London: Palgrave; Stoler, A. L. (2002) Carnal Knowledge and Imperial Power: Race and the Intimate in Colonial Rule. University of California Press; Tamale, S. (2011) African Sexualities: A Reader. Pambazuka Press.

Assessment: Essay (100%, 3000 words) in the LT.

SP418 Half Unit Not available in 2020/21 Global Social Policy and International Organizations

This information is for the 2020/21 session.

Teacher responsible: Dr Hakan Seckinelgin, OLD.2.27

Availability: This course is available on the MSc in China in Comparative Perspective, MSc in Global Health Policy, MSc in Human Rights, MSc in Human Rights and Politics, MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations) and MSc in International Social and Public Policy (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process.

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

Course content: What do the, the Catholic Church, Bill and Melissa Gates, UNICEF and the World Bank have in common? They are in one way or another involved in social policy that goes beyond the nation state. Policy could be seen as the exercise of political power and this political power has often been concentrated within the nation state. Far from the traditional study of policy this includes the effect of globalization on a variety of actors in social policy. This course examines how globalization has changed the way we perceive areas such as health, education, social care and other areas that concern social citizenship. The course examines the international policy environment, particularly intergovernmental organisations; bilateral and multilateral aid agencies and non-governmental organizations (NGOs), which influence the social policy environment in developing countries. The impact of the inter-governmental policy process on policy outcomes is examined. The same goes for religious groups, social movements and corporations that all play a role in global social policy. The main goal of the course is not only to open up the understanding of social policy and globalization but also to show the complexity of goals and actors of social policy. It is expected that the students will devote considerable time to reading and preparing for the seminars.

Teaching: 10 hours of lectures and 15 hours of seminars in the MT.

Formative coursework: Students will write a long essay as their formative work for this course.

Indicative reading: A detailed reading list will be presented at the beginning of the term. Some introductory texts include:

B Deacon Global Social Policy and Governance. Sage (2007); R. Baldwin The Great Convergence: Information Technology and The New Globalization. Belnap (2017); H. Seckinelgin The politics of Global AIDS: Institutionalization of Solidarity, Exclusion of Context. Springer (2017); I. Gonzalez-Ricoy and A. Gossies, Institutions for Future Generations. OUP (2016); R Mishra, Globalisation and

the Welfare State, Edward Elgar (1999); D Nayyar, *Governing Globalization: Issues and Institutions*, OUP (2002); V S Peterson & A S Runyan, *Global Gender Issues*, Westview Press (1993). M. Callon, P. Lascoumes, and Y. Barthe, *Acting in an Uncertain World*. The MIT Press (2009). D. Carpenter, *Reputation and Power: Organizational Image and Pharmaceutical Regulation at the FDA*. Princeton (2010).

Assessment: Take-home assessment (100%) in the MT.

SP419 Half Unit

Social Movements, Activism, and Social Policy

This information is for the 2020/21 session.

Teacher responsible: Ms Vanessa Hughes OLD 2.38 and Dr Muzafferettin Seckinelgin OLD 2.27

Availability: This course is available on the MSc in Criminal Justice Policy, MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations), MSc in International Social and Public Policy (Research) and MSc in Social Research Methods. This course is available with permission as an outside option to students on other programmes where regulations permit.

All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process.

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

Course content: The course begins by examining theories of social movements, collective action, and contentious politics. It then moves on to examine how social movements engage with the policy process and the ways in which social movement activism informs social policy formulation and implementation. It examines the nature, past and present roles of social movements and their potential capacity in shaping social policy in developed and developing countries, and in democratic, hybrid, or authoritarian regimes. The course covers theoretical arguments and examines empirical examples and case studies.

The course examines the following topics: the role and impact of social movement activism in identifying and meeting needs; the role of grassroots mobilizations and solidarity; how movements are affected by regulatory frameworks; how and when movements achieve their objectives; movements relations with other actors (including, NGOs, trade unions, political parties, etc.); populism. The course considers the development, transformation, autonomy, interdependence, and probity of social movements. It draws on examples of social movements in different periods, countries, and areas of activity to examine and analyse how change happens and the obstacles to change.

Teaching: 10 hours of lectures and 15 hours of seminars in the LT. 1 hour and 30 minutes of seminars in the ST.

Formative coursework: Students will be expected to participate actively in seminars and to complete one piece of written formative coursework

Indicative reading:

- Castells, M. (2012). *Networks of Outrage and Hope: Social Movements in the Internet Age*.
- Della Porta, D. (2015). *Social Movements in Times of Austerity*.
- Fox Piven, F., & Cloward, R. (1978). *Poor People's Movements: why they succeed, how they fail*.
- Glasius, M., & Ishkanian, A. (2015). *Surreptitious Symbiosis: Engagement between activists and NGOs*. *Voluntas*.
- Graeber, D. (2002). *The new anarchists*. *New Left Review*, 13, 61-73.
- Hildebrandt, T (2013) *Social organizations and the authoritarian state in China*
- Jasper, J. M. (2010). *Social Movement Theory Today: Toward a Theory of Action?*

- Jenkins, J. C. (1983). *Resource mobilization theory and the study of social movements*.
- Pleyers, G. (2011). *Alter-Globalization: Becoming Actors in the Global Age*.
- Polletta, F. (2002). *Freedom is an endless meeting: Democracy in American social movements*.
- Rochon, T. R., & Mazmanian, D. (1993). *Social Movements and the Policy Process*. *Annals of the American Academy of Political and Social Science*
- Seckinelgin, H. (2017) *The politics of global AIDS: institutionalization of solidarity, exclusion of context*
- Tarrow, S. (2011). *Power in Movement*.
- Weldon, L. S. (2011). *When protest makes policy: how social movements represent disadvantaged groups*.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

SP420 Half Unit

Understanding Policy Research (Advanced)

This information is for the 2020/21 session.

Teacher responsible: Dr Tania Burchardt 32L 3.30

Availability: This course is compulsory on the MPhil/PhD in Social Policy and MSc in International Social and Public Policy (Research). This course is available on the MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration) and MSc in International Social and Public Policy (Non-Governmental Organisations). This course is available with permission as an outside option to students on other programmes where regulations permit.

All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process.

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

Pre-requisites: None

Course content: The course equips you with transferable quantitative and qualitative research design skills, including the design of policy evaluations, and an in-depth understanding of the role of different types of research in the social and public policy-making process. It is an advanced course and students are expected to already have a grasp of basic research design principles and their application to social and public policy, for example as covered in MY400 Fundamentals of Research Design or SP401 Understanding Policy Research, both of which run in the MT, although these courses are not a formal pre-requisite. Lectures are given by leading academics engaged in research using the methods under consideration, many of whom have achieved substantial policy impact. Students are encouraged to critically assess applications of complex research methods to contemporary national and international social and public policy questions. Topics may include uses of: mixed methods, policy evaluation; participatory research; researching organisations (including organisational anthropology); longitudinal and life history analysis; micro-simulation techniques; systematic reviews, meta-analysis and meta-ethnographies; and small area, geographical and internationally comparative research. The relationship between research and policymaking is a theme that runs throughout the course.

Teaching: 15 hours of lectures and 15 hours of seminars in the LT. 1 hour and 30 minutes of lectures and 15 minutes of help sessions in the ST.

The lectures will be given by a member of staff or external expert in that particular method or topic and are followed by a seminar examining research exemplifying the approach and the issues raised. The help sessions are one-to-one tutorial sessions with the seminar leader to discuss feedback on essays and progress on the course.

Formative coursework: There will be one compulsory formative coursework essay, which will follow from a seminar presentation. This formative assignment is designed to prepare students for the summative coursework. Written and/or verbal feedback will be provided.

Indicative reading:

- A Bryman (2016), *Social Research Methods*, 5th edn
- J Parkhurst (2016), *The Politics of Evidence*
- P Alcock et al (eds) (2012), *The Student's Companion to Social Policy*, 4th edn
- K Hendren et al (2018), 'The State of Mixed Methods Research in Public Administration and Public Policy', *Public Admin Rev*, 78: 904-916. doi:10.1111/puar.12981 <https://doi-org.gate3.library.lse.ac.uk/10.1111/puar.12981>

Additional references will be supplied at the start of the course and in lectures.

Assessment: Essay (100%, 2000 words) in the ST.

The summative assessment focuses on assessing students' abilities to devise and justify a research design to address a specified social policy research question. It will consist of two essays of 1000 words each. Students will be given a choice of questions.

SP430 Half Unit Social Security Policies

This information is for the 2020/21 session.

Teacher responsible: Dr Kitty Stewart OLD2.36

Availability: This course is available on the MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations) and MSc in International Social and Public Policy (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process.

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

Course content: The course analyses the purposes, design and impact of social security policies, meaning policies that protect and support household income at times when income from the labour market does not suffice. The need for social security arises both from demographic factors that affect nearly everyone during their life course – childhood, parenthood, old age – and from risk factors that will end up affecting only some – unemployment, sickness and disability.

The course takes a comparative approach, examining differences in the design of social security policies across welfare regimes and drawing on examples from different countries. Students will develop an understanding of the challenges and trade-offs that arise in designing social security policies to meet multiple goals, will further their knowledge about the ways systems function in practice, and will develop the tools for assessing the structure and effectiveness of social security in any given country.

The course will also consider how successfully social security systems are adapting to meeting the challenges of the twenty-first century, including an ageing population, migration, and the changing nature of employment brought about by rapid technological change.

Most of the examples in the lectures and readings relate to higher- and middle-income countries, but the course aims to be of interest and relevance to students from all countries. Students will be encouraged to further their understanding of social security in their country of origin, or another country of their choice, and to draw on this knowledge in classes.

Teaching: 12 hours and 30 minutes of lectures and 15 hours of

seminars in the LT.

Weekly lectures will set the agenda for the week and provide students with an overview of the key issues at stake. Seminars will be made up of two main components. All students will be expected to give a short presentation during the course of the term on an aspect of social security or a recent social security reform in a country they are interested in (perhaps their country of origin). In the remainder of the class, students will debate propositions related to the week's required readings, which will often offer differing perspectives on the topic.

Formative coursework: Students will be required to write one formative essay during the course of the term, which will enable them to deepen their understanding of the course material and practice critical thinking skills in preparation for the summative essay assignment. Written feedback will be given.

Indicative reading:

- R Walker, *Social Security and Welfare: Concepts and Comparisons*, Oxford University Press, 2005;
- J Millar and R Sainsbury (eds), *Understanding Social Security*, 3rd ed. The Policy Press, 2018;
- M Frolich et al, *Social Insurance, Informality and Labor Markets*, Oxford University Press, 2014;
- J Hanlon, A Barrientos and D Hulme, *Just Give Money to the Poor*, Lynne Rienner Publishers, 2010;
- J Hills, *Good Times, Bad Times: The Welfare Myth of Them and Us*, Policy Press, 2014;
- ILO, *World Social Protection Report 2014/15: Building Economic Recovery, Inclusive Development and Social Justice*.

Assessment: Essay (100%, 2500 words) in the LT.

SP431 Half Unit Population Analysis: Methods and Models

This information is for the 2020/21 session.

Teacher responsible: Prof. Michael Murphy, OLD.2.61

Dr Arjan Gjonca

Availability: This course is compulsory on the MSc in Social Research Methods. This course is available on the MSc in Development Studies, MSc in Health and International Development, MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations), MSc in International Social and Public Policy (Research), MSc in Statistics, MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit. All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process.

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

Pre-requisites: Students should have basic numeracy, but the course does not require advanced mathematical knowledge. Some practical sessions will involve use of the spreadsheet EXCEL. IT Training provides numerous self-paced student supervised workshops on EXCEL and downloadable course guides. Students with no prior experience of EXCEL are advised to attend one of these workshops before the course.

Course content: This course provides an introduction to the key concepts and methods required for population analysis. The course will explain the dynamics of population change and enable students to learn basic methods for measuring population structure and the determinants of population size and change (fertility, mortality and migration). The course will also provide an introduction to population projections and describe and evaluate how demographic data are collected and used. Emphasis is placed on the understanding and interpretation of demographic data, as

well as methods of population analysis.

Teaching: 15 hours of lectures and 15 hours of seminars in the MT.

Formative coursework: Students will be expected to complete exercises, write one essay and complete one multiple choice questionnaires during the term.

Indicative reading:

- Demography: Measuring and Modeling Population Processes by S H Preston, P Heuveline and M Guillot, 2001.

This will be used as a reference text in the course. Students may also find it helpful to consult some of the other standard texts available including:

- Essential Demographic Methods by Kenneth W. Wachter, 2014 (recommended);
- Demographic Methods by Andrew Hinde, 1998;
- Demographic Methods and Concepts by Donald Rowland, 2003 (less advanced);
- Methods and Models in Demography by C Newell, 1988 (less advanced).

Assessment: Exam (100%, duration: 2 hours) in the January exam period.

SP432 Half Unit

Education Policy, Reform and Financing

This information is for the 2020/21 session.

Teacher responsible: Dr Amelia Peterson (OLD.2.38) and Prof Anne West (OLD.2.30)

Availability: This course is available on the MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations) and MSc in International Social and Public Policy (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process:

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

Course content: This course considers education policy, reform and financing across a range of countries. It uses concepts and tools from a number of academic disciplines – social policy, sociology, economics, politics and philosophy – to scrutinise education. Throughout the course, there is particular focus on equity, social justice and the distribution of resources. Issues to be addressed include: the impact of social characteristics on educational outcomes (class, gender and race and ethnicity, with a cross-cutting focus on special educational needs and ideas of 'inclusion') and related policy reforms; accountability and market-oriented reforms in education; privatisation and the changing role of the state; power and the politics of educational policy making; global policy transfer in education; early years education; school-based education and post-compulsory education; education systems in comparative perspective. Not all of these issues are covered as separate weekly topics.

Teaching: 15 hours of lectures and 13 hours and 30 minutes of seminars in the LT. 3 hours of seminars in the ST.

Formative coursework: One formative essay in LT.

Indicative reading: Specialist lists for each topic will be provided. The following introductory books are recommended:

- Apple, M.W., Ball, S.J., Gandin, L.A. (eds) (2010) The Routledge International Handbook of the Sociology of Education. London: Routledge.
- Arthur, J., Peterson, A. (eds) (2011) The Routledge Companion to Education. London: Routledge.
- Lauder, H., Brown, P., Dillabough, J., Halsey, A.H. (eds) (2006) Education, Globalization and Social Change. Oxford: Oxford

University Press.

- McGrath, S. Gu, Q. (eds) (2015) Routledge Handbook of International Education and Development. London: Routledge.
- Mundy, K., Green, A., Lingard, B., Verger, A. (eds) (2016) The Handbook of Global Education Policy. Oxford: Wiley Blackwell.
- Halsey, A.H., Lauder, H., Brown, P., Wells, A.S. (eds) (1997) Education: Culture, Economy, Society. Oxford: Oxford University Press.

Assessment: Online assessment (100%) in the ST.

SP433 Half Unit

Rural Livelihoods, Development and Social Transformation

This information is for the 2020/21 session.

Teacher responsible: Prof David Lewis OLD.2.40

Availability: This course is available on the MSc in Development Studies, MSc in Environmental Economics and Climate Change, MSc in International Development and Humanitarian Emergencies, MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations) and MSc in International Social and Public Policy (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process.

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

Pre-requisites: Knowledge of rural areas and relevant work experience is desirable but not essential. Knowledge of sociological and anthropological approaches to studying rural development also desirable.

Course content: This Course considers: Theories of rural development and transformation, history of rural development policy, changing rural livelihoods, land and agrarian reform, agricultural research and extension, the roles of private and non-governmental actors, natural resource management, food security, climate change and rural-urban linkages.

Teaching: 15 hours of lectures and 15 hours of seminars in the LT. 1 hour and 30 minutes of lectures and 1 hour and 30 minutes of seminars in the ST.

Formative coursework: A formative 1500 word essay is required, and feedback will be provided.

Indicative reading: A detailed reading list is included in the seminar programme. The following is an introductory reading list:

- J Boltvinik & SA Mann (eds.) Peasant poverty and persistence in the 21st century: theories, debates, realities and policies (2016);
- T M Li, Land's End: Capitalist Relations on an Indigenous Frontier (2014);
- I Scoones & J Thompson, Farmer First Revisited (2009);160
- R McAreavey, Rural Development Theory and Practice (2009);160
- A Shepherd, Sustainable Rural Development (1998);
- B Crow & H Bernstein (Eds), Rural Lives: Crises and Responses (1992);
- N Long, Development Sociology: Actor Perspectives (2001).

Assessment: Essay (100%, 3500 words) in the ST.

Students are required to write an assessed essay of 3,500 words.

SP434 Half Unit

Behavioural Public Policy

This information is for the 2020/21 session.

Teacher responsible: Dr Adam Oliver OLD.2.33

Availability: This course is available on the MPA Dual Degree

(LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Environmental Economics and Climate Change, MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations), MSc in International Social and Public Policy (Research), MSc in Political Science and Political Economy, MSc in Public Administration and Government (LSE and Peking University), MSc in Public Policy and Administration, MSc in Regulation, MSc in Social Research Methods and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit. All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process. <https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

Course content: The application of behavioural economics and behavioural science to public policy issues has been, and continues to be, a major theme in the policy discourse internationally. This course offers students a thorough grounding in the theory and findings that define behavioural economics, from the major violations of standard rational choice theory to prospect theory and the theories of human motivation. The course goes on to consider the conceptual policy frameworks that have been informed by behavioural economics, with examples - so-called nudge, shove and budge policies - illustrated so as to highlight how these frameworks are applied in practice. Students will also be exposed to the different behavioural-informed schools of thought that have prescribed divergent paths for public sector governance.

Teaching: 10 hours of lectures and 15 hours of seminars in the LT.

Formative coursework: All students will be required to present work in progress on their summative assignments during seminar class time. In addition, students will be required to present to the course convener a one page plan for their summative assessment, on which they will receive feedback.

Indicative reading:

- J. Le Grand (2006) *Motivation, Agency and Public Policy: of Knights and Knaves, Pawns and Queens*. Revised paperback edition. Oxford: Oxford University Press.
- J. Le Grand (2007) *The Other Invisible Hand: Delivering Public Services through Choice and Competition*. Oxford: Princeton University Press
- R. Thaler and C. Sunstein (2008) *Nudge: Improving Decision about Health, Wealth and Happiness* New Haven: Yale University Press
- Ariely, D. (2008). *Predictably irrational : the hidden forces that shape our decisions*. London, HarperCollins.
- Kahneman, D. (2011) *Thinking, Fast and Slow* London, Allen Lane
- P. Dolan et al (2010) *MindSpace: Influencing Behaviour through Public Policy*. London: Cabinet Office and the Institute for Government.

Assessment: Project (100%).

The summative assessment is a project write-up of 3,000 words, where students design their own behavioural public policies.

SP435 Half Unit Not available in 2020/21 Housing, Neighbourhoods and Communities

This information is for the 2020/21 session.

Teacher responsible: Prof John Hills OLD 2.62

Availability: This course is available on the MSc in City Design and Social Science, MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development),

MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations) and MSc in International Social and Public Policy (Research). This course is available with permission as an outside option to students on other programmes where regulations permit. All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process.

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

Pre-requisites: There are no prerequisites to take this course.

Course content: This course introduces MSc students to the links between housing, neighbourhoods and social and public policies, in the context of housing systems in the UK, Europe and North America. It examines: how housing and neighbourhoods have evolved in UK and Europe, and contrasts in the USA; the rise of mass housing estates, the role of government and housing management; housing markets – supply, demand, need and affordability; owner-occupation and taxation; sustaining neighbourhoods through upgrading, and dangers of segregation and gentrification; housing wealth and assets, inheritance and polarisation; private renting, housing benefits and regulation; social housing, subsidies, rents and affordability; community-led and community-based housing; sustainable housing solutions, retrofit, fuel poverty and energy saving. The course uses live case studies to illustrate the main themes.

Teaching: 15 hours of lectures and 15 hours of seminars in the LT. 3 hours of lectures and 3 hours of seminars in the ST.

There are also organised site/project visits. The course provides many case study examples for students to draw on.

Formative coursework: Students participate actively in seminars, make two class presentations and complete one formative essay, drawing on case study evidence.

Students are invited to join site visits which illustrate key housing themes.

Indicative reading:

- A. Power *Fromhovels to High Rise*, 1993; *Estates on the Edge*, 1999.
- L. Hanley *Estates: a personal history*, 2004.
- J. Hills *Ends And Means: The Future Roles Of Social Housing In England*, 2007.
- A. Power et al. *Jigsaw Cities 2007; Cities for a Small Continent*, 2016.
- R. Lupton et al *Social Policy in a Cold Climate*, 2016.
- H. Glennerster *Understanding the Cost of Welfare* 2017.
- A. Power and B. Provan, *Overcoming the stigma of social housing*, 2018.

Assessment: Exam (66.7%, duration: 2 hours) in the summer exam period.

Essay (33.3%, 2000 words) in the LT.

Essay based on a housing case study or policy initiative

SP436 Half Unit Not available in 2020/21 Basic Education for Social Development

This information is for the 2020/21 session.

Teacher responsible: Prof Anthony Hall OLD2.28

Availability: This course is available on the MSc in Development Management and MSc in Development Studies. This course is available with permission as an outside option to students on other programmes where regulations permit.

The course is capped at 30 students

Pre-requisites: Work experience in a developing country is highly desirable but not essential.

Course content: The course is designed to examine the role of basic education in developing countries as it relates to social development and social policy. Content of the course includes: the history of education and current problems in developing countries, links between basic education and socio-economic development,

primary schooling, decentralization policies, non-formal and vocational education, adult literacy, popular education for grassroots development, environmental education, ICT, and foreign aid in supporting basic education.

Teaching: 15 hours of lectures and 15 hours of seminars in the LT. 1 hour and 30 minutes of lectures in the ST.

Formative coursework: In addition to seminar presentations and the assessed essay, students are required to write an unassessed (formative) essay for the course.

Indicative reading: A Hall & J Midgley, *Social Policy for Development*, 2004, chapter 5; K Watkins, *The Oxfam Education Report*, 2000; UNICEF, *The State of the World's Children: Education*, 2006; UNESCO, *Education For All Global Monitoring Report*, 2010; K Tomasevski, *Education Denied*, 2003; L Kane, *Popular Education and Social Change in Latin America*, 2001; A Banerjee & E Duflo, *Poor Economics*, 2011 (chapter 5); S Graham-Brown, *Education in the Developing World: Conflict and Crisis*, 1991; M Todaro, *Economics for a Developing World*, 2000, chapter 9; H Patrinos & D Ariasingam, *Decentralisation of Education: Demand-Side Funding*, 1997; J Huckle & S Sterling (Eds), *Education for Sustainability*, 1996; L Pritchett *The Rebirth of Education*, 2013; N Selwyn, *Education in a Digital World*, 2013

Assessment: Exam (75%, duration: 2 hours) in the summer exam period.

Essay (25%, 2500 words) in the ST.

Students are required to choose a topic of their own interest for the essay.

SP437 Half Unit Not available in 2020/21 International Housing and Human Settlements; Conflicts and Communities

This information is for the 2020/21 session.

Teacher responsible: Prof Anne Power OLD.2.57

Availability: This course is available on the MSc in City Design and Social Science and MSc in Regional And Urban Planning Studies. This course is available as an outside option to students on other programmes where regulations permit.

This is a capped course. If it is oversubscribed places will be allocated by random ballot, first amongst Social Policy students then amongst other students for any remaining places. The first ballot will be held on Tuesday of MT week 1.

Course content: The course is an introduction to the global housing challenges of a fast urbanising world in the context of rapidly growing cities worldwide. There are 5 key themes: the push and pull factors in urban growth; the key actors in housing provision; slums and self-help; the environmental impact of low income settlements; the problems of poverty and exclusion in low income and informal settlements. The course includes 10 lectures in LT and one in ST. The main topics of the lectures are: housing needs and demand; contrasting patterns of housing development; owner occupation, renting and self-help; government intervention and finance; planning and renewal; international agencies, aid and NGOs; bottom-up shelter models and community-led initiatives; social exclusion and urban pressures; basic services and public infrastructure; participation and women's roles in low income settlements; environment of cities; urban and housing design; theories and practice in upgrading urban settlements. Case studies are used to illustrate arguments, policies and practical responses.

Teaching: 15 hours of lectures and 15 hours of seminars in the LT. 1 hour and 30 minutes of lectures and 3 hours of seminars in the ST.

Additional activity: occasional informal discussion sessions are organised at students' request.

Formative coursework: Students will be expected to participate actively in seminars and to complete one formative essay using case studies to illustrate their arguments. Students are also expected to prepare case studies for the seminar.

Indicative reading: UN (1996), *An Urbanising World*; A Power

(1999), *Estates on the Edge*; Badshah (2006), *Our Urban Future*; D Satterthwaite (1999), *Sustainable Cities*; UNCHS 2001-2014, *The State of the World's Cities*; Doug Saunders, *Arrival City* (2010) Ed Glaeser, *Triumph of the City* (2012) D Satterthwaite and D Mitlin (2013) *Reducing Urban Poverty in the Global South*, D Satterthwaite and D Mitlin (2013) *Urban Poverty in the Global South*.

Environment and Urbanism Journal, 1997-2017

Assessment: Exam (75%, duration: 2 hours) in the summer exam period.

Essay (25%, 2000 words) in the ST.

SP439 Half Unit Not available in 2020/21 Social Rights and Human Welfare

This information is for the 2020/21 session.

Teacher responsible: Prof Hartley Dean OLD.2.59

Availability: This course is available on the MSc in Human Rights and MSc in Human Rights and Politics. This course is available with permission as an outside option to students on other programmes where regulations permit.

The course is currently capped at 30 places. Offers of places will be made on the basis of applicants' statements. Initial priority for places is given to students on Social Policy MSc programmes and students on the MSc Human Rights. Other students may be accepted onto a waiting list. Places remaining available three days before the start of the course will not be held back for late applicants from the Department of Social Policy or the Human Rights programmes but offered to students from the waiting list.

Pre-requisites: none

Course content: The course will examine the basis of social or welfare rights as a component of human rights. It will situate social/welfare rights in an historical and comparative context and explore a range of debates concerning the relevance and effectiveness of a rights based approach to poverty alleviation and social welfare provision, both in the developed and the developing world. It will address the practical limitations of and the constraints upon social/welfare rights. Specifically, it will address: concepts of social rights and welfare citizenship; human needs and human rights; social/welfare rights in global context; critiques of social/welfare rights as human rights; the scope and substance of social/welfare rights; social/welfare rights and mechanisms of redress; rights based approaches to poverty alleviation; social development and social/welfare rights; constitutional instruments and social/welfare rights; human rights and the ethics of welfare.

Teaching: 10 hours of lectures and 13 hours and 30 minutes of seminars in the MT. 1 hour and 30 minutes of seminars in the LT. 1 hour of lectures in the ST.

Formative coursework: Students have the option of submitting a formative essay.

Indicative reading: H Dean, *Social Rights and Human Welfare*, Routledge, 2015. Other relevant readings include: H Dean, *Understanding Human Need*, The Policy Press, 2010; A Eide, et al (Eds), *Economic, Cultural and Social Rights: A textbook*, Martinus Nijhoff, 2001; B Turner, *Vulnerability and Human Rights*, Pennsylvania State University Press, 2006; T Pogge (Ed), *Freedom from Poverty as a Human Right*, Oxford University Press, 2007 A Neville (Ed.), *Human Rights and Social Policy*, Edward Elgar, 2010; C Gearty & V Mantouvalou, *Debating Social Rights*, Hart Publishing, 2011.

Assessment: Exam (75%, duration: 2 hours) in the summer exam period.

Essay (25%, 1500 words) in the LT.

SP440 Half Unit Not available in 2020/21

Wellbeing and Public Policy

This information is for the 2020/21 session.

Teacher responsible: Prof Paul Frijters 32 LF 2.14 and Dr Christian Krekel 32L 2.24

Availability: This course is available on the MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations) and MSc in International Social and Public Policy (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process.

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

Pre-requisites: None

Course content: The course is structured as follows:

Lecture 1 What is wellbeing and how is it measured?

This lecture will give an overview of the philosophical idea of wellbeing and the current ways to measure it at the individual, organisational, national, and international level.

Lecture 2 The frontiers of wellbeing measurement?

This lecture will go beyond the dominant current approaches to measurement (which are based on subjective responses) and will delve into core aspect of both response theory and biometrics, with an eye on what social policy needs from a measurement.

Seminar 1: Lecture 2: will be complemented with a linked seminar focusing on the basic statistics available to students and researchers in the UK about wellbeing measurement. This includes the Understanding Society databases run by the Office of National Statistics, the British Household Panel, the Birth Cohorts (1946, 1958, 1970, and 2000), and particular databases (Gallup, psychiatric cross-sections).

Lecture 3: What do we know about wellbeing and how it can be changed? We will discuss some of the basic findings of wellbeing research in this lecture, so that students have a reasonable understanding of how wellbeing is affected at the individual level and national level.

Seminar 2: Lecture 3: will be complemented with a linked seminar where particular attention will be paid to:

- 1) The measurement of each of the important individual drivers of wellbeing.
- 2) The measurement of each of the important national drivers of wellbeing.
- 3) Basic statistical manipulations of these measures.

Lecture 4: Wellbeing interventions at the individual level.

In this lecture we take students more in depth through the main results of the wellbeing literature, taking an intervention lens.

Seminar 3: in this seminar we take students through the basics and extended forms of cognitive behavioural therapy, the Incredible Years program, and the methodology of the rat-race.

Lecture 5: Wellbeing interventions in firms and organisations.

In this lecture we take students more in depth through the main results of the wellbeing literature in organisations, taking an intervention lens.

Seminar 4: in this seminar we take students through the main datasets and methodology used to analyse wellbeing inside firms and organisations, drawing heavily on compulsory wellbeing measurements inside the UK civil service (all departments need to measure worker satisfaction and publish this!).

Lecture 6: Wellbeing at the regional level.

Seminar 5: in this seminar we take students through the What Works Centre for Wellbeing website.

Lecture 7: Wellbeing at the national level.

Seminar 6: in this seminar we take students through the key sources of national wellbeing data: the world value survey, the Gallup data sets, and the main national panels.

Lecture 8: The basics of wellbeing cost-effectiveness? Principles and some examples.

This lecture will introduce students to the basic calculus and logic of cost-effectiveness analysis.

Seminar 7: in this seminar we will go much more in depth into each of the 2 simple examples given of cost-effectiveness analysis in the UK and Germany.

Lecture 9: Advanced wellbeing Cost-Effectiveness analysis.

Seminar 8: Lecture 5 will have a linked seminar which goes much more in-depth into the methodology prescribed and used by NICE.

Lecture 10: Wellbeing inside the policy process: UK frontiers.

Seminar 9-10: Students present their current work (10 minutes each) and get feedback (10 minutes each: 5 on presentation, 5 on the preliminary essays) to help them finalise their essays.

Teaching: 15 hours of lectures and 15 hours of seminars in the LT.

Formative coursework: Students will be expected to produce 1 piece of coursework in the LT.

Students will be expected to produce a plan for their Summative assessment as their formative work, upon which they will receive feedback.

Indicative reading: Benjamin, Daniel J., et al. "What do you think would make you happier? What do you think you would choose?."

American Economic Review 102.5 (2012): 2083-2110. Clark,

AE, Fleche, S., Layard, R., Powdthavee, N., and Ward, G. (2017)

"The Origins of Happiness", Princeton University Press. Clark, A., Frijters, P., Shields, M.A. (2008), 'A survey of the income happiness gradient',

Journal of Economic Literature, 46(1), March 2008, pp.

95-144. also IZA, NCER, and DELTA discussion paper. De Neve,

J-E. and Ward, G. "Happiness at Work". In 2017 World Happiness

Report edited by Helliwell, Layard, and Sachs. Diener, Ed; Inglehart,

Ronald; Tay, Louis "Theory and validity of life satisfaction scales."

Social Indicators Research, 2013, 112, 497-527. Frijters, P,

Johnston, D., Shields, M. (2014) "Does Childhood Predict Adult Life

Satisfaction? Evidence from British Cohort Surveys", Economic

journal, vol. 124(580), pages F688-F719, November.

Brain science

Rutledge, Robb B.; Skandali, Nikolina; Dayan, Peter; et al. "A computational and neural model of momentary subjective well-being."

Proceedings of the National Academy of Sciences of the

USA 2014, 111, 12252-57. Steptoe, Andrew; Deaton, Angus; Stone,

Arthur A. "Subjective wellbeing, health, and ageing." Lancet, 2015,

385, 640-648. Van Praag, BMS; Baarsma, BE. "Using happiness

surveys to value intangibles: The case of airport noise." Economic

Journal, 2005, 224-246.

Assessment: Coursework (100%, 6000 words) in the ST.

Assessment detail:

A report on the changes in wellbeing in a particular (student-specific) area of the UK, using available data (such as aggregated Understanding Society data) from 2010-2017. Students who want to look at a country rather than a UK region can do so, subject to data availability. The students will be required to master basic data such that they can show how wellbeing has changed in the chosen region of the UK, how that change relates to other areas in the UK, and how changes to key inputs into wellbeing have changed in the chosen area and the UK as a whole, using Understanding Society data and (possibly) other sources. It will be open to students to write their assessed report about a non-UK country if they wish, subject to prior agreement with the course convenor that it is feasible to do so (e.g. because of data availability considerations). Students need to show they have understood the course material by analysing and discussing the likely contributors to the changes in wellbeing in their chosen region (or non-UK country), culminating in the provisions of conclusions about the sustainability and likely trajectory of the changes, as well as about potential optimal policy reactions.

This summative essay will be due in the ST.

SP441 Half Unit**Politics of Social Policy: Welfare and Work in Comparative Perspective****This information is for the 2020/21 session.****Teacher responsible:** Dr Timo Fleckenstein OLD.2.60

Availability: This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Comparative Politics, MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations), MSc in International Social and Public Policy (Research), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Sciences Po), MSc in Political Sociology, MSc in Public Administration and Government (LSE and Peking University), MSc in Public Policy and Administration and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process.

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

Course content: The course explores the politics of social policy in advanced political economies. In the first part of the course, the main analytical approaches for the cross-national analysis of welfare states are introduced (such as the industrialism thesis, the power resources model, new institutionalism, feminist theory and the globalisation thesis). These will be examined in the context of the rise of modern welfare states and their transformations since the end of the 'Golden Age' in the mid-1970s. These analyses and the theoretical approaches to cross-national study of welfare states will be harnessed in the second part of the course when the focus shifts towards more recent policy developments since the 1990s. The empirical focus is on the welfare-and-work nexus. The course analyses the development of labour market and family policies in Nordic countries, Continental Europe, Anglo-phone countries and East Asia.

Teaching: 10 hours of lectures and 15 hours of seminars in the LT.

Formative coursework: Seminar members will be expected to make presentations to the seminar, and submit a formative essay of 1,500 words.

Indicative reading:

- Bonoli, Giuliano, and Natali, David, eds. (2012) *The Politics of the New Welfare State*, Oxford: OUP.
- Castles, Frances G. et al., eds. (2010) *The Oxford Handbook of the Welfare State*, Oxford: OUP.
- Clasen, Jochen, and Clegg, Daniel, eds. (2013) *Regulating the Risk of Unemployment: National Adaptations to Post-Industrial Labour Markets in Europe*, Oxford: OUP.
- Kersbergen, Kees van and Vis, Barbara (2013) *Comparative Welfare State Politics: Development, Opportunities, and Reform*, Cambridge: CUP.
- Lewis, Jane (2009) *Work-Family Balance, Gender and Policy*, Cheltenham: Edward Elgar

Assessment: Essay (100%, 3000 words).

SP470**Criminal Justice Policy****This information is for the 2020/21 session.****Teacher responsible:** Professor Coretta Phillips OLD 2.28

Availability: This course is compulsory on the MSc in Criminal Justice Policy. This course is available with permission as an outside option to students on other programmes where regulations permit.

All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process:

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

Amongst non-Social Policy students, if there are places available, priority will be given to those on the Master of Laws and Master of Laws (extended part-time study).

Course content: The course provides a detailed and critical introduction to the study of criminal justice institutions, practices and participants.

It begins with an introduction to the nature of crime and contemporary criminal justice policy. It then examines the main elements of modern criminal justice systems (police, courts, prisons, probation, the media, and private security).

Special emphasis is given to current issues such as restorative justice and increasing rates of incarceration. The course combines up-to-date empirical work with theoretical perspectives and also emphasises the role of historical and comparative perspectives in understanding current trends.

Teaching: 15 hours of lectures and 4 hours and 30 minutes of seminars in the MT. 15 hours of lectures and 15 hours of seminars in the LT. 1 hour and 30 minutes of lectures in the ST.

There will be a reading week in Weeks 6 of MT and LT.

Formative coursework: MT - 2000 word formative essay and one-to-one feedback.

ST - Mock exam (one question).

Indicative reading: Liebling, A., Maruna, S. and McAra, L. (eds.) (2017) *The Oxford Handbook of Criminology*. Sixth Edition. Oxford: Oxford University Press. Newburn, T. (2017) *Criminology*. Third Edition. London: Routledge. McLaughlin, E. and Newburn, T. (eds.) (2010) *The Sage Handbook of Criminological Theory*. London: Sage. Downes, D., Rock, P., and McLaughlin, E. (2016) *Understanding Deviance: A Guide to the Sociology of Crime and Rule-Breaking*. 7th Edition. Oxford: Oxford University Press. Newburn, T. (ed.) (2009) *Key Readings in Criminology*. Cullompton: Willan Publishing.

Assessment: Exam (75%, duration: 3 hours) in the summer exam period.

Essay (25%, 2000 words) in the ST.

SP471 Half Unit Not available in 2020/21**Issues in Contemporary Policing****This information is for the 2020/21 session.****Teacher responsible:** Prof Tim Newburn OLD 2.40a

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Criminal Justice Policy, MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations) and MSc in International Social and Public Policy (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process.

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

While not specifically counting towards a specialism on the LLM, this course would complement the following specialisms:

Criminology and Criminal Justice, Legal Theory and Public Law.

Pre-requisites: Some familiarity with sociology and/or criminology would be an advantage, but is not a formal prerequisite. Anyone unfamiliar with criminology can find a full introduction to the subject in: Newburn, T. (2017) *Criminology*, London: Routledge, 3rd Edition

Course content: The flourishing sub-discipline of 'police studies' reflects the increasing centrality of policing in political debate and popular culture, and as a major concern of government policy. This course aims to familiarise students with the formidable volume of research knowledge that has now been built up. The course will enable students to understand the development and functioning of police organisations as well as providing them with an understanding of some of the key issues and debates affecting contemporary policing. The topics covered will include: the role and purposes of policing; the media and policing; governance and legitimacy; integrity and corruption; and policing and (in)equality.

Teaching: 15 hours of lectures and 15 hours of seminars in the MT. 1 hour and 30 minutes of lectures in the ST.

Formative coursework: Students will be required to write and submit two pieces of formative coursework. The first will be an essay outline - in effect an outline of an answer to a potential examination question, including a full introductory paragraph. The second will be a written assessment of a published book review - as the basis for the summative work to come.

Indicative reading: Bittner, E. (1990) *Florence Nightingale in pursuit of Willie Sutton*, in *Aspects of Police Work*, Boston: Northeastern University Press. Bowling, B., Phillips, C. and Parmar, A. (2008) 'Policing ethnic minority communities' in Newburn, T. (ed) *Handbook of Policing*, Cullompton: Willan. Dick, M., Silvestri, M. and Westmarland, L. (2013) *Women police: potential and possibilities for police*, in J. Brown (ed.) *The Future of Policing* London: Routledge. Greer, C. and R. Reiner (2012): 'Mediated Mayhem' in M. Maguire et al *The Oxford Handbook of Criminology* Oxford University Press. Newburn, T. (ed) (2008) *Handbook of Policing*, Second Edition, Cullompton: Willan. Newburn, T. (ed) (2004) *Policing: Key Readings*, Cullompton: Willan. Reiner, R. (2010) *The Politics of the Police*, Oxford: Oxford University Press. Reiner, R. (2013) *Who Governs? Criminology and Criminal Justice* 13/2: 161-180. Silver, A. (1967) 'The demand for order in civil society', in D. J. Bordua (ed) *The Police: Six Sociological Essays*, New York: Wiley. Banton, M. (1964) *The policeman in the community*, London: Tavistock. Knutson, J. and Tompson, L. (2017) *Advances in Evidence-based Policing*, London: Routledge. Lum, C. and Koper, C. (2017) *Evidence-based policing: Translating theory into practice*, New York: OUP. Monkkonen, E. (1982) *From cop history to social history: The significance of police in American history*, *Journal of Social History*, 15, 575-91. Newburn, T. (1999) *Understanding and preventing police corruption*, London: Home Office. Reuss-Ianni, E. and Reuss-Ianni, F. (1983) *Street cops and management cops: the two cultures of policing*, in Punch, M. (ed) *Control in the Police Organization*, Cambridge: MIT Press. Skolnick, J. (1994) *A Sketch of the policeman's working personality*, in *Justice Without Trial*, New York: Wiley. Styles, J. (1987) *The emergence of the police - explaining police reform in eighteenth and nineteenth century England*, *British Journal of Criminology*, 27, 1, 15-22. Zimring, F. (2017) *When Police Kill*, New York: OUP

Assessment: Essay (80%, 3000 words) in the LT.

Project (20%, 1000 words) in the MT.

The summative assessment will comprise a 3,000 essay involving a critical assessment of a minimum of two substantive issues covered in the course (80%), and a 1,000 word book review (20%).

SP472 Half Unit Not available in 2020/21 Illegal Drugs and Their Control: Theory, Policy and Practice

This information is for the 2020/21 session.

Teacher responsible: Dr Michael Shiner OLD.2.34

Availability: This course is available on the LLM (extended part-

time), LLM (full-time), MSc in Criminal Justice Policy, MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations), MSc in International Social and Public Policy (Research) and MSc in Regulation.

This course is available with permission as an outside option to students on other programmes where regulations permit.

All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process.

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

Pre-requisites: Some familiarity with criminology or sociology is preferable but not essential

Course content: This multi-disciplinary course draws on sociology, psychology, criminology and law to examine the place and meaning of illegal drug use in late modern societies and associated policy responses. It begins by considering drug use and subcultural formations; the 'normalisation' of drug use; drug tourism; the role of addiction; and the organisation of drug markets. It then goes on to consider the making of drugs policy; drugs, policing and the law; treatment and harm reduction; drugs as a development and human rights issue; decriminalisation and alternatives to prohibition.

Teaching: 15 hours of lectures, 15 hours of lectures and 1 hour and 30 minutes of workshops in the LT.

An essay writing skills workshop is run during reading week.

Formative coursework: Students will be expected to submit a formative essay (2,000 words) upon which they will receive feedback.

Indicative reading: Aldridge, J., Measham, F., and Williams, L. (2011) *Illegal Leisure Revisited: Changing Patterns of Alcohol and Drug Use in Adolescents and Young Adults*, London: Routledge. Bean, P. (2008) *Drugs and Crime*, Cullompton: Willan. R. Hughes, R. Lart., and P. Higate (2006) *Drugs: Policy and Politics*, Maidenhead: Open University press. Klein, A. (2008) *Drugs and the World*, London: Reaktion. MacCoun, R.J., and Reuter, P. (2001) *Drug War Heresies: Learning from Other Vices, Times and Places*, Cambridge: Cambridge University Press. Shiner, M. (2009) *'Drug Use and Social Change: The Distortion of History*, Basingstoke: Palgrave Macmillan. M. Simpson, T. Shildrick and R. MacDonald (2007) *Drugs in Britain: Supply, Consumption and Control*, Basingstoke: Palgrave MacMillan. Stevens, A. (2011) *Drugs Crime and Public Health: The Political Economy of Drug Policy*, London: Routledge.

Assessment: Essay (100%, 3000 words) in the LT.

SP473 Half Unit Policing, Security and Globalisation

This information is for the 2020/21 session.

Teacher responsible: Prof Tim Newburn OLD 2.40a

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Criminal Justice Policy, MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations) and MSc in International Social and Public Policy (Research). This course is available as an outside option to students on other programmes where regulations permit.

All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process.

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

While not specifically counting towards a specialism on the LLM, this course would complement the following specialisms: Criminology and Criminal Justice, Legal Theory and Public Law.

Pre-requisites: Some familiarity with sociology and/or criminology would be an advantage, but is not a formal prerequisite. Anyone unfamiliar with criminology can find a full introduction in: Newburn, T. (2017) *Criminology*, London: Routledge, 3rd Edition

Course content: The sub-discipline of police studies is now well-established and is flourishing. Whilst much traditional policing scholarship has focused on policing within particular societies, increasingly attention is being drawn to both international and comparative matters. Indeed, the social and economic changes associated with globalisation have affected policing as all else. This course will focus on transnational public and private policing, and on the issues and challenges raised by globalisation: from the policing of transitional societies and emergent democracies, the problems of drugs control and the policing of migration, to new social movements and the policing of public order.

Teaching: 10 hours of lectures and 15 hours of seminars in the MT.

Formative coursework: Students will be asked to submit one piece of formative coursework: an essay outline - in effect an outline answer to the longer summative essay, including a full introductory paragraph.

Indicative reading:

- Bowling, B. and Sheptycki (2012) *Global Policing* London: Sage
- Brodeur, J-P (2010) *The Policing Web*, New York: OUP
- Newburn, T. (ed) (2008) *Handbook of Policing*, Second Edition, Cullompton: Willan (in process of updating)
- Newburn, T. (ed) (2004) *Policing: Key Readings*, Cullompton: Willan
- Newburn, T. (ed) (forthcoming) *Policing: Critical Concepts in Criminology*, London: Routledge (4 vols)
- Reiner, R. (2010) *The Politics of the Police*, Fourth Edition, Oxford: Oxford University Press (new edition in 2017/18)

Additional Reading:

- Andreas, P. and Nadelmann, E. (2006) *Policing the Globe: Criminalization and crime control in international relations*, New York: OUP
- Johnston, L. (2006) *Transnational security governance*, in Wood, J. and Dupont, B. (eds) *Democracy, Society and the Governance of Security*, Cambridge: CUP
- Nadelmann, E. (1993) *Cops across borders: the internationalisation of US law enforcement*. Pennsylvania State University Press
- Reiner, R. (1992/2004) *Policing a postmodern society*, in Newburn, T. (ed) *Policing: Key Readings*, Cullompton: Willan
- O'Malley, P. (1997/2004) *Policing, politics and postmodernity*, in Newburn, T. (ed) *Policing: Key Readings*, Cullompton: Willan
- Sheptycki, J. (1995) 'Transnational policing and the makings of a postmodern state'. *British Journal of Criminology*, 35:613-35
- Sheptycki, J. (1998) 'Policing, postmodernism and transnationalisation'. *British Journal of Criminology*, 38: 485-503
- Sheptycki, J (ed.) (2000) *Issues in Transnational Policing*. London: Routledge

Assessment: Essay (80%, 3000 words) in the ST. Coursework (20%, 1000 words) in the LT.

The summative assessment will comprise a 3,000 word essay involving a critical assessment of two substantive issues covered in the course (80%), and a 1,000 word critique of a selected piece of policing research

SP475 Half Unit Riots, Disorder and Urban Violence

This information is for the 2020/21 session.

Teacher responsible: Tim Newburn (OLD 240a)

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Criminal Justice Policy, MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration), MSc in International Social and Public

Policy (Non-Governmental Organisations) and MSc in International Social and Public Policy (Research). This course is available as an outside option to students on other programmes where regulations permit.

All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process.

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

Pre-requisites: Some familiarity with sociology and/or criminology would be an advantage, but is not a formal prerequisite. Anyone unfamiliar with criminology can find a full introduction to the subject in: Newburn, T. (2017) *Criminology*, London: Routledge, 3rd Edition.

Course content: This course focuses on urban or collective violence, or what more colloquially tend to be referred to as 'riots'. The course will consider the various approaches that have been taken to this subject - via history, psychology and sociology - and, focusing on particular examples, the course will examine some of the core issues in the field including: the causes of riots; psychological versus sociological explanations; the role of race/ethnicity; the impact of traditional and new social media on the nature and organisation of rioting; the role and changing nature of the policing of urban disorder; and how riots might be understood both historically and comparatively.

Teaching: 15 hours of lectures and 15 hours of seminars in the LT.

Formative coursework: Students will be required to write and submit two pieces of formative coursework for assessment and peer feedback. The first will be an essay outline - in effect an outline of a answer to a potential examination question, including a full introductory paragraph. The second will be an outline of their intended case study. Both pieces of formative coursework will be shared via Moodle and all students will be encouraged to offer constructive feedback to each other as well, of course, as receiving feedback from the course director. Peer feedback will be utilised as a means of encouraging a degree of group work and collective endeavour among course participants.

Indicative reading:

- Baldassare, M. (1995) *The Los Angeles Riots: Lessons for the Urban Future*, Boulder: CO
- Bergenson, A. and Herman, M. (1998) *Immigration, race and riot: The 1992 Los Angeles uprising*, *American Sociological Review*, 63, 1, 39-54
- Body-Gendrot, S. and Savitch, H.V. (2012) *Urban violence in the United States and France: comparing Los Angeles (1992) and Paris (2005)*, in John, P., Mossberger, K. and Clarke, S.E. (eds) *The Oxford Handbook of Urban Politics*, Oxford: Oxford University Press
- Katz, M.B. (2008) *Why don't American cities burn very often?* *Journal of Urban History*, 34, 2, 185-208
- Moran, M. and Waddington, D. (2016) *Riots: An International Comparison*, Palgrave: Macmillan
- Newburn, T. (2015) *The 2011 English riots in recent historical perspective*, *British Journal of Criminology*, 55, 1, 375-392
- Reicher, S. (1996) *The Crowd century: Reconciling practical success with theoretical failure*, *British Journal of Social Psychology*, 35, 535-53
- Tilly, C. (2003) *The Politics of Collective Violence*, New York: Cambridge University Press
- Thompson, E. P. (1971). *The moral economy of the English crowd in the eighteenth century*, *Past & Present*, 50, 76-136
- Wacquant, L. (2007) *Urban Outcasts: A comparative sociology of urban marginality*, Cambridge: Polity Press

Further reading:

- Abu-Lughod, J.L. (2007) *Race, Space and Riots in Chicago*, New York and Los Angeles, New York: Oxford University Press
- Body-Gendrot, S. (2013) *Urban violence in France and England: comparing Paris (2005) and London (2011)*, *Policing and Society*, 23, 1, 6-25
- della Porta, D. (1995) *Social Movements, Political Violence and the State*, Cambridge: Cambridge University Press
- Gilje, P.A. 1996) *Rioting in America*, Bloomington: Indiana University Press

- Mason, P. (2013) *Why It's Still Kicking Off Everywhere*, London: Verso
- Newburn, T., Cooper, K., Deacon, R. and Diski, R. (2015) 'Shopping for Free'? Looting, consumerism and the 2011 riots, *British Journal of Criminology*, 55 (5): 987-1004
- Reicher, S. (1996) 'The Battle of Westminster': developing the social identity model of crowd behaviour in order to explain the initiation and development of collective conflict, *European Journal of Social Psychology*, 26, 115-134
- Scarman, Lord Justice (1982) *The Brixton Disorders*, Harmondsworth: Penguin
- Waddington, D., Jones, K. and Critcher, C. (1989) *Flashpoints: Studies in Public Disorder*, London: Routledge
- Waddington, D. and King, M. (2005) The disorderly crowd: From classical psychological reductionism to socio-contextual theory – The impact on public order policing strategies, *Howard Journal*, 44, 5, 490-503

Assessment: Coursework (80%) and presentation (20%).

The coursework (80%) will comprise a single summative essay offering an analytical case study of a modern riot and the presentation (20%) will comprise a poster presentation at an end of term mini academic conference.

SP476 Half Unit Punishment and Penal Policy

This information is for the 2020/21 session.

Teacher responsible: Dr Leonidas Cheliotis OLD 2.51

Availability: This course is available on the MSc in Criminal Justice Policy, MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations) and MSc in International Social and Public Policy (Research). This course is available as an outside option to students on other programmes where regulations permit.

All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process.

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

Pre-requisites: None.

Course content: This course runs as a half-unit option, and explores punishment and penal policy from a range of comparative perspectives. Focusing on Anglophone jurisdictions and the rest of the world in equal measure, the course considers in depth a wide variety of historical and international comparative studies of punishment and penal policy, both from the field of criminology and beyond. In so doing, the course critically examines theoretical frameworks and empirical research on such issues as:

- the forms state punishment has assumed over time and in different national and regional contexts;
- the array and relative significance of the reasons why punishment and penal policy may develop, qualitatively as well as quantitatively, in particular ways at given historical junctures and in different jurisdictions;
- the relationship between political systems and punishment, with particular reference to processes of democratisation;
- the links between penal policy and different forms of economic organisation, from preindustrial capitalism to welfare capitalism and neoliberalism; and
- the role of punishment in society as explained through psychosocial theories and research

Thanks to its substantive foci and broad comparative approach, the course enhances provision in the School in the field of penology (e.g., the course 'Explaining Punishment: Philosophy, Political Economy, Sociology' (LL4CL), taught by Professors Lacey and Ramsay in the Law Department).

Indicative course content:

- 1 The Contours of State Punishment
- 2 Continuity and Change in Punishment and Penal Policy: Historical Comparative Perspectives
- 3 Convergences and Contrasts in Punishment and Penal Policy: International Comparative Perspectives
- 4 Political Systems and Punishment, Part I: Democracy
- 5 Political Systems and Punishment, Part II: Democratisation
- 6 Reading Week
- 7 The Political Economy of Punishment: Marxist and Neo-Marxist Perspectives from the Global North and the Global South
- 8 Punishment, Politics and the Economy: Institutional Perspectives from around the World
- 9 The Cultural Uses of Punishment
- 10 The Emotional Lives of Punishment
- 11 Cultural Representations of Punishment

Teaching: 15 hours of lectures and 15 hours of seminars in the MT.

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

Students will be required to submit a 1,500-word essay on one of the topics addressed in the course. Formative coursework will be designed to feed into later summative assessments, giving students an opportunity to develop critical thinking and presentational skills.

Indicative reading:

- Alexander, M. (2010) *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York and London: The New Press.
- Brown, M. (2009) *The Culture of Punishment: Prison, Society, and Spectacle*. New York and London: New York University Press.
- Dumm, T. L. (1987) *Democracy and Punishment: Disciplinary Origins of the United States*. Madison, WI: The University of Wisconsin Press.
- Garland, D. (1985) *Punishment and Welfare: A History of Penal Strategies*. Aldershot, UK: Gower.
- Gottschalk, M. (2014) *Caught: The Prison State and the Lockdown of American Politics*. Princeton, NJ: Princeton University Press.
- Karstedt, S. (ed.) (2009) *Legal Institutions and Collective Memories*. Oxford: Hart.
- Lacey, N. (2008) *The Prisoners' Dilemma: Political Economy and Punishment in Contemporary Democracies*. Cambridge: Cambridge University Press.
- McBride, K. (2007) *Punishment and Political Order*. Ann Arbor, MI: The University of Michigan Press.
- Reiner, R. (2007) *Law and Order: An Honest Citizen's Guide to Crime and Control*. Cambridge: Polity.
- Salvatore, R. D., Aguirre, C. and G. M. Joseph (eds) (2001) *Crime and Punishment in Latin America: Law and Society since Colonial Times*. Durham, NC: Duke University Press.

Assessment: Essay (100%, 3000 words).

A 3000 essay on one of the substantive topics covered and a presentation to demonstrate critical appreciation of a specific theoretical argument or empirical study.

SP498 Criminal Justice Policy - Long Essay

This information is for the 2020/21 session.

Teacher responsible: Prof Leo Cheliotis, OLD 2.51

Availability: This course is compulsory on the MSc in Criminal Justice Policy. This course is not available as an outside option. Those taking the course part-time must submit the dissertation in their second year.

Course content: The objective is to write an original dissertation on an approved topic in the field. The selection of the topic is a matter primarily for the student, though the approval of the supervisor is needed for topic registration.

Teaching: 4 hours of lectures in the MT. 10 hours of lectures in the LT.

The designated supervisor should discuss the selection of the

topic and its title with the student, advise about preliminary reading, methods and broad analytical approach; and comment on the draft version. At their discretion, supervisors may give additional advice and comments

Assessment: Dissertation (100%, 10000 words).

Dissertations should be no more than 10,000 words in length, excluding notes and appendices and should be typed. Formal titles should be registered with the Course Director in early December.

SP499

Dissertation - International Social & Public Policy

This information is for the 2020/21 session.

Teacher responsible: Dr Isabel Shutes OLD 2.58 and Dr Sonia Exley OLD 2.46

Availability: This course is compulsory on the MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations) and MSc in International Social and Public Policy (Research). This course is not available as an outside option.

Course content: The 10,000 word dissertation enables students to analyse in greater depth an issue relevant to their international social & public policy programme.

Students on the Development, Migration or Non-Governmental Organisations ISPP streams are expected to complete dissertations on topics related to their stream, or they may not qualify for the stream Degree for which they are registered. Dissertations of students on the ISPP (Research) stream are required to be based on empirical quantitative or qualitative research, except by permission of the programme director.

Teaching: 4 hours of lectures in the MT. 10 hours of lectures in the LT.

Academic Mentors will provide regular supervision and feedback throughout the three terms (MT, LT and ST).

Formative coursework: The area of study is defined by the student, in consultation with their Academic Mentor. An Academic Mentor is appointed to supervise each student. Students will discuss an outline proposal with their Mentor and submit their outline to the Programme Support Office in the Lent Term. The Mentor will provide regular supervision and feedback.

Assessment: Dissertation (100%, 10000 words) in September. Dissertations should be no more than 10,000 words in length (100% of this unit), excluding the bibliography.

ST405 Half Unit

Multivariate Methods

This information is for the 2020/21 session.

Teacher responsible: Dr Yunxiao Chen

Availability: This course is available on the MPhil/PhD in Statistics, MSc in Data Science, MSc in Marketing, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students must have completed Further Mathematical Methods (MA212) and Probability, Distribution Theory and Inference (ST202).

Course content: An introduction to the theory and application of modern multivariate methods used in the Social Sciences: Multivariate normal distribution, principal components analysis,

factor analysis, latent variable models, latent class analysis and structural equations models.

Teaching: This course will be delivered through a combination of classes and lectures totalling a minimum of 28 hours across Lent Term. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos. This course includes a reading week in Week 6 of Lent Term.

Formative coursework: Coursework assigned fortnightly and returned to students via Moodle with comments/feedback before the computer workshops.

Indicative reading: D J Bartholomew, F Steele, I Moustaki & J Galbraith, Analysis of Multivariate Social Science Data (2nd edition); D J Bartholomew, M Knott & I Moustaki, Latent Variable Models and Factor Analysis: a unified approach; C Chatfield & A J Collins, Introduction to Multivariate Analysis; B S Everitt & G Dunn, Applied Multivariate Data Analysis; K.V. Mardia, J.T. Kent and J.M. Bibby, Multivariate Analysis.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

ST409 Half Unit

Stochastic Processes

This information is for the 2020/21 session.

Teacher responsible: Prof Umut Cetin

Availability: This course is compulsory on the MSc in Financial Mathematics and MSc in Quantitative Methods for Risk Management. This course is available on the MSc in Applicable Mathematics, MSc in Econometrics and Mathematical Economics, MSc in Operations Research & Analytics, MSc in Risk and Finance, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan), MSc in Statistics (Financial Statistics) (Research) and MSc in Statistics (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students must have completed Further Mathematical Methods (MA212).

Good undergraduate knowledge of distribution theory

Course content: A broad introduction to stochastic processes for postgraduates with an emphasis on financial and actuarial applications. The course examines Martingales, Poisson Processes, Brownian motion, stochastic differential equations and diffusion processes. Applications in Finance. Actuarial applications.

Teaching: This course will be delivered through a combination of classes and lectures totalling a minimum of 30 hours across Michaelmas Term. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos. This course includes a reading week in Week 6 of Michaelmas Term.

Indicative reading: T Bjork, Arbitrage Theory in Continuous Time; T Mikosch, Elementary Stochastic Calculus; S I Resnick, Adventures in Stochastic Processes; B K Oksendal, Stochastic Differential Equations: An Introduction with Applications, D Williams, Probability with Martingales.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

ST411 Half Unit

Generalised Linear Modelling and Survival Analysis

This information is for the 2020/21 session.

Teacher responsible: Prof Jouni Kuha COL.8.04

Availability: This course is compulsory on the MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics)

(Research). This course is available on the MPhil/PhD in Statistics, MSc in Data Science, MSc in Marketing, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan), MSc in Statistics (Financial Statistics) (Research) and MSc in Statistics (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Mathematics to the level of Mathematical Methods (MA100) and probability to the level of Probability, Distribution Theory and Inference (ST202). Some knowledge of linear regression.

Course content: An introduction to the theory and application of generalised linear models for the analysis of continuous, categorical and count data, and regression models for survival data. Topics include: general theory of regression and generalised linear models, linear regression, logistic regression for binary data, models for ordered and unordered (nominal) responses, log-linear models for count data and contingency tables, and models for survival (duration) data. The R software package will be used in computer workshops.

Teaching: This course will be delivered through a combination of classes and lectures totalling a minimum of 20 hours across Michaelmas Term. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped lectures delivered as short online videos. This course includes a reading week in Week 6 of Michaelmas Term.

Formative coursework: Answers to questions based on theoretical and data analysis exercises can be submitted for formative feedback.

Indicative reading: Dobson, A.J. & Barnett, A.G. (2002) *An Introduction to Generalised Linear Modelling*. 2nd edition. Chapman & Hall. McCullagh, P. & Nelder, J.A. (1989) *Generalized Linear Models*. 2nd edition. Chapman & Hall. Agresti, A. (2015) *Foundations of Linear and Generalized Linear Models*. Wiley [Available as electronic resource from LSE library]. Hosmer, D.W. & Lemeshow, S. (1999) *Applied Survival Analysis, Regression Modeling of Time-to-Event Data*. Wiley. Long, J.S. and Freese, J. (2006) *Regression Models for Categorical Dependent Variables Using Stata*. 2nd edition. Stata Press.

Assessment: Exam (80%, duration: 2 hours) in the summer exam period.

Continuous assessment (20%) in the MT.

ST416 Half Unit Multilevel Modelling

This information is for the 2020/21 session.

Teacher responsible: Professor Irini Moustaki

Availability: This course is available on the MSc in Social Research Methods, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: A knowledge of probability and statistical theory, including linear regression and logistic regression.

Course content: A practical introduction to multilevel modelling with applications in social research. This course deals with the analysis of data from hierarchically structured populations (e.g. student nested within classes, individuals nested within households or geographical areas) and longitudinal data (e.g. repeated measurements of individuals in a panel survey). Multilevel (random-effects) extensions of standard statistical techniques, including multiple linear regression and logistic regression, will be considered. The course will have an applied emphasis with computer sessions using appropriate software (e.g. Stata).

Teaching: This course will be delivered through a combination of

computer classes and lectures totalling a minimum of 30 hours across Lent Term. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos. This course includes a reading week in Week 6 of Lent Term.

Formative coursework: Coursework assigned fortnightly and returned to students via Moodle with comments/feedback before the computer lab sessions.

Indicative reading: T Snijders & R Bosker *Multilevel Analysis: an Introduction to Basic and Advanced Multilevel Modelling*, Sage (2011, 2nd edition); S Rabe-Hesketh & A Skrondal, *Multilevel and Longitudinal Modeling using Stata*, (Third Edition), Volume I: Continuous responses (plus Chapter 10 from Volume II, which is available free on the publisher's website). Stata Press (2012); H Goldstein, *Multilevel Statistical Models*, Arnold (2003, 3rd edition); S W Raudenbush & A S Bryk, *Hierarchical Linear Models: Applications and Data Analysis Methods*, Sage (2002).

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

ST418 Half Unit Not available in 2020/21 Non-Linear Dynamics and the Analysis of Real Time Series

This information is for the 2020/21 session.

Teacher responsible: Prof Leonard Smith PEL.4.01C

Availability: This course is available on the MSc in Applicable Mathematics, MSc in Econometrics and Mathematical Economics, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan), MSc in Statistics (Financial Statistics) (Research) and MSc in Statistics (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: It is recommended that students have completed Time Series (ST422).

Course content: An introduction to the analysis of actual time series observations of real-world processes. The course casts both modern nonlinear methods and more traditional linear methods in a geometric approach. It introduces the properties of nonlinear mathematical models, covers chaos and the dynamics of uncertainty, and demonstrates the fundamental limitations in applied analysis which arise from model inadequacy. Fundamental aspects of predictability are addressed. Decision support under uncertainty is considered, with examples of economic impacts of forecasting, including weather and climate. The student will leave with a toolkit for the analysis and modelling of real data, with insights into how to evaluate which methods to employ (linear/non-linear, deterministic/stochastic) in a given problem, how to interpret the results in context, and how to avoid over interpreting nice theorems in practical circumstances. Concrete applications in economics (price time series, electricity demand, energy futures) and environment (weather, climate) as well as analytically tractable illustration from mathematics are considered.

Teaching: 20 hours of lectures and 10 hours of computer workshops in the LT. 1 hour of lectures in the ST.

Week 6 will be used as a reading week.

Indicative reading: K Beven, *Environmental Modelling: An uncertain Future?* Routledge (2009); H Kantz & T Schreiber, *Non-linear Time Series Analysis*; E Ott, T Sauer & J A Yorke (Eds), *Coping with Chaos: Analysis of Chaotic Data and The Exploitation of Chaotic Systems*; E Ott, *Chaos in Dynamical Systems*; R Tsay, *Analysis of Financial Time Series*; L.A. Smith, *Chaos: A Very Short Introduction*. Oxford University Press (2007)

Assessment: Exam (70%, duration: 2 hours) in the summer exam period.

Project (30%) in the ST.

ST422 Half Unit

Time Series

This information is for the 2020/21 session.

Teacher responsible: Prof Wai-Fung Lam

Availability: This course is compulsory on the MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan) and MSc in Statistics (Financial Statistics) (Research). This course is available on the MSc in Applicable Mathematics, MSc in Data Science, MSc in Econometrics and Mathematical Economics, MSc in Financial Mathematics, MSc in Marketing, MSc in Operations Research & Analytics, MSc in Quantitative Methods for Risk Management, MSc in Statistics and MSc in Statistics (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Good undergraduate knowledge of statistics and probability.

Course content: A broad introduction to statistical time series analysis for postgraduates: what time series analysis can be useful for; autocorrelation; stationarity; causality; basic time series models: AR, MA, ARMA; ARCH and GARCH models for financial time series; trend removal and seasonal adjustment; invertibility; spectral analysis; estimation; forecasting. We will also discuss nonstationarity and multivariate time series if time permits.

Teaching: This course will be delivered through a combination of classes and lectures totalling a minimum of 25 hours across Michaelmas Term. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos. This course includes a reading week in Week 6 of Michaelmas. Exercises will be given out to do at home during Week 6.

Formative coursework: Weekly exercises will be given.

Indicative reading: Brockwell & Davis, Time Series: Theory and Methods; Brockwell & Davis, Introduction to Time Series and Forecasting; Box & Jenkins, Time Series Analysis, Forecasting and Control; Shumway & Stoffer, Time Series Analysis and Its Applications.

Assessment: Exam (80%, duration: 2 hours) in the summer exam period.

Coursework (20%) in the MT.

The course will be assessed by an examination (80%) and a coursework (20%) involving case studies which will be submitted in MT.

ST425

Statistical Inference: Principles, Methods and Computation

This information is for the 2020/21 session.

Teacher responsible: Dr Wicher Bergsma COL.6.06

Availability: This course is compulsory on the MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available on the MRes/PhD in Management (Marketing) and MSc in Social Research Methods. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: A knowledge of probability and statistics to the equivalent level of ST102 Elementary Statistical Theory.

Course content: The course provides a comprehensive coverage of fundamental aspects of methods and principles in probability and statistics, as well as linear regression analysis. Real data illustrations with the statistical package R forms an integral part of the course, providing a hands-on experience in simulation and data analysis.

Teaching: 38 hours of lectures, 15 hours of seminars and 10 hours

of computer workshops in the MT.

This course will be delivered through a combination of classes and lectures totalling a minimum of 60 hours across Michaelmas Term. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos. This course does not include a reading week, instead Week 11 will be used as a revision week.

Formative coursework: Students will complete weekly assessed problem sheets. They will also complete R practice exercises following instructions from the weekly computing workshop.

Indicative reading: L. Wasserman, All of Statistics. Y. Pawitan, In All Likelihood. K. Knight, Mathematical Statistics. A. Zuor et al., A Beginner's Guide to R. (Available online from LSE Library.). N. Venables et. al., An Introduction to R (<http://cran.r-project.org/doc/manuals/R-intro.pdf>)

Assessment: Exam (85%, duration: 3 hours) in the January exam period.

Project (15%) in the MT.

ST426 Half Unit Not available in 2020/21

Applied Stochastic Processes

This information is for the 2020/21 session.

Teacher responsible: Dr Erik Baurdoux COL.6.04

Availability: This course is available on the MSc in Financial Mathematics, MSc in Quantitative Methods for Risk Management, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan), MSc in Statistics (Financial Statistics) (Research) and MSc in Statistics (Research). This course is available as an outside option to students on other programmes where regulations permit.

Course content: This course builds on material discussed in ST409 (Stochastic Processes). In particular, elements of the general theory of semi-martingales will be covered and emphasis will be given on presenting a variety of models involving processes with general dynamics, including jumps. The theory will be applied to a range of topics in mathematical finance and insurance, as well as financial economics.

Teaching: 20 hours of lectures and 10 hours of seminars in the LT. 2 hours of lectures in the ST.

Week 6 will be used as a reading week; exercises will be given out to students to do at home.

Formative coursework: A set of coursework similar to the exercises that will appear in the exam will be assigned. Additional formative exercise will be available through Moodle.

Indicative reading: Brownian Motion and Stochastic Calculus.

Ioannis Karatzas and Steve Shreve. Numerical Solution of Stochastic Differential Equations with Jumps in Finance. Eckhard Platten, Nicola Bruti-Liberati. Essentials of Stochastic Finance: Facts, Models, Theory. Albert Shiryaev. Stochastic Integration and Differential Equations. Phillip Protter. Levy Processes in Finance: Pricing Financial Derivatives. Wim Schoutens. Fluctuations of Lévy Processes with Applications. Andreas Kyprianou. Selected papers from scientific journals.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

ST429 Half Unit

Statistical Methods for Risk Management

This information is for the 2020/21 session.

Teacher responsible: Daniela Escobar

Availability: This course is compulsory on the MSc in Quantitative Methods for Risk Management. This course is available on the Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MSc in

Data Science, MSc in Financial Mathematics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan) and MSc in Statistics (Financial Statistics) (Research). This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students must have completed Probability, Distribution Theory and Inference (ST202) and Stochastic Processes (ST302).

ST202, ST302, or equivalent

Course content: This course covers fundamental definitions of loss functions involving risk factors and risk factor changes. These concepts will be illustrated with examples of different value functions. For the quantitative analysis of the losses of a portfolio we introduce risk measures: General overview from variance to expected shortfall. We concentrate in highly important risk measures: Value at Risk (VaR) and Expected Shortfall (ES). Considering a portfolio we analyse the distribution and dependence between different risks. We cover multivariate models and Copula models: Sklar's Theorem, Fundamental copulas, Clayton copulas, Archimedean copulas, Dependence measures. As part of dimension reduction we also study Principal component analysis. Finally, we also look at the tail of the distributions and study extreme value theory.

Teaching: This course will be delivered through a combination of classes and lectures totalling a minimum of 300 hours across Michaelmas Term. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos. This course includes a reading week in Week 6 of Michaelmas Term.

Formative coursework: A set of exercises which are similar to problems appearing in the exam will be assigned. A set of coding exercises which are similar to examples in computer lab sessions will be assigned.

Indicative reading: A. McNeil, R. Frey, P. Embrechts, Quantitative Risk Management: Concepts, Techniques, Tools; Princeton Series in Finance

Assessment: Exam (75%, duration: 2 hours) in the January exam period.

Project (25%, 2000 words).

ST433 Half Unit

Computational Methods in Finance and Insurance

This information is for the 2020/21 session.

Teacher responsible: Dr Debora Escobar COL7.13

Availability: This course is compulsory on the MSc in Quantitative Methods for Risk Management. This course is available on the MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan) and MSc in Statistics (Financial Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students must have completed September Introductory Course (Financial Mathematics and Quantitative Methods for Risk Management) (MA400).

Course content: The purpose of this course is to (a) develop the students' computational skills, (b) introduce a range of numerical techniques of importance in actuarial and financial engineering, and (c) develop the ability of the students to apply the theory from the taught courses to practical problems, work out solutions including numerical work, and to present the results in a written report.

Binomial and trinomial trees. Random number generation, the fundamentals of Monte Carlo simulation and a number of related issues. Finite difference schemes for the solution of ordinary and partial differential equations arising in insurance and finance. Numerical solutions to stochastic differential equations and their implementation. The course ends with an introduction to

guidelines for writing a scholarly report/thesis.

Teaching: This course will be delivered through a combination of classes and lectures totalling a minimum of 32 hours across Lent Term. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos.

Formative coursework: Weekly exercises and practicals are set and form the basis of the classes.

Indicative reading: N. E. Steenrod, P. Halmos, M. M. Schiffer & J. A. Dieudonné, How to write mathematics (1973); D. J. Duffy, Finite Difference Methods in Financial Engineering: A Partial Differential Equation Approach, Wiley; P. Glasserman, Monte Carlo Methods in Financial Engineering, Springer; P. E. Kloeden and E. Platen, Numerical Solution of Stochastic Differential Equations, Springer. Further material will be specified during the course.

Assessment: Exam (50%, duration: 2 hours) in the summer exam period.

Project (50%) in the ST.

ST436 Half Unit

Financial Statistics

This information is for the 2020/21 session.

Teacher responsible: Prof Piotr Fryzlewicz COL 5.12

Availability: This course is compulsory on the MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan) and MSc in Statistics (Financial Statistics) (Research). This course is available on the MSc in Data Science and MSc in Quantitative Methods for Risk Management. This course is not available as an outside option.

Pre-requisites: Students must have completed Statistical Inference: Principles, Methods and Computation (ST425) and Time Series (ST422).

Course content: The course covers key statistical methods and data analytic techniques most relevant to finance. Hands-on experience in analysing financial data in the "R" environment is an essential part of the course. The course includes a selection of the following topics: obtaining financial data, low- and high-frequency financial time series, ARCH-type models for low-frequency volatilities and their simple alternatives, predicting equity indices (case study), Markowitz portfolio theory and the Capital Asset Pricing Model, machine learning in financial forecasting, Value at Risk, simple trading strategies. The course ends with an extended case study involving making predictions of market movements in a virtual trading environment.

Teaching: This course will be delivered through a combination of classes and lectures totalling a minimum of 30 hours across Lent Term. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped lectures delivered as short online videos.

Formative coursework: Weekly marked problem sheets, with solutions discussed in class. Two marked case studies.

Indicative reading: Lai, T. L. and Xing H. (2008) Statistical Models and Methods for Financial Markets. Springer. Tsay, R. S. (2005) Analysis of Financial Time Series. Wiley. Ruppert, D. (2004) Statistics and Finance – an introduction. Springer. Fan, Y. (2003) Nonlinear Time Series. Hastie, Tibshirani, Friedman (2009) The Elements of Statistical Learning. Haerdle, Simar (2007) Applied Multivariate Statistical Analysis.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

ST439 Half Unit Not available in 2020/21

Stochastics for Derivatives Modelling

This information is for the 2020/21 session.

Teacher responsible: Dr Luciano Campi COL 5.04

Availability: This course is compulsory on the MSc in Quantitative Methods for Risk Management. This course is available on the MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan) and MSc in Statistics (Financial Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students must have completed Stochastic Processes (ST409).

Course content: Valuation and hedging of derivative securities: general principles of mathematical finance; asset price models; static vs dynamic option pricing; connection with PDEs; exotic options; volatility derivatives; mean-variance hedging; Dupire's formula.

Teaching: 20 hours of lectures and 10 hours of seminars in the LT. Week 6 will be used as a revision week.

Formative coursework: Weekly homework will be set. Students are not expected to submit this homework but will go over the exercises in the following seminar with the lecturer.

Indicative reading: Steven Shreve, *Stochastic Calculus for Finance II: Continuous-Time Models*, Springer.

Selected papers from scientific journals.

Thorsten Rheinlander and Jenny Sexton, *Hedging Derivatives*, World Scientific.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

ST440 Half Unit Not available in 2020/21 Recent Developments in Finance and Insurance

This information is for the 2020/21 session.

Teacher responsible: Dr George Tzougas COL 5.11

Availability: This course is available on the MSc in Financial Mathematics, MSc in Quantitative Methods for Risk Management, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan) and MSc in Statistics (Financial Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students must have completed Stochastic Processes (ST409).

Course content: Recent developments in the theory of stochastic processes and applications in finance and insurance and their interface. A variety of topics will be chosen from: optimal hedging with special emphasis on new products and practical applications; regression methods for risk analysis and to forecast systemic risk (based on NASDAQ data, Yahoo Finance data and macro variables); regression models in life and non-life insurance. The workshops will focus on the use of programming language R for implementations based on real data. Some selected lectures will be given by practitioners in the finance and insurance fields.

Teaching: Week 8 will be devoted to students' presentations, using material which will have been provided in week 1 or 2; as well as to discuss in groups solutions to problems that will have been set in class.

Week 6 will be used as a reading week.

Formative coursework: A set of coursework similar to the exercises that will appear in the exam will be assigned as well as a mock exam.

Indicative reading: H. Foellmer and A. Schied: *Stochastic finance*. An introduction in discrete time. (3rd ed.), de Gruyter. Selected papers from scientific journals.

Assessment: Exam (90%, duration: 2 hours) in the January exam period.

Presentation (10%) in the MT Week 9.

ST442 Half Unit Not available in 2020/21 Longitudinal Data Analysis

This information is for the 2020/21 session.

Teacher responsible: Prof Fiona Steele COL 7.12

Availability: This course is available on the MSc in Social Research Methods, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: A knowledge of probability and statistical theory, including linear regression and logistic regression.

Course content: A practical introduction to methods for the analysis of repeated measures data, including continuous and binary outcomes. Topics include: longitudinal study designs, models for two measurements, (random effects) growth curve models, marginal models, missing data, latent class models and dynamic (autoregressive) models. The course will have an applied emphasis with fortnightly computer classes using the Stata software.

Teaching: 20 hours of lectures and 10 hours of computer workshops in the LT.

Week 6 will be used as a reading week.

Formative coursework: Coursework assigned fortnightly and returned to students with comments/feedback during the computer sessions.

Indicative reading: Singer JD, Willett JB. (2003) *Applied Longitudinal Data Analysis: Modeling Change and Event Occurrence*. New York: Oxford University Press. (Part I only). Rabe-Hesketh S, Skrondal A. (2012) *Multilevel and Longitudinal Modeling Using Stata, Third Edition. Volume I: Continuous Responses*. College Station, Texas: Stata Press. Hedeker D, Gibbons RD. (2006) *Longitudinal Data Analysis*. Hoboken, New Jersey: John Wiley & Sons, Inc.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

ST443 Half Unit Machine Learning and Data Mining

This information is for the 2020/21 session.

Teacher responsible: Dr Xinghao Qiao

Availability: This course is compulsory on the MSc in Data Science. This course is available on the MSc in Applied Social Data Science, MSc in Quantitative Methods for Risk Management, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: The course will be taught from a statistical perspective and students must have a very solid understanding of linear regression models

Students are not permitted to take this course alongside Algorithmic Techniques for Data Mining (MA429)

Course content: Machine learning and data mining are emerging fields between statistics and computer science which focus on the statistical objectives of prediction, classification and clustering and are particularly orientated to contexts where datasets are large, the so-called world of 'big data'. This course will start from the classical statistical methodology of linear regression and then build on this framework to provide an introduction to machine learning and data mining methods from a statistical perspective. Thus, machine learning will be conceived of as 'statistical learning', following the

titles of the books in the essential reading list. The course will aim to cover modern non-linear methods such as spline methods, generalised additive models, decision trees, random forests, bagging, boosting and support vector machines, as well as more advanced linear approaches, such as ridge regression, the lasso, linear discriminant analysis, k-means clustering, nearest neighbours.

Teaching: The first part of the course reviews regression methods and covers linear and quadratic discriminant analysis, cross-validation, variable selection, nearest neighbours, shrinkage, dimension reduction methods. The second part of the course introduces non-linear models and covers, splines, generalized additive models, tree methods, bagging, random forest, support vector machines, principal components analysis, k-means, hierarchical clustering.

This course will be delivered through a combination of classes and lectures totalling a minimum of 15 hours across Michaelmas Term / 20 hours across Michaelmas Term. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos. This course includes a reading week in Week 6 of Michaelmas/Lent Term.

Formative coursework: Students will be expected to produce 5 problem sets in the MT.

The problem sets will consist of some theory questions and data problems that require the implementation of different methods in class using a computer package.

Indicative reading: James, G., Witten, D., Hastie, T. and Tibshirani, R. An Introduction to Statistical Learning. Springer, 2017.

Available online at <http://www-bcf.usc.edu/~garth/ISL/>. Hastie, T., Tibshirani, R. and Friedman, J. The Elements of Statistical Learning: Data Mining, Inference and Prediction. 2nd Edition, Springer, 2009. Available online at <http://statweb.stanford.edu/~tibs/ElemStatLearn/index.html>

Assessment: Exam (70%, duration: 2 hours) in the summer exam period.

Project (30%) in the MT Week 11.

ST444 Half Unit Computational Data Science

This information is for the 2020/21 session.

Teacher responsible: Dr Yining Chen COL 5.08

Availability: This course is available on the MSc in Data Science, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Basic knowledge in calculus and linear algebra, as well as a first course in probability and statistics.

Course content: An introduction to the use of popular algorithms in statistics and data science, including (but not limit to) numerical linear algebra, optimisation, graph data and massive data processing, as well as their applications. Examples include least squares, maximum likelihood, principle component analysis, LASSO and graphical LASSO, PageRank, etc. Throughout the course, students will gain practical experience of implementing these computational methods in a programming language. Learning support will be provided for at least one programming language, such as R, Python or C++, but the choice of language supported may vary between years, depending on judged benefits to students, whether in terms of pedagogy or resulting skills. This year, the default choice is Python.

Teaching: This course will be delivered through a combination of classes/computer workshops and lectures totalling a minimum of 30 hours across Michaelmas Term. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos. This course includes a reading week in Week 6 of Michaelmas Term.

Lectures will cover:

(1) **Introduction:** overview of the topics to be discussed, how numbers are presented in memory, floating point arithmetic, stability of numerical algorithms

(2) **Basic algorithms:** overview of different types of algorithms, Big-O notation, elementary complexity analysis, and their applications in data science

(3) **Tools in optimisation:** bi-section, steepest descent, Newton's method, Quasi-Newton methods, stochastic search, stochastic gradient; convex optimization (coordinate descent, ADMM, etc).

(4) **Tools in numerical linear algebra:** Gaussian elimination, Cholesky decomposition, LU decomposition, matrix inversion and condition, computing eigenvalues and eigenvectors, and their applications

(5) **Other topics:** graph data processing and massive data processing

Formative coursework: Students will be expected to produce 4 problem sets in the MT.

Bi-weekly exercises, involving computer programming and some theory.

Indicative reading: Computational Statistics by Givens and Hoeting

Statistical computing in C++ and R by Eubank and Kupresanin

Foundations of Data Science by Blum, Hopcroft and Kannan

Introduction to Algorithms by Cormen, Leiserson, Rivest and Stein

The Art of R Programming: A Tour of Statistical Software Design by Matloff

Think Python: How to Think Like a Computer Scientist by Downey

Assessment: Exam (70%, duration: 2 hours) in the summer exam period.

Coursework (30%) in the MT.

ST445 Half Unit Managing and Visualising Data

This information is for the 2020/21 session.

Teacher responsible: Dr Chengchun Shi

Availability: This course is compulsory on the MSc in Data Science. This course is available on the MSc in Applied Social Data Science, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

Priority will be given to Applied Social Data Science students and students in the Department of Statistics, where the course is listed on their programme regulations.

Course content: The focus of the course is on the fundamental principles and best practices for data manipulation and visualisation. The course is based on using Python as the primary programming language and various software packages.

The first five weeks will focus on data manipulation which covers the basic concepts such as data types and data models. Students learn how to create data model instances, load data into them, and manipulate and query data. The course will cover data structures for scientific computing and their manipulation through the Python package NumPy, and high-level data structures and functions for working with structured or tabular data through the Python package Pandas. We will cover the basic concepts of relational data models and SQL query language for creating and querying database tables.

The last five weeks focus on data visualisation starting with the exploratory data analysis using various statistical plots. We will explain visualisations used for evaluation of binary classifiers such as receiver operating curve plots and precision recall plots. We will explain the principles of some dimensionality reduction methods used for visualisation of high-dimensional data points, starting

with classical methods such as multidimensional scaling to more recent methods such as stochastic neighbour embedding. We will discuss the basic principles of graph data visualisation methods and different graph data layouts. The data visualisations will be materialised in code using Python packages such as matplotlib, Seaborn, and various scikit-learn modules.

The course handout is available here: <https://lse-st445.github.io/>.

Teaching: This course will be delivered through a combination of classes and lectures totalling a minimum of 35 hours in Michaelmas Term. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos. This course includes a reading week in Week 6 of Michaelmas Term.

Formative coursework: Students will be expected to produce 6 problem sets in the MT.

Indicative reading: McKinney, W., Python for Data Analysis, 2nd Edition, O'Reilly 2017. Muller, A. C. and Guido, S., Introduction to Machine Learning with Python, O'Reilly, 2016. Geron, A., Hands-on Machine Learning with Scikit-Learn & TensorFlow, O'Reilly, 2017. Ramakrishnan, R. and Gehrke, J., Database Management Systems, 3rd Edition, McGraw Hill, 2002. Obe, R. and Hsu, L., PostgreSQL Up & Running, 3rd Edition, O'Reilly 2017. Robinson, I., Webber, J. and Eifrem, E., Graph Databases, 2nd Edition, O'Reilly 2015. Wickham, Hadley, Ggplot2: Elegant Graphics for Data Analysis, Springer, 2009. Murray, S., Interactive Data Visualisation for the Web, O'Reilly, 2013. Matplotlib, <https://matplotlib.org>. Seaborn: statistical data visualization <https://seaborn.pydata.org>. Sci-kit learn, Machine learning in Python, <http://scikit-learn.org>

Assessment: Project (60%) and continuous assessment (40%) in the MT.

Four of the problem sets submitted by students weekly will be assessed (40% in total). Each problem set will have an individual mark of 10% and submission will be required in MT Weeks 3, 5, 8 and 10. In addition, there will be a take-home exam (60%) in the form of an individual project in which they will demonstrate the ability to manage data and visualise it through effective statistical graphics using principles they have learnt on the course. This may be done by publishing the visualisation and code to a GitHub repository and GitHub pages website.

ST446 Half Unit

Distributed Computing for Big Data

This information is for the 2020/21 session.

Teacher responsible: Prof Milan Vojnovic COL 5.05

Availability: This course is available on the MSc in Applied Social Data Science, MSc in Data Science, MSc in Operations Research & Analytics, MSc in Quantitative Methods for Risk Management, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

The MSc in Data Science students are given priority for enrollment in this course.

Pre-requisites: Basic knowledge of Python or some other programming knowledge is desirable.

Course content: The course covers basic principles of systems for distributed processing of big data including distributed file systems; distributed computation models such as Mapreduce, resilient distributed datasets, and distributed dataflow graph computations; structured querying over large datasets; graph data processing systems; stream data processing systems; scalable machine learning algorithms for classification, regression, collaborative filtering, topic modelling and other tasks. The course enables students to learn about the principles and gain hands-on experience in working with the state of the art computing

technologies such as Apache Spark, a general engine for large-scale data processing, and Apache TensorFlow, a popular software library for (distributed) learning of deep neural networks. Through weekly exercises and course project work, student can gain experience in performing data analytics tasks on their laptops and cloud computing platforms.

For more information, please see the course handout: <http://lse-st446.github.io>

Teaching: This course will be delivered through a combination of classes and lectures totalling a minimum of 35 hours across Lent Term. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos. This course includes a reading week in Week 6 of Lent Term.

Formative coursework: Students will be expected to produce 10 problem sets in the LT.

Eight of the weekly problem sets will represent formative coursework. The other two will represent summative assessment.

Indicative reading: Karau, H., Konwinski, A., Wendell, P. and Zaharia, M., Learning Spark: Lightning-fast Data Analysis, O'Reilly, 2015. Karau, H. and Warren, R., High Performance Spark: Best Practices for Scaling & Optimizing Apache Spark, O'Reilly, 2017. Drabas, T. and Lee D., Learning PySpark, Packt, 2016. White, T., Hadoop: The Definitive Guide, O'Reilly, 4th Edition, 2015. Apache Spark Documentation <https://spark.apache.org/docs/latest>. Apache TensorFlow Documentation https://www.tensorflow.org/get_started

Assessment: Project (80%) in the LT.

Continuous assessment (10%) in the LT Week 4.

Continuous assessment (10%) in the LT Week 7.

The main assessment will consist of an individual project to develop a package for fitting statistical models of the student's own choice to big data sets.

In addition, among the 10 weekly problem sets, there will be two (in weeks 4 and 7) which will contribute to summative assessment (10% each).

ST447 Half Unit

Data Analysis and Statistical Methods

This information is for the 2020/21 session.

Teacher responsible: Prof Qiwei Yao

Availability: This course is compulsory on the MSc in Data Science and MSc in Operations Research & Analytics. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is NOT available on the following programmes: MSc in Statistics, MSc in Statistics (Research), MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Social Statistics), MSc in Statistics (Social Statistics) (Research) or LSE-Fudan Double Master's in Financial Statistics and Chinese Economy.

Pre-requisites: Basic knowledge in calculus and linear algebra, as well as a course in probability and statistics equivalent to ST102.

Students who have no previous experience in R are strongly encouraged to take on an online pre-sessional R course from the Digital Skill Lab (<https://moodle.lse.ac.uk/course/view.php?id=7022>).

Course content: This course covers most frequently used statistical methods for data analysis. In addition to the standard inference methods such as parameter estimation, hypothesis testing, linear models and logistic regression, it also covers Monte Carlo methods, bootstrap, EM-algorithm, permutation tests, regression based on local fitting, causal inference and false discovery rates. The software R constitutes an integral part of the course, providing hands-on experience of data analysis.

Teaching: This course will be delivered through a combination of classes and lectures totalling a minimum of 30 hours across in Michaelmas Term. This year, some or all of this teaching may be

delivered through a combination of virtual classes and flipped-lectures delivered as short online videos. This course includes a reading week in Week 6 of Michaelmas Term.

Formative coursework: Students will be expected to produce 5 exercises in the MT.

The bi-weekly exercises enable students to learn about the different methods of statistics and data analysis. They also provide students the opportunities to implement statistical methods in R.

Indicative reading: All of Statistics, by Larry Wasserman, Springer. Data Analysis and Graphics using R: an Example-based Approach, by John Maindonald and John Braun, Cambridge University Press.

Assessment: Exam (85%, duration: 2 hours) in the January exam period.

Project (15%) in the MT.

ST448 Half Unit Not available in 2020/21 Insurance Risk

This information is for the 2020/21 session.

Teacher responsible: Daniela Escobar

Availability: This course is available on the MSc in Financial Mathematics, MSc in Quantitative Methods for Risk Management, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan) and MSc in Statistics (Financial Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

The course is available with permission when students meet requirement on pre-requisites.

Pre-requisites: Students must have completed Stochastic Processes (ST302) and Probability, Distribution Theory and Inference (ST202).

Good undergraduate understanding of distribution theory and stochastic processes. ST202, ST302 or their equivalent.

Course content: A self-contained introduction to insurance risk analysis. Starting from classical actuarial modelling of insurance risk, utility theory with optimal forms of insurance from the insured's and from the insurer's point of view are analysed. Pareto-optimal risk exchanges are introduced. Standard schemes of reinsurance are introduced and analysed. The individual and collective model are introduced to understand the aggregated claim process and approximate it. There is an emphasis in the compound Poisson process and therefore a detailed description of the Poisson process is explained. In the second part of the course we cover Ruin theory for an insurance company and capital requirement are studied. Heavy tail distributions and the extreme value theory are introduced. We solve reinsurance problems in a scheme with aggregated claims. Finally, we study closed-form solutions of the ruin probability as we also approximate it using R.

Teaching: 20 hours of lectures and 10 hours of seminars in the MT.

Week 6 will be used as a reading week.

Formative coursework: Students will be expected to produce 6 problem sets in the MT.

Indicative reading: Kaas, R., Goovaerts, M., Dhaene, J., & Denuit, M. Modern actuarial risk theory: using R. Thomas Mikosch, Non-Life Insurance Mathematics. Ragnar Norberg, Non-life Insurance Mathematics (Lecture notes). Pauline Barrieu, Luca Albertini, The Handbook of Insurance-Linked Securities

Assessment: Exam (70%, duration: 2 hours) in the summer exam period.

Project (30%) in the LT.

ST449 Half Unit Artificial Intelligence and Deep Learning

This information is for the 2020/21 session.

Teacher responsible: Prof Milan Vojnovic COL 5.05

Availability: This course is available on the MSc in Applied Social Data Science, MSc in Data Science, MSc in Quantitative Methods for Risk Management, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

The MSc in Data Science students are given priority for enrollment in this course.

Course content: The course will introduce the basic principles and algorithms used in artificial intelligence systems, with a focus on statistical and machine learning foundations, including the design and training of deep neural networks and reinforcement learning algorithms. These algorithms will be applied to classification tasks such as image recognition, speech recognition, natural language processing, as well as to agents learning to play various games. Use of Python and open source software libraries for machine intelligence such as Tensorflow and OpenAI Gym constitutes an integral part of the course, allowing students to gain hands-on experience in data analysis and use of modern computational tools.

Teaching: This course will be delivered through a combination of classes and lectures totalling a minimum of 35 hours across Lent Term. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos. This course includes a reading week in Week 6 of Lent Term.

Formative coursework: Students will be expected to produce 10 problem sets in the LT.

Indicative reading:

- I. Goodfellow, Y. Bengio and A. Courville, Deep Learning, MIT Press, 2017, <http://www.deeplearningbook.org>160
- R. Sutton and A. C. Barto, Reinforcement Learning: An Introduction, Second Edition, MIT Press, 2018
- TensorFlow, An Open Source Software Library for Machine Intelligence, <http://www.tensorflow.org>
- OpenAI Gym, <https://gym.openai.com/>

Assessment: Project (80%) in the LT.

Continuous assessment (10%) in the LT Week 4.

Continuous assessment (10%) in the LT Week 7.

Two problems sets submitted by students will be assessed (20% in total). In addition, there will be a graded take-home research project (80%) which will be completed on an individual basis in which they will demonstrate the ability to apply and train an appropriate model to a specific problem and dataset using principles they have learnt in the course. This may be done by publishing the code to a GitHub repository and GitHub pages website.

ST450

Advanced Lectures on Special Topics in Statistics

This information is for the 2020/21 session.

Course content: Seminar series. Please refer to Departmental web page for details. <http://www.lse.ac.uk/statistics/home.aspx>

Teaching: 20 hours of seminars in the LT.

ST451 Half Unit Bayesian Machine Learning

This information is for the 2020/21 session.

Teacher responsible: Dr Konstantinos Kalogeropoulos

Availability: This course is available on the MSc in Applied Social Data Science, MSc in Data Science, MSc in Quantitative

Methods for Risk Management, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available as an outside option to students on other programmes where regulations permit.

Priority is given to Department of Statistics students and those with the course listed in their programme regulations.

Pre-requisites: Basic knowledge in probability and first course in statistics such as ST202 or equivalent Probability Distribution Theory and Inference; basic knowledge of the principles of computer programming is sufficient (e.g. in any of Python, R, Matlab, C, Java). This is desired rather than essential.

Course content: The course sets up the foundations and covers the basic algorithms covered in probabilistic machine learning. Several techniques that are probabilistic in nature are introduced and standard topics are revisited from a Bayesian viewpoint. The module provides training in state-of-the-art methods that have been applied successfully for several tasks such as natural language processing, image recognition and fraud detection. The first part of the module covers the basic concepts of Bayesian Inference such as prior and posterior distribution, Bayesian estimation, model choice and forecasting. These concepts are also illustrated in real world applications modelled via linear models of regression and classification and compared with alternative approaches.

The second part of the module introduces and provides training in further topics of probabilistic machine learning such as Graphical models, mixtures and cluster analysis, Variational approximation, advanced Monte Carlo sampling methods, sequential data and Gaussian processes. All topics are illustrated via real-world examples and are contrasted against non-Bayesian approaches.

Teaching: This course will be delivered through a combination of classes and lectures totalling a minimum of 35 hours across the Lent Term. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos. This course does not include a reading week and will be concluded by the end of week 10 of Lent Term.

Syllabus:

- Bayesian inference concepts: Prior and posterior distributions, Bayes estimators, credible intervals, Bayes factors, Bayesian forecasting, Posterior Predictive distribution.
- Linear models for regression: Linear basis function models, Bayesian linear regression, Bayesian model comparison.
- Linear models for classification: Probabilistic generative models, Probabilistic discriminative models, The Laplace approximation, Bayesian logistic regression.
- Variational inference, Variational linear and logistic regression.
- Graphical models: Bayesian networks, Conditional independence, Markov random fields.
- Mixture models and Clustering: Clustering, Mixtures, The EM algorithm.
- Sampling methods: Basic sampling algorithms, Markov chain Monte Carlo, Gibbs sampling
- Sequential data: Markov models, Hidden Markov models, Linear dynamical systems.
- Gaussian processes : Bayesian Non-Parametrics, Gaussian processes for regression and classification.

Formative coursework: Students will be expected to produce 10 problem sets in the LT.

10 problem sets in LT to prepare students for both summative assessment components. They will include theoretical exercises, targeting for learning outcomes a and b, as well as computer-based assignments (for learning outcome c) that will need to be presented in suitable form for the purposes of learning outcome d. Additionally, mostly related to learning outcome b, students will be encouraged to share and compare their responses in some challenging parts of the problem sets, through the use of dedicated Moodle forums.

Indicative reading:

- C. M. Bishop, Pattern Recognition and Machine Learning, Springer 2006
- K. Murphy, Machine Learning: A Probabilistic Perspective, MIT Press, 2012
- S. Rogers and M. Girolami, A First Course in Machine Learning, Second Edition, Chapman and Hall/CRC, 2016
- D. J. C. MacKay, Information Theory, Inference and Learning Algorithms, Cambridge University Press, 2003
- D. Barber, Bayesian Reasoning and Machine Learning, Cambridge University Press 2012

Assessment: Exam (50%, duration: 2 hours) in the summer exam period.

Project (50%) in the ST.

ST452 Half Unit

Probability and Mathematical Statistics I

This information is for the 2020/21 session.

Teacher responsible: Prof Umut Cetin

Availability: This course is available on the MSc in Quantitative Methods for Risk Management. This course is available with permission as an outside option to students on other programmes where regulations permit.

The availability as an outside option requires a demonstration of sufficient background in mathematics and statistics. Prior training on basic concepts of real analysis providing experience with formal proofs, sequences, continuity of functions, and calculus and is at the discretion of the instructor.

Course content: This course provides theoretical and axiomatic foundations of probability and mathematical statistics. In particular, the following topics will be covered:

1. Measure spaces; Caratheodory extension theorem; Borel-Cantelli lemmas.
2. Random variables; monotone-class theorem; different kinds of convergence.
3. Kolmogorov's 0-1 law; construction of Lebesgue integral.
4. Monotone convergence theorem; Fatou's lemmas; dominated convergence theorem.
5. Expectation; L^p spaces; uniform integrability.
6. Characteristic functions; Levy inversion formula; Levy convergence theorem; CLT.
7. Principle and basis for statistical inference: populations and samples, decision theory, basic measures for estimators.
8. Estimation: U and V statistics, unbiased estimators, MVUE, MLE.
9. Hypothesis testing: Neyman-Pearson lemma, UMP, confidence sets.
10. Product measures; conditional expectation.

Teaching: This course will be delivered through a combination of classes and lectures totalling a minimum of 30 hours across Michaelmas Term. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos. This course includes a reading week in Week 6 of Michaelmas Term.

Formative coursework: Students will be expected to produce 9 problem sets in the MT.

Weekly problem sets that are discussed in subsequent seminars. The coursework that will be used for summative assessment will be chosen from a subset of these problems.

Indicative reading:

- 1 Williams, D. (1991). Probability with Martingales. Cambridge University Press.
- 2 Durrett, R. (2019). Probability: Theory and Examples. Cambridge Series in Statistical and Probabilistic Mathematics.
- 3 Shao, J. (2007). Mathematical Statistics. Springer Texts in Statistics.
- 4 Keener, R. (2010). Theoretical Statistics. Springer Texts in Statistics.

Assessment: Exam (70%, duration: 2 hours, reading time: 10

minutes) in the January exam period.

Coursework (30%) in the MT.

Three of the homework problem sets will be submitted and marked as assessed coursework.

ST453 Half Unit

Probability and Mathematical Statistics II

This information is for the 2020/21 session.

Teacher responsible: Prof Konstantinos Kardaras

Availability: This course is available on the MSc in Quantitative Methods for Risk Management. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Probability and Mathematical Statistics I is a pre-requisite.

Course content: This course provides instruction in advanced topics in probability and mathematical statistics, mainly based on martingale theory. It is a continuation of Probability and Mathematical Statistics I. The following topics will in particular be covered:

- 1 Conditional expectation revisited; linear regression; martingales and first examples.
- 2 Concentration inequalities; dimension reduction; log-Sobolev inequalities.
- 3 Martingale transforms; optional sampling theorem; convergence theorems.
- 4 Sequential testing; backwards martingales; law of large numbers; de Finetti's theorem.
- 5 Markov chains; recurrence; reversibility; foundations of MCMC.
- 6 Ergodic theory.
- 7 Brownian motion; quadratic variation; stochastic integration.
- 8 Stochastic differential equations; diffusions; filtering.
- 9 Bayesian updating; Ergodic diffusions; Langevin samplers.
- 10 Brownian bridge; empirical processes; Kolmogorov-Smirnov statistic.

Teaching: This course will be delivered through a combination of classes and lectures totalling a minimum of 30 hours across Lent Term. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos. This course includes a reading week in Week 6 of Lent Term.

Formative coursework: Students will be expected to produce 9 problem sets in the LT.

Weekly problem sets that are discussed in subsequent seminars. The coursework that will be used for summative assessment will be chosen from a subset of these problems.

Indicative reading:

- 1 Williams, D. (1991). Probability with Martingales. Cambridge University Press.
- 2 Durrett, R. (2019). Probability: Theory and Examples. Cambridge Series in Statistical and Probabilistic Mathematics.
- 3 Karatzas, I, Shreve S. (1991). Brownian motion and Stochastic Calculus. Springer GTM.
- 4 Shao, J. (2007). Mathematical Statistics. Springer Texts in Statistics.
- 5 Keener, R. (2010). Theoretical Statistics. Springer Texts in Statistics.

Assessment: Exam (70%, duration: 2 hours, reading time: 10 minutes) in the summer exam period.

Coursework (30%) in the LT.

Three of the homework problem sets will be submitted and marked as assessed coursework.

ST498

Capstone Project

This information is for the 2020/21 session.

Teacher responsible: A project supervisor will be identified during MT.

Availability: This course is compulsory on the MSc in Data Science. This course is not available as an outside option.

Course content: The capstone project will provide students with the opportunity to study in depth a topic of specific interest. The topic will normally relate to a specific data source or sources and will require the use of data science skills learnt on the programme. The topic for a capstone project will be similar to that for the kinds of data-based issues faced in practice by private or public sector organisations. The capstone project is typically conducted in partnership with a company partner and is jointly supervised by the LSE faculty and company partner collaborators. The capstone project partner proposes a data science research project, potentially provides access to data, and engages through participation in joint meetings that are either online or onsite.

The capstone project may require students to spend some time on company partner's premises, for example, to have access to data. The capstone project requires creative work in formulating research questions and hypotheses, identifying most suited methodology, referring to research literature, and analysing data sources using data science computing technologies.

Teaching: A topic and project supervisor will be identified during MT. Supervisors will provide advice from the end of MT until two weeks after the end of ST. The student will prepare and submit project report by a date in August.

Formative coursework: Formative assessment is via informal feedback from supervisors on the project report and contributions to the project as an individual contributor and team member. Other courses on the MSc programme will also provide a range of formative assessments of relevance to the outcomes of this project.

Assessment: Project (100%) in August.

Maximum page limit of 50 single-sided sheets of A4 (minimum font size of 11pt and line spacing 1.5).

ST499

Dissertation

This information is for the 2020/21 session.

Teacher responsible: Prof Jouni Kuha COL. 8.04, Prof Wai-Fung Lam COL. 6.09 and Dr Konstantinos Kalogeropoulos COL. 6.10

Availability: This course is compulsory on the MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research) and MSc in Statistics (Social Statistics) (Research). This course is not available as an outside option.

Course content: Independent project work on a subject chosen by the student.

Assessment: Dissertation (100%) in August. (50 page limit).

Executive Taught Master's Course Guides



EC452E Half Unit**Applying Behavioural Economics for Social Impact: Design, Delivery and Policy**

This information is for the 2020/21 session.

Teacher responsible: Prof Nava Ashraf 32L.3.18

Director of Research, Marshall Institute

Availability: This course is compulsory on the Executive MSc in Social Business and Entrepreneurship. This course is not available as an outside option.

Course content: This course delivers insights from cutting edge research in psychology and economics, and asks students to use these insights to design solutions to significant social challenges. Students learn how to diagnose, design, deliver, and rigorously test products and services using the principles of behavioural economics and the methods of field experimentation. The course begins by describing the principle of coproduction: outcomes in health, education and similar fields are not simply given to end-users, but are produced by end-users themselves, interacting with supply-side factors. Drawing on the insights from behavioural economics and using qualitative methods, students learn how to diagnose end-user needs, preferences and behaviour. The course then explores how the psychological aspects of behaviour can be combined with the tools and structure of economics to induce behaviour change and improve outcomes, including the challenge of setting prices and designing incentives. Throughout the course there is emphasis upon the critical importance of effective measurement in the context of the social sector, where traditional market feedback mechanisms are typically absent and where mission-driven leaders' evaluation of organisational impact can itself be subject to cognitive bias and distortion. Appropriate measurement in turn informs improvements in diagnosis and design. This emphasis on appropriate measurement reinforces students' learning in earlier modules of the programme, where they will be introduced to the principles and concepts of rigorous social impact evaluation. The course concludes by exploring policy impact and how research can be translated into policy action. Real world case studies are used at every stage of the course.

This course is relevant to all those who wish to improve the effectiveness of social interventions and programmes across a range of diverse fields, whether such interventions are administered through the state or, increasingly, through private philanthropy and social entrepreneurship. The course tutor is Director of Research at the Marshall Institute.

Teaching: Ten sessions of three hours each, delivered across two modules (teaching blocks).

Formative coursework: Formative assessment will be through short case commentaries written by students on the basis of lecture/seminars. These will be submitted and feedback given during the course.

Indicative reading: There is no single textbook for the course. For an introduction to the field of behavioural economics, students should consult *Nudge: Improving Decisions About Health, Wealth, and Happiness* by Richard Thaler and Cass Sunstein (2009, Penguin) and *Thinking, Fast and Slow*, by Daniel Kahneman (2012, Penguin).

Other indicative readings are:

- Ashraf, N., Bandiera, O. and Jack, B.K. 2014. "No margin, no mission? A field experiment on incentives for public service delivery." *Journal of Public Economics* 120 (December): 1-17
- Ashraf, N., Camerer, C. F. and Loewenstein, G. 2005. "Adam Smith, Behavioral Economist." *Journal of Economic Perspectives* 19(3): 131-145.
- Glennerster, R. and Takavarasha, K. 2013. *Running randomized evaluations: a practical guide*. Princeton: Princeton University Press.
- Hirschman, A 1997. *The passions and the interests: political arguments for capitalism before its triumph* (20th anniversary edition). Princeton: Princeton University Press.
- Kamenica, E. 2012. "Behavioral Economics and Psychology of Incentives." *Annual Review of Economics* 4(1): 427-452.

Further readings relevant to specific case studies will be provided during the course.

Assessment: Take-home assessment (85%) and class participation (15%).

Assessment will be through a take home exam (85%) and class participation (15%).

FM405E Half Unit**Fixed Income Securities and Credit Markets**

This information is for the 2020/21 session.

Teacher responsible: Dr Peter Kondor

Availability: This course is available on the MSc in Finance (part-time). This course is not available as an outside option.

Pre-requisites: Students must have completed FM422E and FM423E.

Course content:

- Interest rate modelling and derivatives
- Credit risk
- Credit derivatives and risk management

This course provides a thorough grounding in recent developments in fixed income securities pricing, hedging and portfolio management.

By the end of the course, the students will be familiar with the fixed income state of the art business practice and a variety of topics including (i) an analysis of the main products traded in the credit markets, such as government and corporate bonds, bond options, swaps, caps, floors, swaptions, callable, puttable and convertible bonds, and an analysis of the main credit derivatives such as total-return swaps, spread options and credit default swaps; (ii) the specific tools used in the industry practice to evaluate and hedge these products, which range from no-arbitrage trees and the calibration of yield curve derivatives to the main tools used to monitor and manage credit risk; (iii) the process of securitization, with particular reference to collateralized default obligations and mortgage-based securities.

Teaching: 30 hours of lectures in the MT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

Indicative reading: The primary source for this course is a comprehensive set of Lecture Notes, tutorials and case studies and the main reference is Pietro Veronesi: *Fixed Income Securities*, (Wiley 2010).

Assessment: Continuous assessment (100%) in the MT.

FM406E Half Unit**Topics in Portfolio Management**

This information is for the 2020/21 session.

Teacher responsible: Dr Michela Verardo

Availability: This course is available on the MSc in Finance (part-time). This course is not available as an outside option.

Pre-requisites: Students must have completed Corporate Finance (FM422E) and FM423E.

Course content:

- Portfolio optimization and the Black-Litterman model
- Dynamic Investment Strategies
- Selecting and Monitoring Portfolio Managers: Mutual funds and hedge funds
- Transactions Costs and Liquidity Risk

The course covers a wide range of topics in portfolio management, with a strong focus on empirical applications. The first part of the course reviews the basics of portfolio theory and develops the Black-Litterman approach to portfolio optimization. The second part of the course introduces students to the implementation

of several dynamic investment strategies and to the estimation of their performance; portfolio strategies include size, value, momentum, betting-against-beta, and quality-minus-junk. The third part of the course focuses on selecting and monitoring portfolio managers, with particular emphasis on the identification of selectivity, allocation, and timing skills for mutual funds and hedge funds. The last part of the course examines trading costs and liquidity risk, as well as their impact on the profitability of investment strategies. The course is based on recent empirical studies and applied exercises using financial data.

Teaching: 30 hours of lectures in the MT.

Formative coursework: Regular coursework will be completed, handed in and marked as part of formative assessment for this course.

Indicative reading: A study pack will include lecture notes and case studies. All relevant articles will be made available during the course. Useful references are: Investments, by Z. Bodie, A. Kane, and A. Marcus, McGraw-Hill Irwin; Modern portfolio theory and investment analysis, by E. J. Elton, M. J. Gruber, S. J. Brown, and W. N. Goetzmann, Wiley Press; Modern investment management, by Bob Litterman and the Quantitative Resource Group, GSAM, Wiley Press.

Assessment: Continuous assessment (100%) in the MT.

FM407E Half Unit

Mergers, Buyouts and Corporate Restructurings

This information is for the 2020/21 session.

Teacher responsible: Dr Vicente Cuñat

Availability: This course is available on the MSc in Finance (part-time). This course is not available as an outside option.

Pre-requisites: Students must have completed FM422E and FM423E.

Course content:

- Financial Analysis of Firms and Corporate Transactions
- Mergers, Acquisitions and Leveraged Buyouts
- Distress, Bankruptcy and Corporate Restructuring

This course covers advanced topics in Corporate Finance. It focuses on the strategy, valuation and execution of corporate deals. In particular, the first part of the course covers mergers, divestitures, partial-divestitures (e.g. equity carve outs) and leveraged buyouts. The second part of the course provides a framework of analysis for the resolution of financial distress and bankruptcy. Each of the topics introduced in this course covers both institutional details and results of relevant academic research. It is furthermore supported by case studies.

Teaching: 30 hours of lectures in the LT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

Formative coursework: Regular courseworks will be completed, handed in and marked as part of formative assessment for this course.

Indicative reading: A course pack will be distributed that includes case studies as well as additional readings such as textbook chapters, and practitioner articles.

Assessment: Continuous assessment (100%) in the LT.

FM408E Half Unit Not available in 2020/21

Financial Engineering

This information is for the 2020/21 session.

Teacher responsible: Dr Jean-Pierre Zigrand

Availability: This course is available on the MSc in Finance (part-time). This course is not available as an outside option.

Pre-requisites: Students must have completed FM422E and FM423E.

Students will be expected to show some familiarity with calculus (including stochastic calculus) and statistics

Course content: This course provides a thorough grounding in the theory and practice of financial engineering. The emphasis is on the application of derivatives pricing and hedging methodology to equity and volatility derivatives and to structured products.

The course aims to cover the basics in derivatives theory, and to apply them to a multitude of financial securities and structured products, with a special emphasis on recent products in the equity and volatility derivative worlds. We review selected case studies in order to gain a better understanding of their practical usage. We also implement the models numerically in R and VBA.

Teaching: 30 hours of lectures in the LT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

Indicative reading: Based on a set of extensive lecture notes.

No one book covers the material of the entire course. Books recommended include The Volatility Surface: A Practitioner's Guide, 2nd Edition, by Jim Gatheral, and The Volatility Smile by Derman, Miller and Park. Background reading can be found in Volatility: Practical Options Theory by Adam Iqbal, Derivatives Markets by Robert McDonald or Options, Futures and Other Derivatives by John Hull.

Assessment: Exam (70%, duration: 2 hours) in the summer exam period.

Project (30%) in the LT.

FM409E Half Unit

Risk Management in Financial Markets

This information is for the 2020/21 session.

Teacher responsible: Dr Christian Julliard

Availability: This course is available on the MSc in Finance (full-time), MSc in Finance (full-time) (Work Placement Pathway), MSc in Finance (part-time), MSc in Finance and Economics, MSc in Finance and Economics (Work Placement Pathway), MSc in Finance and Private Equity and MSc in Finance and Private Equity (Work Placement Pathway). This course is not available as an outside option.

Pre-requisites: Students must have completed Corporate Finance (FM422/E) and Asset Markets (FM423/E) or Financial Economics (FM436).

Course content:

- Hedging in equity and fixed income markets
- Market Risk, Value at Risk and Expected Shortfall
- Endogenous Risk and Limits to Arbitrage
- Credit risk and structured products

The aim of this course is to offer an introduction to the analysis and management of risk within financial markets. The course develops a conceptual framework for thinking about financial risk and shows how these concepts are implemented in practice in a variety of contexts. First, the course offers an overview of risk management in the context of portfolios of fixed income securities and derivatives. Next, we discuss the implementation and the merits of Value at Risk measures. We will spend some time on endogenous risk and limits to arbitrage. In the context of credit risk we will cover ratings based and structural models, as well as credit risk on portfolios and credit derivatives. Throughout, the course spends a significant amount of time on practical applications of the theories that are introduced. Limitations of current approaches are also discussed.

Teaching: 30 hours of lectures in the LT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is

interactive.

Formative coursework: Problem sets. In addition, students will have the opportunity to present the results of a case study to the class.

Indicative reading: Course readings will vary from year to year depending upon the topics covered. The main reference is: John C. Hull, *Risk Management and Financial Institutions*, Wiley, 2015, 4th edition.

Additional useful references are: Michel Crouhy, Dan Galai and Robert Mark, *Risk Management*, McGraw-Hill, 2001. Philippe Jorion, *Value at Risk*, McGraw-Hill, 2007, 3rd edition. Jon Danielsson, *Financial Risk Forecasting*, Wiley, 2011. John C. Hull, *Options, Futures and Other Derivatives*, Pearson, 2012, 8th edition. Darrell Duffie and Ken Singleton, *Credit Risk*, Princeton University Press, 2003.

Assessment: Continuous assessment (100%) in the LT.

FM414E Half Unit

Private Equity, Venture Capital and Entrepreneurial Finance

This information is for the 2020/21 session.

Teacher responsible: Prof Ulf Axelsson

Availability: This course is available on the MSc in Finance (part-time). This course is not available as an outside option.

Pre-requisites: Students must have completed FM422E and FM423E.

Course content:

- Evaluating and executing Private Equity Deals
- Business Plans, Venture Capital, and Entrepreneurial Finance
- Private Equity as an asset class and the private equity landscape

The course provides a thorough grounding in the theory and recent developments in the field of private equity. Starting by examining how private equity funds are raised and structured, the course will examine how private equity can be used in start-ups, in scaling-up cash flow businesses, and in restructuring firms facing financial distress. The course explores the link between private and venture capital on the one hand and public securities markets on the other. The course will examine the process through which private equity investors exit their investments. The course will also give a detailed analysis of the types of finance used in private equity and an evaluation of the short and long-run performance of private equity investments. The course will include an evaluation of the performance of different types of private equity investment and a comparison with other forms of ownership will be undertaken.

Teaching: 30 hours of seminars in the MT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

Formative coursework: Each week there will typically be a formative or summative case study assignment.

Indicative reading: Ulf Axelsson, Tim Jenkinson, Per Strömberg, and Michael S. Weisbach. *Leverage and Pricing in Buyouts: An Empirical Analysis*. August 28, 2007; Steven N. Kaplan and Per Strömberg. *Leveraged Buyouts and Private Equity*, Social Science Research Network, June 2008; Cendrowski, Harry. *Private Equity: Governance and Operations Assessment*. Hoboken: John Wiley & Sons. 2008; Lerner, Joshua. *Venture Capital and Private Equity: A Casebook*. New York: John Wiley & Sons. 2000; Acharya V V; Franks J R & Servaes H (2007) "Private Equity: Boom and Bust?" *Journal of Applied Corporate Finance*, 19(4), Fall 2007, 44-53.

Assessment: Continuous assessment (100%) in the MT.

FM422E

Corporate Finance

This information is for the 2020/21 session.

Teacher responsible: Professor Amil Dasgupta

Dr Dirk Jenter

Availability: This course is compulsory on the MSc in Finance (part-time). This course is not available as an outside option.

Pre-requisites: Aimed at people with a good undergraduate degree and good quantitative skills, with some knowledge of economics.

Course content:

- Financing
- Valuation

This core course provides a broad introduction to the key issues in corporate finance. The first half of the course, the Financing Module, investigates how companies should finance their activities by issuing securities (debt, equity, and convertible claims) and the interaction of business policy with financial policy. The aim is to understand what factors determine optimal capital structure and how the interplay of these factors can affect financing decisions in a way that creates value. The second half of the course, the Valuation Module, covers firm and project valuation and establishes how companies should select among investable assets. The module focuses on fundamental valuation techniques based on discounting future cash flows. The course goes on to introduce further valuations methods, such as real options analysis, as well as key applications of valuation concepts to major corporate decisions such as mergers and acquisition and initial public offerings. The course interweaves key conceptual material with a series of cases.

Teaching: 30 hours of lectures in the MT. 30 hours of lectures in the LT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

Formative coursework: Regular classworks will be completed, handed in and marked as part of formative assessment for this course.

Indicative reading: The recommended textbook for this course is Berk and DeMarzo, *Corporate Finance*. Other recommended readings from relevant journal articles will be included in a study pack.

Assessment: Continuous assessment (100%) in the MT and LT.

FM423E

Asset Markets

This information is for the 2020/21 session.

Teacher responsible: Dr Dong Lou and Dr Igor Makarov

Availability: This course is compulsory on the MSc in Finance (part-time). This course is not available as an outside option.

Pre-requisites: Aimed at people with a good undergraduate degree and good quantitative skills, with some knowledge of economics.

Course content:

- Investments and Securities Valuation
- Portfolio choice and performance evaluation
- Derivatives

The aim of the course is to familiarize students with the workings of financial markets, and equip them with the fundamental tools of asset valuation. The course will focus on the three main asset classes - fixed income, stocks, and derivatives - giving a unified perspective of modern valuation methods. The starting point will be the present value formula. The course will then proceed to fixed-income securities, focusing mainly on government bonds. These will be valued off the term structure of interest rates, using the present value formula. The connection with the principle of no-arbitrage will be emphasized. The course will then move to stocks, starting with portfolio theory and then deriving the relation

between risk and return (CAPM). The CAPM will provide a risk-adjusted discount rate that will be used to discount stocks' cash flows with the present value formula. Alternative pricing models such as the APT and multi-factor models will also be covered, and the models will be applied to issues of asset allocation and portfolio selection. The last topic will be derivatives, especially futures and options. After familiarizing students with the use of derivatives, the course will cover the main valuation methods (binomial model, Black-Scholes) emphasizing again the principle of no-arbitrage.

Teaching: 30 hours of lectures in the MT. 30 hours of lectures in the LT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

Formative coursework: Regular classworks will be completed, handed in and marked as part of formative assessment for this course.

Indicative reading: The organisation of topics of the course follows closely the treatment in Berk and DeMarzo, Corporate Finance, 3rd Global Edition, Pearson International, and Bodie, Kane, and Marcus, Investments, 10th Edition, McGraw Hill. Other recommended readings and case studies will be included in a study pack.

Assessment: Continuous assessment (100%) in the MT and LT.

FM475E Half Unit Financial Management (modular)

This information is for the 2020/21 session.

Teacher responsible: Prof Amil Dasgupta CON2.06

Availability: This course is compulsory on the Executive Global MSc in Management. This course is not available as an outside option.

The information in this course guide pertains to the 2020-2022 cohort.

Course content: This course will provide a comprehensive overview of financial decision making in corporations. Our approach to finance will be rigorous, but both applied and practical, enabling students to address topical issues faced by modern corporations. In particular, the course will develop concepts in business strategy, valuation techniques, and capital structure theories, applying these tools in a systematic and rigorous way to real-life financial management problems. After a brief introduction to financial analysis and management, the course will focus on corporate finance and business valuation. Topics such as corporate liquidity management, financial distress, and initial public offerings will also be covered.

Teaching: The course is taught during Module 3, over ten interactive sessions of three hours each.
Module 3 (12 – 24 April 2021)

The teaching approach will intensively intermingle the following four elements:

- (i) New conceptual material. This will be taught via interactive lectures.
- (ii) Real life business cases applying and extending such conceptual material. These will be explored via interactive classroom discussion sessions.
- (iii) Group classroom exercises to reinforce concepts, and
- (iv) Discussion of ongoing or recent real-world financial events that illustrate key concepts developed in the course via reference to media articles from the Financial Times, The Economist, etc.

Formative coursework: Feedback on class participation.

Indicative reading: The recommended readings for this course consist of Higgins, Koski, and Mitton, Analysis for Financial Management, McGraw-Hill, 12th Edition and several business case studies.

Assessment: Essay (20%, 1500 words), project (65%) and class

participation (15%).

The essay is an assessed 1,500 word group essay.

The project is a take-home individual project.

FM4T4E Half Unit Private Equity, Venture Capital and Entrepreneurship - Dissertation

This information is for the 2020/21 session.

Teacher responsible: Prof Ulf Axelsson

Availability: This course is available on the MSc in Finance (part-time). This course is not available as an outside option.

Course content: See entry for FM414E.

Teaching: See entry for FM414E.

Assessment: Continuous assessment (100%) in the MT.

Assessment will include a 6,000 word dissertation on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in LT by the course teacher who will act as the student's supervisor. Submission deadline will be in Summer Term.

FM4T6E Half Unit Topics in Portfolio Management - Dissertation

This information is for the 2020/21 session.

Teacher responsible: Dr Michela Verardo

Availability: This course is available on the MSc in Finance (part-time). This course is not available as an outside option.

Course content: See entry for FM406E.

Teaching: See entry for FM406E.

Assessment: Continuous assessment (100%) in the MT.

Assessment will include a 6,000 word dissertation on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in LT by the course teacher who will act as the student's supervisor. Submission deadline will be in Summer Term.

FM4T8E Half Unit Not available in 2020/21 Financial Engineering - Dissertation

This information is for the 2020/21 session.

Teacher responsible: Dr Jean-Pierre Zigrand

Availability: This course is available on the MSc in Finance (part-time). This course is not available as an outside option.

Course content: See entry for FM408E.

Teaching: See entry for FM408E.

Assessment: Dissertation (70%, 6000 words) in the ST.
Project (30%) in the LT.

6,000 word dissertation in lieu of examination (70%) on a topic to be agreed with the course teacher, and coursework (30%). The dissertation option is to be chosen in only one half unit module, with its outline approved in LT by the course teacher who will act as the student's supervisor. Submission deadline is towards the end of Summer Term.

FM4U5E Half Unit Fixed Income Securities and Credit Markets - Dissertation

This information is for the 2020/21 session.

Teacher responsible: Dr Peter Kondor

Availability: This course is available on the MSc in Finance (part-time). This course is not available as an outside option.

Course content: See entry for FM405E.

Teaching: See entry for FM405E.

Assessment: Continuous assessment (100%) in the LT. Assessment will include a 6,000 word dissertation on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in LT by the course teacher who will act as the student's supervisor. Submission deadline will be in Summer Term.

FM4U7E Half Unit

Mergers, Buyouts and Corporate Restructurings - Dissertation

This information is for the 2020/21 session.

Teacher responsible: Dr Vicente Cufiàt

Availability: This course is available on the MSc in Finance (part-time). This course is not available as an outside option.

Course content: See entry for FM407E.

Teaching: See entry for FM407E

Assessment: Continuous assessment (100%) in the LT. Assessment will include a 6,000 word dissertation on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in LT by the course teacher who will act as the student's supervisor. Submission deadline will be in Summer Term.

FM4U9E Half Unit

Risk Management in Financial Markets - Dissertation

This information is for the 2020/21 session.

Teacher responsible: Dr Christian Julliard

Availability: This course is available on the MSc in Finance (full-time), MSc in Finance (full-time) (Work Placement Pathway), MSc in Finance (part-time), MSc in Finance and Economics and MSc in Finance and Economics (Work Placement Pathway). This course is not available as an outside option.

Course content: See entry for FM409E.

Teaching: See entry for FM409E

Assessment: Continuous assessment (100%) in the LT. Assessment will include a 6,000 word dissertation on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in LT by the course teacher who will act as the student's supervisor. Submission deadline will be in Summer Term.

HP4A1E Half Unit

Financing Health Care

This information is for the 2020/21 session.

Teacher responsible: Prof Elias Mossialos COW 2.12

Availability: This course is compulsory on the Executive MSc in Health Economics, Policy and Management. This course is available on the Executive MSc in Health Economics, Outcomes and Management in Cardiovascular Sciences. This course is not available as an outside option.

Course content: This course aims to give students a thorough grounding in health financing policy. It focuses on the health financing functions of collecting revenue, pooling funds and purchasing services, as well as on policy choices concerning coverage, resource allocation and market structure. The course mainly draws on examples from health financing policy in

European countries, but the general principles studied apply internationally.

The course provides an overview of key health financing policy issues, including the advantages and disadvantages of different ways of raising revenue for health; the role of private financing mechanisms; the importance of pooling; decisions about whom to cover, what services to cover, and how much of service cost to cover; allocating resources to purchasers, purchasing market structure and the principles of strategic purchasing; the incentives associated with different methods of paying providers; and the issue of financial sustainability.

Teaching: This course will be delivered through a combination of lectures and seminars totalling a minimum 23 hours. Students will have access to lecture material delivered as short online videos. During the seminars, students will work in groups to present an overview of a health system in a country of their choice (having prepared in advance), providing an overview of its structure, organisation, management and financing. They will be asked to highlight particular strengths, weaknesses, opportunities and challenges faced by the health system, a summary of key policy debates, and highlight potential policy solutions to critical challenges. Each presentation will be followed by a Q+A and a plenary discussion led by the seminar leader.

Formative coursework: Group presentation giving an overview of a health system in a country of their choice, providing an overview of its structure, organisation, management and financing.

Indicative reading: WHO, World Health Report 2010 - Health systems financing: the path to universal coverage (2010); E Mossialos, A Dixon, J Figueras & J Kutzin (eds), Funding health care: options for Europe, Open University Press (2002); J Kutzin, Health financing policy: a guide for decision-makers, World Health Organization (2008); T Rice, The economics of health reconsidered, Health Administration Press (3rd edn, 2009)

Students will be given access to essential readings before the course begins through the pre-session reading programme on Moodle.

They will be expected to read these prior to the first day of class.

Assessment: Take-home assessment (100%) in the ST.

HP4A2E Half Unit Not available in 2020/21

Health Administration and Management

This information is for the 2020/21 session.

Teacher responsible: Dr Irene Papanicolas COW3.04

In addition, Professor Nancy Kane and Mariam Krikorian Atkinson (Harvard Business School) will be teaching on the course.

Availability: This course is available on the Executive MSc in Health Economics, Outcomes and Management in Cardiovascular Sciences and Executive MSc in Health Economics, Policy and Management. This course is not available as an outside option.

Course content: This course is intended to provide the student an orientation and overview on managing organizations within health systems. The governance, execution, information management, quality of care, and sustaining human resources will be discussed, including an examination of the uses of accounting and other forms of reporting to manage health services. This is an introductory course, appropriate for students with no formal inpatient health care management experience. The course will cover the following topics: principle responsibilities of a health care system and organizations within the system; issues and strategies for enabling health care organizations to be responsive to their environment; concepts for supporting and implementing governance decisions; strategies for performance measurement and information, and analytical activities related to planning, finance, and information needs; characteristics and development of systems to assure quality of clinical services.

Teaching: 10 hours of lectures and 10 hours of seminars.

Formative coursework: In-class formative assessments.

Students will be given questions to answer to help them learn to think critically about a focal case and then asked to discuss in

discussion breakout sessions.

Indicative reading:

1. Drucker PF. 1994. "The Theory of the Business." Harvard Business Review. September- October. HBSP # 94506
2. Hammond, John S. "Learning by the Case Method." Harvard Business School. 9-376-241
3. Heskett, James. "The Job of the General Manager." 9-388-035
4. Jick, TD. 1989. "The Vision Thing." Harvard Business Review. 9-490-019
5. Porter ME. 1996. "What is Strategy?" Harvard Business Review. November-December. HBR # 96608
6. Porter, ME. "The Five Competitive Forces That Shape Strategy", Harvard Business Review, January 2008: 25-40. Reprint R0801

Assessment: Essay (75%, 3000 words) and presentation (25%) in the ST.

The presentation component is an in-class assessment of the presentation of cases prepared in small groups and attendance to all case sessions.

HP4A3E Half Unit

Resource Allocation and Cost-effectiveness Analysis

This information is for the 2020/21 session.

Teacher responsible: Dr Ranjeeta Thomas COW 2.07

Availability: This course is compulsory on the Executive MSc in Health Economics, Policy and Management. This course is not available as an outside option.

Course content: The aim is to give an overview of the theory underlying economic evaluation as applied to the health care sector; to consider the different forms of economic evaluation; to give an understanding of the techniques associated with economic evaluation as applied to health care; to give an understanding of the interpretation of the results gained from economic evaluation; to provide the main practical tools necessary to undertake economic evaluation using computer-based programs. The course will cover the following topics: Conceptual rationales for economic evaluation in the health care sector (Pareto efficiency, Social Welfare, extra-welfarism and decision-making); Introduction to the methods of economic evaluation: cost-effectiveness analysis, cost-utility analysis, and Cost-benefit analysis; Cost data; Incremental cost-effectiveness analysis; Quality Adjusted Life Years gained and other outcome measures; Discounting; Uncertainty and sensitivity analysis; Economic evaluation and clinical trials; Policy decision-making using economic evaluation.

Teaching: This course will be delivered as a combination lectures and seminars. In seminars students will work on structured learning activities set by the course lead.

Formative coursework: In class group exercise: critical appraisal of published evidence

Indicative reading: M Drummond et al, Methods for the Economic Evaluation of Health Care Programmes, Oxford, OUP, 2015, fourth edition..

M Drummond & A McGuire (Eds), Economic Evaluation in Health Care: Merging Theory with Practice, Oxford, OUP, 2002.

Gray, A. Clarke, P.M, Wolstenholme, P., Wordsworth, S. Applied Methods of Cost-effectiveness Analysis in Healthcare (Handbooks in Health Economic Evaluation), Oxford, OUP, 2011.

Students will be given access to essential readings before the course begins through the pre-session reading programme on Moodle, which they will be expected to read prior to the first day of class.

Assessment: Coursework (20%) and take-home assessment (80%) in the LT and or ST.

Students will complete coursework tasks during the teaching block (20% of the final mark) and a take home assessment of critical appraisal of a published study (80% of the final mark) in the weeks following teaching delivery.

HP4A4E Half Unit

Health Economics

This information is for the 2020/21 session.

Teacher responsible: Prof Alistair McGuire COW 2.02

Availability: This course is compulsory on the Executive MSc in Health Economics, Policy and Management. This course is not available as an outside option.

Course content: Distinction between health and health care. Nature of health care as an economic commodity. How markets and insurance markets work, and how they can fail for health care and health insurance. Incentive mechanisms and principal-agent relationships in health care. Yardstick competition and Diagnostic Related Group payment schemes. Labour markets in health care. Economic evaluation as a regulatory tool.

Teaching: This course will be delivered the June 2021 Executive MSc teaching block. The course will be delivered as a combination lectures (12 hours) and seminars (10 hours). In seminars students will work in small groups to complete problem sets and learning activities set by the course lead.

Formative coursework: 1,500 word essay forms the basis of formative review

Indicative reading: The following is a basic reading list for the course: S Folland, A C Goodman & M Stano, The Economics of Health and Health Care (3rd edn), Prentice Hall, 2001; B McPake, L Kumaranayake & C Normand, Health Economics - An International Perspective, Routledge, 2002.

Students will be given access to essential readings before the course begins through the pre-session reading programme on Moodle, which they will be expected to read prior to the first day of class.

Assessment: Take-home assessment (100%) in the ST.

HP4B1E Half Unit

Pharmaceutical Economics and Policy

This information is for the 2020/21 session.

Teacher responsible: Dr Panagiotis Kanavos COW 1.05

Availability: This course is available on the Executive MSc in Health Economics, Policy and Management. This course is not available as an outside option.

Course content: The aim of this course is to introduce students to the economics of pharmaceutical markets and related policies that affect national and international markets broadly.

- To provide students with an understanding of basic features of pharmaceutical markets and how pharmaceutical markets work and how competition manifests itself in different parts of pharmaceutical markets.
- To illustrate to students how the pharmaceutical market is linked to the health care market, why it is often the focus of much regulation, and to help students understand the multidimensional goals of pharmaceutical policies.
- To introduce students to the economic and policy problems encountered in managing pharmaceutical markets and how to evaluate the impact of alternative policy approaches. The course will also give students some experience in critically evaluating the impact of policy on market outcomes.
- To facilitate consideration of various country-specific political, cultural and economic factors that may drive governments' approaches to pharmaceutical regulation. In this context, this course will help students consider the extent to which policies may be transferable.
- To enable students to analyse pharmaceutical markets from the perspectives of several main actors: governments, third party payers, the pharmaceutical industry, doctors, patients, pharmacists and wholesalers. Literature from Health Economics, Industrial Organisation and Health Policy will be incorporated into lectures, discussions and seminars.
- To introduce students to the economics of pricing and

reimbursing pharmaceutical products, to explore different models of pricing and reimbursing medicines in OECD countries, including rate of return regulation, value-based pricing, cost-plus pricing, external price referencing and internal reference pricing, among others.

Teaching: This course will be delivered online over a period of five weeks in Lent Term as a combination lectures and seminars, totalling a minimum of 20 hours. Students will have access to lecture material delivered as short online videos. Seminars will take place online and students will work in small groups to present topics and lead discussion. Students will also take part in discussion on case studies set by the course lead.

Formative coursework: The formative assessment will be a 1,000 word outline of the summative assessment essay question.

Indicative reading: E Mossialos, M Mrazek & T Walley (eds), *Regulating Pharmaceuticals in Europe. Striving for Efficiency, Equity and Quality*, Buckingham, Open University Press (2004); S O Schweitzer, *Pharmaceutical Economics and Policy*, Oxford University Press (2006); W S Comanor, 'The Political Economy of the Pharmaceutical Industry', *Journal of Economic Literature*, XXIV (September): 1178-1217 (1986); F M Scherer 'The Pharmaceutical Industry', Chapter 25, in: A J Culyer & J P Newhouse (Eds), *Handbook of Health Economics*, Vol 1, Amsterdam, Oxford, Elsevier, 2000. Students will be given access to essential readings before the course begins through the pre-session reading programme on Moodle, which they will be expected to read prior to the first day of class.

Assessment: Essay (80%, 2000 words) and continuous assessment (20%) in the LT.

HP4B2E Half Unit

Health Care Quality Management

This information is for the 2020/21 session.

Teacher responsible: Dr Irene Papanicolas COW.3.04

This course will be led by Dr. Michael Holland, Medical Director and Consultant Psychiatrist, South London and Maudsley NHS Foundation Trust.

Availability: This course is available on the Executive MSc in Health Economics, Policy and Management. This course is not available as an outside option.

Course content: An introduction and overview of quality improvement methodology as used in healthcare settings internationally. The course will cover the following areas:

- 1) History of quality management: The course will start with an overview of key theories in quality management such as those described Taylor, Shewhart, Deming and Juran. An overview of quality assurance systems used in healthcare, such as ISO 9000, Magnet, Baldrige award and their role in quality improvement. It will also include a discussion and overview of value-based healthcare.
- 2) A critical assessment of the mainstream schools of thought of quality as part of the production process - this will include a study of the relationship between supply chain procurement management and quality as well as the requirements for good production models and the critique of evidence-based decision-making in the clinical setting
- 3) Quantitative methods in quality management - This course will examine a number of tools for quality management purposes - both how to do them as well as how they fit into the various schools of thought on quality management. It will cover statistical process control which is a method of statistical analysis of time series data that is used in quality management. This method shows whether there is variability in processes and gives the user an ability to both measure improvements and declines in performance of both processes and outcomes and to understand whether processes are performing within acceptable limits. An overview of the quality improvement methodology known as Design of Experiments will also be given. The role of case mix adjustment in quality assessment will also be discussed.

4) Process Mapping - Understanding the value and power of mapping processes both at a systems level and at the individual process level. They will also be given an example of a process map from a healthcare environment to work on optimising.

5) Theories of capacity and flow management and examples of this in both in-patient and outpatient settings will be discussed. This will also include how DRG/HRG payment has a role within organisations of capacity management.

6) A critical overview of Lean, Six Sigma and Model for Improvement. While these models can be useful in healthcare management, these are not deep philosophies of organisation and many of the things which make healthcare unique (e.g. asymmetry of information, difficulty of measuring quality, patient behaviour and societal preferences for fairness) are sometimes not accounted for in these models.

Teaching: 5 lectures (5 x 2 hours) and 5 workshops (5 x 2 hours). The 5 workshops will focus on analysing case studies with a view of giving students a practical understanding of approaches to quality management in healthcare settings.

Formative coursework: A case study will be provided for the students to analyse and write an essay answering questions relating to it. Feedback will be provided on this essay by the seminar leader.

Indicative reading: Donabedian, A. (1966). "Evaluating the quality of medical care." *The Millbank Memorial Fund Quarterly* 44(3): 166-203. Hackman, J. Richard, and Ruth Wageman (1995), "Total Quality Management: Empirical, Conceptual, and Practical Issues," *Administrative Science Quarterly* 40 (2): 309-342. Garvin, David A. "Competing on the Eight Dimensions of Quality." *Harvard Business Review* 65, no. 6 (November-December 1987). *Going Lean in Health Care*. IHI Innovation Series white paper. Cambridge, MA: Institute for Healthcare Improvement; 2005. Langley, Moen, Nolan et al., 2009, *The Improvement Guide*, 2nd Edition (Wiley). Morton, A. and J. Cornwell (2009). "What's the difference between a hospital and a bottling factory?" *British Medical Journal* 339: 428-430. *Crossing the Quality Chasm* - Institute of Medicine, 2001. S Spear and H Kent Bowen; *Harvard Business Review*, Sept- Oct 1999; 97-106; *Decoding the DNA of the Toyota Production system*. To Err is Human - Institute of Medicine, 2000. *Understanding variation* - D Wheeler, 1993. *The Machine that changed the world* - Womack JP, Jones DT and Roos D, 2007. M.E. Porter and T. H. Lee; *Harvard Business Review*, Oct 2013; *The Strategy That Will Fix Health Care*

Assessment: Essay (50%, 2500 words) and essay (50%, 2500 words).

Two 2,500 word case study essays (50% each)

HP4B3E Half Unit

Measuring Health System Performance

This information is for the 2020/21 session.

Teacher responsible: Dr Rocco Friebe

Availability: This course is available on the Executive MSc in Health Economics, Outcomes and Management in Cardiovascular Sciences and Executive MSc in Health Economics, Policy and Management. This course is not available as an outside option.

Course content: This course aims to present a framework to discuss the opportunities and challenges with performance measurement in health care, examine the various dimensions and levels of health system performance, identify the measurement instruments and analytic tools needed, and examine the implications of these issues for policy makers and regulators. Lectures generally focus on measuring health system performance in high-income countries but draw on the experience of other countries where relevant.

After taking this course students are expected to:

- understand the principles of performance measurement
- appreciate the challenges, approaches, and opportunities in performance measurement in four dimensions: population health, patient outcomes, equity, quality and appropriateness of care, and

productivity

- understand the methodological issues facing performance measurement relating to risk adjustment, developing composite measures, and measuring attribution and causality
- identify key issues relevant to policy makers relating to: developing targets and reporting on progress to the public, and developing incentives to improve performance

Teaching: This course will be delivered online over a period of five weeks in Lent Term as a combination lectures and seminars, totalling a minimum of 20 hours. Students will have access to lecture material delivered as short online videos. Seminars will take place online and students will work in small groups to present topics and lead discussion.

Formative coursework: The formative assessment will be a 750 word draft of the first section of the essay

Indicative reading: Papanicolas I and Smith PC (Eds), Health System Performance Comparison: An agenda for policy, information and research. Maidenhead: Open University Press, 2013. PC Smith, E Mossialos, I Papanicolas S. Leatherman (Eds), Performance measurement for health system improvement: experiences, challenges and prospects. Cambridge University Press, 2010; Institute of Medicine, Crossing the Quality Chasm: A New Health System for the 21st Century. Washington, DC, National Academies Press, 2001; OECD, Measuring up: improving health system performance in OECD countries. Paris: OECD, 2002. World Health Organization (WHO), (2000) The world health report 2000: Health systems: Improving performance, Geneva: WHO Publications

Students will be given access to essential readings before the course begins through the pre-session reading programme on Moodle, which they will be expected to read prior to the first day of class.

Assessment: Essay (100%, 3000 words).

HP4B4E Half Unit

Principles of Evidence-Based Medicine and Clinical Trials

This information is for the 2020/21 session.

Teacher responsible: Dr Irene Papanicolas COW3.04

In addition, Professor Allan Hackshaw (Deputy Director, Cancer Research UK and UCL Cancer Trials Centre, UCL) will be teaching on this course.

Availability: This course is available on the Executive MSc in Health Economics, Policy and Management. This course is not available as an outside option.

Course content: A large amount of medical research is conducted, with variable quality. Also, health claims are frequently reported in the media, and it can be difficult to determine which is based on reliable evidence and which is not. It is therefore essential to be able to interpret study results and conclusions appropriately, in order to change clinical practice or develop public health policy. This is achieved by Evidence-Based Medicine. The module will enable students to evaluate risk factors for disease or early death, and methods of disease prevention or treatment. The module will provide students with practical skills in the following key areas:

- Understanding the different types of research that can be conducted in humans and their strengths and limitations, i.e. observational studies and a focus on clinical trials.
- Interpreting research results and conclusions using aspects of epidemiology and medical statistics, and how to communicate study findings.
- Reading and understanding published journal articles or pharmaceutical company reports.
- Examining the efficacy and safety of health care interventions (an important part of a complete health economic evaluation of a clinical trial).
- Familiarity with systematic reviews (i.e. how several studies are

combined, and the importance of looking at the evidence as a whole).

Teaching: 10 interactive seminars/workshops, each 2-3 hours long.

Formative coursework: Students will be given two short exercises before the course begins, via Moodle, to help prepare for the course. The tutor will go over these during the contact week, and address any queries from the students. However, detailed written answers are provided, so the students can access these if they undertake any of the exercises after the contact week. The tutor is also available for one-to-one email contact with any student.

Indicative reading: - Hackshaw A. A concise guide to clinical trials. BMJ Books, Wiley-Blackwell, first edition 2009.

- Hackshaw A. A concise guide to observational studies in healthcare. BMJ Books, Wiley-Blackwell, first edition 2015.

- Greenhalgh T. How to Read a Paper: The Basics of Evidence-Based Medicine. BMJ Books, Wiley-Blackwell, fourth edition, 2010. Students will be given access to essential readings before the course begins through the pre-session reading programme on Moodle.

Assessment: Coursework (50%) and coursework (50%) in the LT. There will be two pieces of coursework based on a clinical trial of an intervention or a risk/causal factor, in the form of:

- a written assignment in the form of a PowerPoint slide deck (about 25 slides) and a statement of 400 words of further discussion and conclusions, based on a published paper and associated media news article of the paper (50%)
- 4-5 questions specific to a published paper with answers requiring 1-3 paragraphs each (50%).

HP4B5E Half Unit

Statistical Methods in Health Care Economic Evaluation

This information is for the 2020/21 session.

Teacher responsible: Dr Maria Raikou

Availability: This course is available on the Executive MSc in Health Economics, Outcomes and Management in Cardiovascular Sciences and Executive MSc in Health Economics, Policy and Management. This course is not available as an outside option.

Course content: This course develops the statistical and modelling techniques necessary to apply economic evaluation to the health care sector.

Introduction to statistical methods, linear regression analysis, logistic regression analysis, survival analysis for health outcomes, survival analysis for treatment costs, economic evaluation and clinical trials. Estimation of confidence intervals for cost-effectiveness ratios. Transformation of ratios - net benefit approach. Missing data, parametric and non-parametric approaches. Presentation of analysis, acceptability curves.

Teaching: 13 hours of lectures and 8 hours of seminars (computer based)

Formative coursework: In-class exercise during seminar time.

Students will receive feedback on it from their seminar leader after completion.

Indicative reading: The following are basic reading for the course: M Drummond & A McGuire (Eds), Economic Evaluation in Health Care: Merging Theory with Practice, OUP, 2002; M Drummond, B O'Brien, G Stoddart & T Torrance, Methods for the Economic Evaluation of Health Care Programmes, 2nd edn, OUP, 1997; M Gold, J Siegel, L Russell & M Weinstein, Cost-Effectiveness in Health and Medicine, OUP, 1996; M Johannesson, Theory and Methods of Economic Evaluation in Health Care, Kluwer, 1996; P Johannesson, Evaluating Health Risks: An Economic Approach, CUP, 1995.

Students will be given access to essential readings before the course begins through the pre-session reading programme on Moodle, which they will be expected to read prior to the first day of class.

Assessment: Take-home assessment (100%).

This is the same course as HP425 Statistical Methods in Health Care Economic Evaluation (H) but it has different teaching and assessment arrangements.

HP4B7E Half Unit

Advanced Health Economics

This information is for the 2020/21 session.

Teacher responsible: Prof Alistair Mcguire COW 2.02

Availability: This course is available on the Executive MSc in Health Economics, Outcomes and Management in Cardiovascular Sciences and Executive MSc in Health Economics, Policy and Management. This course is not available as an outside option.

Course content: The course will cover: international comparisons of health care expenditure, health care insurance, contract theory applied to the health care sector (including principal-agent theory and incentive payment mechanisms), equity in health care, health behaviour and an introduction to econometric analysis applied to health care data.

Teaching: This course will be delivered online over a period of five weeks in Michaelmas Term as a combination lectures and student presentations, totalling a minimum of 19 hours. Students will have access to lecture material delivered as short online videos.

Formative coursework: The formative assessment will take place as an in-class quiz

Indicative reading: Culyer, A.J., and Newhouse, J.P., (eds.), 2001, Handbook of Health Economics Volumes 1A & 1B, (North-Holland, Amsterdam); Zweifel, P. and Breyer, F., 1997, Health Economics, (OUP, Oxford).

Assessment: Essay (80%, 2000 words) and continuous assessment (20%).

HP4B9E Half Unit

Dissertation in Health Economics, Policy and Management

This information is for the 2020/21 session.

Teacher responsible: Dr Irene Papanicolas COW3.04

Availability: This course is compulsory on the Executive MSc in Health Economics, Policy and Management. This course is not available as an outside option.

Course content: The aim of the dissertation is for students to pursue an independent piece of research that will contribute to the field of health economics, health policy or health management. The contribution of the work to the chosen field must be made clear. The output will be a piece of work of 5000 words or less that is written in an article format that is suitable for submission to a peer reviewed journal. Students must obtain the approval of their supervisor before embarking on any research.

Arrangements for supervision

Students' tutors will act as their dissertation supervisor in the first instance. If the specific topic a student wishes to cover for his/her dissertation requires a different supervisor, a MSc programme director can arrange this change. The dissertation supervisor will advise the student, help provide information and bibliography and identify likely problems with the proposed research.

Teaching: The dissertation process is supported by three teaching sessions.

Formative coursework: Students will have an opportunity to submit a dissertation proposal for feedback in January of their second year. In addition students have the opportunity to receive feedback on a 1000 word section of their dissertation from their supervisor in the June sessions of their second year.

Assessment: Dissertation (100%, 5000 words).

The dissertation will be electronically submitted to the department by the specified deadline. The word limit for the dissertation is 5,000 words (excluding references and tables) and it must be in a

journal article format.

HP4C1E Half Unit

Economic Analysis for Health Policy

This information is for the 2020/21 session.

Teacher responsible: Prof Andrew Street COW 1.02

Availability: This course is compulsory on the Executive MSc in Health Economics, Outcomes and Management in Cardiovascular Sciences. This course is not available as an outside option.

Course content: The course will serve as an introduction to major issues in the economics of health and health care. It will provide participants with a strong understanding of the role economics can play in health policy and health system administration. It will provide a framework with which to understand the demands placed on the health care system, the changing nature of health care supply and delivery, the interactions between patients and providers of health care, and the performance and productivity of the health system. Participants will also be introduced to essential statistical concepts in the evaluation of clinical interventions. Seminar sessions will focus on current policy debates in health care drawing on the theory and evidence from the lectures.

Teaching: This will include 10 x 90 minutes of interactive lectures and 5 x 120 minutes of case-study based seminars.

Formative coursework: An 800-word "mock" blog entry for The Conversation, which covers policy-relevant issues and often has academic contributors. A series of topics will be provided to students to choose from.

Indicative reading: Course textbook

Bhattacharya, Jay, Timothy Hyde, and Peter Tu. Health economics. Palgrave Macmillan, 2013.

Useful pre-readings

Geoffard P-Y. Incentive and Selection Effects in Health Insurance. Chapter 10 Jones A (ed) Elgar Companion to Health Economics, second edition, Edward Elgar Publishing, Cheltenham 2012.

Iversen T, Luras H. Capitation and Incentives in Primary Care Chapter 26 Jones A (ed) Elgar Companion to Health Economics, second edition, Edward Elgar Publishing, Cheltenham 2012.

Nyman JA. The Value of Health Insurance. Chapter 9 Jones A (ed) Elgar Companion to Health Economics, second edition, Edward Elgar Publishing, Cheltenham 2012. Pocock SJ et al. Making Sense of Statistics in Clinical Trial Reports: Part 1 of a 4-Part Series on Statistics for Clinical Trials. J Am Coll of Cardiol. 2015;66(22):2536-49. Rice T. The Physician as the Patient's Agent. Chapter 25 Jones A (ed) Elgar Companion to Health Economics, second edition, Edward Elgar Publishing, Cheltenham 2012.

Assessment: Essay (70%) and presentation (30%).

The two assessments will be:

2. Individual-based video presentation (30%). Students will be asked to record a video on their own on a topic that will be assigned to them. This will assess the students' ability to describe, summarise, apply, critically appraise, and communicate the concepts learned in class to a particular case study.

1. Summative essay (70%) of 2500 words. This will be a written discussion of the topic covered in the presentation. This assessment will evaluate the students' ability in summarising, applying, and critically appraising the relevance of health economics concepts to a health policy issue.

HP4C2E Half Unit

Quality and Outcomes in Cardiovascular Sciences

This information is for the 2020/21 session.

Teacher responsible: Dr Rocco Friebel COW 2.09

Availability: This course is compulsory on the Executive MSc in Health Economics, Outcomes and Management in Cardiovascular

Sciences. This course is not available as an outside option.

Course content: Against a backdrop of great technological advances and delivery system innovations, healthcare systems are facing daunting challenges. Over the past half-century, research on cardiovascular diseases has manifested remarkable advances in the prevention and treatment of cardiovascular diseases. Yet, great challenges remain, primarily due to a lack of strong research evidence about how best to improve the quality, outcomes, and efficiency in health systems with a focus on cardiovascular diseases. Outcomes research aims to produce such evidence. In addition to briefly reviewing key epidemiological trends in cardiovascular diseases in Europe and globally, this course will introduce key 'evidence-practice' gaps in cardiovascular diseases. The first part of the course provides an overview of the definition of quality, its key components, and its measurement in different health care systems. The second part offers a critical perspective on the literature evaluating quality improvement interventions focused on the cardiovascular disease field. The third part focuses on the basics of study design for evaluating quality improvement interventions, programmes, and policies, distinguishing between strong and weak research designs.

The intended learning outcomes of this course are the following:

- Describe the epidemiological trends in cardiovascular disease
- Summarise the primary components of quality in health care
- Explain the main limitations of the literature evaluating quality improvement interventions
- Define the principal threats to validity in studies evaluating quality
- Design an evaluation strategy for a quality improvement policy or intervention in a group setting
- Critically evaluate empirical evaluations of quality and outcomes in health care research in oral and written form

Teaching: The course will comprise 6 x 2hour lectures and 6 x 2 hour seminars.

Students in MT will have access to lecture material delivered as short online videos. Seminars will take place online and students will work in small groups on structured learning activities set by the course lead.

Formative coursework: Formative feedback on group presentations

Indicative reading: Krumholz HM. Outcomes research: generating evidence for best practice and policies. *Circulation* 2008;118:309–18. Ellwood PM. Shattuck lecture – outcomes management: a technology of patient experience. *N Engl J Med* 1988; 318: 1549–56. Clancy CM et al. Outcomes research: measuring the end results of health care. *Science* 1998; 282: 245–46. McGlynn EA. Six challenges in measuring the quality of health care. *Health Affairs* 1997;16.3:7–21. Chalkidou et al. Comparative effectiveness research and evidence-based health policy: experience from four countries. *Milbank Quarterly* 2009;87.2: 339–67. Cook TD. et al (1979). *Quasi-experimentation: Design and Analysis Issues for Field settings*. Boston, MA: Houghton Mifflin Company. Concato J et al. Randomized, controlled trials, observational studies, and the hierarchy of research designs. *N Engl J Med*. 2000;342:1887–92.

Assessment: Essay (100%, 3000 words) in the ST.

HP4C3E Half Unit Economic Evaluation in Health Care

This information is for the 2020/21 session.

Teacher responsible: Mr Alexander Carter COW 2.10

Availability: This course is compulsory on the Executive MSc in Health Economics, Outcomes and Management in Cardiovascular Sciences. This course is not available as an outside option.

Course content: In the health sector, decision makers are regularly faced with the challenge of allocating finite resources in an optimal manner. Economic evaluation (or cost-effectiveness analysis) is used to formalise the process of decision-making by estimating the expected costs and benefits from alternative scenarios or interventions. Decision makers use evidence from economic

evaluations to make specific recommendations for coverage, reimbursement, and pricing decisions for a variety of health interventions, and to define best practice. The course introduces principles and practices for measuring the costs and effects of interventions, using measures such as Quality-Adjusted Life Years (QALYs) and Disability-Adjusted Life Years (DALYs). The course will enable candidates to understand and apply economic evaluation methods and it will provide a solid foundation for exploring more advanced approaches. With a focus on clinical decision making, candidates will learn transferable skills about the design and execution of economic evaluations.

Teaching: This course will be delivered online over a period of five weeks in the Michaelmas Term and also the Summer Term. The course will be delivered as a combination lectures and seminars, totalling a minimum of 20 hours.

Students in MT will have access to lecture material delivered as short online videos. Seminars will take place online and students will work in small groups on structured learning activities set by the course lead.

Students in ST will have teaching delivered over 1 week during the June 2021 teaching block.

Formative coursework: The formative assessment will require students to prepare a group presentation critically appraising a published study based on a few questions provided by the course leader.

Indicative reading: Drummond M et al. *Methods for the Economic Evaluation of Health Care Programmes*. Oxford, OUP, 2005.

Drummond M et al. *Economic Evaluation in Health Care: Merging Theory with Practice*, Oxford, OUP, 2002. Gray A. *Applied Methods of Cost-effectiveness Analysis in Healthcare (Handbooks in Health Economic Evaluation)*, Oxford, OUP, 2011. Weinstein MC et al. Foundations of cost-effectiveness analysis for health and medical practices. *N Eng J Med*. 1977; 296 (13):716–21. Russell LB et al. The role of cost-effectiveness analysis in health and medicine. *JAMA*. 1996; 276 (14): 1172–77.

Assessment: Critical evaluation (80%) and report (20%).

Short report, proposal for an economic evaluation of a cardiovascular intervention (20%, 700 words).

Critical appraisal of a published economic evaluation from the cardiovascular sciences (80%, 2,000 words + completion of the CHEERS checklist).

HP4C4E Half Unit Systematic Review and Meta-analysis

This information is for the 2020/21 session.

Teacher responsible: Dr Huseyin Naci COW 3.01

Availability: This course is compulsory on the Executive MSc in Health Economics, Outcomes and Management in Cardiovascular Sciences. This course is not available as an outside option.

Course content: Systematic review and meta-analysis methods are increasingly used to evaluate the relative benefits and harms of healthcare interventions. A broad range of decision making bodies across the health care sector (including health technology assessment bodies, drug and medical device licensing agencies, biopharmaceutical industry, and hospitals) need experts equipped with the methods of reviewing and synthesizing the existing body of evidence.

This course will be focused on the principles of reviewing and synthesizing the existing body of literature. The course will first provide the rationale for adopting a systematic approach for evidence review and synthesis. It will then equip students with the methods to undertake risk of bias assessments of individual randomized controlled trials and also collections of randomized controlled trials. In addition to providing an overview of methods for quantitatively synthesizing multiple randomized controlled trials in meta-analysis, the course will present the opportunities and challenges of using evidence for decision-making in health care.

Learning outcomes:

- Describe the rationale for adopting a systematic approach to literature review
- Define the principal threats to validity both in individual randomized controlled trials and collections of randomized controlled trials
- Critically evaluate the internal validity of randomized controlled trials
- Assess heterogeneity in a collection of randomized controlled trials
- Critically appraise a systematic review and meta-analysis evaluating a health care intervention in a group setting
- Describe the opportunities and challenges of using systematic review and meta-analysis findings for decision making

Teaching: This course will be delivered through a combination of lectures and seminars totalling a minimum 22 hours. As well as access to lectures, students will also work in small groups to complete weekly self-directed learning activities and meet with seminar leads for feedback on their progress. Computer workshops will be held to introduce students to systematic review and meta analysis software.

Formative coursework:

- Course convener will provide written feedback on project outlines

Indicative reading: Cochrane Handbook for Systematic Reviews of Interventions (version 5.1.0, updated March 2011).

Institute of Medicine. Finding what works in health care: standards for systematic reviews. 23 March 2011. Sutton AJ et al. Methods for Meta-analysis in Medical Research. Wiley, Chichester, UK, 2000. Cook DJ. Systematic reviews: synthesis of best evidence for clinical decisions. *Annals of internal medicine* 1997;126(5):376–80. Jansen JP et al. Is network meta-analysis as valid as standard pairwise meta-analysis? It all depends on the distribution of effect modifiers. *BMC medicine* 2013;11(1):159. Jansen JP et al. Interpreting indirect treatment comparisons and network meta-analysis for health-care decision making: report of the ISPOR Task Force on Indirect Treatment Comparisons Good Research Practices: part 1. *Value Health* 2011;14(4):417–28.

Assessment: Essay (80%, 3000 words) and continuous assessment (20%).

Students will work in small groups to design a systematic review and meta analysis protocol. The assignment will then be written up and submitted individually. The word count is 3000 words (80% of the final mark).

Students will also undertake continuous assessment during the course in the form of quizzes (20% of the final mark)

HP4C5E Half Unit

Using Health Economics to Analyse and Inform Policy and Practice

This information is for the 2020/21 session.

Teacher responsible: Prof Andrew Street COW 1.02

Availability: This course is compulsory on the Executive MSc in Health Economics, Outcomes and Management in Cardiovascular Sciences. This course is not available as an outside option.

Course content: The health care sector is extremely complex, and this gives rise to concerns about how the health system should be organised, how incentives should be designed, and how performance should be evaluated. The objective of the course is to give students an introduction to how health systems are constructed, and how the various parts of the system interact; the role of regulation, resource allocation, payment arrangements, and performance measurement; the complexities of evaluating policy and performance; and the contribution that health economics can make to the evaluation and development of health policy. Participants are introduced to variety of econometric methods as the course progresses.

Teaching: This course will be delivered online over a period of five weeks in Lent Term, as a combination lectures and seminars. The course will be delivered in a minimum total of 25 hours. Students will have access to lecture material delivered as short online

videos. Seminars will take place online and students will work in small groups on structured learning activities set by the course lead.

Formative coursework: The formative assessment is an outline of the presentation.

Indicative reading: Bridgewater B, Hickey GL, Cooper G, Deanfield J, Roxburgh J. Publishing cardiac surgery mortality rates: lessons for other specialties *BMJ* 2013; 346 :f1139. Busse, R, et al (2013), Diagnosis Related Groups in Europe: Moving Towards Transparency, Efficiency, and Quality in Hospitals? *British Medical Journal*, vol 346, f3197, pp. f3197. DOI: 10.1136/bmj.f3197. Glazer J and McGuire TG. Optimal Risk Adjustment. Chapter 26 Jones A (ed) *Elgar Companion to Health Economics*, Edward Elgar Publishing, Cheltenham 2006. Mason, A., Goddard, M., Weatherly, H., & Chalkley, M. (2015). Integrating funds for health and social care: an evidence review. *Journal of Health Services Research & Policy*, 20(3), 177-188. Smith PC, Street A. Concepts and Challenges in Measuring the Performance of Health Care Organizations Chapter 30 Jones A (ed) *Elgar Companion to Health Economics*, Edward Elgar Publishing, Cheltenham 2006. Williams A. Economics of coronary artery bypass grafting. *Br Med J (Clin Res Ed)* 1985; 291 doi: <https://doi.org/10.1136/bmj.291.6491.326>

Assessment: Essay (80%, 4500 words) and continuous assessment (20%) in the LT.

The course will be assessed on the basis of a 4500 word essay on a specific topic (80% of the final mark). In writing this essay, students will be able to demonstrate and synthesise what they have learned from the lectures, reading material, group discussions and their own independent research and thinking.

Students will also undertake continuous assessment during the course (20% of final mark)

HP4D1E Half Unit

Introduction to Management in Health Care

This information is for the 2020/21 session.

Teacher responsible: Dr Brittany Jones NAB 4.04

Availability: This course is compulsory on the Executive MSc in Health Economics, Policy and Management. This course is available on the Executive MSc in Health Economics, Outcomes and Management in Cardiovascular Sciences. This course is not available as an outside option.

Course content: The course aims to introduce students to the main principles of management and strategy and related issues that impact on organisational change, group decision making, innovation and leadership. Key models and academic tools will be presented and their application to real world situations discussed. The course aims to give students a strong academic understanding and also enable them to apply this knowledge to their practice.

The course outline is below

1. Strategy and Managerial Work

In this session, we will explore the development of the modern practice of 'strategy' and what it means today. Along the way, we will show how organisational practices like planning and emerging ideas in academia, especially in economics, to develop new tools and ways of thinking that transformed the practice of management in the late 20th century. The development of strategic management and planning tools and the competitive environment in which they emerged will be discussed and the application of these tools will be examined in competitive markets.

2. Innovation Management

This part of the course will introduce the topic of innovation management. In particular, it introduces participants to the conceptualization of innovation as a means to affect the competitive process. Participants will be introduced to the basics of the competitive process and the effect of innovation on the competitive process. Participants will be active in analysing the competitive process surrounding their organization and the

competitive position their organization occupies within it and activities will be used to promote thinking about how innovations, small or large, can defend and/or improve their competitive position.

3. How Individuals and Groups Organise and Make Decisions and Take Risk

This part of the course will introduce issues related to working as individuals within an organisation and as a group. It will look at the "benefits" and "harms" of group decision making processes – especially with reference to health care where collaborative multi-disciplinary teams are commonplace – and also discuss how group decisions making can be undermined by systematic biases.

4. Behaviour Change and Social Marketing

This part of the course will introduce the drivers and mechanisms of behaviour change in organisations. In particular, we will discuss how different organizational-level factors may influence behaviour change, including resistance to change from various levels and sustainability of changes across time, and how organizational behaviour change can be measured. Models of organisational behaviour change will be introduced and the principles of managing and leading change in established systems will be discussed with a focus on the stages of planning and implementation of change. Alongside this appropriate tools and resources will be introduced to aid future organisational changes. The coverage of social marketing will deal with the formulation and execution of strategies designed to influence behaviour change amongst groups at risk of cardiovascular disease.

5. Culture and Leadership

This part of the course will explore the definition of culture within organisations and leaders' role in creating and supporting successful teams. Key components of leadership, like the ability to establish direction and motivate and inspire a workforce as well as handle relationships with external stakeholders, will then be introduced with a consideration of how they affect culture and working practices.

Teaching: This course will be delivered as a combination lectures and seminars, totalling a minimum of 20 hours.

Formative coursework: Students will be expected to produce 1 essay.

The formative assessment is a 500 word outline of the summative assessment essay question.

Indicative reading: Mintzberg, H., Ahlstrand, B. and Lampel, J. (2008). *Strategy Safari: The Complete Guide Through the Wilds of Strategic Management* (Second Edition). Prentice-Hall. Chapters 1 and 4. Whittington, R. (2000). What is Strategy—and Does it Matter? (Second Edition) Thomson International. Chapters 1, 2 and 4. Barney, J. 1995. Looking Inside for Competitive Advantage. *The Academy of Management Executive*. 9(4): 49-61. Christensen, C.M., Raynor, M.E., McDonald, R. 2015. What Is Disruptive Innovation? *Harvard Business Review*. December Issue (available online at <https://hbr.org/2015/12/what-is-disruptive-innovation>)

Assessment: Essay (100%, 2500 words).

The course will be assessed on the basis of a 2500 word essay on a specific topic. In writing this essay, students will be able to demonstrate and synthesise what they have learned from the lectures, reading material, group discussions and their own independent research and thinking. The content of the assessments will lead on from the simulation exercises that have been used in the seminars and students will be encouraged to use topics they have identified during reflections on their own work. Formative assessment will be based on a 500 word outline of the essay. This will give students an opportunity to develop their thoughts ahead of the summative assessment and will allow feedback from course teachers that will guide students when they work on their longer answers.

Due to the executive nature of the course and the 1 week nature of the module, this method of assessment will allow students to work away from campus alongside their professional roles.

HP4D2E Half Unit

Principles of Health Technology Assessment

This information is for the 2020/21 session.

Teacher responsible: Dr Panagiotis Kanavos COW 1.05

Availability: This course is available on the Executive MSc in Health Economics, Outcomes and Management in Cardiovascular Sciences and Executive MSc in Health Economics, Policy and Management. This course is not available as an outside option.

Course content: Health Technology Assessment a multidisciplinary process that summarises information about the medical, social, economic, and ethical issues related to the use of a health technology in a systematic, transparent, unbiased, and robust manner. Health Technology Assessment differs in its governance, data and evidence requirements, assessment methods, and operational arrangements across different settings and contexts. This course is aimed at introducing the key principles of Health Technology Assessment, its operational modalities, the different models of value assessment and how they link to decision-making.

Outline of the course is included below:

1. The role of Health Technology Assessment in health care decision making
2. Models of Health Technology Assessment and their application in different jurisdictions - a comparative perspective
3. Governance issues (position in health care decision-making, topic selection, assessment process, stakeholder involvement)
4. Data and evidence requirements for value assessment
5. Health Technology Assessment and value assessment: focus on clinical benefit assessment
6. Health Technology Assessment and value assessment: focus on clinical-cost-effectiveness
7. Assessment methods in Health Technology Assessment
8. Explaining similarities and differences in Health Technology Assessment recommendations – a toolkit
9. The role of multiple criteria decision analysis in value assessment
10. Beyond Health Technology Assessment: links to risk-sharing and special purchasing arrangements

Teaching: This course will be delivered as a combination lectures and seminars, totalling a minimum of 20 hours. As well as access to lectures, students will work in small groups to present topics and lead discussion in seminars. Students will also take part in discussion on case studies set by the course lead.

Formative coursework: The formative assessment will be a 1000 word outline of the essay

Indicative reading: Chalkidou, K., Tunis, S., Lopert, R., Rochoix, L., Sawicki, P. T., Nasser, M., & Xerri, B. (2009). Comparative Effectiveness Research and Evidence-Based Health Policy: Experience from Four Countries. *Milbank Quarterly*, 87(2), 339-367. Banta, H. D., & Luce, B. R. (1993). Health care technology and its assessment: an international perspective. *Drummond, M. F., Schwartz, J. S., Jönsson, B., Luce, B. R., Neumann, P. J., Siebert, U., & Sullivan, S. D. (2008). Key principles for the improved conduct of health technology assessments for resource allocation decisions. International journal of technology assessment in health care, 24(03), 244-258. Sorenson, C., Drummond, M., & Kanavos, P. (2008). Ensuring value for money in health care: the role of health technology assessment in the European Union (No. 11). WHO Regional Office Europe. Sorenson, C. (2010). Use of comparative effectiveness research in drug coverage and pricing decisions: a six-country comparison. *Issue Brief (Commonwealth Fund)*, 91, 1-14.*

Assessment: Essay (80%, 2000 words) and continuous assessment (20%).

HP4D5E Half Unit

Research Design for Evaluating Health Programs and Policies

This information is for the 2020/21 session.

Teacher responsible: Dr Elisabetta De Cao COW 3.06 and Dr Pepita Barlow

Availability: This course is available on the Executive MSc in Health Economics, Outcomes and Management in Cardiovascular Sciences and Executive MSc in Health Economics, Policy and Management. This course is not available as an outside option.

Course content: The objective of this course is to teach students how to design and critically appraise research studies evaluating policies, programmes, and interventions.

This course will provide an overview of the principles and models of evaluation, and the role of theories, concepts, and hypotheses. In terms of research design, it will cover study design choices in light of bias, validity and other design trade-offs. The core of the course will focus on experimental and quasi-experimental designs for evaluating health interventions, programmes and policies aimed at achieving high quality care, reducing costs, and improving health outcomes. Data and measurement considerations for quantitative studies will be discussed alongside briefly touching upon qualitative methods, mixed-methods and triangulation for interpreting findings and taking a critical approach to the results of evaluation. The course will conclude with practical and ethical issues when undertaking evaluation studies.

Teaching: This course will be delivered as a combination lectures and seminars, totalling a minimum of 20 hours. As well as access to lectures, students will work in small groups to complete group exercises set by the course lead during seminars.

Formative coursework: Students will receive feedback on in-class group work and presentations

Indicative reading: Angrist, J. D. and Pischke, J-S. (2014) Mastering 'Metrics: The Path from Cause to Effect. Princeton University Press. Gertler, Paul J., Sebastian Martinez, Patrick Premand, Laura B. Rawlings, and Christel M. J. Vermeersch. (2016) Impact Evaluation in Practice, second edition. Washington, DC: Inter-American Development Bank and World Bank. doi:10.1596/978-1-4648-0779-4. License: Creative Commons Attribution CC BY 3.0 IGO. Cartwright, N. & Hardie, J. (2012). Evidence-Based Policy: A practical guide to doing it better. Oxford, UK: Oxford University Press. HM Treasury. 2011. The Magenta Book. Guidance for evaluation.

Assessment: Essay (80%, 2000 words) and continuous assessment (20%).

section then addresses the role of altruism and health, and health inequality aversion. Finally, the course discusses the role of nudge and reference points, alongside the cultural transmission and joint formation of health behaviours. A final section is devoted to study the specific behavioural mechanisms such as the role of behavioural spillovers and prevention failures, time and heuristics in health care use. Anchoring, reminders risk and preferences, risk perceptions. Hassle costs and insurance misunderstandings.

Teaching: The course will be delivered through a combination of lectures and seminars totalling a minimum of 24 hours. Students will take part in workshops which include a small group group and discussion of case studies. Groups will prepare a short presentation of a question that builds on content delivered in the lectures.

Formative coursework: It is expected students to participate in organised discussion during workshop preparations and will prepare for the workshop presentations.

Indicative reading:

• Hanoch, Y, A Barnes and T Rice (2017) Behavioural Economics and Healthy Behaviors: Key Concepts and Current Research. Routledge.

Assessment: Project (100%, 3000 words).

HP4E1E Half Unit

Global Health Policy

This information is for the 2020/21 session.

Teacher responsible: Dr Clare Wenham COW 1.03 and Dr Justin Parkhurst COW 2.08

Availability: This course is compulsory on the Executive MSc in Health Economics and Policy (LSE and Chicago). This course is not available as an outside option.

Course content: Health policy is no longer purely a government activity, but globalisation and global organisations have impacted on the nature of global health, and the policies created to manage the health needs of the global population. This module critically examines global health policy and normative shifts in understanding global health which impact upon it. The multi-actor framework of global health actors involved in the provision and practice of health policy now includes United Nations agencies (WHO, UNICEF, UNAIDS etc), a number of NGOs, civil society organisations, private sector, foundations, public private partnerships. Each actor has their own priorities for setting the global health agenda, and this module examines the role of each and their impact on health policy at national, regional and global levels. The module will analyse a range of case studies of global health events and global health policies and the governance arrangements made by them. In doing so, this module will draw on contributions from international relations, political science, sociology and public health research

Teaching: 12 hours of lectures and 8 hours of seminars in the MT. All students will have the opportunity to participate in additional lectures undertaken by external guests. These lectures will be run twice a week from 6pm to 8pm during the teaching period at LSE. In addition, students will be given the option to participate in a three-hour webinar hosted at least 10 days before the due date of the take-home assessment. The webinar will consist of two-hours of lectures and one hour of question time.

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

1 X 1000 word essay. Students will be asked to submit a short 1000 word essay (on the topic that they are writing on for the summative, but a different question) at the end of January. These will be graded and feedback given to students. This allows students to get valuable experience of writing at MSc level at LSE, and the expectations of the summative assessment. This then allows students to take this feedback and use it in their writing of the summative work. For example, if a student's formative work flagged particular concerns this could be addressed ahead of the

HP4D6E Half Unit

Behavioural Insights for Health Incentive Design

This information is for the 2020/21 session.

Teacher responsible: Dr Joan Costa-Font COW 1.06

Availability: This course is available on the Executive MSc in Health Economics, Outcomes and Management in Cardiovascular Sciences and Executive MSc in Health Economics, Policy and Management. This course is not available as an outside option.

Course content: The course is structured in three sections. The first section introduces behavioural incentives, cognitive biases, behavioural market and political failure in the health and health care. Methods for behavioural incentive design. Health perceptions learning and behaviour formation. Rational learning, bounded learning, Bayesian learning, Social learning, Emotional learning. A second section discusses specific behavioural incentives. More specifically, monetary and social incentives in explaining health behaviours. It discusses the effects of personal budgets, social norms social preferences. The section covers identity models, as well as the role of envy, guilt and regret. Next, it discusses the effect of narratives, and the effect of esteem and stigma. The

summative submission.

Indicative reading:

- McInnes, C., & Lee, K. (2012). Global health and international relations. Polity
- Davies, S. (2010). Global politics of health. Polity.
- Frenk, J., & Moon, S. (2013). Governance challenges in global health, *New England Journal of Medicine*, 368(10), 936-942
- Youde, J. R. (2012). Global health governance. Polity
- Feldbaum, H., Lee, K., & Michaud, J. (2010). Global health and foreign policy. *Epidemiologic reviews*, 32(1), 82-92.
- Heymann, D. et al. (2014), Global health security: the wider lessons from the west African Ebola virus disease epidemic, *The Lancet* vol 385, no 9980, p1884 – 1901
- Rushton, S. (2011) Global Health Security: Security for Whom? Security for What?, *Political Studies* 59 (4): 779 -796
- McCoy, D., Kembhavi, G., Patel, J., & Luintel, A. (2009). The Bill & Melinda Gates Foundation's grant-making programme for global health. *The Lancet*, 373(9675), 1645-1653.
- Parker, M., & Allen, T. (2014). De-politicizing parasites: reflections on attempts to control the control of neglected tropical diseases. *Medical anthropology*, 33(3), 223-239.

Assessment: Essay (100%, 4000 words) in the LT.

1 x 4000 word essay due in LT (after lecture/seminar programme in December) – 100% of grade

Students will be asked to pick one essay question from a list of 8 topics. They are also given the option to choose their own essay topic (after discussion with their seminar leader) if they would prefer. The questions will be broad, allowing for student individuality to come across in their answers. For example: What role should the WHO play in the future of global health policy?

HP4E2E Half Unit Paying for Healthcare

This information is for the 2020/21 session.

Teacher responsible: Prof Elias Mossialos COW 2.12 and Prof Andrew Street COW 1.02

Availability: This course is compulsory on the Executive MSc in Health Economics and Policy (LSE and Chicago). This course is not available as an outside option.

Course content: This course aims to introduce students to a comparative approach to analysing the development of health care financing, both in theory and in practice, with an emphasis on critical assessment of current and future policy options and issues. It focuses on the health financing functions of collecting revenue, pooling funds and purchasing services, as well as on policy choices concerning coverage, resource allocation and market structure. The course mainly draws on examples from health financing policy in developed countries, given these systems are the most advanced, have extensive readily available literature, and are based on best practice principles. However, healthcare system financing in developing countries will also be discussed, albeit to a lesser extent.

Teaching: 15 hours of lectures and 6 hours of seminars in the MT. In addition, students will be given the option to participate in a webinar hosted at least 10 days before the due date of the take-home assessment.

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

Students will be provided with an option to complete a practise essay (up to 1,000 words), with topics provided by the lecturer. The essay will be reviewed by a faculty member and comments will be provided to students to assist them in their final essay.

Indicative reading: WHO, World Health Report 2010 - Health systems financing: the path to universal coverage (2010) E Mossialos, A Dixon, J Figueras & J Kutzin (eds), *Funding health care: options for Europe*, Open University Press (2002). T Rice, *The economics of health reconsidered*, Health Administration Press (3rd edn, 2009). JS Skinner, A Chandra, DC Goodman, ES

Fisher. The elusive connection between health care spending and quality. *Health Affairs* 2009;28(1):w119–23. PC Smith, E Mossialos, I Papanicolas, S Leatherman (eds). *Performance Measurement for Health System Improvement: Experiences, Challenges and Prospects*. Cambridge: Cambridge University Press, 2010

Assessment: Take-home assessment (100%) in the LT.

The assessment is a take-home assessment. It will outline six topics covering the course content. Students will be required to complete two of the six topics, which will need to be at least 1,500 words in length.

HP4E3E Half Unit Evidence Review and Synthesis

This information is for the 2020/21 session.

Teacher responsible: Dr Huseyin Naci COW 3.01

Availability: This course is compulsory on the Executive MSc in Health Economics and Policy (LSE and Chicago). This course is not available as an outside option.

Course content: The content for this course will closely parallel HP4C4E and HP407, which are taught by the same instructor and offered on the Executive MSc Health Economics, Outcomes and Management in Cardiovascular Sciences, and the full-time MSc programmes (Global Health, International Health Policy, and Health Policy, Planning and Financing), respectively.

Evidence review and synthesis methods (such as systematic reviews and meta-analyses) are increasingly used to evaluate the relative benefits and harms of healthcare interventions. A broad range of decision making bodies across the health care sector (including health technology assessment bodies, drug and medical device licensing agencies, biopharmaceutical industry, and hospitals) need individuals equipped with the methods of reviewing and synthesising the existing body of evidence by performing systematic reviews and meta-analyses.

This course will be focused on the principles of reviewing and synthesising the existing body of literature. The course will have three components. The first will provide the rationale for adopting a systematic approach for evidence review and synthesis. It will equip students with the methods to undertake risk of bias assessments of randomised and non-randomised studies. The second component will focus on the quantitative synthesis of multiple studies in meta-analysis. The third component will discuss the opportunities and challenges of using evidence for decision-making.

The intended learning outcomes of this course will be the following:

- Describe the rationale for adopting a systematic approach to literature review
- Explain the principal threats to validity both in individual studies and collections of studies
- Critically evaluate the quality of randomised and non-randomised studies
- Assess heterogeneity in a collection of studies
- Design and perform a systematic review and meta-analysis evaluating a health care intervention in a group setting
- Describe the opportunities and challenges of using systematic review and meta-analysis findings for decision making

Teaching: 15 hours of lectures, 5 hours of seminars and 3 hours of computer workshops in the MT.

All students will have the opportunity to participate in additional lectures undertaken by external guests. These lectures will be run twice a week from 6pm to 8pm during the teaching period at LSE. In addition, students will be given the option to participate in a three-hour webinar hosted at least 10 days before the due date of the take-home assessment. The webinar will consist of two-hours of lectures and one hour of question time.

Formative coursework: Students will be expected to produce 1 piece of coursework in the MT.

Formative assessment:

- Students will receive feedback from the course instructor on their systematic review and meta-analysis protocol.
- The word-limit for the protocol (to be developed individually) is 1,000 words.
- This protocol is based on a non-assessed presentation delivered by a group of students at the last day of class and feedback received on this presentation by the course instructor and members of other groups. This protocol closely parallels PRISMA protocols that need to be developed and registered prior to starting a systematic review and meta-analysis focused on health care subjects.

Indicative reading:

- Petticrew, Mark, and Helen Roberts. Systematic reviews in the social sciences: A practical guide. John Wiley & Sons, 2008.
- Cochrane Handbook for Systematic Reviews of Interventions (version 5.1.0, updated March 2011).
- Institute of Medicine. Finding what works in health care: standards for systematic reviews. 23 March 2011.
- Sutton AJ et al. Methods for Meta-analysis in Medical Research. Wiley, Chichester, UK, 2000.
- Parkhurst, Justin. The politics of evidence: from evidence-based policy to the good governance of evidence. Routledge, 2016.

Assessment: Coursework (100%, 3000 words) in the LT.

Summative assessment:

- Systematic review and meta-analysis report resembling an original article submission to a peer-reviewed journal.

HP4E4E Half Unit

Cost-effectiveness in Health Care

This information is for the 2020/21 session.

Teacher responsible: Dr Ranjeeta Thomas COW 2.07

Availability: This course is compulsory on the Executive MSc in Health Economics and Policy (LSE and Chicago). This course is not available as an outside option.

Course content: This course will introduce students to the basic notions of economic evaluation including cost-benefit analysis, cost-utility analysis and cost-effectiveness analysis as applied to the health care sector. The course will discuss notions of welfare economics and extra-welfarism, the identification and measurement of resource costs when markets do not exist (shadow prices), the measurement of health outcomes (including life years gained and Quality Adjusted life-years gained (QALYs)), methods of discounting and the basic calculations involved in estimating the cost-effectiveness of new health care technologies, including Markov modelling. The definition of the incremental cost-effectiveness ratio (ICER) will be outlined, as will the treatment of uncertainty (including structural (model) uncertainty, sensitivity analysis, and multivariate, parameter uncertainty). The use of bootstrap elements to estimate standard errors for the ICER will be described. Presentation of results, including the use of Acceptability curves, will also be covered. Finally, the use of cost-effectiveness in pharmaceutical pricing and reimbursement will also be detailed.

Teaching: This course will be delivered online over a period of five weeks in Michaelmas Term as a combination lectures and seminars. Students will have access to lecture material delivered as short online videos. Seminars will take place online and students will work in small groups on structured learning activities set by the course lead.

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

The formative assessment an essay (max 1000 words) critically appraising a published paper based on a few questions provided to students.

Indicative reading: Briggs, A. Claxton, K. and Schulpher, M, 2007, Decision Modelling for Economic Evaluation, Oxford, OUP. Drummond, M., Schulpher, M., Claxton, K., Stoddart, G. and Torrance, G., 2016, Methods for the Economic Evaluation of

Health Care Programmes, Oxford, OUP, Economic Evaluation in Health Care: Merging Theory with Practice, 2001, Edited by M. Drummond and A. McGuire, Oxford, OUP. Meltzer, D., 2013, Future costs in medical cost-effectiveness in Jones, A., editor The Elgar Companion to Health Economics, Cheltenham, Edward Elgar. Raikou, M and McGuire, A. Measuring costs for cost-effectiveness analysis in Jones, A., editor The Elgar Companion to Health Economics, Cheltenham, Edward Elgar

Assessment: Essay (80%, 3000 words) in the LT. Continuous assessment (20%) in the MT.

HP4E5E Half Unit

Economics of the Pharmaceutical Sector

This information is for the 2020/21 session.

Teacher responsible: Dr Panagiotis Kanavos COW 1.05

Availability: This course is compulsory on the Executive MSc in Health Economics and Policy (LSE and Chicago). This course is not available as an outside option.

Course content: The aim of this course is to introduce students to the economics of pharmaceutical sector and related policies and practices that affect national and international markets.

- To provide students with an understanding of basic features of pharmaceutical markets, how pharmaceutical markets work and how competition manifests itself in different parts of pharmaceutical markets.

- To illustrate to students how the pharmaceutical market is linked to the health care market, why it is often the focus of much regulation, and to help students understand the multidimensional goals of pharmaceutical policies.

- To introduce students to the economic and policy problems encountered in managing pharmaceutical markets and how to evaluate the impact of alternative policy approaches. The course will also give students some experience in critically evaluating the impact of policy on market outcomes.

- To facilitate consideration of various country-specific political, cultural and economic factors that may drive governments' approaches to pharmaceutical regulation. In this context, this course will help students consider the extent to which policies may be transferable.

- To enable students to analyse pharmaceutical markets from the perspectives of several main actors: governments, third party payers, the pharmaceutical industry, doctors, patients, pharmacists and wholesalers. Literature from Health Economics, Industrial Organisation and Health Policy will be incorporated into lectures, discussions and seminars.

- To introduce students to the economics of pricing and reimbursing pharmaceutical products, to explore different models of pricing and reimbursing medicines in OECD countries, including rate of return regulation, value-based pricing, cost-plus pricing, external price referencing and internal reference pricing, among others.

- To introduce students to the principles of Health Technology Assessment (HTA), its implementation across settings, the link between HTA and decision-making as well as the similarities and differences in HTA coverage recommendations and the reasons for these, based on a methodological framework developed and applied specifically for this purpose.

Teaching: This course will be delivered online over a period of five weeks in Lent Term. The course will be delivered as a combination of lectures and seminars, totalling a minimum of 25 hours. Students will have access to lecture material delivered as short online videos. Seminars will take place online and students will work in small groups on structured learning activities set by the course lead.

Formative coursework: Formative coursework will comprise a 750 word essay outline to be submitted at the end of the course. Essay questions will mirror the type of question students will have to develop for their summative assessment.

Indicative reading:

- P Kanavos, Impact and Costs of Pharmaceuticals and Biotechnology; in R.M.Scheffler (ed). Handbook of Global Health Economics and Public Policy, World Scientific, pp. 107-188; 2016.
- P Kanavos, Measuring performance in off-patent drug markets: A methodological framework and empirical evidence from 12 EU Member States. Health Policy, 118(2); 229-241, 2104.
- E Mossialos, M Mrazek & T Walley (eds), Regulating Pharmaceuticals in Europe. Striving for Efficiency, Equity and Quality, Buckingham, Open University Press (2004);
- S O Schweitzer, Pharmaceutical Economics and Policy, Oxford University Press (2006);
- W S Comanor, 'The Political Economy of the Pharmaceutical Industry', Journal of Economic Literature, XXIV (September): 1178-1217 (1986);
- F M Scherer 'The Pharmaceutical Industry', Chapter 25, in: A J Culyer & J P Newhouse (Eds), Handbook of Health Economics, Vol 1, Amsterdam, Oxford, Elsevier, 2000.

Assessment: Essay (80%, 3000 words) and continuous assessment (20%) in the LT.

HP4E6E Half Unit

Measuring the Performance of Health Services and Systems

This information is for the 2020/21 session.

Teacher responsible: Dr Irene Papanicolas COW 3.04 and Prof Andrew Street COW 1.02

Availability: This course is compulsory on the Executive MSc in Health Economics and Policy (LSE and Chicago). This course is not available as an outside option.

Course content: Health systems are increasingly introducing more systematic ways to assess the performance of health services and health care organizations. This course considers the opportunities and challenges associated with measuring the performance of these entities and how measurement can be translated into performance improvement. In particular, the course will examine: the key dimensions of health care performance, including: health improvement, patient experience and cost of care; the measurement instruments and analytic tools used to measure the performance of the entire health system and of health care organizations within systems; and the implications of measurement on incentive and policy design for policy makers and regulators. Lectures draw on case studies from in high-income countries but the conceptual ideas are of general relevance to all countries and contexts.

Teaching: This course will be delivered online over a period of six weeks in Lent Term. The course will be delivered as a combination of lectures and seminars, totalling a minimum of 30 hours. Students will have access to lecture material delivered as short online videos. Seminars will take place online and students will work in small groups on structured learning activities set by the course lead.

Formative coursework: The formative assessment is an early draft of the first section of the essay

Indicative reading:

- Papanicolas I and Smith PC (Eds), Health System Performance Comparison: An agenda for policy, information and research. Maidenhead: Open University Press, 2013.
- PC Smith, E Mossialos, I Papanicolas S. Leatherman (Eds), Performance measurement for health system improvement: experiences, challenges and prospects. Cambridge University Press, 2010;
- Berwick, Donald M., Thomas W. Nolan, and John Whittington. The triple aim: care, health, and cost. Health affairs 27.3 (2008): 759-769.
- PC Smith, A Street (2006) Concepts and challenges in measuring the performance of health care organisations. The Elgar Companion to Health Economics, Edward Elgar.

Assessment: Essay (100%, 3000 words) in the LT.

HP4E7E

Dissertation in Health Economics and Policy

This information is for the 2020/21 session.

Teacher responsible: Prof Elias Mossialos COW 2.12 and Prof Andrew Street COW 1.02

Availability: This course is compulsory on the Executive MSc in Health Economics and Policy (LSE and Chicago). This course is not available as an outside option.

Course content: The dissertation could be on any topic in the field of health policy and economics. It should attempt to integrate approaches and knowledge learned across courses and present results to address a health policy, economic issue or a problem identified through the use of either primary or secondary data. It must demonstrate adequate knowledge of relevant theoretical and empirical literature in the field. In addition, careful analysis of the policy implications and formulation of policy recommendations is essential. The main body of the dissertation should, in principle, include the background to the research, method of investigation, results of the analysis, discussion and policy implications and recommendations.

Teaching: 2 hours of lectures in the ST.

In addition to the lectures, students will be given individual support by their allocated supervisor.

Two webinars, each hosted before meetings with advisors, will be made available to students. The webinars will be 80 minutes in length each, and will include a 60 minute lecture, and 20 min worth of question time. In case students are unable to attend, the webinar session will be recorded and made available to all students.

The webinars will start two months prior to the LSE Teaching period. This will also aid off campus, as with all the other Webinars, engagement and will be organised by the course leader. Given they are online, there will be no implications in regard to organising physical space within LSE.

Formative coursework: Students will be expected to produce 1 piece of coursework in the LT.

Students will develop a dissertation proposal outlining their objectives, research questions, and planned methods. This will serve as the basis of discussions with their allocated supervisors and each student will receive individual feedback.

Indicative reading: Dunleavy, P. (1986) Studying for a Degree in the Social Sciences, Macmillan. (See Chapter 5: Writing a Dissertation). Denscombe, M. (2007) The Good Research Guide: for small-scale social research projects. Maidenhead: Open University Press. H61 D41. Kotz, D. and Cals J.W.L. (2013) Effective writing and publishing scientific papers – part 1: how to get started. Journal of Clinical Epidemiology. Vol 66, no 4, p 397. Grix, J. (2004) The Foundations of Research. Houndmills : Palgrave Macmillan LB2369 G87. Rudestam, K. and Newton, R. (2001) Surviving Your Dissertation: a comprehensive guide to content and process. London: Sage. LB2369 R91

Assessment: Dissertation (100%, 5000 words) in the MT.

HP4F1E Half Unit

Introduction to Evaluation in Healthcare

This information is for the 2020/21 session.

Teacher responsible: Dr Pepita Barlow COW 2.05

Availability: This course is compulsory on the Executive MSc in Evaluation of Health Care Interventions and Outcomes, in collaboration with NICE. This course is not available as an outside option.

Course content: The objective of this course is to introduce students to key concepts in evaluation in healthcare. The

course will provide an overview of the principles and models of evaluation, and the role of theories, concepts, and hypotheses. In terms of research design, it will cover study design choices in light of bias, validity and other design tradeoffs. It will introduce students to experimental, quasi-experimental, non-experimental, and qualitative designs for evaluating healthcare interventions, programmes and policies aimed at achieving high quality care, reducing costs, and improving health outcomes. Data and measurement considerations for both quantitative and qualitative studies will be discussed alongside the importance of using mixed-methods and triangulation for interpreting findings and taking a critical approach to the results of evaluation. The course will conclude with practical and ethical issues when undertaking evaluation studies.

Teaching: Given the executive nature of this course, it will be offered as an intensive, accelerated, and compressed module within a 1-week duration. The course will be delivered as 10 hours of lectures and 10 hours of seminars in the ST

Formative coursework: Students will be expected to produce 1 piece of coursework in the ST.

Following the group presentations delivered on the last day of the course, students will continue developing their projects individually. The formative assessment will be a more detailed written outline of their projects written individually. Students will receive detailed feedback (individually and not as a group) on their formative assessments and continue developing their project reports individually. The formative feedback is intended to help the students while developing their final project reports.

Indicative reading: Angrist JD and Pischke J-S (2014). *Mastering Metrics: The Path from Cause to Effect*. Princeton University Press. Cartwright N and Hardie J (2012). *Evidence-Based Policy: A practical guide to doing it better*. Oxford, UK: Oxford University Press. Patton, MQ (2005). *Qualitative research*. John Wiley & Sons Ltd. Oretveit, John. *Evaluating health interventions: an introduction to evaluation of health treatments, services, policies and organizational interventions*. McGraw-Hill International, 1998.

Assessment: Project (100%, 3000 words) post-summer term.

HP4F2E Half Unit

Quasi-Experimental Evaluation of Healthcare Programs and Policies

This information is for the 2020/21 session.

Teacher responsible: Dr Elisabetta De Cao COW 3.06

Availability: This course is compulsory on the Executive MSc in Evaluation of Health Care Interventions and Outcomes, in collaboration with NICE. This course is not available as an outside option.

Course content: When randomised controlled trials are not possible to conduct due to feasibility, ethical, or policy reasons, quasi-experimental study designs can be used to evaluate the causal impact of health programs and policies. The objective of this course is to teach students how to design, critically appraise, and conduct quasi-experimental studies evaluating health policies, programmes, and interventions. The main focus of the course will be on regression discontinuity designs, interrupted time-series designs, difference-in-differences designs, instrumental variable designs, and synthetic control approaches. This module will provide an overview of these study designs and outline the advantages and disadvantages of each approach with specific examples from the health care literature. Suitability of routinely available healthcare datasets for quasi-experimental evaluation studies will be discussed with seminal examples. Computer workshops will provide the students with hands-on experience in conducting quasi-experimental evaluations.

Teaching: 12 hours of lectures and 10 hours of computer workshops.

Given the executive nature of this course, it will be offered as an intensive, accelerated, and compressed module with a one-week

duration.

Formative coursework: Students will be expected to produce 1 piece of coursework in the ST.

Student will receive detailed feedback on their project report outlines. Feedback received on the project outline will be helpful when developing the final project report.

Indicative reading:

- William R.. Shadish, Thomas D. Cook, and Donald Thomas Campbell. *Experimental and quasi-experimental designs for generalized causal inference*. Wadsworth Cengage learning, 2002.
- Imbens, Guido W., and Donald B. Rubin. *Causal inference in statistics, social, and biomedical sciences*. Cambridge University Press, 2015.
- Bärnighausen, Till, et al. "Quasi-experimental study designs series—paper 1: introduction: two historical lineages." *Journal of clinical epidemiology* 89 (2017): 4-11.
- Bernal, James Lopez, Steven Cummins, and Antonio Gasparrini. "Interrupted time series regression for the evaluation of public health interventions: a tutorial." *International journal of epidemiology* 46.1 (2017): 348-355.
- O'Keeffe, Aidan G., et al. "Regression discontinuity designs: an approach to the evaluation of treatment efficacy in primary care using observational data." *Bmj* 349 (2014): g5293.
- Kreif, Noémi, et al. "Examination of the synthetic control method for evaluating health policies with multiple treated units." *Health economics* 25.12 (2016): 1514-1528.

Assessment: Project (100%, 3000 words) post-summer term.

HP4F3E Half Unit

Randomised Evaluation of Health Programmes and Policies

This information is for the 2020/21 session.

Teacher responsible: Dr Mylene Lagarde COW.3.02

Availability: This course is compulsory on the Executive MSc in Evaluation of Health Care Interventions and Outcomes, in collaboration with NICE. This course is not available as an outside option.

Course content: Randomized trials have long been used in the clinical world to test the efficacy of drugs and other medical treatments. Recently, social scientists have started using the same approach, using random assignment to allocate resources or implement a policy intervention differently to different groups, in order to determine the causal effects of the policy of interest. The popularity of randomized evaluations has grown especially, but not exclusively, among researchers and policymakers in low- and middle-income settings.

Conducting a successful randomized evaluation involves many inter-related steps and a good understanding of a few statistical concepts. Randomized evaluations also usually require to design and organise the data collection of relevant and useful information, which involves a number of steps to avoid critical pitfalls. It is therefore essential to understand these different steps to design and implement randomised evaluations adequately, or to be able to critically analyse them.

This course proposes a hands-on and intuitive approach to designing and conducting a randomised evaluation. In the first half of the course, we will discuss reasons for undertaking randomised evaluations; how to design the randomised experiment to ensure it answers the question(s) of interest (including issues of statistical power and sample size calculation); how to deal with threats to randomisation (e.g. attrition, spill-overs). In the second half of the course, we will discuss practical issues raised by primary data collection, including how to best measure outcomes of interest; how to design good tools and how to conduct and manage fieldwork. We will also discuss the ethics of randomised policy evaluations.

The course will be a mix of lectures and small-group discussions and exercises in seminars.

Seminars will be designed to encourage students to critically engage with the topics and apply the technical skills taught. Each seminar will be closely aligned with the lecture content to give students the opportunity to apply the new knowledge. Seminars will be built around a group project defined at the beginning of the week: students in a group will gradually build the design of their randomised evaluation and plan the different components, working towards a final product which will form the basis of their evaluation. This will ensure that students maintain their engagement throughout the course, but also apply their skills immediately.

Teaching: 15 hours of lectures and 15 hours of seminars

Formative coursework: Students will be expected to produce 1 piece of coursework in the ST.

A draft protocol. Students will be asked to submit a short 1,000 word draft protocol within 3-4 weeks after the end of the course. The draft protocol will serve as an outline of the final research protocol, which will account for 100% of the final mark.

While some aspects of their work may still be work in progress (e.g. using bullet points), students will be expected to write up one section of their protocol in a more detailed way. The outlines will be graded and feedback given to students. This allows students to get valuable experience of writing at MSc level at LSE, and they will also understand more specifically the expectations of the summative assessment. Students will be able to use this feedback in their writing of the summative work.

Indicative reading:

- Glennerster, R., & Takavarasha, K. (2013). *Running Randomized Evaluations* (STU - Student edition ed.): Princeton University Press.
- Gerber, A. S., & Green, D. P. (2012). *Field Experiments: Design, Analysis and Interpretation*. New York, NY: Norton.
- Ustun, T. B., Chatterji, S., Mechbal, A., & Murray, C. J. L. (2005). Quality assurance in surveys: standards, guidelines and procedures. In W. H. S. W. Collaborators (Ed.), *Household Sample Surveys in Developing and Transition Countries*.
- Glennerster, R. (2017). The Practicalities of Running Randomized Evaluations: Partnerships, Measurement, Ethics, and Transparency. In E. Duflo & A. Banerjee (Eds.), *Handbook of Field Experiments*: North Holland.
- Dupas, P., & Miguel, E. (2017). Impacts and Determinants of Health Levels in Low-Income Countries. In E. Duflo & A. Banerjee (Eds.), *Handbook of Field Experiments*: North Holland.

Assessment: Research project (100%) post-summer term.

1 x Research protocol (3,000 words max) to plan the randomised evaluation of a particular health programme – 100% of grade. The assessment will be due approximately 10 weeks after the end of the course.

Students will be asked to pick one programme/policy from a proposed list. They are also given the option to choose their own intervention (after discussion with their seminar leader) if they would prefer.

HP4F4E Half Unit

Dissertation in Evaluation of Healthcare Interventions and Outcomes

This information is for the 2020/21 session.

Teacher responsible: Dr Pepita Barlow COW 2.05

Availability: This course is compulsory on the Executive MSc in Evaluation of Health Care Interventions and Outcomes, in collaboration with NICE. This course is not available as an outside option.

Course content: The dissertation could be on any topic in the field of health services research and health policy. It should attempt to integrate approaches and knowledge learned across courses and present results to address a health policy or economic issue or a problem identified through the use of either primary or secondary data. It must demonstrate adequate knowledge of

relevant theoretical and empirical literature in the field. In addition, careful analysis of the policy implications and formulation of policy recommendations is essential. The main body of the dissertation should, in principle, include the background to the research, method of investigation, results of the analysis, discussion and policy implications and recommendations.

Teaching: 5 hours of lectures and 16 hours of seminars in the ST.

To enable students to investigate an original research question to the standards of scientific enquiry, the dissertation module will detail methodological and academic criteria when producing a piece of original work in the context of health care interventions and outcomes research. The week-long course will include taught sessions as follows:

- Departmental expectations for a dissertation;
- Developing a research question;
- Critical appraisal of the literature;
- Overview of different methodological approaches;
- Scientific writing workshop;
- Communication of dissertation findings: policy and practice implications

The taught sessions will introduce the content and provide theoretical framework for topics to be disseminated in seminars. Through teaching and learning, students will be able to develop a poster highlighting a potential dissertation research question and methodology, which they will present at the end of the course. We will use this opportunity to assign expertise-based supervision to students, who will in turn receive support and guidance on academic matters as well as the progress of their research. Students will be entitled to arrange 3 x 30-minute one-to-one meetings with their supervisors over the course of their study to receive feedback and bespoke support throughout the dissertation process.

Formative coursework: Students will be expected to produce 1 presentation in the ST.

Students will develop a poster setting out a proposed research question and methodology for presentation in the closing session of the week's teaching for comment and appraisal by faculty. The project presented in the poster will be a starting point for the student's research project; therefore, it may or may not be developed further and to form the basis for the dissertation itself.

Indicative reading:

- Dunleavy, P. (1986) *Studying for a Degree in the Social Sciences*, Macmillan. (See Chapter 5: Writing a Dissertation)
- Denscombe, M. (2007) *The Good Research Guide: for small-scale social research projects*. Maidenhead: Open University Press. H61 D41
- Kotz, D. and Cals J.W.L. (2013) Effective writing and publishing scientific papers – part 1: how to get started. *Journal of Clinical Epidemiology*. Vol 66, no 4, p 397.
- Grix, J. (2004) *The Foundations of Research*. Houndmills : Palgrave Macmillan LB2369 G87
- Rudestam, K. and Newton, R. (2001) *Surviving Your Dissertation: a comprehensive guide to content and process*. 160 London: Sage. LB2369 R91

Assessment: Dissertation (100%, 5000 words) in the MT.

Please note that teaching on this course shall commence in November 2021. The first dissertations are to be submitted by MT 2022.

HP4G1E Half Unit

Statistical Methods in Health Care Economic Evaluation

This information is for the 2020/21 session.

Teacher responsible: Dr Maria Raikou

Availability: This course is compulsory on the Executive MSc in Evaluation of Health Care Interventions and Outcomes, in collaboration with NICE. This course is not available as an outside option.

Course content: This course develops the statistical and modelling techniques necessary to apply economic evaluation to the health care sector.

Introduction to statistical methods, linear regression analysis, logistic regression analysis, survival analysis for health outcomes, survival analysis for treatment costs, economic evaluation and clinical trials. Estimation of confidence intervals for cost-effectiveness ratios. Transformation of ratios - net benefit approach. Missing data, parametric and non-parametric approaches. Presentation of analysis, acceptability curves.

Teaching: 13 hours of lectures and 8 hours of seminars (computer based)

Formative coursework: In-class exercise during seminar time. Students will receive feedback on it from their seminar leader after completion.

Indicative reading: The following are basic reading for the course: M Drummond & A McGuire (Eds), *Economic Evaluation in Health Care: Merging Theory with Practice*, OUP, 2002; M Drummond, B O'Brien, G Stoddart & T Torrance, *Methods for the Economic Evaluation of Health Care Programmes*, 2nd edn, OUP, 1997; M Gold, J Siegel, L Russell & M Weinstein, *Cost-Effectiveness in Health and Medicine*, OUP, 1996; M Johannesson, *Theory and Methods of Economic Evaluation in Health Care*, Kluwer, 1996; P Johansson, *Evaluating Health Risks: An Economic Approach*, CUP, 1995. Students will be given access to essential readings before the course begins through the pre-session reading programme on Moodle, which they will be expected to read prior to the first day of class.

Assessment: Take-home assessment (100%).

This is the same course as HP425 Statistical Methods in Health Care Economic Evaluation (H) but it has different teaching and assessment arrangements.

HP4G2E Half Unit

Principles of Health Technology Assessment

This information is for the 2020/21 session.

Teacher responsible: Dr Panagiotis Kanavos COW 1.05

Availability: This course is compulsory on the Executive MSc in Evaluation of Health Care Interventions and Outcomes, in collaboration with NICE. This course is not available as an outside option.

Course content: Health Technology Assessment a multidisciplinary process that summarises information about the medical, social, economic, and ethical issues related to the use of a health technology in a systematic, transparent, unbiased, and robust manner. Health Technology Assessment differs in its governance, data and evidence requirements, assessment methods, and operational arrangements across different settings and contexts. This course is aimed at introducing the key principles of Health Technology Assessment, its operational modalities, the different models of value assessment and how they link to decision-making.

Outline of the course is included below:

1. The role of Health Technology Assessment in health care decision making
2. Models of Health Technology Assessment and their application in different jurisdictions - a comparative perspective
3. Governance issues (position in health care decision-making, topic selection, assessment process, stakeholder involvement)
4. Data and evidence requirements for value assessment
5. Health Technology Assessment and value assessment: focus on clinical benefit assessment
6. Health Technology Assessment and value assessment: focus on clinical-cost-effectiveness
7. Assessment methods in Health Technology Assessment
8. Explaining similarities and differences in Health Technology Assessment recommendations – a toolkit
9. The role of multiple criteria decision analysis in value

assessment

10. Beyond Health Technology Assessment: links to risk-sharing and special purchasing arrangements

Teaching: 10 hours of lectures, 10 hours of seminars and 1 hour of help sessions.

Given the executive nature of this course, it will be offered as an intensive, accelerated, and compressed module with a 1-week duration.

Formative coursework: Students will be expected to produce 1 exercise in the MT.

A selection of multiple choice and open-ended questions to test extent of knowledge and understanding of syllabus

Indicative reading: Chalkidou, K., Tunis, S., Lopert, R., Roach, L., Sawicki, P. T., Nasser, M., & Xerri, B. (2009). Comparative Effectiveness Research and Evidence-Based Health Policy: Experience from Four Countries. *Milbank Quarterly*, 87(2), 339-367. Banta, H. D., & Luce, B. R. (1993). Health care technology and its assessment: an international perspective. Drummond, M. F., Schwartz, J. S., Jönsson, B., Luce, B. R., Neumann, P. J., Siebert, U., & Sullivan, S. D. (2008). Key principles for the improved conduct of health technology assessments for resource allocation decisions. *International journal of technology assessment in health care*, 24(03), 244-258. Sorenson, C., Drummond, M., & Kanavos, P. (2008). Ensuring value for money in health care: the role of health technology assessment in the European Union (No. 11). WHO Regional Office Europe. Sorenson, C. (2010). Use of comparative effectiveness research in drug coverage and pricing decisions: a six-country comparison. *Issue Brief (Commonwealth Fund)*, 91, 1-14.

Assessment: Research project (100%) in the MT.

A 3,000-word (excluding references) case study on a specific topic

HP4G3E Half Unit

Economic Evaluation in Health Care

This information is for the 2020/21 session.

Teacher responsible: Mr Alexander Carter COW 2.10

Availability: This course is compulsory on the Executive MSc in Evaluation of Health Care Interventions and Outcomes, in collaboration with NICE. This course is not available as an outside option.

Course content: Health care decision makers are often faced with the challenges of resource allocation. Economic evaluation is used to formalize the process of decision-making on the basis of costs and benefits associated with multiple alternative scenarios or interventions. Decision makers use evidence from economic evaluation analyses to make specific recommendations for coverage, reimbursement, and pricing decisions for a variety of health care interventions, as well as define best practices. This course will enable students to understand and apply analytic methods in the economic evaluation of health interventions and provide a strong foundation in the several advanced concepts in economic evaluation, and in particular cost-effectiveness of interventions used in long-term chronic illnesses. The course will provide an overview of the principles and practices of measuring and analyzing costs; and estimating effectiveness in terms of quality-adjusted life years and disability-adjusted life years. Practical topics will include the design and implementation of economic evaluation models and the role of clinical data inputs to inform economic evaluation analyses.

Teaching: 10 hours of lectures, 10 hours of seminars and 5 hours of computer workshops in the MT.

Formative coursework: Students will be expected to produce 1 piece of coursework in the MT.

Indicative reading: Drummond M et al. *Methods for the Economic Evaluation of Health Care Programmes*. Oxford, OUP, 2005. Drummond M et al. *Economic Evaluation in Health Care: Merging Theory with Practice*, Oxford, OUP, 2002. Gray A. *Applied Methods of Cost-effectiveness Analysis in Healthcare* (Handbooks in Health

Economic Evaluation), Oxford, OUP, 2011. Weinstein MC et al. Foundations of cost-effectiveness analysis for health and medical practices. *N Eng J Med.* 1977; 296 (13):716–21. Russell LB et al. The role of cost-effectiveness analysis in health and medicine. *JAMA.* 1996; 276 (14): 1172–77.

Assessment: Research project (100%) in the MT.

HP4G4E Half Unit

Systematic Review and Meta-analysis

This information is for the 2020/21 session.

Teacher responsible: Dr Rocco Friebe COW 2.09

Availability: This course is compulsory on the Executive MSc in Evaluation of Health Care Interventions and Outcomes, in collaboration with NICE. This course is not available as an outside option.

Course content: Systematic review and meta-analysis methods are increasingly used to evaluate the relative benefits and harms of healthcare interventions. A broad range of decision making bodies across the health care sector (including health technology assessment bodies, drug and medical device licensing agencies, biopharmaceutical industry, and hospitals) need experts equipped with the methods of reviewing and synthesizing the existing body of evidence.

This course will be focused on the principles of reviewing and synthesizing the existing body of literature. The course will first provide the rationale for adopting a systematic approach for evidence review and synthesis. It will then equip students with the methods to undertake risk of bias assessments of individual randomized controlled trials and also collections of randomized controlled trials. In addition to providing an overview of methods for quantitatively synthesizing multiple randomized controlled trials in meta-analysis, the course will present the opportunities and challenges of using evidence for decision-making in health care.

Learning outcomes:

- Describe the rationale for adopting a systematic approach to literature review
- Define the principal threats to validity both in individual randomized controlled trials and collections of randomized controlled trials
- Critically evaluate the internal validity of randomized controlled trials
- Assess heterogeneity in a collection of randomized controlled trials
- Design and perform a systematic review and meta-analysis evaluating a health care intervention in a group setting
- Describe the opportunities and challenges of using systematic review and meta-analysis findings for decision making

Teaching: 20 hours of seminars and 4 hours of computer workshops in the ST.

Formative coursework:

- Course convener will provide feedback on group presentations on the last day of the in-person teaching session
- Course convener will also provide written feedback on project outlines.

Indicative reading: Cochrane Handbook for Systematic Reviews of Interventions (version 5.1.0, updated March 2011). Institute of Medicine. Finding what works in health care: standards for systematic reviews. 23 March 2011. Sutton AJ et al. Methods for Meta-analysis in Medical Research. Wiley, Chichester, UK, 2000. Cook DJ. Systematic reviews: synthesis of best evidence for clinical decisions. *Annals of internal medicine* 1997;126(5):376–80. Jansen JP et al. Is network meta-analysis as valid as standard pairwise meta-analysis? It all depends on the distribution of effect modifiers. *BMC medicine* 2013;11(1):159. Jansen JP et al. Interpreting indirect treatment comparisons and network meta-analysis for health-care decision making: report of the ISPOR Task Force on Indirect Treatment Comparisons Good Research Practices: part 1. *Value Health* 2011;14(4):417–28.

Assessment: Research project (100%) in the ST.

IR442E

Diplomacy and Challenges

This information is for the 2020/21 session.

Teacher responsible: Prof Chris Alden

Availability: This course is compulsory on the MSc in International Strategy and Diplomacy. This course is not available as an outside option.

Course content: This course looks at six key aspects of diplomacy: the tools of diplomacy and negotiation; international security and policy challenges, such as climate change; emerging security domains such as cyber and outer space security; policy assessment on a major current international problem; simulations on crisis management and diplomatic negotiations; the future of diplomacy and international affairs.

Teaching: 30 hours of lectures, 20 hours of seminars and 20 hours of workshops in the LT.

Formative coursework: One formative policy paper (2,000 words) with a pre-arranged task. Feedback will involve a meeting with each student to discuss their formative policy paper. We will aim to ensure that students are able to: critically evaluate different kinds of evidence; assess the strengths and weaknesses of competing policy options; formulate arguments and policy recommendations in a coherent and balanced fashion.

Indicative reading:

1. Alden, Chris; Aran, Amnon (2017), *Foreign Policy Analysis: New Approaches*, Second Edition (Abingdon: Routledge).
2. Bayne, N.; Woolcock, S. (eds.) (2017), *The New Economic Diplomacy: Decision-Making and Negotiation in International Economic Relations*, Fourth Edition (London and New York: Routledge).
3. Bercovitch, J.; Kremenyuk, V.; Zartman, I.W. (2008), *The SAGE Handbook of Conflict Resolution* (London: SAGE).
4. Chinkin, C.; Kaldor, M. (2017), *International Law and New Wars* (Cambridge: Cambridge University Press).
5. Coker, C. (2015), *Future War* (Cambridge: Polity Press).
6. Constantinou, C.M.; Kerr, P.; Sharp, P. (eds.) (2016), *SAGE Handbook of Diplomacy* (Los Angeles: SAGE).
7. Cox, M.; Stephen, F.; Guelke, A. (eds.) (2006), *A Farewell to Arms: After the Good Friday Agreement* (Manchester: Manchester University Press).
8. Crocker, A.; Hampson, F.; Aall, P. (eds.) (2015), *Managing Conflict in a World Adrift* (Washington, D.C.: United States Institute of Peace Press).
9. Flockhart, T. (2016), 'The Coming Multi-Order World', *Contemporary Security Policy* 37(1): 3-30.
10. Kaldor, M.; Rangelov, I. (eds.) (2014), *The Handbook of Global Security Policy* (Chichester: Wiley Blackwell).
11. Lin, K.C.; Gertner, A.V. (2015), *Maritime Security in the Asia-Pacific: China and the Emerging Order in the East and South China Seas*, Chatham House Research Paper.
12. Martill, B.; Staiger, U. (eds.) (2018), *Brexit and Beyond: Rethinking the Futures of Europe* (London: UCL Press).
13. Phillips, Christopher (2016), *The Battle for Syria: International Rivalry in the New Middle East* (New Haven: Yale University Press).
14. Roberts, I. (2017), *Satow's Diplomatic Practice*, 7th Edition (Oxford: Oxford University Press).
15. Sakwa, R. (2015), 'The Death of Europe? Continental Fates after Ukraine', *International Affairs* 91: 553–579.
16. Sending, O.J.; Pouliot, V.; Neumann, I.B. (eds.) (2015), *Diplomacy and the Making of World Politics* (Cambridge: Cambridge University Press).

Assessment: Project (100%, 3000 words) in the LT.

3,000 word assessed policy paper setting out a detailed strategy to implement a policy.

IR443E

Strategy in a Changing World

This information is for the 2020/21 session.

Teacher responsible: Prof Chris Alden

Availability: This course is compulsory on the MSc in International Strategy and Diplomacy. This course is not available as an outside option.

Course content: This course examines five different perspectives on strategy: new approaches to strategy in international affairs; the interplay between old and new strategic actors; global strategic and economic trends; political and security developments in the world's key regions; the nature of strategic decisions.

Teaching: 40 hours of lectures and 30 hours of seminars in the MT.

Formative coursework: One 2,000 word formative essay with a pre-arranged title due in the MT. Feedback will involve a meeting with each student to discuss their formative essay. In the process, we will aim to ensure that students are able to: critically evaluate different kinds of evidence; assess the strengths and weaknesses of competing explanatory paradigms; formulate arguments in a coherent and balanced fashion.

Indicative reading:

1. Baylis, J.; Smith, S.; Owens, P. (2017), *The Globalization of World Politics: An Introduction to International Relations*, 7th Edition (Oxford: Oxford University Press).
2. Baylis, J.; Wirtz, J.; Gray, C. (2016), *Strategy in the Contemporary World* (Oxford: Oxford University Press).
3. Coker, C. (2017), *Rebooting Clausewitz: 'On War' in the Twenty-First Century* (Hurst & Co Publishers Ltd).
4. Cox, M. (2012), 'Power Shifts, Economic Change and the Decline of the West?', *International Relations* 26(4): 369-388.
5. Cox, M. (2017), 'The Rise of Populism and the Crisis of Globalisation: Brexit, Trump and Beyond', *Irish Studies in International Affairs* 28:1-9.
6. Foot, R. (2017), 'Power Transitions and Great Power Management: Three decades of China–Japan–US Relations', *The Pacific Review* 30(6): 829-842.
7. Freedman, L. (2013), *Strategy: A History* (Oxford: Oxford University Press).
8. Heuser, B. (2010), *The Evolution of Strategy: Thinking War from Antiquity to the Present* (Cambridge: Cambridge University Press).
9. Katzenstein, P. (ed.) (1996), *The Culture of National Security* (New York: Columbia University Press).
10. Kennedy, P. (1988), *The Rise and Fall of Great Powers: Economic Change and Military Conflict from 1500 to 2000* (London: Fontana).
11. MacMillan, M. (2008), *The Uses and Abuses of History* (Toronto: Viking Canada).
12. Nye, J. (2011), *The Future of Power* (New York: Public Affairs).
13. Porter, M. (2008), 'The Five Competitive Forces That Shape Strategy', *Harvard Business Review* 86(1): 78-93.
14. Reynolds, D. (2000), *One World Divisible: A Global History since 1945* (New York: W.W. Norton).
15. Rumelt, R. (2011), *Good Strategy, Bad Strategy: The Difference and Why it Matters* (New York: Crown Business).
16. Strange, S. (1996), *The Retreat of the State: The Diffusion of Power in the World economy* (Cambridge: Cambridge University Press).

Assessment: Essay (100%, 4000 words).

IR444E Half Unit

Strategy in Action

This information is for the 2020/21 session.

Teacher responsible: Prof Chris Alden

Availability: This course is compulsory on the MSc in International Strategy and Diplomacy. This course is not available as an outside option.

Course content: In this course we will be examining through

lectures, seminars and workshops major foreign policy decisions, the diplomatic background to each of these and the strategic thinking behind them. We will be asking the students through group exercises to prepare a strategy and policy paper relevant to the day.

Teaching: 8 hours of seminars in the ST.

The course is taught over 48 hours. This includes 3 intense sessions - a weekend of assessing strategic decisions involving drafting and crafting papers, a second weekend of formulating strategic decisions and briefing sessions on methodology. All these will lay the foundations for the dissertation plan.

Formative coursework: Group discussion and formulation of strategy/policy papers.

Indicative reading: Readings vary each year depending on the cases, scenarios and policy issues examined during each policy session. Readings will be provided to registered students in advance.

Assessment: Dissertation (100%, 3000 words) in the LT.

The formulation of a dissertation topic which must be in the form of a 3,000 word dissertation plan (100%). This should include the title, an abstract, a problem statement which should identify the features and theoretical concepts associated with the topic, the aims and objectives (including research questions or hypotheses), a literature review and the methodology. This module is taken in conjunction with IR496 Dissertation: MSc Diplomacy and International Strategy (1.5 units).

IR496E One and Half Unit

Dissertation: MSc International Strategy and Diplomacy (1.5 units)

This information is for the 2020/21 session.

Teacher responsible: Prof Chris Alden

Availability: This course is compulsory on the MSc in International Strategy and Diplomacy. This course is not available as an outside option.

Course content: The dissertation will address a topic in the social sciences drawn broadly from the three core courses. The topic should make central use of concepts in the study of International Relations, strategy and diplomacy and should demonstrate a good understanding of these concepts and implications. The dissertation will draw on empirical topic areas but should also demonstrate a high degree of conceptual originality. Guidance on standards of presentation will be given in the handbook and conform to the standard laid down for MSc dissertations in the International Relations Department. The subject and title of the dissertation must be approved by the dissertation supervisor.

Teaching: Arrangements for supervision. Students will receive advice on how to choose a topic and how to write a dissertation from a 1.5 hour workshop and from three half hour individual supervision sessions.

Formative coursework: Students submit a 3,000 dissertation plan on which they receive written feedback (see the details of the IR444 course, taken in conjunction with IR496).

Assessment: Dissertation (100%, 15000 words) in the LT.

A 15,000 word dissertation (100%) to be submitted in September. This course is taken in conjunction with IR444 Strategy in Action (H).

Using the dissertation plan (IR444), the dissertation will include an introduction, theoretical framework, a literature review and methodology followed by chapters, conclusion and bibliography.

LL400E Half Unit

European Capital Markets Law

This information is for the 2020/21 session.

Teacher responsible: Professor Niamh Moloney

Availability: This course is available on the Executive LLM. This course is not available as an outside option.

Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Course content: The course examines the EU's regulation of the capital markets. It considers the harmonized regulatory regime which applies to key capital market actors across the Member States and which supports the integrated market. The topics covered include: the rationale for integration and the role of law, the evolution of the integration project, and the impact of the financial crisis and subsequent reforms; the deregulation, liberalization, harmonization, and re-regulation mechanisms used to integrate and regulate the EU market and the role of the Court; market access and the passport for investment services; the Markets in Financial Instruments Directive 2014 (MiFID II) and the Markets in Financial Instruments Regulation 2014 (MiFIR) and regulation; the liberalization of order execution and the regulation of trading venues; the 'UCITS' mutual funds regime; retail investor protection and conduct regulation; the prospectus and disclosure regime; gatekeepers (credit rating agencies and investment analysts); and the institutional structure for law-making and for supervision, including the European System of Financial Supervision and the European Securities and Markets Authority. Course coverage may vary slightly from year to year.

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: Reading lists will be provided in advance for each seminar. Sample texts include: Moloney, EU Securities and Financial Markets Regulation Regulation (2014), Veil (ed) European Capital Markets Law (2017), and Busch, Avgouleas, and Ferrarini (eds) Capital Markets Union in Europe (2018).

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL401E Half Unit

The Law of Armed Conflict

This information is for the 2020/21 session.

Teacher responsible: Dr Stephen Humphreys NAB5.12

Availability: This course is available on the Executive LLM. This course is not available as an outside option.

Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Course content: This course covers the international law governing the conduct of hostilities (jus in bello, also known as the law of armed conflict or international humanitarian law)—as

distinct from the law on the resort to force (jus ad bellum), which is a separate course. The course will take a critical approach to the international regulation and facilitation of armed conflict. As well as the laws governing the means and methods of war ('Hague' law), the 'protected' groups hors de combat ('Geneva' law), and the distinction between international and non-international armed conflict, the course will cover 'lawfare' more generally: the recourse to law as a means of waging war. It will examine the application of the laws of war, including occupation law, in recent conflicts, including the wars in Iraq, Afghanistan and Syria, the 'war on terror', and the Palestinian Occupied Territories. Students can expect to have a thorough grasp of the principles and regulations governing the conduct of hostilities, the context and efficacy of enforcement mechanisms, and a critical understanding of the normative and political stakes of international law in this area.

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: It is worthwhile acquiring the following books:

Yoram Dinstein, *The Conduct of Hostilities under the Law of International Armed Conflict* (Cambridge UP, 2nd ed., 2010, or 3rd ed., 2016), Roberts and Guelff, *Documents on the Laws of War* (Oxford UP, 2000); Michael Walzer, *Just and Unjust Wars* (Basic books, 4th ed. 2006). Other useful books include: David Kennedy, *Of Law and War* (Princeton UP, 2006); Geoffrey Best, *War and Law Since 1945* (Oxford UP, 1997). Detailed readings for each seminar will be made available on Moodle.

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL402E Half Unit

Key Issues in Transnational Environmental Law

This information is for the 2020/21 session.

Teacher responsible: Prof Veerle Heyvaert NAB7.06

Availability: This course is available on the Executive LLM. This course is not available as an outside option.

This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Course content: The course focuses on key developments in environmental law beyond the State, which includes both the European and international level. It examines the key values, legal principles and strategies that guide environmental policy and decision making. It considers the role and contribution of non-state actors, such as private green certification schemes, to environmental law. Then, the course turns the spotlight on the most important environmental challenges of our time and examines the role of transnational law in managing or resolving them. The course is structured as follows: 1. Environmental law in context: economic and alternative approaches to sustainable development. 2. Sources and principles of international environmental law. 3. Transnational environmental law: the role of non-state actors. 4. Transnational liability: responding to global catastrophes. 5. Controlling toxic substances: risk regulation and the precautionary principle. 6. Climate change: international law and policy developments. 7. Climate change litigation. 8. Protecting biodiversity: comparing treaty-based and market-based approaches. 9. Brexit and the impact on environmental law and policy. 10. Trade and the environment. 11. Revision.

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: A detailed reading list will be provided for each seminar. Essential reference works include Heyvaert, Transnational Environmental Regulation and Governance. Purpose, Strategies, and Principles (CUP, 2018); Sands and Peel, Principles of International Environmental Law (CUP, 2018); Bodansky, The Art and Craft of International Environmental Law (Harvard University Press, 2010); Bodansky, Brunnee & Hey, The Oxford Handbook of International Environmental Law (OUP, 2007); Kingston, Heyvaert & Caveski, European Environmental Law (CUO, 2017).

Assessment: Assessment path 1
Essay (100%, 8000 words).
Assessment path 2
Take-home assessment (100%).

LL403E Half Unit

International Human Rights: Concepts, Law and Practice

This information is for the 2020/21 session.

Teacher responsible: Dr Margot Salomon

Availability: This course is available on the Executive LLM. This course is not available as an outside option.

Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Course content: This course is concerned with the international protection and promotion of human rights and its relation to a range of current global problems. The course draws on the international law and practice of human rights to examine how we might best understand the contribution and limitations of human rights to addressing contemporary ills. Through the consideration of a range of topics participants will learn about, and critically analyse, human rights concepts, norms, institutions and actors. The course engages with the ideas and objectives that underpin the post-1945 human rights legal order, the United Nations and regional systems, and the standards and challenges of international human rights. We build on these foundations to examine a variety of current human rights issues and to explore how international law in these areas has developed and is deployed. Subjects may include: institutional developments; categories of human rights; human rights and water; the right to development; the rights of indigenous peoples to land; human rights and sexuality; business and human rights; human rights and resistance; human rights and poverty; and the question of fragmentation.

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: O de Schutter, International Human Rights Law: Cases, Materials, Commentary; F Mégret, 'The Nature of Obligations' in D Moeckli, S Shah and S Sivakumaran (eds); Maastricht Principles on the Extraterritorial Obligations of States in the area of Economic, Social and Cultural Rights; C Clark, 'Of What Use is a Deradicalized Human Right to Water?' 17 Human Rights Law Review 2 (2017); J Kozma, M Nowak and M Scheinin, A World Court of Human Rights – Consolidated Draft Statute and Commentary; UN Special Rapporteur on Extreme Poverty and Human Rights: Mission to the UK, UN Doc A/HRC/41/39/Add.1 (2019); ME Salomon, 'Nihilists, Pragmatists and Peasants: A Dispatch on Contradiction in International Human Rights Law' in E

Christodoulidis et al (eds).

Assessment: Assessment path 1
Essay (100%, 8000 words).
Assessment path 2
Take-home assessment (100%).

LL404E Half Unit

European and UK Human Rights Law

This information is for the 2020/21 session.

Teacher responsible: Prof Conor Gearty NAB 6:11

Availability: This course is available on the Executive LLM. This course is not available as an outside option.

Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Course content: The course has two parts. In part one the origins, development and current standing of the European Convention on Human Rights and Fundamental Freedoms are considered. The primary focus will be on the case-law of the European Court of Human Rights, though the cases of other jurisdictions will also be referred to where appropriate. The course will analyse the Convention from the perspective of selected rights within it, but will also engage with the subject thematically, subjecting such concepts as the 'margin of appreciation', 'living instrument' and proportionality to close scrutiny. The goal of this part of the course is to give students a good critical understanding of the Convention, the case-law of the Strasbourg court and the Convention's place within the constitutional and political structure of 'Greater Europe'. The second part of the course is made up of a detailed study of the UK Human Rights Act. The origins and the political background to the Act will be explained, and the structure of the measure will be fully elaborated, relying on the text of the Act itself but also on the burgeoning case law that accompanies the measure. This part of the course will identify the principles that underpin the UK Act and explain its proper place in British law. It will also explore the wider constitutional implications of the measure, looking at its effect on the relationship between courts and Parliament. Linkages with the broader European framework discussed in the first part will be made by students through their reading and through class-engagement. The implications for human rights of the UK's intended departure from the EU will also be considered.

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: Jacobs and White, The European Convention on Human Rights 7th edn (OUP, 2017) and/or Harris, O'Boyle and Warbrick, Law of the European Convention on Human Rights 3rd edn (Oxford, 2014). The text on the UK is Gearty, On Fantasy Island. Britain, Strasbourg and Human Rights (Oxford University Press, 2016). Also useful is Mowbray, Cases and Materials on the European Convention on Human Rights 3rd edn (Oxford, 2012). Kavanagh, Constitutional Review under the UK Human Rights Act (Cambridge, 2009), Hickman Public Law after the Human Rights Act (Hart, 2010) and Gearty, Principles of Human Rights Adjudication (Oxford University Press, 2004).

Assessment: Assessment path 1
Essay (100%, 8000 words).
Assessment path 2
Take-home assessment (100%).

LL405E Half Unit

Dispute Resolution and Advanced Mediation

This information is for the 2020/21 session.

Teacher responsible: Prof Linda Mulcahy NAB7.15

Availability: This course is available on the Executive LLM. This course is not available as an outside option.

This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Course content: The principal focus of the course is upon methods of resolving disputes other than adjudication. The course brings together theory and observation of practice and is divided into two parts. In the first section students examine what motivates people to enter into disputes and the range of outcomes they seek, the history of the "informal justice" movement and the transformation of attitudes to dispute resolution in the UK and beyond. The emphasis in this part of the course is also on looking at the two primary forms of dispute resolution, negotiation and mediation. In the second part of the course specialist practitioners work with the class in exploring the interface between theory and practice and the different dynamics of disputes and their resolution in specific subject areas such as commercial law, community disputes, international law and family law. The course is designed to complement the option on Commercial Arbitration.

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: Students will also find it useful to access the following books which provide important context for debate about the civil litigation system and negotiation tactics: Henry Brown and Arthur Marriot, (2012) ADR: Principles and Practice, London: Sweet and Maxwell. This is written by practitioners but also makes reference to a number of seminal academic studies. It provides a good framework within which to position the more in-depth arguments contained in the academic articles set each week. Genn, Hazel, (2009) Judging Civil Justice (The Hamlyn Lectures) Cambridge, Cambridge University Press. This book provides a really good overview of civil justice reforms across developed legal systems and will alert you to many of the academic and policy debates which have surrounded reform. Roger Fisher and William Ury (2012) Getting to Yes: Negotiating an Agreement Without Giving In, Random House. This is a classic text in the field and very simple to read. This book will also help you when we come to study mediation which is often described as a form of facilitated negotiation. Simon Roberts and Michael Palmer's 2005 (second edition) Dispute Processes: ADR and the Primary Forms of Dispute Resolution, Cambridge, Cambridge University Press. This is the most theoretical book in this list but provides extracts from many of the seminal works in the field that we will be studying. It adopts a very inter-disciplinary approach. This is useful as background reading.

Assessment: Assessment path 1
Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Course content: This course (Part I and Part II) examines the regulatory structures governing financial markets and investment services. It covers the main principles of international, EU and UK financial regulation, with the aim of developing a critical understanding of the dynamics and conceptual framework of financial regulation. The course does not aim to provide a detailed comparative account of financial regulation across countries, but international comparisons may be made where these are useful. In this context, students are encouraged to draw on their knowledge of their own national systems of regulation in making comparisons, and to apply the analytical perspectives suggested to those systems. The focus will be on the regulation of national and international aspects of financial services and markets, rather than on private law and transactional aspects. No previous knowledge of financial market regulation or background in economics is required for those wishing to follow this course. Indeed, the course provides a good background for further study of both financial and economic law and economic analysis of law. The course might be regarded as complimentary to a number of other courses, including Law of Corporate Finance or International Financial Law and Practice I & II.

The first part of this course will address the following topics:

Anatomy of the Financial Market and the Great Financial Crisis
Building Blocks of the Regulatory World

Rationales for its Regulation: Systemic Stability, Market Integrity,
Principle-Agent Competition

Key Elements of Financial Regulation: disclosure, resilience, risk
modelling and regulation inside firm

Global and EU Regulatory Structures

Financial Stability – Policy Issues, Principles and Global Standard
Setters

Prudential Regulation of Banks – The Basel Accords

The EU Banking Union

Deposit Guarantees

Bank Resolution and Insolvency

Teaching: 24-26 hours of contact time (for each half unit)

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: A full reading list will be distributed during the course and essential materials will be made available to the students, where possible. In addition, the students will be invited to do independent reading. Good general introductions to financial markets and their regulation include: A Turner et al, The Future of Finance: The LSE Report (2010); S Valdez and P. Molyneux, Introduction to Global Financial Markets (7th edn).

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL406E Half Unit

Regulation of Financial Markets I

This information is for the 2020/21 session.

Teacher responsible: Dr Philipp Paech NAB7.05

Availability: This course is available on the Executive LLM. This course is not available as an outside option.

LL407E Half Unit

Regulation of Financial Markets II

This information is for the 2020/21 session.

Teacher responsible: Dr Philipp Paech NAB7.05

Availability: This course is available on the Executive LLM. This course is not available as an outside option.

Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period.

The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Course content: This course examines the regulatory structures governing financial markets and financial services. It covers the main principles of international, EU and UK financial regulation with the aim of developing a critical understanding of the conceptual framework for financial regulation. This half unit focuses on financial stability, including macro and micro-prudential regulation, regulation of trading and market infrastructure, and on new and emerging issues in financial regulation.

The course does not aim to provide a detailed comparative account of financial regulation across countries, but international comparisons may be made where these are useful. In this context, students are encouraged to draw on their knowledge of their own national systems of regulation in making comparisons, and to apply the analytical perspectives suggested to those systems. The focus will be on the regulation of national and international aspects of financial services and markets, rather than on private law and transactional aspects.

No previous knowledge of financial market regulation or background in economics is required for those wishing to follow this course. Indeed, the course provides a good background for further study of both financial and economic law and economic analysis of law. For non-lawyers, a willingness to engage in legal analysis will be necessary, although a legal background is not required. The course might be regarded as complimentary to a number of other courses, including Law of Corporate Finance or International Financial Law and Practice I & II.

Topics include:

1. Unpicking the Great Financial Crisis
2. Mapping regulation for financial stability
3. States, Banks and Global Markets: the macroeconomic Background
4. The next Financial Crisis
5. Ethics in Finance
6. Market Integrity
7. The role of Consumers
8. Consumer Protection
9. Securities markets and Conduct of Business
10. Fast, global, decentralized – the Challenges of the Future

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: A full reading list will be distributed during the course and essential materials will be made available to the students, where possible. In addition, the students will be invited to do independent reading. Good general introductions to financial markets and their regulation include: A Turner et al, *The Future of Finance: The LSE Report* (2010); S Valdez and P. Molyneaux, *Introduction to Global Financial Markets* (7th edn).

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL408E Half Unit

Comparative Constitutional Law

This information is for the 2020/21 session.

Teacher responsible: Dr Jo Murkens NAB7.31

Availability: This course is available on the Executive LLM. This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period.

The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Course content: Comparative Constitutional Law is a rejuvenated discipline that attracts a broad range of interdisciplinary interest in the formation, design, and operation of constitutions. This course examines the central issues across a range of jurisdictions and from a variety of perspectives. Part I discusses various approaches to the study of CCL as well as the migration of constitutional ideas and related notions of constitutional borrowing and legal transplants. Part II deals with key constitutional concepts, such as fundamental law, constitutional change, the rule of law, as well as an introduction to the constitution of the United Kingdom, which are discussed from a historical and comparative perspective. Part III deals with constitutional design, a classic as well as topical area of comparative law. As well as offering a critique of mainstream liberal thought that idealises constitutions as normative constraints on politics, these sessions examine whether formal constitutions in divided and authoritarian societies facilitate democratisation and political change or whether they undermine democracy and entrench the rulers. The study of law, like the study of all social phenomena, is always comparative - and inevitably fragmented. This objective of the course is to study comparative constitutional law comprehensively, critically, and contextually (historical, conceptual, regional). This approach enables the student to branch out independently into related areas and topics.

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: There is no set book for this course. All materials will be made available in advance on Moodle.

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL409E Half Unit

Comparative Constitutional Rights

This information is for the 2020/21 session.

Teacher responsible: Dr Kai Moller NAB7.01

Availability: This course is available on the Executive LLM. This course is not available as an outside option.

Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Course content: This course examines a range of controversial issues in human and constitutional rights law from a comparative perspective. These include: Abortion; 'Deviant' Sex: Sodomy, Sado-Masochistic Sex, and Incest; Same-Sex Marriage; Religion in the Public Sphere; Hate Speech and Denial of the Holocaust; Obscenity. We will approach them by comparing and contrasting judgments from courts all over the world, with an emphasis on cases from the U.S. Supreme Court, the Canadian Supreme Court, the South African Constitutional Court, the European Court of Human Rights, the U.K. Supreme Court, and the German Federal Constitutional Court. The goals of the course are, first, to introduce the students to the jurisprudence of those extremely powerful and

influential courts, and, second, to invite them to think about and critically analyse some of the most controversial, difficult, and important rights issues of our time.

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: The course is mainly case-based; however, interested students may find the following book helpful: V Jackson and M Tushnet, *Comparative Constitutional Law*, 3rd edition, 2014.

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL410E Half Unit

International Financial Law and Practice I

This information is for the 2020/21 session.

Teacher responsible: Dr Philipp Paech NAB7.05

Availability: This course is available on the Executive LLM. This course is not available as an outside option.

Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Course content: As the recent debate on shadow banking shows, the traditional financial market sectors of commercial banking, investment banking, derivatives, capital markets and asset management are nowadays converging. However, their academic analysis is still largely sector-based. This course offers a cross-sectoral, functional analysis, permitting students to grasp the big picture of the entire financial market law. To this end, the course largely concentrates on the different activities of risk taking and risk shifting regardless of the type of financial institution involved. The course is also a novelty to the extent that it integrates both spheres of rulemaking for the financial markets, notably financial law and some fundamentals of financial regulation. Experience shows that approaching the framework for financial law without at least considering the interdependencies with risk management and capital requirements leaves us with only a fragmented picture. For non-practitioners, the market context of financial law appears sometimes confusing. Therefore, this course will first approach each subject from in a market perspective before coming to the legal framework. This is essential with a view to understanding the permanent interaction between market behaviour and the legislators' and regulators' responses to it. The legal framework will be analysed taking into account international rules and developments as well as European legislation. Since the City of London is one of the globally most important financial markets, England will be used as anchor-jurisdiction in order to develop patterns of global significance that are addressed by legislators and regulators around the world, in particular also looking at the European Union and at international rulemaking. The course also considers key trends. It is designed to be as topical as possible, and the content may change in the light of developments. While the precise topics covered will vary from year to year they typically will include the following:

- The logic and the players of the financial market. The creation and allocation of risk. The distinction between 'Law' and 'Regulation'.
- The reasoning and sources of financial law and regulation. The role of European financial law and regulation. The role of international law.
- Understanding the financial crisis.

- Banks and their nature. Assets and Liabilities. Deposit-taking and bank loans. Money market instruments. Rank of creditors in bank insolvencies.
- Raising capital. Primary market and secondary market. Issuance of debt securities (bonds). Issuance of Eurobonds. Issuance of equity (shares).
- Security interests and financial collateral.
- Reprehypothecation, repurchase agreements and securities lending. Relevant conflict-of-laws problems.
- Guarantee, indemnity, insurance.
- Derivatives. Types of derivatives. The rise of derivatives. Recharacterisation risk. Standard documentation (ISDA).
- Netting and set-off. Relation to insolvency law. Importance for derivatives, repos, securities lending. Conflict-of-laws analysis. Cross-jurisdictional problems.
- Trusts.
- Fund structures (public and alternative).
- Structured finance, securitisation and asset-backed securities. The rationale behind it. Risks.
- Transfer of financial instruments. Stock exchanges. Trading and settlement of securities. Intermediated securities. Conflict of laws and cross-jurisdictional problems. Derivatives clearing.
- Syndicated loans.
- Regulatory arbitrage in respect of financial transactions.

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: -P. Wood. *Law and Practice of International Finance*, Sweet & Maxwell, 2008 (ca. £40, soft bound). This book is the first building block of the Basic Reading. Students might consider buying it.

- J. Benjamin, *Financial Law*, Oxford University Press 2007. Ca. £200. This volume is available at a heavily discounted price (ca. £100 for hardcover) at the Waterstones bookshop on the LSE campus only.

- For an understanding of the underlying market aspects: S. Valdez, Ph. Molyneux, *An Introduction to Global Financial Markets*, 7th ed., Palgrave-McMillan 2013, ca. £29.- P. Wood. *Law and Practice of International Finance*, Sweet & Maxwell, 2008 (ca. £40, soft bound). This book is the first building block of the Basic Reading. Students might consider buying it.

- J. Benjamin, *Financial Law*, Oxford University Press 2007. Ca. £200. This volume is available at a heavily discounted price (ca. £100 for hardcover) at the Waterstones bookshop on the LSE campus only.

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- J. Benjamin, *Financial Law*, Oxford University Press 2007. Ca. £200. This volume is available at a heavily discounted price (ca. £100 for hardcover) at the Waterstones bookshop on the LSE campus only.

- For an understanding of the underlying market aspects: S. Valdez, Ph. Molyneux, *An Introduction to Global Financial Markets*, 8th ed., Palgrave-McMillan 2013, ca. £29.

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL411E Half Unit

International Financial Law and Practice II

This information is for the 2020/21 session.

Teacher responsible: Dr Philipp Paech NAB7.05

Availability: This course is available on the Executive LLM. This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Pre-requisites: There are no specific prerequisites for taking this course. While this course is complimentary to LL410E prior completion of the latter is not necessary to take LL411E.

Course content: This course explores contemporary issues of the commercial law of international financial markets. These include

- the future of English law as reference law for international finance after Brexit
 - financial markets and modern trends in conflict-of-laws
 - the legal characteristics of the various types of networks used in financial markets (central, decentral, distributed)
 - the disruption of law caused by 'blockchain' technology and FinTech
 - the legal challenges flowing from the increasing use of 'big data' and artificial intelligence in financial services
 - the future role of commercial law in managing risk
 - the nature of so-called smart contracts and their role in standard documentation, risk management and due diligence
 - legal issues associated with cryptocurrencies and crypto-money
- As the course is conceived to be very topical, some of the course content may change.

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: - The reading will consist of 2-3 scholarly articles per subject, such as P Paech, 'Governance of Blockchain Financial Networks', *Modern Law Review* (forthcoming), https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2875487.

- Basic knowledge on international financial law (recommended in particular to students who did not take LL410E): P. Wood. *Law and Practice of International Finance*, Sweet & Maxwell, 2008 (ca. £40, soft bound).

- Understanding the financial market: S. Valdez, Ph. Molyneux, *An Introduction to Global Financial Markets*, 8th ed., Palgrave-McMillan 2015 (soft bound, ca. £29 - this is not a legal work but very useful for those new to the financial market).

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL412E Half Unit

International Economic Law I

This information is for the 2020/21 session.

Teacher responsible: Prof Andrew Lang

Availability: This course is available on the Executive LLM. This course is not available as an outside option.

This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Course content: The aim of the course is to introduce students to the field of international economic law: its principles, rules,

practices, and institutions, and the debates which attend each. The course focuses on the public international law rules and institutions which govern international trade. Students will be given a grounding in the jurisprudence of the WTO, but will also be introduced to interdisciplinary material on the broader political, economic, institutional and normative contexts in which international economic law operates. Key themes will include the question of 'development' and developing countries, the role of expertise in global economic governance, and institutional aspects of judicial international dispute settlement. Special attention will be paid to the current crisis around the contemporary international trading system, and US-China relations. Students will be expected to engage with the principles and practice of international economic law both at the technical level, and at the level of critical reflection.

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: M.J. Trebilcock, R. Howse and A. Eliason, *The Regulation of International Trade*, 4th ed., Routledge, 2012; P. Van den Bossche and W. Zdouc, *The Law and Policy of the World Trade Organization: Text, Cases and Materials*, 4th ed., Cambridge UP, 2017; S. Lester, B. Mercurio and A. Davies, *World Trade Law: Texts, Materials and Commentary*, 3rd ed., Hart Publishing 2018.

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL413E Half Unit

International Economic Law II

This information is for the 2020/21 session.

Teacher responsible: Prof Andrew Lang

Availability: This course is available on the Executive LLM. This course is not available as an outside option.

This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Course content: This course is a continuation of LL412E.

In International Economic Law II, topics to be covered may include: Trade Remedies (Antidumping, Countervailing duties and Safeguards); Trade and Global Value Chains; State-owned Enterprises; Advanced Issues in WTO Dispute Settlement; Digital Trade; Trade and Taxation; and others. We will set aside time to consider contemporary issues, for example around international trade in the post-Trump era, digital trade, public international regulation of global finance, regional economic integration, development and developing countries in the trading system, and environmental aspects of international trade.

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: M.J. Trebilcock, R. Howse and A. Eliason, *The Regulation of International Trade*, 4th ed., Routledge, 2012; P. Van den Bossche and W. Zdouc, *The Law and Policy of the World Trade Organization: Text, Cases and Materials*, 4th ed., Cambridge UP, 2017; P. Van Den Bossche and D. Prevost, *Essentials of WTO Law* (CUP, 2016); S. Lester and B. Mercurio, *World Trade Law: Texts, Materials and Commentary*, 3rd ed., Hart Publishing 2018.

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL415E Half Unit

Fundamentals of International Commercial Arbitration

This information is for the 2020/21 session.

Teacher responsible: Dr Jan Kleinheisterkamp NAB7.09

Availability: This course is available on the Executive LLM. This course is not available as an outside option.

Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Course content: This course provides an introduction to the theory and practice of international arbitration, one of the most important mechanisms for settling disputes arising from commercial cross-border transactions. The focus is mainly on English arbitration law, which is put into a comparative perspective and contrasted especially with French law, which highlights the antagonism between Paris and London as the rival centres for international arbitration. Special attention is given to the applicable international treaties, the problems of conflicts of laws, and the different types of institutional and transnational rules that may have to be taken into consideration in an international arbitration. This course prepares for 'Advanced Issues of International Commercial Arbitration'.

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: M. Moses, *The Principles and Practice of International Commercial Arbitration* (3rd edn, CUP 2017); G. Born, *International Arbitration - Law and Practice* (2nd edn, Kluwer 2015); N. Blackaby & C. Partasides, Redfern and Hunter on *International Commercial Arbitration* (6th edn, OUP 2015); J.-F. Poudret & S. Besson, *Comparative Law of International Commercial Arbitration* (Sweet & Maxwell 2007); E. Gaillard & J. Savage, *Fouchard Gaillard Goldman on International Commercial Arbitration* (1999).

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL416E Half Unit

Advanced Issues of International Commercial Arbitration

This information is for the 2020/21 session.

Teacher responsible: Dr Jan Kleinheisterkamp NAB7.09

Availability: This course is available on the Executive LLM. This course is not available as an outside option.

Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Pre-requisites: Fundamentals of International Commercial

Arbitration (LL415E) or equivalent course in previous studies or relevant practical experience with international arbitration

Course content: This course aims at giving students who already are acquainted with the fundamentals of arbitration the possibility to go into depth into selected problems of international commercial arbitration. The course is designed to allow intense discussions of these problems in order to raise the sensitivity for the issues at stake and to lead to a research oriented approach. Despite its academic outset, the course is highly relevant for those wanting to specialise in arbitration practice, as the theoretical problems have a most significant impact on practical solutions. The course will treat a selection of topical contemporary issues of international commercial arbitration, such as the role of internationally mandatory rules of law, arbitration & insolvency, the scope of the competence-competence principle; arbitration and fraud and corruption, or the enforcement of awards set aside abroad. The course seeks to be as topical as possible, so that content may change in the light of developments.

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: G. Born, *International Commercial Arbitration* (2nd edn, Kluwer 2015); N. Blackaby / C. Partasides, Redfern & Hunter on *International Commercial Arbitration* (6th edn, OUP 2015); J.-F. Poudret / S. Besson, *Comparative Law of International Commercial Arbitration* (Sweet & Maxwell 2007); E. Gaillard / J. Savage, *Fouchard Gaillard Goldman on International Commercial Arbitration* (Kluwer 1999). Cases and doctrinal articles for each topic.

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL417E Half Unit

International Commercial Contracts: General Principles

This information is for the 2020/21 session.

Teacher responsible: Dr Jan Kleinheisterkamp NAB7.09

Availability: This course is available on the Executive LLM. This course is not available as an outside option.

This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Pre-requisites: Firm knowledge of contract law and/or international sales law from previous studies.

Course content: The course treats what can be called the general part of transnational contract law, i.e. the general principles of law which are of relevance in any kind of international contract, be it sale, construction, shipping, financing, or joint venture. These general principles relate to contractual formation and negotiations, interpretation, transversal general principles, changed circumstances and hardship, agency, third parties, assignment, self-help and set-off, direct performance and damages and penalties. At present, such contracts are governed either by uniform rules of international conventions or by the national laws applicable by virtue of conflict of law rules. The course puts the existing national and international solutions in a comparative perspective so as to work with the sources of such generally accepted principles. Where there are divergences between existing solutions, the course focuses on the elaboration of new efficient solutions that are internationally acceptable and have the

potential of becoming general principles in the future. For these purposes, special attention is given to the UNIDROIT Principles on International Commercial Contracts and the European Principles of Contract Law. Other national laws, however, are drawn upon from time to time. Students are also encouraged, in both examination and classes, to reflect upon the similarities and differences between their own national laws and the UNIDROIT Principles.

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: S. Vogenauer & J. Kleinheisterkamp, Commentary on the UNIDROIT Principles of International Commercial Contracts (1st edn, OUP 2009); H. Kötz, European Contract Law (OUP 1997); K. Zweigert & H. Kötz, An Introduction to Comparative Law (3rd edn, OUP 1998); H. Beale et al., *Ius Commune Casebook on the Common Law of Europe: Cases Materials and Text on Contract Law* (2nd edn, OUP 2010); J. Gordley & A. von Mehren, *An Introduction to the Comparative Study of Private Law: Readings, Cases, Materials* (CUP 2006).

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL418E Half Unit Comparative Corporate Governance

This information is for the 2020/21 session.

Teacher responsible: Dr Carsten Gerner Beuerle, Prof Robert Kershaw NAB7.16 and Mr Edmund-Philipp Schuster NAB6.30

Availability: This course is available on the Executive LLM. This course is not available as an outside option.

Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Course content: This course will focus on topical issues in corporate governance, including: corporate governance codes as a regulatory technique; corporate governance reform, firm performance and financial development; the role of the board of directors in large public companies and groups of companies; the division of powers between the managers and shareholders; directors' duties and enforcement of duties; executive remuneration; stakeholder representation, in particular employee representation, in corporate decision-making; shareholder activism and corporate short-termism; the market for corporate control as a corporate governance device.

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: Reading will be prescribed for each seminar. Preliminary reading can be found in P. Davies, *Introduction to Company Law* (OUP, 2nd edition 2010), chapters 5-9; R. Kraakman et al, *The Anatomy of Corporate Law* (3rd edition 2017); Gordon and W.G. Ringe (eds.), *The Oxford Handbook of Corporate Law and Governance* (2018).

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL419E Half Unit Law of Corporate Finance

This information is for the 2020/21 session.

Teacher responsible: Prof Robert Kershaw NAB7.16, Dr Carsten Gerner Beuerle and Mr Edmund-Philipp Schuster NAB6.30

Availability: This course is available on the Executive LLM. This course is not available as an outside option.

This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Course content: The course examines the private law rules governing how companies raise finance. The issues covered include e.g. capital structures, identifying and protecting shareholder rights, issuing shares, initial legal capital and alternatives, dividends, reduction of capital and share buy-backs, reform and moving to a solvency test and financial assistance. The course will focus on English Law but reference will be made to the relevant EU rules.

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: David Kershaw, *Company Law in Context* (2012) chapters 1, 17 and 19.

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL420E Half Unit International Law and Climate Change

This information is for the 2020/21 session.

Teacher responsible: Dr Stephen Humphreys NAB6.15

Availability: This course is available on the Executive LLM. This course is not available as an outside option.

This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Course content: This course covers the international law dealing with climate change with a view to assessing how risks and uncertainties caused by climate change are governed and allocated in different legal regimes. The course adopts the stance that the political and legal questions raised by climate change cannot be addressed by reference to climate change law (or indeed international environmental law) alone. Climate change gives rise to a series of profound problems touching upon a range of bodies of law (international economic law, human rights law, state responsibility, international migration law) in a complex political and ethical environment. In approaching climate change as a concrete concern relevant to these various bodies of law and practice, the course will address the normative and/or ethical bases for choosing between actions designed to prevent and/or manage climate change and its consequences, attentive to developmental imperatives and the theoretical concerns raised by the 'fragmented' nature of international law

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing

a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: Paul Edwards, *A Vast Machine*, MIT Press (2013); Tim Mitchell, *Carbon Democracy*, Verso (2011); Rosemary Rayfuse and Shirley Scott (eds.), *Climate Change and International Law*, Edward Elgar (2011) Stephen Gardiner, Simon Caney, Dale Jamieson and Henry Shue (Eds.), *Climate Ethics: Essential Readings*, Oxford University Press (2010); Patricia Birnie, Alan Boyle, Catherine Redgwell, *International Law and the Environment*, Oxford University Press (2009); Nicholas Stern, *The Economics of Climate Change: The Stern Review*, Cambridge: Cambridge University Press (2007); IPCC, *Fifth Assessment Report*, Cambridge University Press (2014); Stephen Humphreys (ed.), *Climate Change and Human Rights*, Cambridge University Press (2009); Larry Lohmann, *Carbon Trading*, Dag Hammarskjöld Foundation (2006); Lavanya Rajamani, *Differential Treatment in International Environmental Law*, Oxford University Press (2006).

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL423E Half Unit

Media Law: Regulating Publication

This information is for the 2020/21 session.

Teacher responsible: Dr Andrew Scott NAB6.25

Availability: This course is available on the Executive LLM. This course is not available as an outside option.

This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Course content: The course examines the legal and administrative regulation of mass media publication (principally the press, the broadcast media, and institutionalised Internet publication). The course is introduced with consideration of a number of themes that underpin the rest of the syllabus: the role(s) of the media in society (including conceptions of the 'public interest'); the main social, technological and regulatory influences that shape media publication practise, and rights jurisprudence (in particular, the freedom of expression and freedom of the press in national and international law). The course then examines potential restrictions on publication that are aimed at promoting or preserving specific private and/or public interests. The key private interests considered are those in reputation (defamation), privacy, and confidentiality. The key public interests considered are the integrity of the judicial process (contempt and reporting restrictions), the impartiality of political representations, the avoidance of offence (obscenity and religion), national security, and the protection of children.

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: Warby, Moreham and Christie (eds) *Tugendhat and Christie: The Law of Privacy and the Media*, (3rd edn, OUP, 2016), Parkes and Mullis (eds), *Gatley on Libel and Slander* (Sweet & Maxwell, 12th ed, 2013); Fenwick and Phillipson, *Media Freedom Under the Human Rights Act* (OUP, 2006); Robertson and Nicol, *Media Law* (Sweet & Maxwell, 5th ed 2007), Doley and Mullis (eds), *Carter Ruck on Libel and Privacy* (6th edn, Lexis Nexis, 2010), Barendt, *Freedom of Speech* (OUP, 2nd ed 2005), Nicol, Millar and Sharland, *Media Law and Human Rights* (OUP, 2009); Cram, *A Virtue Less Cloistered: Courts, Speech and Constitutions* (Hart Publishing, 2002).

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL424E Half Unit

Media Law: Regulating Newsgathering

This information is for the 2020/21 session.

Teacher responsible: Dr Andrew Scott NAB6.25

Availability: This course is available on the Executive LLM. This course is not available as an outside option.

This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Course content: This course examines the legal and administrative regulation of newsgathering and content production practices undertaken by journalists and others working in the media sector. The course is introduced with consideration of a number of themes that underpin the rest of the syllabus: the role(s) of the media in society (including conceptions of the 'public interest'); the main social, technological and regulatory influences that shape media newsgathering practise, and rights jurisprudence (in particular, the freedom of expression and freedom of the press in national and international law). The course then examines a number of newsgathering practices that are either facilitated or proscribed by law and/or other forms of regulation. These include protection of sources (in general; vis-a vis police and security interests; payment of sources); access to information held by the state (official secrets; news management; freedom of information); access to the justice system (secret justice / physical access to courts; access to court documents; technology and the courts - text-based reporting and broadcasting; access to prisoners); media-police interaction; harassment and media intrusion, and surreptitious newsgathering practices (hacking, tapping and subterfuge).

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: Warby, Moreham and Christie (eds) *Tugendhat and Christie: The Law of Privacy and the Media*, (3rd edn, OUP, 2016), Millar and Scott, *Newsgathering: Law, Regulation and the Public Interest* (OUP, 2016); Robertson and Nicol, *Media Law* (Sweet & Maxwell, 5th ed 2007), Warby, Moreham and Christie (eds), *Tugendhat and Christie: The Law of Privacy and the Media*, (2nd ed, OUP, 2011), Nicol, Millar and Sharland, *Media Law and Human Rights* (OUP, 2009), Davies, *Flat Earth News* (Chatto & Windus, 2008).art Publishing, 2002).

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL425E Half Unit

Competition Law

This information is for the 2020/21 session.

Teacher responsible: Dr Pablo Ibanez Colomo

Availability: This course is available on the Executive LLM. This course is not available as an outside option.

Available to Executive LLM students only. This course will be

offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Course content: The course is a comprehensive study of the main features of competition law. While the focus is on EU competition law, reference will be made to the laws of other jurisdictions (e.g. the United States and the UK) when these offer relevant points for comparison. The first part of the course examines the history and aims of competition law. It considers the role of economic analysis and its limitations in the light of non-economic considerations. The second part is a review of the major substantive fields: restrictive practices; the regulation of monopolies and dominant positions; distribution and cooperation agreements and merger control. The third part addresses the public and private enforcement of competition law.

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: Whish and Bailey Competition Law (7th edn, 2011); Jones & Sufrin, EC Competition Law: Cases and Materials (7th ed, 2014); Geradin, Layne-Farrar, and Petit, EU Competition Law and Economics (2011); Faull & Nikpay, The EC Law of Competition (3rd edn, 2004).

Assessment: Assessment path 1
Essay (100%, 8000 words).
Assessment path 2
Take-home assessment (100%).

LL426E Half Unit

Theories of Human and Constitutional Rights

This information is for the 2020/21 session.

Teacher responsible: Dr Kai Moller NAB7.01

Availability: This course is available on the Executive LLM. This course is not available as an outside option.

Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Pre-requisites: Some knowledge of human or constitutional rights law of any jurisdiction may be helpful, but is not essential. A knowledge of philosophy is not required.

Course content: The course will provide an introduction to theories of human and constitutional rights. The emphasis is on a combination of law and theory; to this end, each session will rely on a mixture of cases from various jurisdictions and theoretical and philosophical materials. Topics to be discussed will include: Robert Alexy's Theory of Rights as Principles; Ronald Dworkin's Theory of Rights as Trumps; The Debate about Proportionality; Absolute Rights; The Debate about Judicial Review; The Culture of Justification and the Right to Justification.

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: The course will rely on both cases from various jurisdictions and articles and book chapters from authors including Ronald Dworkin, Robert Alexy, Mattias Kumm, Jeremy Waldron and

Frances Kamm.

Assessment: Assessment path 1
Essay (100%, 8000 words).
Assessment path 2
Take-home assessment (100%).

LL427E Half Unit

Constitutional Law and Theory

This information is for the 2020/21 session.

Teacher responsible: Prof Thomas Poole NAB 7.20

Availability: This course is available on the Executive LLM. This course is not available as an outside option.

This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Course content: This course examines the role of constitutions and the nature of constitutional discourse. It considers the ways in which theorists have advanced understanding of constitutions and devised solutions to a range of constitutional questions. The course deals with the following topics: the scope of constitutional theory; the constitution of government; constitutional politics; representation; sovereignty; constituent power; constitutional rights; the rule of law; liberalism and republicanism; constitutional adjudication; cultural pluralism; theories of federalism; the cosmopolitan polity.

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: Much of the reading for the course consists of classic texts in political thought. Many are available online and the course is delivered through Moodle. Indicative reading includes: Hobbes, Leviathan; Rousseau, The Social Contract; Montesquieu, The Spirit of the Laws; Burke, Reflections on the Revolution in France; Tocqueville, Democracy in America; Schmitt, Constitutional Theory; Oakeshott, On Human Conduct; Hayek, The Constitution of Liberty.

Assessment: Assessment path 1
Essay (100%, 8000 words).
Assessment path 2
Take-home assessment (100%).

LL430E Half Unit

Investment Treaty Law

This information is for the 2020/21 session.

Teacher responsible: Dr Christopher Thomas NAB 7.18

Availability: This course is available on the Executive LLM. This course is not available as an outside option.

Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Course content: The aim of the course is to introduce students to international investment law and dispute settlement, the latter emphasizing developments in investment treaty arbitration.

The course focuses on the public international law rules and institutions that govern investments and investment treaty disputes. The course has five main elements: (1) the historical, theoretical and policy background behind investment treaties and dispute settlement by arbitration; (2) the rules governing jurisdiction and admissibility of investor-state arbitration cases; (3) the substantive principles and standards – such as national treatment, most-favoured-nation treatment, expropriation, and the minimum standard in international law – that may apply to the investor-state relationships; (4) recognition and enforcement of investor-state arbitral awards and interaction between international tribunals and national courts; and (5) the discussion of the future of international investment law.

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: CL Lim, J Ho, M Paparinskis, *International Investment Law and Arbitration* (CUP 2018); R Dolzer and C Schreuer, *Principles of International Investment Law* (2nd edn, Oxford 2012); G Van Harten, *Investment Treaty Arbitration and Public Law* (Oxford, 2006)

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL431E Half Unit

Takeover regulation in the UK and US

This information is for the 2020/21 session.

Teacher responsible: Prof Robert Kershaw NAB7.16

Availability: This course is available on the Executive LLM. This course is not available as an outside option.

This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Course content: The course will look at the regulation of the bid process and at takeover defence regulation in the UK and the US. The course will look at: transaction structures; the function and effects of the market for corporate control; takeover process regulation; takeover defence regulation; deal protections; and regulating conflicts of interest in going private transactions.

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: The course will use materials distributed through moodle and the course pack as well as D. Kershaw, *Principles of Takeover Regulation* (2016). Background material can be found in R. Kraakman et al, *The Anatomy of Corporate Law* (2004); B. Black, *The Law and Finance of Corporate Acquisitions* (1995); and W. Carney, *Mergers and Acquisitions* (2003).

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL432E Half Unit

Mergers, Acquisitions and Restructurings in Europe

This information is for the 2020/21 session.

Teacher responsible: Mr Edmund-Philipp Schuster NAB6.30

Availability: This course is available on the Executive LLM. This course is not available as an outside option.

This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Pre-requisites: There are no formal pre-requisites for this module.

Course content: In this module, we will explore the regulation of mergers, acquisitions and restructurings in Europe. We will focus on legal techniques for the combination and restructuring of business operations in Europe, with a particular focus on the legal issues arising in cross-border transactions in the EU.

There are a number of reasons for corporations wanting to restructure their operations or to make acquisitions. For instance, firms may want to acquire a strategically valuable firm or asset in order to improve the efficiency (and thus increase the value) of their business operations; they may want to implement a better governance structure, enabling them to manage their undertaking more effectively; or they may want to subject themselves to more favourable legal or tax rules – including choosing among different national corporate laws.

EU law offers a range of legal vehicles for achieving such aims, and it is these vehicles we will explore throughout the term. In particular, we will look at re-incorporations of EU companies based on the relevant Treaty provisions; takeovers of (listed) EU companies; domestic ("statutory") mergers; de-mergers and spin-offs; cross-border mergers in the EU; and the European Company. Content overview:

- The market for corporate control, corporate ownership structures and transaction structures for takeovers and restructurings in Europe
- European takeover regulation
- Domestic mergers
- Divisions & spin-offs
- Cross-border mergers
- Employee participation (board-level co-determination) and board structures, and their relevance for corporate transactions
- The European Company (SE)
- Brief introduction to taxation of corporate transactions and tax-related drivers and incentives for intra-group reorganisation and company migration

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: A full reading list will be made available via Moodle at the beginning of the course. Sample readings: R. Romano, *A Guide to Takeovers: Theory, Evidence and Regulation* (1992) 9 *Yale Journal of Regulation* 119; RD Kershaw, *Company Law in Context* (2012), Web Chapter A [available here: http://global.oup.com/uk/orc/law/company/kershaw2e/resources/chapters/Web_Chapter_A.pdf]; S Grundmann, *European Company Law* (Intersentia, 2nd ed. 2011): Chapter 3 (Mergers & Divisions); R Kraakman et al, *The Anatomy of Corporate Law* (OUP, 2nd ed. 2009): Chapter 7 (Control Transactions); PL Davies et al, *The Takeover Directive as a Protectionist Tool?* [available here: <http://ssrn.com/paper=1554616>]; C Clerk et al, *A Legal and Economic Assessment of European Takeover Regulation* [available here: <http://www.ceps.eu/system/files/Takeover%20Bids%20Directive%20book%20-%20Final.pdf>]; E-P Schuster, *The Mandatory Bid Rule: Efficient, After All?* (2013) 76 *Modern Law Review* 529; KJ Hopt and E Wymeersch (eds), *European Takeovers: Law and*

Practice; M Pannier, The EU Cross Border Merger Directive – A New Dimension for Employee Participation and Company Restructuring (2005) 16 European Business Law Review 1424.

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL433E Half Unit

State and Market in the EU

This information is for the 2020/21 session.

Teacher responsible: Prof Pablo Ibanez Colomo NAB5.16

Availability: This course is available on the Executive LLM. This course is not available as an outside option.

Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Course content: Member States of the EU are not free to award subsidies to their national companies or to support them in a comparable way (by, inter alia, securing favourable supply conditions to the companies, granting loans at favourable rates or providing unlimited guarantees). In the wake of the recent financial crisis, for instance, bailout measures adopted across the EU had to be cleared by the European Commission in accordance with Articles 107 and 108 TFEU. The first part of the course explores the economic rationale underpinning the control of State aid in the European Union (the reasons why similar regimes are not implemented at the national level in federal countries facing similar issues, such as the United States, will also be explored). The second part examines (i) the notion of State aid within the meaning of Article 107(1) TFEU and (ii) the conditions under which measures falling under the scope of that provision may be deemed compatible with the internal market. The third part provides an overview of the application of the law in some sectors (including the financial and the communications sectors) or for some purposes (e.g. research and development, regional aid). The fourth part is devoted to the procedural aspects of the discipline.

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: Quigley, European State Aid Law and Policy (3rd Edition, 2015); Bacon (ed), European Community Law of State Aid (3rd Edition, 2017); Jones and Sufrin, EU Competition Law (online chapter) (6th Edition, 2017)

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL434E Half Unit

Regulation: Strategies, Theories and Implementation

This information is for the 2020/21 session.

Teacher responsible: Prof Gordon Baldwin

Availability: This course is available on the Executive LLM. This course is not available as an outside option.

Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period.

The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Course content: The course provides an introduction to key topics in the study of regulation from with a comparative and generic perspective drawn from public administration, socio-legal studies and institutional economics. Topics include: What is regulation and Why do it? What is Good Regulation? Regulatory Strategies. Explaining Regulation. Enforcing Regulation. Risk Regulation. Regulatory Standard Setting. Regulatory Competition. Regulation and Cost Benefit Analysis.

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: R. Baldwin, M. Cave and M. Lodge, Understanding Regulation, 2nd ed. (OUP, 2011); R. Baldwin, M. Cave and M. Lodge (ed.) Oxford Handbook on Regulation (OUP, 2010); R. Baldwin, C. Hood and C. Scott, Socio-Legal Reader on Regulation (OUP, 1998); Responsive Regulation: Transcending the Deregulation Debate by Ian Ayres and John Braithwaite (OUP, 1992); B. Morgan and K. Yeung (2007), An Introduction to Law and Regulation (Cambridge University Press, 2007); J. Jordana and D. Levi-Faur, The Politics of Regulation (Edward Elgar, 2004); A. Ogun, Regulation (OUP, 1994); R. Baldwin, Rules and Government (OUP, 1995); I. Ayres and J. Braithwaite, Responsive Regulation (OUP, 1992).

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL435E Half Unit

Innovation, Technology and Patent Law

This information is for the 2020/21 session.

Teacher responsible: Dr Siva Thambisetty NAB 7.29

Availability: This course is available on the Executive LLM. This course is not available as an outside option.

This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Course content: Patent rights are the link between your index finger that slides or twirls to open your smartphone, a synthetically generated living cell, the diagnostic test for breast cancer, the velcro on your gym bag and the connectivity we often take for granted on social media. Over the last two decades patents have moved from an obscure, arcane subject to being the main stay of domestic and international debates spanning issues as wide ranging as innovation policies, access to medicines, international trade and development, ethical implication of biological research and commercialisation and the sustainable use of genetic resources.

This course will critically examine core concepts of the protection of inventions in UK/European, US and International patent law often taking a comparative perspective. We examine specific industrial or technology sectors such as software, artificial intelligence, biotechnology and pharmaceuticals. The course takes a broad approach to questions of patentability, and through readings and discussion you will investigate the economic

and political dimensions of the use, control and exploitation of technology and innovation and the impact of structural inequalities. This year 2021 in particular, the devastating effects of the pandemic invites us to contemporaneously study the effort to provide vaccines and treatments for Covid-19 and analyse what it teaches us about the intersection between market incentives like patents and structural inequality.

You do not need prior exposure to intellectual property law or a science background to take the course. You will be supported throughout the course to understand technologies via their legally significant attributes.

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: Bently, Sherman, Gangjee and Johnson Intellectual Property Law, OUP 2018, Pila The Requirement for an Invention in Patent Law Oxford University Press 2010, Spence Intellectual Property, Clarendon Law Series 2007, Landes and Posner The Economic Structure of Intellectual Property Law Harvard University Press 2003, Robert Merges Justifying Intellectual Property Law HUP 2011, Jaffe & Lerner, Innovation and its Discontents Princeton University Press 2004.

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL436E Half Unit

Rethinking EU Law

This information is for the 2020/21 session.

Teacher responsible: Dr Michael Wilkinson NAB6.28

Availability: This course is available on the Executive LLM. This course is not available as an outside option.

This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Course content: EU law is a fast-moving, dynamic area of law. The course will address core aspects of EU law and develop a number of key themes in the public law and policy of the EU and its Member States. It will provide a sophisticated understanding of the legal, political and constitutional issues surrounding the central debates in the EU, from its origins to the recent crises, including the Euro-crisis and Brexit. Topics will include: - Law and Politics of European Integration - Fundamental Freedoms - Collective Autonomy and Social Justice - Authority of EU Law - Sovereignty, Identity and Pluralism - Political Economy - Future of the EU. The course will use general theoretical accounts in law and related disciplines in order to situate EU law in its economic, political and social context. It uses the LSE's unique interdisciplinary expertise in European law, constitutional theory, public law, and legal theory for a rich and varied study of the challenges facing the EU and its future development.

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: Chalmers et al., European Union Law (CUP, 2014); Craig and Deburca, EU Law: Text, Cases and Materials (OUP, 2015); Craig and DeBurca (eds.) The Evolution of EU Law (OUP, 2011); Maduro and Azoulai (eds.) The Past and Future of EU Law (Hart, 2010); Dickson and Eleftheriadis (eds.) Philosophical Foundations of EU Law (OUP, 2012); Tuori and Tuori, The Eurozone

crisis: A Constitutional Analysis (CUP, 2013)

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL437E Half Unit

International Criminal Law

This information is for the 2020/21 session.

Teacher responsible: Dr Stephen Humphreys NAB6.15

Availability: This course is available on the Executive LLM. This course is not available as an outside option.

Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Pre-requisites: Some background in public international law is helpful for this course. If an introduction or refresher is needed, a standard textbook such as Malcolm Shaw's International Law is recommended.

Course content: The course looks at the history of and background to international criminal law and at its substantive content—its origins in the early Twentieth Century, its purported objectives, and the core crimes set out in the Rome Statute over which the International Criminal Court has jurisdiction (war crimes, crimes against humanity, genocide). The course will then examine in more detail a number of areas of contemporary interest (at least two from among the following: universal jurisdiction, immunity, torture, terrorism, international tribunals). The course is mainly directed at the conceptual problems associated with the prosecution of war criminals and, more broadly, legalised retribution.

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: Cryer, Friman, Robinson & Wilmschurst, An Introduction to International Criminal Law and Procedure (Cambridge), 2nd edition (2009) Simpson, Law, War and Crime, Polity (2007).

Indicative reading

Gary Bass, Stay the Hand of Vengeance. The Politics of War Crimes Tribunals (Princeton, 2000); Judith Shklar, Legalism (Harvard, 1964); Mark Osiel, Mass Atrocity, Collective Memory & the Law (Transaction Publishers, 1997); T McCormack & G Simpson, The Law of War Crimes (Kluwer 1997); W Schabas, The International Criminal Court (Cambridge, 2001); H Arendt, Eichmann in Jerusalem (Penguin, 1997).

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL438E Half Unit

Commercial Remedies

This information is for the 2020/21 session.

Teacher responsible: Dr Solene Rowan NAB 7.26, Prof Charles Webb NAB 6.26 and Dr Andrew Summers NAB 6.06

Availability: This course is available on the Executive LLM. This course is not available as an outside option.

Pre-requisites: Undergraduate contract and tort law

Course content: The objective of the course is to provide students with a detailed understanding of remedies in a commercial context. The reading addresses both case law and academic commentary. Here is an indicative list of the issues that will be considered on the course:

1. The aims of commercial remedies: What interests and other policies may be served by the law when remedying commercial disputes?
2. The function of contract damages: How do the courts assess damages for breaches of contract? Should the courts do more to protect the claimant's interest in performance? What limits are placed on the recovery or measure of damages?
3. Punishment: Is punishment of a defaulting defendant ever a legitimate aim in commercial remedies? Should punitive damages be given a greater role in English commercial law?
4. Agreed remedies: To what extent are commercial parties free to fix the remedies available to them in the event of breach? Does freedom of contract extend to the parties' secondary obligations?
5. Unjust enrichment: What is the law of unjust enrichment? What is its relationship to the law of contract? What can commercial parties recover under the law of unjust enrichment?
6. Comparative law: How do other jurisdictions deal with these questions? What might the common law learn from civil law systems?

Teaching: 24 hours

Formative coursework: All students are expected to produce one 1,500 word formative essay during the course. Formative assessment opportunities will be provided (essay or problem questions)

Indicative reading: Rowan, Remedies for Breach of Contract: A Comparative Analysis of the Protection of Performance (OUP 2012). Burrows, Remedies for Torts and Breach of Contract (4th edn OUP 2019). Virgo and Worthington (eds), Commercial Remedies: Resolving Controversies (CUP 2017) Webb, Reason and Restitution (OUP 2016)

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL439E Half Unit UK Corporate Law

This information is for the 2020/21 session.

Teacher responsible: Prof Robert Kershaw NAB7.16

Availability: This course is available on the Executive LLM. This course is not available as an outside option.

Course content: 1. The Evolution of the UK company. This session will address the evolution of the corporate form from the mid-19th century, and outline the partnership based conception of UK company. It will contrast the partnership conception with the corporate / entity conception. 2. Legal personality, formation and structure – considering the implications and function of separate legal personality and the scope to disregard the corporate veil; the process of formation; and the constitutional make-up of the company. 3. Corporate Actions – considering how the company acts in contract, tort and crime. 4. The distribution of power in a UK company – considering the location and contractual distribution of power in a UK corporation; the problem of separation of ownership and control / the agency problem; mandatory versus default rules; core mandatory rights: removal of directors and calling shareholder meetings. 5. Director's duties I: the nature of duties; who owes them; to whom; the corporate objective; the duty to promote the success of the company. 6. Directors Duties II: the duty of care (business judgments, business process, monitoring, systems and controls, risk management) 7. Directors Duties III: the duty of loyalty (self-dealing transactions, corporate opportunities, competing with the company, bribes and commissions). 8.

Company law and creditor protections – shareholder incentives to exploit creditors; the scope for unlimited liability, duties to creditors; wrongful trading. 9. Derivative Actions: the rule in *Foss v Harbottle*; the new derivative action mechanism; indemnity orders and contingency fees; reflective loss. 10. Minority shareholder protections – common law restraints on the exercise of majority shareholder power and influence; statutory constraints on the exercise of such power and influence (122(g) Insolvency Act 1986 and section 994 Companies Act 2006).

Teaching: 20 hours of seminars in the MT.

24 hours (Executive LLM)

Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.

Indicative reading: Core Texts: David Kershaw, Company Law in Context (2nd ed, OUP 2012). Paul Davies, Gower and Davies' The Principles of Modern Company Law (10th eds, Sweet & Maxwell, 2016). For each session in addition to the main texts other readings will include cases, statutes and journal articles. As an example:

Session 1:

Paul Davies, Gower and Davies' The Principles of Modern Company Law (6th eds, Sweet & Maxwell, 1996), Chapter 1. Extracts from N. Lindley, Treatise on the Law of Companies (as a Branch of the Law of Partnerships) (1889). F. Palmer, Company Law: A Practical Handbook for Lawyers and Business Men (5th eds, 1905). Extracts from D. Kershaw, The Path of Corporate Fiduciary Law (2012) 8 New York University Journal of Law and Business 395.

M. Lobban, Corporate Identity and Limited Liability in France and England 1825-67, 25 Anglo American Law Review. 397, 403-04 (1996). Ernst v Nichols (1857) 10 Eng. Rep. Ashbury Railways v Riche [1874-80] All ER Rep Ext.

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL440E Half Unit Digital Rights, Privacy and Security

This information is for the 2020/21 session.

Teacher responsible: Dr Orla Lynskey (NAB 6.07)

Availability: This course is available on the Executive LLM. This course is not available as an outside option.

This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Pre-requisites: Basic knowledge of EU law is desirable but not essential for this course.

Course content: Personal data is an important factor of production in data-driven economies, and the processing of personal data can generate significant economic and social benefits. Personal data processing can also have a detrimental impact on established rights and values, such as autonomy, privacy and data protection. As a result, legal frameworks to regulate personal data processing have been enacted across the world, with the EU legal model used as a blueprint. Yet, despite the development of such legal frameworks across the globe, critical questions remain unanswered. For instance, the objectives of data protection frameworks differ with some prioritising a fundamental-rights approach to data protection regulation while other frameworks are based on an economic free-trade rationale. Disagreement also persists regarding how the balance should be struck between effective data protection and other rights (such as freedom of expression and freedom of information) and interests (such as innovation and national security).

This course will critically evaluate the legal framework applicable to personal data processing. It will be predominantly with reference to the EU framework, as this has served as a model for over 100 other jurisdictions. However we will also examine aspects of the US legal framework as it differs considerably from other global legal regimes. Participants will be introduced to techniques and technologies for monitoring and processing personal data in the information society. In order to bring key issues to life, a number of case studies will be considered, including the application of data protection and privacy rules to online behavioural advertising and to State surveillance.

Teaching: 24-26 hours of contact time.

Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.

Indicative reading: Lynskey, *The Foundations of EU Data Protection Law* (OUP, 2015). Mayer-Schönberger, *Delete: The Virtue of Forgetting in the Digital Age* (Princeton UP, 2009). Kuner, *Transborder Data Flows and Data Privacy Law* (OUP, 2013). Bygrave, *Data Privacy Law: An International Perspective* (OUP, 2015)

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL441E Half Unit

Employment Law

This information is for the 2020/21 session.

Teacher responsible: Dr Astrid Sanders NAB7.19

Availability: This course is available on the Executive LLM. This course is not available as an outside option.

Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Course content: Regulation of the content and the form of the employment relation. The contract of employment, including express and implied terms and the scope of employment law. Regulation of minimum wage and working time. Protection against discrimination in the workplace. Discipline and protection from dismissal and termination of employment. The approach involves theoretical perspectives, economic analysis, comparative law of employment, and examination of relevant European law.

Teaching: 24-26 hours of contact time.

Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.

Indicative reading: Detailed syllabus of readings will be available and the materials can all be accessed through Moodle. Hugh Collins, *Employment Law*, 2nd edn (Oxford University Press, 2010), Chapters 1-9 or Hugh Collins, KD Ewing and Aileen McColgan, *Labour Law* (2nd edition, CUP 2019).

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL442E Half Unit

Corporate Restructuring

This information is for the 2020/21 session.

Teacher responsible: Ms Sarah Paterson NAB6.06

Availability: This course is available on the Executive LLM. This course is not available as an outside option.

Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Course content: This course is concerned with the principles and policies underlying the rescue of financially distressed companies and businesses. The course considers formal legal procedures available for dealing with companies and businesses in financial distress as well as informal approaches to rescue. Topics include: Chapter 11 as a Rescue Procedure. Corporate Rescue Procedures in the UK: Informal and Formal Procedures. Recognition of Rescue Procedures: EC and International. The Theory and Philosophy of Rescue.

Teaching: 24-26 hours of contact time.

Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.

Indicative reading: A full Reading List will be distributed during the course. The recommended text is V. Finch, *Corporate Insolvency Law: Perspectives and Principles* (Cambridge University Press, 2009) (2nd edition). Wider background reading will include some comparative law reform and other material including: R. Olivares-Caminal et al, *Debt Restructuring* (Oxford University Press, 2013) and the ABI Commission to Study Reform of Chapter 11 Final Report

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL443E Half Unit

Corporate Bankruptcy

This information is for the 2020/21 session.

Teacher responsible: Ms Sarah Paterson NAB6.06

Availability: This course is available on the Executive LLM. This course is not available as an outside option.

Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Course content: This course is concerned with the principles and policies underlying the legal treatment of corporate bankruptcy. The impact of these procedures and approaches on third parties, for example corporate groups, secured and unsecured creditors, directors and employees, is also considered. Topics include: Setting aside transactions; The pari passu principle and preferential claims; Secured creditors and security devices; Quasi-security devices for the unsecured creditor; The problem of corporate groups; Company directors in troubled times; Employees in distress and EC and international recognition in corporate bankruptcy.

Teaching: 24-26 hours of contact time.

Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.

Indicative reading: A full Reading List will be distributed during the course. The recommended text is V. Finch, *Corporate Insolvency Law: Perspectives and Principles* (Cambridge University Press, 2009) (2nd edition).

Assessment: Assessment path 1

Essay (100%, 8000 words).
 Assessment path 2
 Take-home assessment (100%).

LL444E Half Unit

International Law and the Use of Force

This information is for the 2020/21 session.

Teacher responsible: Dr Devika Hovell NAB 6.32

Availability: This course is available on the Executive LLM. This course is not available as an outside option.

Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Pre-requisites: Executive version of an existing taught masters course (LL4A8).

Course content: This course examines the international law relating to when it is permissible to use force (*jus ad bellum*). The aim of this course is to develop an understanding of the principles of international law that regulate the use of force in international society. It concentrates on the prohibition of resort to force in Article 2(4) of the United Nations Charter and the recognized exceptions to that prohibition, namely Security Council authorization and self-defence. We will also examine in detail related concepts and doctrines, including humanitarian intervention and the responsibility to protect, pro-democratic intervention, the protection of nationals and the criminalization of aggression.

Teaching: 24-26 hours of contact time.

Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.

Indicative reading: A detailed reading list will be issued in the course pack. For background reading, see Gray, *International Law and the Use of Force* (4th ed, 2018).

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL445E Half Unit

Cultural Property and Heritage Law

This information is for the 2020/21 session.

Teacher responsible: Dr Tatiana Flessas NAB7.27

Availability: This course is available on the Executive LLM. This course is not available as an outside option.

Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Course content: This course looks at cultural property and heritage law from legal, social theoretical and practice-oriented perspectives. It provides an overview of existing and emerging cultural property and heritage legislation (domestic and international). We will be looking in particular at the development of cultural property legislation in the 20th century and emerging

international cultural property and heritage initiatives under the auspices of the UN and UNESCO. Topics to be covered include the origins of cultural property law, the problems in defining cultural property and heritage, current issues and cases in repatriation and restitution of cultural objects, the National Trust and other heritage protection regimes, and intangible cultural heritage. The course also addresses the creation and management of museums and heritage sites, primarily within the UK, but also including sites in North and South America, Europe and Asia. We consider how the issues that we've identified throughout the course arise in the ongoing construction, protection, and (primarily economic) uses of heritage. Along with specialist seminars, the course includes visits to museums and contact with practising experts in the field.

Teaching: Courses are taught over 5 days (Mon-Fri) with approximately 5 hours teaching per day. There is a morning and an afternoon session, so 10 sessions in total with the overall contact time being 24-26 hours.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: Neil Cookson, *Archaeological Heritage Law* (2000 Barry Rose); John Henry Merryman and Albert E. Elsen, *Law, Ethics and the Visual Arts* (2002 Kluwer Law International); Lyndel V. Prott & P.J. O'Keefe, *Law and the Cultural Heritage Vol 1* (1984 Abingdon); Lyndel V. Prott & P.J. O'Keefe, *Law and the Cultural Heritage Vol 3* (1989 Butterworths); J.E. Tunbridge and G.J. Ashworth, *Dissonant Heritage: the management of the past as a resource in conflict* (1996 J. Wiley); Norman Palmer, *Museums and the Holocaust: law, principles and practice* (2000 Institute of Art and Law); John Henry Merryman, *Thinking about the Elgin Marbles: critical essays on cultural property, art and law* (2000 Kluwer Law International); Nick Merriman, *Beyond the Glass Case: the past, the heritage and the public in Britain* (1991); Jeanette Greenfield, *The Return of Cultural Treasures* (1989); Richard Prentice, *Tourism and Heritage Attractions* (1993); G.J. Ashworth and P.J. Larkham, eds. *Building a New Heritage: tourism, culture, and identity* (1994); Peter Mandler, *The Fall and Rise of the Stately Home* (1997); Patrick J O'Keefe, *Trade in Antiquities: reducing destruction and theft* (1997); Ismail Serageldin, Ephim Shluger, Joan Martin-Brown, eds. *Historic Cities and Sacred Sites: cultural roots for urban futures* (2001); Federico Mayor, *Memory of the Future* (1995); Peter J. Fowler, *The Past in Contemporary Society: then, now* (1992); David Brett, *The Construction of Heritage* (1996); Karl Ernest Meyer, *The Plundered Past* (1974).

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL446E Half Unit

Art and Antiquities Law

This information is for the 2020/21 session.

Teacher responsible: Dr Tatiana Flessas NAB7.27

Availability: This course is available on the Executive LLM. This course is not available as an outside option.

Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Course content: This course engages in a discussion of specific cases and issues regarding acquisition, ownership, and restitution of antiquities and works of art, and the problems that arise in regulating markets in art, antiquities and cultural artefacts. We

will look at domestic (UK and US) and international legislation regulating the art and antiquities trades. Against this legislative background, the course examines important cases in disputes regarding looting and provenance of antiquities, and questions of commodification and sale of cultural artefacts and antiquities, including the issues that arise in the operation of the art market (dealers, museums, collectors and auction houses). 'Art Law' is a specialized area of practice and an emerging area of theory and scholarship. We will look at some of the cases and theory of art and law, including the practices of dealers and auction houses in valuing (and mis-valuing) art for sale; the recent developments in addressing the restitution of art taken during the Nazi era; museum loans and the cross-border movement of art; the restoration and conservation debate(s) and then turn to a scholarly and interpretive approach to the issues that arise in considering the art market. 'Antiquity Law' is an engagement with the problems of the market(s) in antiquities and the legal and ethical burdens on the participants in this trade. We will look at the practices and constraints that arise in the context of both private purchasers/dealers and museums acquiring antiquities. We will focus on the case that the government of Italy brought against Marion True, the erstwhile Curator of Antiquities at the Getty Museum, and we will consider how that ground-breaking prosecution changed some of the practices in this area, as well as added to the toolbox for nations seeking repatriation of cultural objects. We will also return to the questions that arise in dealer, auction house and museum policies more generally. Finally, practitioners in these areas, museum and auction house professionals, archaeologists, and art experts will be contributing to the seminars on the emerging legal issues in this area.

Teaching: Courses are taught over 5 days (Mon-Fri) with approximately 5 hours teaching per day. There is a morning and an afternoon session, so 10 sessions in total with the overall contact time being 24-26 hours.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: Colin Renfrew, *Loot, Legitimacy and Ownership: The Ethical Crisis in Archaeology* (2000 Duckworth); Neil Cookson, *Archaeological Heritage Law* (2000 Barry Rose); James Cuno, *Who Owns Antiquity? Museums and the Battle over our Ancient Heritage* (2010 Princeton University Press); John Henry Merryman and Albert E. Elsen, *Law, Ethics and the Visual Arts* (2002 Kluwer Law International); Lyndel V. Prott & P.J. O'Keefe, *Law and the Cultural Heritage Vol 1* (1984 Abingdon); Lyndel V. Prott & P.J. O'Keefe, *Law and the Cultural Heritage Vol 3* (1989 Butterworths); Norman Palmer, *Museums and the Holocaust: law, principles and practice* (2000 Institute of Art and Law); Olav Velthuis, *Talking Prices: Symbolic Meanings of Prices on the Market for Contemporary Art* (2007 Princeton University Press); Jason Felch & Ralph Frammolino, *Chasing Aphrodite: The Hunt for Looted Antiquities at the World's Richest Museum* (2010 Houghton Mifflin Harcourt); Sarah Thornton, *Seven Days in the Art World* (2009 Granta Books); Jeanette Greenfield, *The Return of Cultural Treasures* (1989); Patrick J O'Keefe, *Trade in Antiquities: reducing destruction and theft* (1997); Karl Ernest Meyer, *The Plundered Past* (1974).

Assessment: Assessment path 1
Essay (100%, 8000 words).
Assessment path 2
Take-home assessment (100%).

LL447E Half Unit

International Law: Courts and Tribunals

This information is for the 2020/21 session.

Teacher responsible: Dr Devika Hovell NAB6.32

Availability: This course is available on the Executive LLM. This course is not available as an outside option.

Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Course content: The course introduces students to the practice and theory of international legal dispute resolution, focusing on dispute settlement before courts and tribunals. The former Prosecutor of the Yugoslav Tribunal, Richard Goldstone, resolved that: 'it seems to me that if you don't have international tribunals, you might as well not have international law'. Given the proliferation of courts and tribunals applying and enforcing international law, certain scholars have argued we are witnessing the emergence of an 'international judicial system' (Martinez). The course involves three main elements:

1. Firstly, the course examines the structure and work of the International Court of Justice, the principal judicial organ of the United Nations, focusing on jurisdiction/admissibility, contentious cases and advisory opinions.
2. Secondly, the course introduces a variety of other international courts and tribunals, such as the International Criminal Court, domestic and regional courts dealing with international law and human rights, including the European Court of Human Rights and the European Court of Justice, the WTO Dispute Settlement Body and investment treaty arbitral tribunals. Using contemporary and controversial case studies, the course will critically analyze and contrast the institutional design and jurisdiction of these courts and tribunals.
3. Thirdly, throughout the course we explore key theoretical controversies surrounding the adjudication of international law, focusing in particular on (a) how these courts and tribunals relate to one another (hierarchy, specialization and fragmentation); (b) what criteria should be used in assessing the legitimacy and effectiveness of these courts and tribunals; and (c) whether and how these courts and tribunals create international law.

Teaching: 24-26 hours of contact time.

Formative coursework: Students are encouraged to produce one 2,000 word formative essay during the course.

Indicative reading: Indicative reading includes Karen Alter, *The New Terrain of International Law: Courts, Politics, Rights* (2014 Princeton); Gleider Hernández, *The International Court of Justice and the Judicial Function* (2014 OUP); Yuval Shany, 'No Longer a Weak Department of Power? Reflections on the Emergence of a New International Judiciary' (2009) 20(1) *European Journal of International Law* 73; Frederic Megret and Marika Giles Samson, 'Holding the Line on Complementarity in Libya: the Case for Tolerating Flawed Domestic Trials' (2013) 11 *Journal of International Criminal Justice* 571.

Assessment: Assessment path 1
Essay (100%, 8000 words).
Assessment path 2
Take-home assessment (100%).

LL448E Half Unit

Terrorism and the Rule of Law

This information is for the 2020/21 session.

Teacher responsible: Prof Conor Gearty NAB 6:11

Availability: This course is available on the Executive LLM. This course is not available as an outside option.

Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that

whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Course content: This course will provide a theoretical and historical introduction to the concept of terrorism. It will critically consider definitions of terrorism, and analyse the relationship between terrorism and the right to rebel, and the right to engage in civil disobedience. The historical development of the idea of 'terrorism' from the late eighteenth century through to the present will then be traced, with the emphasis on locating the practice of political terror in its political and military/quasi-military context. The role of international law generally and international human rights law in particular in the context of terrorism and anti-terrorism action will be considered in detail. The course will teach the material in context, so the subject will be analysed by reference to particular situations where necessary, eg Northern Ireland, the Palestine/Israel conflict and the post 11 September 'war on terror'. The aim of the course is to give the student a good critical understanding of this most controversial of subjects, and also to impart an understanding of the role of law in shaping the fields of terrorism and of counter-terrorism (and, latterly, the emerging field of 'extremism').

Teaching: 24-26 hours of contact time.

Formative coursework: All students are encouraged to produce one 2,000 word formative essay during the course.

Indicative reading: There are four pieces ideally to be read before we meet:

- (i) Richard English Terrorism: How to Respond (Oxford 2009; pb 2010).
- (ii) Conor Gearty, Liberty and Security (Polity, 2013). (Note both of these books are in paperback, and short!)
- (iii) Conor Gearty, 'Terrorism and Human Rights' in Gearty, Selected Essays on Human Rights and Terrorism (Cameron May 2008), ch 24 – I have a PDF available.
- (iv) Conor Gearty, 'Terrorist threats, Anti-terrorism and the Case against the Human Rights Act' in F Cowell (ed), Critically Examining the Case against the Human Rights Act (Hart 2017) I have a word version.

Please try to ensure that you have completed this reading prior to the module.

Further reading:

- (v) A marvellous fund of information is at: <http://www.parliament.uk/topics/Terrorism.htm>
- (vi) R English, Does Terrorism Work? (OUP 2016).
- (vii) R v Gul [2013] UKSC 64 (https://www.supremecourt.uk/decided-cases/docs/UKSC_2012_0124_Judgment.pdf); Beghal v DPP [2015] UKSC 49 (<https://www.supremecourt.uk/cases/docs/uksc-2013-0243-judgment.pdf>).
- (viii) The Definition of Terrorism (A report by Lord Carlile) Cm 7052 (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/228856/7052.pdf).
- (ix) Conor Gearty, 'Human Rights in an Age of Counter-terrorism' Oxford Amnesty Lecture 2006, in C Miller (ed) visiting Professor in the department of Government of the LSE The War on Terror (Manchester University Press, 2009) and also to be found in ch 23 of Gearty, Selected Essays on Human Rights and Terrorism (Cameron May 2008).
- (x) David Omand, Securing the State (Hurst 2012).
- (xi) Al-Waheed v Ministry of Defence [2017] UKSC 2 (<https://www.supremecourt.uk/cases/uksc-2014-0219.html>).
- (xii) Gearty 'Political violence and civil liberties' in McCrudden and Chambers, eds, Individual rights and the law in Britain ch 5.
- (xiii) R (Lord Carlile) v Home Secretary [2014] UKSC 60. (https://www.supremecourt.uk/decided-cases/docs/UKSC_2013_0098_Judgment.pdf).
- (xiv) D Anderson QC, 'Shifting the Compass: How to Fight Terrorism Without Defeating the Law' [2013] (3) European Human Rights Law Review 233-246.
- (xv) Counter-terrorism and Security Act 2015 (<http://www.legislation.gov.uk/ukpga/2015/6/contents/enacted/data.htm>).
- (xvi) CONTEST Annual Report for 2015 (<https://www.gov.uk/>)

government/publications/contest-uk-strategy-for-counterterrorism-annual-report-for-2015).

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL449E Half Unit Cyberlaw

This information is for the 2020/21 session.

Teacher responsible: Prof Andrew Murray NAB7.11

Availability: This course is available on the Executive LLM. This course is not available as an outside option.

Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Course content: This course critically analyses the regulation of the Internet and digital devices (such as smart devices and tablets).

It begins by providing a theoretical framework for the regulation of the Internet, examining questions such as whether the internet is capable of regulation, whether such regulation should be neutral and who should assume the task of regulating the online environment. Students taking the course will be expected to develop knowledge and understanding of the different values and interests brought to bear in the regulation of information technologies and communities.

Armed with this theoretical background, students will then be asked to consider how these values are reflected in the regulatory design of the online environment. This examination will be conducted by considering a number of case studies relating to online privacy, defamation, criminal activity and market power. The course concludes by examining the topical and politically charged question of whether Internet Service Providers should be allowed to vary service conditions by types of content.

Teaching: 24-26 hours of contact time.

Formative coursework: All students are encouraged to produce one 2,000 word formative essay during the course.

Indicative reading: Murray, Information Technology Law: The Law and Society (OUP, 4th ed, 2019). Reed & Murray, Rethinking the Jurisprudence of Cyberspace (Edward Elgar, 2018). Murray, The Regulation of Cyberspace (Routledge, 2007). Lessig, Code Ver, 2.0 (Basic Books, 2006). Zittrain, The Future of the Internet (Penguin, 2009). Reed: Making Laws for Cyberspace (OUP, 2012). Sunstein, Republic.com 2.0 (Princeton UP, 2009).

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL450E Half Unit

Banking and Finance Law: Regulating Retail, Consumer, and SME Markets

This information is for the 2020/21 session.

Teacher responsible: Dr Joseph Spooner

Availability: This course is available on the Executive LLM. This course is not available as an outside option.

Course content: As the past decade has transformed understandings of finance and the economy, it has generated

increasingly widespread recognition of the economic centrality of household finance. Responsibility for both the Global Financial Crisis and subsequent Great Recession can be attributed to failures of household credit markets. Consumer expenditure accounts for over 50% of GDP in most OECD economies, meaning that the financial markets and products powering this spending are of central policy importance. Key contemporary problems of economic stagnation, inequality, and political instability can all in some ways be linked to problems arising in consumer financial markets, which are increasingly important sites of legal and political activity. The economic significance of SME finance is similarly clear. Small and Medium Enterprises (SMEs) account for 99% of firms and approximately 70% of jobs in OECD countries, and questions of how these firms access finance raise perennial policy concerns. The political and regulatory disruption of Brexit also makes this a key time for the study of banking and finance law as it relates to consumers and SMEs. Questions arise as to the future for consumers, SMEs, and financial institutions, as regulatory regimes and capital flows are changed by the UK's departure from the EU.

The significance and expansive reach of the consumer and SME dimensions of financial law are not matched by coverage in typical law school curricula – this course aims to address this imbalance by presenting a unique offering. The course begins by discussing key principles and theoretical ideas of retail financial market regulation. It considers the nature and structure of consumer and SME financial markets, examining the institutions and sources that create the ground rules of markets, involving questions of how financial laws and regulations in these markets are made, applied, and enforced. The course applies and tests these ideas in examining discrete markets and areas of law, drawing on a combination of international norms and detailed examples from European, North American and English law. The course is structured uniquely around a thematic approach, discussing legal material through key questions of consumer/SME financial law and policy. Themes include:

- The place(s) of consumers and small enterprises in the Real Economy
- Aims and justifications of regulation in consumer and SME financial markets
- Consumers, SMEs and financial stability (including prudential regulation and its interaction with consumer/SME protection)
- Access to finance (basic banking; the cashless society; fintech)
- Complexity in financial products (including product design and the regulation of contract terms; information asymmetry and disclosure regulations; behavioural perspectives and 'nudging')
- Mis-selling scandals and legal responses (including mortgage lending crises and 'responsible lending'; SME derivatives mis-selling and investor protection rules)
- Cross subsidisation, price discrimination, and fairness in financial services pricing ('the poor pay more'; the 'loyalty penalty')
- The problem of high-cost credit and usury regulation (the Wonga saga and payday loan regulation; bank overdrafts; the role of price regulation in financial markets)
- Wall Street v Main Street (dispute resolution and enforcement; financial law-making)
- Financial failure and default (entrepreneurship and bankruptcy law; over-indebtedness and consumer bankruptcy)

Teaching: This is an intensive module, which will be delivered through interactive seminars. The module will provide between 24 and 26 hours of contact teaching time. Students will be provided with online and hard copy materials for the module well in advance of the intensive teaching. The teaching will take place in week-long sessions, running from Monday to Friday.

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

Formative assessments are set by teachers during the course and students will be given a submission date of approximately one month from the end of the teaching session. Feedback will be provided within two weeks following submission, either on Moodle or via email. The word limit for formative essays is 2000 words.

Indicative reading: General:

- Sir Ross Cranston, Emiliós Avgouleas, Kristin van Zwielen, Christopher Hare, and Theodor van Sante, *Principles of Banking Law* (3rd edition, OUP 2018)

AND

- Geraint Howells, Iain Ramsay, and Thomas Wilhelmsson (eds.), *Handbook of Research on International Consumer Law*, (2 edition, Elgar 2018)

OR

- Geraint Howells, Christian Twigg-Flesner and Thomas Wilhelmsson, *Rethinking EU Consumer Law* (1 edition, Routledge 2017).

Why Regulate of Consumer and SME Financial Markets?

- Iain Ramsay, 'Consumer Credit Law, Distributive Justice and the Welfare State' (1995) 15 *Oxford Journal of Legal Studies* 177.
- George A. Akerlof, 'The Market for 'Lemons'', 84 *The Quarterly Journal of Economics* 488 (1970)
- David Caplovitz, *Poor Pay More: Consumer Practices of Low-Income Families* (Free Press 1968).
- Luigi Zingales, 'Does Finance Benefit Society?' (2015) 70 *The Journal of Finance* 1327.
- Financial Conduct Authority, 'Fair Pricing in Financial Services' (FCA 2018) Discussion Paper DP18/9

Complexity in Financial Products: Contract-as-Product

- Oren Bar-Gill, *Seduction by Contract: Law, Economics, and Psychology in Consumer Markets* (OUP Oxford 2012), Chapter 1.
- Margaret Jane Radin, *Boilerplate: The Fine Print, Vanishing Rights, and the Rule of Law* (Princeton University Press 2012), Chapters 1-4.

Consumers, SMEs, and Financial Stability: Prudential Perspectives

- Anat Admati and Martin Hellwig, *The Bankers' New Clothes: What's Wrong with Banking and What to Do about It* (Updated edition, Princeton University Press 2014).
- Atif Mian and Amir Sufi, *House of Debt* (University of Chicago Press 2014).
- Kathleen C Engel and Patricia A McCoy, *The Subprime Virus: Reckless Credit, Regulatory Failure, and Next Steps* (OUP USA 2011)

Sample Reading:

- Sir Ross Cranston, Emiliós Avgouleas, Kristin van Zwielen, Christopher Hare, and Theodor van Sante, *Principles of Banking Law* (3rd edition, OUP 2018)
- Geraint Howells, Iain Ramsay, and Thomas Wilhelmsson (eds.), *Handbook of Research on International Consumer Law*, (2 edition, Elgar 2018)
- Anat Admati and Martin Hellwig, *The Bankers' New Clothes: What's Wrong with Banking and What to Do about It* (Updated edition, Princeton University Press 2014).
- Atif Mian and Amir Sufi, *House of Debt* (University of Chicago Press 2014).
- Kathleen C Engel and Patricia A McCoy, *The Subprime Virus: Reckless Credit, Regulatory Failure, and Next Steps* (OUP USA 2011)
- Iain Ramsay, 'Consumer Credit Law, Distributive Justice and the Welfare State' (1995) 15 *Oxford Journal of Legal Studies* 177.
- Luigi Zingales, 'Does Finance Benefit Society?' (2015) 70 *The Journal of Finance* 1327.
- Financial Conduct Authority, 'Fair Pricing in Financial Services' (FCA 2018) Discussion Paper DP18/9

Assessment: Assessment path 1

Take-home assessment (100%).

Assessment path 2

Essay (100%, 8000 words).

Students will be examined through a combination of an (8,000 word) assessed long essay (which may take the form of a policy paper) or take-home examination (6,000 words). The take-home examination will be uploaded and submitted electronically, and will be set two months after the completion of the intensive teaching. Video revision/question-and-answer sessions will be offered to students between the end of the teaching session and the exam.

LL4COE Half Unit**Taxation of Wealth**

This information is for the 2020/21 session.

Teacher responsible: Dr Andrew Summers NAB.6.06

Availability: This course is available on the Executive LLM. This course is not available as an outside option.

Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Pre-requisites: This course is suitable for students from any disciplinary background within the social sciences. No previous study of taxation is required. Some prior familiarity with principles of tax design is advantageous but not essential.

Course content: The course examines the taxation of wealth from a variety of academic perspectives, drawing on research from political theory, economics, sociology and law. Taxes on wealth are defined broadly to include taxes on transfers of wealth, returns on wealth, and holdings of wealth. The course equips students with an interdisciplinary framework for explaining and evaluating taxes on wealth, and applies these approaches to existing tax policies and options for reform. The focus is on the UK and US contexts although comparisons are also made with other jurisdictions. Part I of the course introduces key debates from across the social sciences relevant to the taxation of wealth. Seminars 1-5 cover: (i) defining and measuring wealth; (ii) inequality and distributive justice; (iii) property rights; (iv) economic perspectives; and (v) social and political perspectives. Part II applies these debates to specific wealth tax policies. Seminars 6-10 cover: (i) taxes on transfers: inheritance/estate tax, lifetime receipts tax, comprehensive income tax; (ii) taxes on returns: capital gains tax, capital income tax and (iii) taxes on holdings: property tax, land-value tax, net wealth tax.

Teaching: 25 hours of seminars in the ST.

24-26 hours of contact time.

Formative coursework: Students will be expected to produce 2 pieces of coursework in the ST.

Students will receive formative feedback on two essay-plans (comprising 300-word abstract, outline of subheadings, and bibliography) based on past or sample summative essay titles.

Indicative reading: Atkinson, *Inequality: What can be Done?* (Harvard University Press 2015); Graetz & Shapiro, *Death by a Thousand Cuts: The Fight over Taxing Inherited Wealth* (Princeton University Press 2005); Hills et al, *Wealth in the UK: Distribution, Accumulation and Policy* (OUP 2013); Institute for Fiscal Studies, *The Structure and Reform of Direct Taxation: The Meade Report* (Allen & Unwin 1978); Institute for Fiscal Studies, *Tax by Design: The Mirrlees Review, Vols 1 & 2* (OUP 2011); Murphy and Nagel, *The Myth of Ownership: Taxes and Justice* (OUP 2002); Piketty, *Capital in the Twenty-First Century* (Harvard University Press 2014); Sandford, *Taxing Personal Wealth* (Allen & Unwin 1971); Scheve & Stasavage, *Taxing the Rich: A History of Fiscal Fairness in the United States and Europe* (Princeton University Press 2016); Waldron, *The Right to Private Property* (OUP 1991); Young, *The Myth of Millionaire Tax Flight: How Place Still Matters for the Rich* (Stanford University Press 2017)

Assessment: Assessment path 1

Take-home assessment (100%) in the ST.

Assessment path 2

Essay (100%, 8000 words) in the ST.

LL4CPE Half Unit**Tax Avoidance**

This information is for the 2020/21 session.

Teacher responsible: Dr Michael Blackwell NAB 7.21

Availability: This course is available on the Executive LLM. This course is not available as an outside option.

Course content: This course will provide a comprehensive overview of the phenomenon of tax avoidance and of the attempts by states to combat it: both unilaterally and multilaterally. Whilst using examples predominantly from the UK and USA the issues addressed by the course are general across many jurisdictions and so will be applicable to those with interests beyond the UK and USA.

The course will be multi-disciplinary, in that the course will draw on accessible social-science literature.

Taxpayers have always sought to minimise their tax burden.

However recent decades have witnessed a sharp rise in popular and governmental concern with tax shelters and other tax avoidance. Traditional strategies of tax avoidance have included postponement of taxes and tax arbitrage, in addition to attempting to exploit 'loopholes' through a formalist interpretation of legislation. In recent years the proliferation of complex financial instruments has increased the opportunities for such avoidance.

Additionally, globalisation and the development of the digital economy have facilitated tax avoidance strategies of base erosion and profit shifting (BEPS). This rise in opportunities for tax avoidance has been accompanied by an increased public concern that individuals and companies pay their 'fair share' of taxation: which states have responded to both through unilateral and multilateral actions (including the OECD's project on BEPS and the EU's Anti Tax Avoidance Package).

Particular topics covered will include (i) defining avoidance; (ii) strategies of tax avoidance; (iii) statutory interpretation and judicial approaches to tax avoidance especially with reference to the UK and USA; (iv) General Anti-Abuse and Anti-Avoidance Rules and Specific and Targeted Anti-Avoidance Rules; (v) reporting rules and other policies to deter avoidance; (vi) BEPS and the EU; and (vii) corporate social responsibility, professional ethics and public attitudes with regard tax avoidance.

Teaching: The module will provide between 24 and 26 hours of contact teaching time. Students will be provided with online and hard copy materials for the module well in advance of the intensive teaching. The teaching will take place in week-long sessions, which will typically be held in the first half of September, December and April. Where there is student demand we will also offer modules taught over two intensive weekends. For the week-long sessions, the module will run from either Monday to Friday, or Sunday until Friday with a rest day on Wednesday.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: Michael Blackwell, 'The April 2019 loan charge' [2019] (3) *British Tax Review* 240-257. Michael Blackwell, 'Conduct Unbefitting: Solicitors, the SRA and Tax Avoidance' [2019] (1) *British Tax Review* 31-55. Michael Blackwell, 'Variation in the Outcomes of Tax Appeals Between Special Commissioners: An Empirical Study' [2013] *British Tax Review* 154-174. Dhammika Dharmapala, 'What Do We Know about Base Erosion and Profit Shifting? A Review of the Empirical Literature' (2014) 35(4) *Fiscal Studies* 421. J Feldman and JA Kay, 'Tax Avoidance' in Paul Burrows and Cento G Veljanovski (eds), *The Economic approach to law* (Butterworths 1981). Edward J McCaffery, *Income Tax Law: Exploring the Capital Labour Divide* (OUP 2012) 12-22; 182-202 (ie 1.6 until the end of Chapter 1 and 'Chapter 7, 'A Summary, of Sorts: Anatomy of a Tax Shelter'). Judith Freedman, 'Interpreting Tax Statutes: Tax Avoidance and the Intention of Parliament' (2007) 53 *LQR* 123. David A Weisbach, 'An Economic Analysis of Anti-Tax-Avoidance Doctrines' [2002] *American Law and Economics Review* 88. Judith Freedman, 'The Tax Avoidance Culture: Who is Responsible?' (2006) 59 *Current Legal Problems* 359

Assessment: Assessment path 1

Take-home assessment (100%) in the MT.
 Assessment path 2
 Essay (100%, 8000 words) in the MT.

LL4CQE Half Unit

Legal Aspects of Private Equity and Venture Capital

This information is for the 2020/21 session.

Teacher responsible: Ms Sarah Paterson New Academic Building 6.19 and Dr Simon Witney N/A

This module is co-taught by Simon Witney, Visiting Professor in Practice and a practicing lawyer, and Sarah Paterson, Associate Professor of Law. Simon teaches Sessions 1-8 and Sarah teaches Sessions 9 and 10.

Availability: This course is available on the Executive LLM. This course is not available as an outside option. Students should note that private equity is a specialist asset class, and the basics of debt and equity are not covered in LL4CQE. The course is, therefore, recommended for students who are taking other, relevant corporate law and financial law courses, or who have relevant experience.

Course content: This module will equip students with a detailed understanding of the legal structures and issues arising in international private equity and venture capital. It is founded on deep academic analysis of pertinent theoretical and legal issues complemented by insights from relevant practitioners. It has a UK focus but includes relevant aspects of European Union law with comparative global perspectives. The module will cover:

- Private equity and venture capital fund raising and fund structuring, including the usual terms of private equity funds.
- The European regulatory framework.
- The structure and terms of venture capital investments and buyouts.
- The corporate governance of private equity-backed companies.
- The debt financing arrangements usually encountered on an LBO.

Session 1: Introduction to private equity and venture capital and some basic theory

This Session will introduce the legal structures and commercial dynamics of private equity and venture capital and the theoretical frameworks that will underpin the course.

Session 2: Fund terms

In Session 2 we examine the core economic and non-economic terms of a typical private equity or venture capital fund. We consider the theoretical basis for these terms.

Session 3: Fund structures: the limited partnership

In this Session we look at the limited partnership structure, examine why it is used and its main legal and tax characteristics. We also look at other aspects of the typical private equity fund structure.

Session 4: Private equity fund (and manager) regulation

This Session looks at UK and EU regulatory initiatives, and critically evaluates the provisions of the Alternative Investment Fund Managers Directive which affect private equity funds.

Session 5: Venture capital investments

Starting from a theoretical perspective, we will analyse the terms of a typical venture capital investment into a portfolio company by reference to example documents. We will also examine various aspects of contract and company law which have particular relevance to VC structures.

Session 6: Negotiating the VC deal: case study

In this Session, we will discuss the key points arising from a venture capital investment case study. We will focus on key points which have a legal as well as a commercial aspect, and connect these to the theoretical discussions in Session 5.

Session 7: The buyout: structure and terms

This Session will examine the structure of a buyout and how it differs from a VC investment. We will focus on pertinent company

law rules and the main commercial terms.

Session 8: The buyout: corporate governance issues

This Session will examine the ways in which private equity firms approach corporate governance. We will consider this in the context of the UK legal framework and some recent developments in corporate governance regulation that apply to large, private companies.

Session 9: LBO debt financing

This Session will examine the financing of the LBO. We will examine the relationship between the theory and practice of private equity as an asset class and certain key terms of the LBO financing agreements. We will also examine what finance theory tells us to expect about the terms of the financing agreements, and how we might explain the rise of covenant lite and covenant loose terms.

Session 10: Document review

In this Session we will apply the theory which we have studied in Sessions 8, 9 and 10 to the legal documentation used in an LBO.

Teaching: Students will receive approximately 30 hours of contact time.

Formative coursework: Students will have the option of producing a formative essay of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: Core texts:

- Gilligan, J. and Wright, M., Private equity demystified: An explanatory guide, ICAEW, 2014 (freely available at <https://www.icaew.com/technical/corporate-finance/financing-change/private-equity-demystified-an-explanatory-guide-160216>).
- Hale, C. (ed.), Private Equity: A Transactional Analysis, 4th edition (Globe Law and Business, 2020).
- Witney, S., The corporate governance of private equity-backed companies, 2017, PhD thesis (freely available at: <http://etheses.lse.ac.uk/3557/>).

Further readings will be posted on Moodle.

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

MG406E Half Unit

Behavioural Decision Science

This information is for the 2020/21 session.

Teacher responsible: Dr Barbara Fasolo

Availability: This course is compulsory on the Executive MSc in Behavioural Science. This course is not available as an outside option.

Course content: This course introduces students to Behavioural Decision Science: the science that explains and predicts how humans make decisions (the decision 'process') and how well (the decision 'outcome'). The course will focus on the process, and unveil the subtle and sometimes unconscious influences played by our mind (biases) and the context in which decisions are faced: What has been chosen in the past? Is there positive or negative affect - perhaps because of risk and uncertainty? Can AI be involved? All of these (and more) are factors that often determine how information is searched before choosing, how decisions are made, and the quality of the decision made.

In this course, you will be guided to the scientific language of decisions, judgments and biases. Each day you will work as a group and apply the steps of our proprietary tool 'Decision Canvas' to improve a real decision that you will select, applying different behavioural interventions – from 'process nudges' to 'debiasing' and 'choice architecture'.

The course is entirely seminar-based and balances theory, evidence and experience. It involves group-work throughout the course. We will alternate teaching with interactive activities designed to observe and feel the process of decision making from the 'inside', before reviewing behavioural decision theories and

evidence from lab and field studies.

The assessment is designed to give students the opportunity to work as a group and apply their new skills to support a real decision, as well as produce, individually, a rigorous and scholarly report on a specific aspect of decision making, of their interest.

Teaching: 15 hours of lectures and 8 hours of seminars in the LT.

Formative coursework: The formative assignment will take place on the final day of the course after all the lectures and seminars have been completed. The assignment will consist of a plenary presentation in which students divided into small groups will be asked to give a short presentation discussing an intervention that can be used to tackle the most important biases in a decision making problem of their choice. Student groups will develop their plenary presentations during seminars while interacting with the course teachers and other students. The formative feedback will be given at a team level, and will focus on the rigour and use of behavioural science concepts learned in the course.

Indicative reading: Bazerman, M. (2017) *Judgment in Managerial Decision Making*. New York: Wiley. 8th edition; Kahneman, D. (2011) *Thinking Fast and Slow*. London: Allen Lane; Russo, J. E. & Schoemaker, P. J. H. (2002) *Winning decisions: How to make the right decision the first time*, Piatkus Publ. Limited. Larrick, R.P. (2004). *Debiasing* (Chapter 16). In D.J. Koehler, & N. Harvey, *Blackwell Handbook of Judgement and Decision Making*. Malden: Blackwell Publishing

Assessment: Coursework (100%, 3000 words) in the LT. The summative assignment consists of two parts. In Part 1 (no more than 1,000 words), you will be asked to report on the decision, the bias and behavioural interventions recommended within the 'Decision Canvas' work that you did with your group. Part 2 (no more than 2,000 words) will be an essay where you will zoom in on a particular aspect of the decision process (e.g. decision frame, a judgement, a bias, a de-biasing or choice architecture technique) which you as a developing behavioural scientist have found intriguing and important (be it as a 'buddy' or as a 'decision maker'). This is done in a scholarly and rigorous manner. Part 1 will count for 25% of your mark while 75% will come from Part 2. You will be required to provide full essay-style referencing. Although the summative assignment will tackle the decision problems presented in groups, all students will write both parts of the summative assessment on their own and receive an individual mark.

MG440E Half Unit Managerial Economics (modular)

This information is for the 2020/21 session.

Teacher responsible: Professor Ricardo Alonso

Availability: This course is compulsory on the Executive Global MSc in Management. This course is not available as an outside option.

The information in this course guide pertains to the 2020-2022 cohort.

Course content: A graduate-level introduction to the foundations of managerial economics and its application to high-level business decisions. Topics include:

1. Economics as a theory of organisation.
2. Demand, supply, and equilibrium: the determinants of consumers' and firms' market responses, the nature of non-strategic interaction, government intervention, international trade
3. Externalities and market failure
4. Strategic interaction and Game Theory
5. Choice under uncertainty: attitudes towards risk
6. Information and efficiency: adverse selection
7. Price discrimination: nonlinear pricing, social economics
8. Horizontal and Vertical Differentiation
9. Competition

Teaching: Scheduled over two modules. Nine 3.5 hour sessions plus two review sessions.

The course will run between the following dates:

24 August - 05 September 2020

14-19 December 2020

Formative coursework: Students will be expected to produce 1 problem set in the MT.

Indicative reading: Optional textbook: B. Douglas Bernheim and Michael D. Whinston, *Microeconomics*, McGraw Hill, 2008. Further readings will be provided at the beginning of the course.

Assessment: Coursework (20%) and class participation (15%). Other (65%) in the MT.

Coursework (20%), class participation (15%) and consulting project (65%).

MG441E Half Unit Foundations of Management (modular)

This information is for the 2020/21 session.

Teacher responsible: Prof Paul Willman

Availability: This course is compulsory on the Executive Global MSc in Management. This course is not available as an outside option.

This information in this course guide pertains to the 2020-2022 cohort.

Course content: A thorough grounding in the key management disciplines. Students will be provided with an overview of the development of Management disciplines and will develop an understanding of the disciplinary anchors in Sociology, Psychology and Economics. Each field will cover Origins and disciplinary boundaries, triggers for growth, core concepts and the current state of play and debate.

Teaching: 35 hours of lectures in the MT.

Scheduled over 2 modules – 10 sessions of up to 3.5 hours each.

The course will run between the following dates:

• 24 August - 05 September 2020

• 14-19 December 2020

Lectures:

1. Course Introduction and the Origins of Management
2. Management and Firm
3. The Rise and Decline of Labour
4. Taylorism, Motivation and Performance
5. The Rise of Human Resources Management
6. Making Decisions
7. Understanding Organisational Structures
8. The Origins of Modern Strategy
9. Contemporary Strategic Management: Firms as Bundles of Resources
10. Managed by Markets?

Seminar classes:

1. Managers and Managerial Work
2. The Firm and the Manager
3. Internal Labour Market and Boundaries of Firms
4. Taylorism and Toyotaism
5. UBS Case study
6. Understanding Decision Biases
7. Understanding Organisational Structures
8. The Analysis of Competitive Forces
9. The Analysis of Competences
10. Strategy and Market oversight

Formative coursework: 2,000 word essay

Indicative reading: Paul Willman: *Understanding Management: Social Science Foundations* Oxford University Press, September 2014.

Assessment: Class participation (10%) and take-home assessment (60%) in the LT.

Case assignment (30%) in the MT.

MG443E Half Unit

Organisational Behaviour and Leadership (modular)

This information is for the 2020/21 session.

Teacher responsible: Dr Emma Soane NAB 4.02

Availability: This course is compulsory on the Executive Global MSc in Management. This course is not available as an outside option.

This information in this course guide pertains to the 2020-2022 cohort.

Course content: Understanding how individuals and teams function within organisational contexts is fundamental to leadership effectiveness. This course reviews a range of psychological theories as they apply to organisations and demonstrates how this perspective contributes to understanding behaviour, wellbeing and performance. It brings together theory and practice by using group exercises, presentations, and course work to apply the course material to business problems. By the end of the course, you should be able to critically evaluate some of the main theories of organisational behaviour and apply those theories to problems in your organisations.

The course will also focus on developing your leadership style and skills. Drawing on relevant theories, we will consider your personal leadership style and its implications for working with others. We will discuss the leadership skills that contribute to effectiveness in a range of contexts, and consider how to apply these skills to build positive organisational environments. You will be asked to complete two in-depth evaluations, and profiles will be used to guide your leadership development.

Topics include personality and individual differences, motivation and rewards, creativity, team processes, leadership, negotiations, power and politics, and organisational culture.

Teaching: 35 hours of teaching spread over the first 3 modules. 10 sessions of 3.5 hours each. The teaching is highly participative and includes breakout discussions and exercises.

The course will run between the following dates:

24 August - 05 September 2020

14-19 December 2020

12 April - 24 April 2021

Formative coursework: A practice exam will be provided and feedback will be given on this assignment.

Indicative reading: The course relies on journal articles (for example, Journal of Applied Psychology, Journal of Organizational Behaviour).

A complete reading list will be provided at the start of the course. There is no required textbook. The following textbook is recommended for students who would like further reading:

French, R., Rayner, C., Rees, G. & Rumbles, S. (2011) Organizational Behaviour, 2nd edition. John Wiley & Sons, Ltd.

Assessment: Class participation (5%), take-home assessment (65%) and group project (30%).

Class participation will be based on group presentations.

The take-home assessment will be an individual essay.

MG445E Half Unit

Marketing Strategy (modular)

This information is for the 2020/21 session.

Teacher responsible: Prof Om Narasimhan

Availability: This course is compulsory on the Executive Global MSc in Management. This course is not available as an outside option.

The information in this course guide pertains to the 2020-22 cohort.

Course content: This course is a rigorous examination of the key analytical frameworks, technical tools, and concepts that are essential to building an effective marketing strategy. Peter Drucker, the father of business consulting once famously remarked,

"Because the purpose of business is to create a customer, the business enterprise has two--and only two--basic functions: marketing and innovation". In today's highly competitive business environment these words ring even more true: a well-designed marketing strategy can make all the difference between success and failure in the marketplace. While marketing is commonly associated with consumer goods companies (e.g., Unilever) it would be myopic to restrict the relevance of marketing to such instances alone. Marketing, ultimately, is about understanding and shaping behaviour. Accordingly, banks and other financial institutions, as well as governmental, medical, and not-for-profit organisations - from those that design and sell financial products, to those that implement public policy (e.g., those dedicated to reducing drunk driving, increasing literacy, and encouraging safe contraception), have all found that a well-thought out marketing strategy can be a critical arbiter of success even in this "ideas marketplace."

By using a wide range of quantitative as well as qualitative methods, interactive lectures, videos, hands-on exercises, and case studies, we will share key analytical frameworks and tools that are essential to a good marketing strategy. The aim is to develop an analytical tool-kit that will be applicable to a wide range of industries and functions.

Teaching: Scheduled over two modules – one of which will take place overseas. Teaching will be spread across 10 sessions of up to 4 hours each.

Module 3 (12 – 24 April 2021)

Module 4 (13 - 18 June 2021)

Formative coursework: Students will complete a Marketing Simulation during module three and take part in real-life company case discussions during the overseas module. Feedback on both will set the stage for their group project and take home assignment.

Indicative reading: There is no required textbook. Further references will be provided at the commencement of the course.

Assessment: Take-home assessment (55%), class participation (15%) and group assignment (30%).

MG446E Half Unit

Strategy, Organisation and Innovation (modular)

This information is for the 2020/21 session.

Teacher responsible: Professor Connson Locke, course convenor. Dr Lourdes Sosa. Dr Mia de Kuijper

Availability: This course is compulsory on the Executive Global MSc in Management. This course is not available as an outside option.

The information in this course guide pertains to the 2019-2021 cohort.

Course content: The course seeks to understand differences in profitability across (for-profit) firms with the objective of designing strategic recommendations for managers to improve (and defend) their firms' competitive positions. To do so we will first review industry-wide as well as firm-specific determinants of short-term profitability. On that foundation we will look at long-term determinants of profitability including dynamic capabilities and innovative ability. The course aims to balance exposure to general strategic principles and specific practical applications. To that purpose, we will use theoretical frameworks to analyse practical cases from a wide array of firms in varied countries.

Topics include business models, industry structure and competition, value proposition, strategic resources and inimitability, dynamic capabilities, disruptive innovation, power nodes strategy and scenario planning.

Teaching: Taught over 10 3.5-hour sessions spread over 2 modules. The teaching is highly participative and includes lectures, breakout discussion and exercises.

The course will run between the following dates:

31 August – 05 September 2020

04 – 09 January 2021

Formative coursework: In-class analysis of Lego case study.

Indicative reading: The course relies on journal articles (for example, Strategic Management Journal). A complete reading list will be provided at the start of the course. Sample texts include the following: Porter, M.E. (2008) The Five Competitive Forces that Shape Strategy (Harvard Business Review); Christensen, C., Bower J. (1996) Customer Power, Strategic Investment, and the Failure of Leading Firms (Strategic Management Journal); Teece, D., Pisano, G., Shuen, A. (1997) Dynamic Capabilities and Strategic Management (Strategic Management Journal); De Kuijper, M. (2009) Profit Power Economics.

Assessment: Presentation (25%), class participation (10%) and take-home assessment (65%).

Group presentation (25%), take home exam (65%) and participation (10%).

MG447E Half Unit

Foreign Direct Investment and Emerging Markets (modular)

This information is for the 2020/21 session.

Teacher responsible: Prof Saul Estrin

Dr Christine Cote

Availability: This course is compulsory on the Executive Global MSc in Management. This course is not available as an outside option.

The information in this course guide pertains to the 2019-2021 cohort.

Course content: This course analyses the emergence of firms which operate on a global scale and their current and likely future interactions with emerging markets. Multinational firms have been an increasingly significant aspect of the corporate environment in developed countries since the 1960s, and are responsible for a high proportion of global output, exports and investment, as well as the bulk of foreign direct investment. In the past few decades their activities have been increasingly focused on developing economies, notably those which have liberalised and entered a more rapid growth phase. These economies, emerging markets, include some important world economies including China, India, transition economies such as Russia, and Latin American countries such as Brazil and Argentina. The new institutional economics has recently developed as a field to understand the impact of variation in institutions on economies performance. This course will focus on how the institutional characteristics of emerging markets affect the choices and behaviour of multinational firms, now and into the future. We commence with the basic framework of analysis of the behaviour of multinational enterprises (MNEs), outlining models of the MNE which draw on transaction cost economics, the eclectic OLI paradigm of Dunning, and more recent concept such as the resource based view. We will then provide an analysis of economic performance and growth in emerging markets building on the new institutional economics and working with a large variety of datasets and sources. The remainder of the course is devoted to specific topics of MNEs in emerging markets. These include the determinants and impact of FDI; entry mode choices; measures of institutional distance; outsourcing; and emerging market multinationals.

Outline of Lectures: Lectures 1 Globalization, trade and GVCs 2: Models and Strategies of the Multi-National Enterprise (MNE) Lecture 3: Growth and Institutions in Emerging Markets Lecture 4: Modes of Entry 5: Global Strategies 6: Global Strategies (2) 7: The Determinants of Foreign Direct Investment (FDI) into Emerging Markets Lecture 8: The Impact of FDI on Emerging Markets Lecture 9: Emerging Market Multinationals Lecture 10: FDI choices and firm strategies- case presentations

Teaching: Scheduled over three modules, one of which will take place overseas – 10 sessions of up to 3.5 hours. The course will run between the following dates:

31 August – 05 September 2020

01 – 07 November 2020

04 – 9 January 2021

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

Indicative reading: R. Caves, Multinational Enterprise and Economic Analysis, 2nd Edition, Cambridge University Press 1996; P. Ghemawat, Redefining Global Strategy, Harvard Business School Press, 2007; J. Williamson, The New Institutional Economies, Journal of Economic Literature, 2000; Estrin et. al., Entry Mode in Emerging Markets, Strategic Management Journal, 2009; T. Khanna and K Palepu, The Future of Business Groups in Emerging Markets, Academy of Management Journal 2004.

Assessment: Take-home assessment (60%) in the LT.

Presentation (30%) in the MT.

Class participation (10%) in the MT and LT.

MG457E

Foundations of Management 2: Financial Control and Governance (modular)

This information is for the 2020/21 session.

Teacher responsible: Dr Yally Avrahampour NAB 4.37

Availability: This course is compulsory on the Executive Global MSc in Management. This course is not available as an outside option.

The information in this course guide pertains to the 2020-2022 cohort.

Course content: This course teaches, over two modules, topics relating to financial accounting and management accounting. In so doing the course also examines the relationship between the exercise of financial control within organizations and the setting of external standards relating to governance, and the implications of this for the organization of firms. In the first module the course covers topics such as the construction of the financial statements, and then considers topics relating to measurement, for example the contrast between historical cost and fair value and the recognition of intangible assets. In the second module the course examines topics relating to the determination of the cost of a product or service, balanced performance measurement and economic value added.

Teaching: 8 sessions of 3.5 hours each, composed of lecture and case discussion spread out equally over two LSE modules.

The course will run between the following dates:

24 August - 05 September 2020

14-19 December 2020

Formative coursework: Formative assignment after module 2.

Indicative reading: Kaplan, R. & Atkinson, A. (2014) Advanced Management Accounting, Weetman, P. (2011) Financial Accounting: An Introduction

Assessment: This course will not be assessed.

MG498E Half Unit

Dissertation/Capstone Project (modular)

This information is for the 2020/21 session.

Teacher responsible: Various

Availability: This course is compulsory on the Executive Global MSc in Management. This course is not available as an outside option.

Course content: This course consists of a project which will be undertaken throughout the second year of the degree. Students will choose between an academic dissertation or a capstone project. The academic dissertation will explore a question that is grounded in academic theory and literature. The capstone project will explore a business idea or venture. In both projects, students will collect original data relevant to their research question or

business idea and must analyse the data, discuss limitations, and draw conclusions.

Teaching: Students are required to participate in 20 hours of scheduled seminar sessions from module 3 onwards which will provide guidance and support in developing their dissertation or capstone project. Students will be allocated a faculty advisor who will support and guide them. The course will run throughout the year.

Formative coursework: Students will be required to agree their dissertation/capstone topic with a faculty advisor and provide a plan which they will receive feedback on.

Indicative reading: Relevant reading will be provided by academic advisors.

Assessment: Dissertation (100%, 6000 words).

MG4H1E Half Unit

Foundations of Social Business I

This information is for the 2020/21 session.

Teacher responsible: Mr Stephan Chambers Marshall Institute, 5 Lincoln's Inn Fields

Availability: This course is compulsory on the Executive MSc in Social Business and Entrepreneurship. This course is not available as an outside option.

Course content: This course focuses on three critical aspects of social business: entrepreneurship; social finance; accounting for social return. It focuses on both existing organisations and start-ups, as vehicles for social change. It aims to support 'intrapreneurs' as well as entrepreneurs. Its purpose is to bring students' understanding of the worlds of opportunity and venture into clear organisational focus. It begins to sensitise students to the challenges of starting and running mission-based organisations, explores established vehicles for combining social and commercial purpose, and looks in detail at the various mechanisms for funding (impact finance, social finance, grant finance).

Students will be introduced to the main elements of entrepreneurial planning including opportunity identification and evaluation, rapid prototyping and resource-gathering. They will be introduced to the business model canvas and ideas of lean start-up as well as the varieties of financing available to social ventures. They will examine ways of accounting for social value as the second and third bottom-line, and a view of managerial reporting as value-laden. Critiques of over-simplified, heroic or 'solutionist' models will be explored, as well as to both market and non-market critiques of social returns on investment.

The course draws on the literature of entrepreneurship, social entrepreneurship, social finance and social accounting.

Teaching: There will be ten integrated lecture/seminars of three hours each, delivered across two modules.

Formative coursework: A practice coursework assignment midway through the course.

Indicative reading:

- Allman, Keith A. and Ximena Escobar De Nogales (2015). *Impact Investment: A Practical Guide to Investment Process and Social Impact Analysis*. Hoboken, New Jersey
- Bhidé, Amar V. (1996). "The Questions Every Entrepreneur Must Answer". *Harvard Business Review* November.
- Blank, Steve (2013). "Why Lean Start-Up Changes Everything". *Harvard Business Review* May
- Nicholls, Alex and Jed Emerson (2015). "Social Finance, Capitalizing Social Impact". In Alex Nicholls, Rob Paton and Jed Emerson (eds) *Social Finance*. Oxford: Oxford University Press
- Stevenson, Howard H. and David E. Gumpert (1985). "The Heart of Entrepreneurship". *Harvard Business Review* March

Assessment: Coursework (100%).

Assessment will be through an individual coursework assignment (100%) comprised of 2 essay questions.

MG4H2E Half Unit

Foundations of Social Business II

This information is for the 2020/21 session.

Teacher responsible: Mr Stephan Chambers Marshall Institute, 5 Lincoln's Inn Fields

Availability: This course is compulsory on the Executive MSc in Social Business and Entrepreneurship. This course is not available as an outside option.

Course content: The social business, as any other firm, has to understand its environment and undertake consequent activities to enable sustainability and effectiveness; this challenge is complicated by the requirement to achieve not only profit or financial sustainability, but also environmental sustainability and mission-driven social impact. Foundations of Social Business II seeks to introduce students to the commercial opportunities that have intentional, long-term social value and to help students develop mechanisms for defining and communicating with key stakeholders beyond the usual marketing concentration on customers. It specifically introduces students to three critical aspects of this interaction between the social business and its environment; strategy, marketing and technology.

The course focuses on the opportunities for and external constraints on social business. Its purpose is to introduce students to the environment of both opportunity and threat in which pro-social business exists. It examines strategy development where the imperative is not market-capture but the reversal of market-failure. It combines overviews of strategy-making with an explicit focus on market-failure as opportunity and on marketing as scaling a theory of change.

Social businesses research, identify, and exploit opportunities just as firms do. Students will be introduced to the main techniques for planning and implementing activities to take advantage of those opportunities, including customer journeys, sources of advantage, competencies, and the resource-based view of the firm. They will be able to explain where corporate parallels apply and where they break down. The course draws on the literature of strategy and marketing.

Teaching: Ten integrated lectures / seminars of three hours each, delivered across two modules (teaching blocks)

Formative coursework: One formative assessment exercise will be offered: a practice essay.

Indicative reading:

- James Austin, Howard Stevenson and Jane Wei-Skillern. (2006). 'Social and Commercial Entrepreneurship: Same, Different, or Both?' *Entrepreneurship Theory and Practice* 30(1)
- M. Tina Dacin, Peter A. Dacin and Paul Tracey (2011). 'Social Entrepreneurship: A Critique and Future Directions'. *Organization Science* 22(5): 1203-1213
- Angela Eikenberry and Jodie Drapal Kluver. (2004). 'The Marketization of the Nonprofit Sector: Civil Society at Risk?' *Public Administration Review* 64(2): 132-140
- Robert M. Grant (2010). *Contemporary Strategy Analysis*. Oxford: Wiley. Part 1 'The concept of strategy'
- A.G. Lafley and Roger Martin, (2013). *Playing to Win: How Strategy Really Works*. Cambridge, MA: Harvard Business Review Press

Assessment: Coursework (100%).

Assessment will be through an individual coursework assignment (100%) comprised of 2 essay questions.

MG4H3E Half Unit

Social Impact and Its Evaluation

This information is for the 2020/21 session.

Teacher responsible: Prof Julian Le Grand Marshall Institute, 5 Lincoln's Inn Fields, Dr Jonathan Roberts Marshall Institute, 5 Lincoln's Inn Fields and Dr Eva Neitzert Marshall Institute, 5 Lincoln's Inn Fields

Availability: This course is compulsory on the Executive MSc in Social Business and Entrepreneurship. This course is not available as an outside option.

Course content: Those who want to improve society face three immediate dilemmas – first, what is the public benefit? How can I define, with clarity, my moral purpose? Second, how can I decide between different courses of action in order to pursue the public benefit? And third, how can I know that what I do makes any real contribution to the public benefit? What is the evidence? This innovative course sets out to support students in coming to their own resolutions of these dilemmas. Its goal is to introduce the concepts and techniques of impact measurement from the perspective of – and through specific examples of interest to – organisational leaders and policymakers and those who intend to commission social business and social enterprise interventions. A first section challenges students to consider and discuss the nature of the public benefit. It introduces students to different philosophical conceptions of the good, including libertarianism, utilitarianism, Rawls' theory of justice and Sen's capabilities approach. It will also discuss whose conception of the good is the more important: the actor or agent, the beneficiary, the government or the wider society.

Our choices of outcomes and impact measures are in turn not neutral, but are infused with moral choices about the definition of the public good. The second (and larger section) of the course introduces students to key concepts and skills in developing and assessing evidence of social impact. It aims to equip students with the ability to be intelligent commissioners of interventions for the public good and critical assessors of evidence and published research. Concepts to which students will be introduced include the distinction between correlation and causation, the counterfactual, opportunity costs, trade-offs, spill overs and substitution effects. Students will be introduced to techniques through which the effectiveness of social interventions can be evaluated, including randomised experiments, quantitative evaluation of non-experimental data, cost-benefit and cost-effectiveness analyses and realistic evaluation approaches; the strengths and weaknesses of these methods are considered. It will also consider the politics of impact measurement and how to ensure that evaluation enables continuous improvement.

Teaching: Ten sessions of three hours each, delivered across two modules (teaching blocks).

Formative coursework: One formative assessment will be provided – a critical assessment of an evaluation report (1,500 words).

Indicative reading:

- Glennerster, R. and Takaarasha, K. (2013). *Running Randomised Evaluations: A Practical Guide*. Princeton: Princeton University Press
- Layard, R. and S. Glaister (1994). *Cost-Benefit Analysis*. Cambridge: Cambridge University Press
- McAskill, W. (2016) *Doing Good Better: Effective Altruism and a Radical New Way to Make a Difference*. London: Guardian Books.
- Mill, J.S. (1859/2006). *On Liberty*. London: Penguin
- Nussbaum, M. (2011). *Creating Capabilities*. Cambridge, MA: Harvard University Press
- Pawson, R. and N. Tilley (1997). *Realistic evaluation*. London: Sage.
- Rawls, J. (1971), *A Theory of Justice*. Cambridge, MA: Harvard University Press

Assessment: Coursework (100%).

Assessment will be through an individual coursework assignment.

MG4H4E

The Altruistic Entrepreneur Project

This information is for the 2020/21 session.

Teacher responsible: Mr Stephan Chambers The Marshall Institute, 5 Lincoln's Inn Fields

Availability: This course is compulsory on the Executive MSc in Social Business and Entrepreneurship. This course is not available

as an outside option.

Course content: This course crystallises the academic learnings from across the degree programme into an applied experience. It runs concurrently with course delivery across all modules. Students will work in groups of four or five, supported by faculty, to develop an entrepreneurial business proposal for social impact, moving through idea generation, initial design and formal proposal. The proposal may be a new organisation or an activity within an existing organisation with explicit social benefit.

The project creates a space for real world application of students' learning; development of the project concurrently with programme delivery enables substantive interaction between project work and core skills learning. The course mirrors the development of the programme overall by requiring students to address questions of context (and relation to state and private actors), questions of strategy and market development, financing, and reporting as well as personal leadership, communications and persuasion. Projects are designed in the expectation of potential real world implementation.

Working in a group is an essential component of this course. Students will be expected to reflect on how their groups form, how they establish principles for working effectively, and how they resolve conflict or disagreement. They will be asked to reflect on their own group dynamic and how it might be a function of culture, mission, and measurement. Students will be asked explicitly to reflect in their essays on the process of selecting a topic and assigning roles. Since so much of their professional life will involve impromptu and non-elective group working we consider this aspect of the course particularly important.

Teaching: Teaching will take place over the duration of the programme. There will be whole cohort teaching sessions of three hours each module, plus tutorial meetings for each project group.

Formative coursework: Formative work, through presentations and discussions in tutorial meetings, will be continual for the duration of the programme. Students will be asked to submit a draft outline of their final summative essay.

Assessment: Essay (50%), presentation (35%) and proposal (15%). Assessment will be through a group presentation (35%), group composition of a business model canvas (15%), and an extended essay of 5,000 words at the end of the project (50%).

MG4H5E Half Unit

The Altruistic Leader

This information is for the 2020/21 session.

Teacher responsible: Dr Connson Locke NAB 4.16

Availability: This course is compulsory on the Executive MSc in Social Business and Entrepreneurship. This course is not available as an outside option.

Course content: Leadership involves managing oneself and others, thus the understanding of human psychology is critical for effective leadership. Instead of studying the many constantly changing theories of leadership, this course will instead provide you with a foundation in organisational behaviour, which draws from research in psychology and sociology, to understand the behaviour and attitudes of people in organisations. The theories and research will address these topics generally, and we will place them in the context of social business by applying them to case studies and problems faced by leaders of social businesses.

The course examines topics such as: power and influence; organisational justice; motivation and rewards; leadership styles; cross-cultural management; organisational culture and change.

Teaching: Ten sessions of three hours each, delivered over one module (teaching block).

Formative coursework: Students will be given a practice case analysis to prepare them for the summative case analysis. For the group project, groups will submit their choice of presentation topic in order to receive formative feedback.

Indicative reading:

- DiStefano, J. J., and Maznevsky, M. I. (2000). "Creating value with diverse teams in global management". *Organizational Dynamics*, 29(1), 45-61.
- Gagne, M. & Deci, E.L. (2005) "Self-determination theory and work motivation". *Journal of Organizational Behaviour*, 26, 331-362.
- Keltner, D., Gruenfeld, D. H. & Anderson, C. (2003). "Power, approach, and inhibition". *Psychological Review*, 110, 265-284.
- Kerr, S. (1995). "On the folly of rewarding A, while hoping for B". *Academy of Management Executive*, 9(1), 7-14.
- Kim, T-Y., & Leung, K. (2007) "Forming and reacting to overall fairness: A cross-cultural comparison". *Organizational Behavior and Human Decision Processes*, 104, pp. 83-95.
- Locke, C.C. & Anderson, C. (2015) "The Downside of Looking Like a Leader: Power, Nonverbal Confidence, and Participative Decision-Making". *Journal of Experimental Social Psychology* (58), pp. 42-47.
- Schein, E. H. (2010). "How leaders embed and transmit culture" (Chapter 13, E-book pp.235-258). In *Organizational Culture and Leadership*. San Francisco: John Wiley & Sons.

Additional readings will be available on Moodle.

Assessment: Coursework (30%), case analysis (60%) and in-class assessment (10%).

Assessment will be done through a case analysis (60%), group assessment (30%) and in-class assessment (10%).

MG4H6E Half Unit The Hybrid Economy

This information is for the 2020/21 session.

Teacher responsible: Prof Julian Le Grand Marshall Institute, 5 Lincoln's Inn Fields and Dr Jonathan Roberts Marshall Institute, 5 Lincoln's Inn Fields

Availability: This course is compulsory on the Executive MSc in Social Business and Entrepreneurship. This course is not available as an outside option.

Course content: Following the failure of both states and markets to resolve persistent social problems, a hybrid economy is emerging in which new organisational forms and new multi-actor collaborations blend outcomes, behaviours and structures drawn from different sectors with the aim of achieving both social and financial returns. Examples of organisations and activities in this emerging economy include corporate firms that internalise social purpose, business-oriented philanthropists, private organisations that spin out of the state sector (public service mutuals), social impact investment, and complex collaborative financial instruments such as social impact bonds.

This course explores the economics and politics of this emerging phenomenon. It provides students with knowledge of the newly developing institutions, organisations and mechanisms, and with the critical and analytic skills through which to evaluate them. It assesses the historic and contemporary failures by the state, market and voluntary sector in developed and developing economies; and it considers the competitive advantage and disadvantage of the hybrid social business as a remedy for these failures. The course focuses specifically on motivation and incentive theory, exploring how we can design organisations and wider institutions that both nurture and capitalise upon altruism, but that also acknowledge more self-directed motivations. The course explores the scope and nature of the political relationship between hybrid organisations and the state, exploring whether the function of the social business is best conceived as a complement to state services, a replacement for state services in conditions of austerity and exponentially growing demand, or separately as an innovative laboratory for social interventions. It concludes by exploring ethical criticisms of the hybrid economy, focusing in particular on controversies about the introduction (or intrusion) of the market and business into the social or public realm.

Teaching: Ten integrated lecture/seminars of three hours each,

delivered across one module (teaching block).

Formative coursework: One formative assessment exercise will be offered: a practice essay.

Indicative reading:

- Barr, N. (2012). *Economics of the Welfare State* (5th edition). Oxford: Oxford University Press
- Dees, G. (2012). "A Tale of Two Cultures: Charity, Problem Solving, and the Future of Social Entrepreneurship." *Journal of Business Ethics* 111(3): 321-334
- Eikenberry, A. (2009). "Refusing the Market: A Democratic Discourse for Voluntary and Nonprofit Organizations". *Nonprofit and Voluntary Sector Quarterly* 38(4): 582-596.
- Friedman, M. (1988). "The Social Responsibility of Business is to Increase Its Profits" in T. Donaldson, P. Werhane and M Cording (eds.), *Ethical Issues in Business: A Philosophical Approach*. Englewood Cliffs, N.J.: Prentice Hall. p.217-223
- Kerlin, J. (2006). "Social Enterprise in the United States and Europe: Understanding and Learning from the Differences". *Voluntas* 17(3): 246-262
- Le Grand, J. (2006). *Motivation, Agency and Public Policy: of Knights and Knaves, Pawns and Queens*. Oxford: Oxford University Press
- Salamon, L. (2014). *Leverage for Good: An Introduction to the New Frontiers of Philanthropy and Social Investment*. Oxford: Oxford University Press
- Sandel, M. (2013). *What Money Can't Buy: The Moral Limits of Markets*. London: Penguin
- Skelcher, C. and S. Rathgeb Smith (2014). "Theorizing hybridity: institutional logics, complex organizations, and actor identities: the case of nonprofits." *Public Administration* (Early View 2014)
- Yunus, M. (2010). *Building Social Business*. New York: Public Affairs

Assessment: Coursework (100%).

Assessment will be through an individual coursework assignment (100%) comprised of 2 essay questions.

PB413E Half Unit Frontiers in Behavioural Science Methods

This information is for the 2020/21 session.

Teacher responsible: Dr Matteo Galizzi

Dr Dario Krpan

Availability: This course is compulsory on the Executive MSc in Behavioural Science. This course is not available as an outside option.

Course content: Behavioural science is the scientific study of human behaviour, and it combines research techniques from psychology and economics. The course offers an integrated training in advanced behavioural science methods by introducing students to state-of-the-art techniques that stretch across the spectrum of both disciplines. The course covers the following topics: transparency and reproducibility of behavioural science research, pre-registration, pre-analysis plan; determining evidential value of behavioural science research, p-curve analysis; advances in experimental design; measuring preferences, attitudes, beliefs, willingness-to-pay; behavioural game theory and experimental games of strategic interaction; designing behavioural priming experiments and measures that tap into implicit cognition; state-of-the-art physiological research techniques; understanding the mechanisms behind behavioural effects by employing experimental-causal-chain, measurement-of-mediation, and moderation-of-process designs.

Teaching: 9 hours of lectures, 3 hours and 45 minutes of lectures, 3 hours of seminars and 4 hours and 30 minutes of seminars in the ST.

Day 1

Lecture 1 (1h 30'): Intro. Advanced Considerations in Experimental Design. Measuring Preferences and Attitudes: the State-of-the-art [MMG, DK]

Lecture 2 (1h 30'): Determining Evidential Value of Behavioural Science Research: Undisclosed Flexibility in Data Collection, Dance of P-values, P-curve analysis, Pre-Registration, Pre-Analysis Plan, Multiple Hypothesis Testing. Introduction to Systematic Reviews of the Literature and Meta-analyses. [MMG, DK]

Seminar 1 (1h 30'): Transparent and Reproducible Research Practices in Practice Building a Simple Behavioural Science Experiment Using Qualtrics Survey Software [MMG, DK].

Day 2

Lecture 3 (1h 30'): Behavioural Priming Techniques [DK]

Lecture 4 (1h 15'): System 1 In Action: Capturing Implicit Cognition: [DK]

Seminar 2 (2h): Building a Simple Task to Measure Implicit Cognition [DK]

Day 3

Lecture 5 (1h 30'): Strategic Decision-Making: Introduction to Behavioural Game Theory [MMG]

Lecture 6 (1h 15'): Behavioural Game Theory: Applications.

Introduction to Non-Linear Regression Models [MMG].

Seminar 3 (2h): Running, Playing and Analysing Simple Games of Strategic Interaction Using Veconlab and zTree. Non-linear Regression Models Using Stata [MMG].

Day 4

Lectures 7 (1h 30'): Mechanisms, Moderators, Mediators; Mediation and Moderation in a Regression Framework; Understanding the Mechanisms Behind Behaviour Change: Experimental-causal Chain, Moderation-of-process, and Measurement-of-Mediation Designs Part 1 [DK].

Lectures 8 (1h 15'): Mechanisms, Moderators, Mediators; Mediation and Moderation in a Regression Framework; Understanding the Mechanisms Behind Behaviour Change: Experimental-causal Chain, Moderation-of-process, and Measurement-of-Mediation Designs Part 2 [DK].

Seminar 4 (2h): Moderation and Mediation Using Stata [DK].

Day 5

Lecture 9 (1h 30'): Beyond Economics and Psychology: State-of-the-art Physiological Research Techniques for the Behavioural Science. [MMG, DK]

Seminar 5 (1h 30'): State-of-the-art Physiological Research Techniques in practice.

Formative coursework: Students will be expected to produce 1 piece of coursework in the ST.

For the formative assignment, you will need to produce a brief research proposal plan (500 words) that will serve as the basis for the full research proposal (3,000 words) that will constitute your summative assignment. In the research proposal plan, you will propose a design and implementation of a behavioural science experiment entailing the use of (at least) two different software packages introduced in the seminars. The structure of the proposal plan should be as follows: a) Introduce a viable research question (on a topic of your choice) that will guide your experimentation; b) Describe how you would design and implement behavioural science research to answer the question; and c) Explain which statistical approaches covered in lectures and seminars you would use to analyse the data. Feedback received for the formative assignment will help you to prepare the summative assignment by identifying both strengths and weaknesses of your approach.

Indicative reading: Angrist, J.D., Pischke J-S. (2015). *Mastering 'Metrics: the Path from Cause to Effect*. Princeton: Princeton University Press. Camerer, C.F. (2003). *Behavioral Game Theory: Experiments in Strategic Interaction*. Princeton: Princeton University Press. Cassidy, S. A., Dimova, R., Giguère, B., Spence, J. R., & Stanley, D. J. (2019). *Failing Grade: 89% of Introduction-to-Psychology Textbooks That Define or Explain Statistical Significance Do So Incorrectly*. *Advances in Methods and Practices in Psychological Science*, 2, 233-239. Darlington, R. B., & Hayes, A. F. (2016). *Regression analysis and linear models: Concepts, applications, and implementation*. Guilford Publication. Dijksterhuis, A., Chartrand, T. L., & Aarts, H. (2007). *Effects of Priming and Perception on Social Behavior and Goal Pursuit*. In J. A. Bargh, J. A. Bargh (Eds.), *Social psychology and the unconscious: The automaticity of higher mental processes* (pp. 51-

131). New York, NY, US: Psychology Press.). Förster, J., & Liberman, N. (2007). Knowledge activation. *Social psychology: Handbook of basic principles*, 2, 201-231. Gawronski, B., & De Houwer, J. (2014). Implicit measures in social and personality psychology. *Handbook of research methods in social and personality psychology*, 2, 283-310. Hayes, A. F. (2013). *Introduction to mediation, moderation, and conditional process analysis: A regression-based approach*. Guilford Press. Harrison, G.W., List, J.A. (2004). Field experiments. *Journal of Economic Literature*, XLII, 1009-1055. Miguel, E., Camerer, C.F., Casey, K., Cohen, J., Esterling, K.M., Gerber, A., Glennerster, R., Green, D.P., Humphreys, M., Imbens, G., Laitin, D., Madon, T., Nelson, L., Nosek, B.A., Petersen, M., Sedlmayr, R., Simmons, J.P., Simonsohn, U., & Van der Laan, M. (2014). Promoting transparency in social science research. *Science*, 343(6166), 30-31. Mitchell, M.N. (2015). *Stata for the Behavioural Sciences*. Stata Press. Moher, D., Liberati, A., Tetzlaff, J., Altman, D.G., & the PRISMA Group (2009). Preferred Reporting Items for Systematic Reviews and Meta-Analyses: the PRISMA Statement. *Annals of Internal Medicine*, 151(4), 264-269. Munafo, M.R., Nosek, B., Bishop, D.V.M., Button, K.S., Chambers, C.D., Percie Du Sert, N., Simonsohn, U., Wagenmakers, E.J., Ware, J.J., & Ioannidis, J.P.A. (2017). A manifesto for reproducible science. *Nature Human Behaviour*, 1(1), 0021. Simonsohn, U., Nelson, L. D., & Simmons, J. P. (2014). P-curve: a key to the file-drawwe. *Journal of Experimental Psychology: General*, 143(2), 534-547. Spencer, S. J., Zanna, M. P., & Fong, G. T. (2005). Establishing a causal chain: why experiments are often more effective than mediational analyses in examining Psychological processes. *Journal of Personality and Social Psychology*, 89, 845-851. van't Veer, A. E., & Giner-Sorolla, R. (2016). Pre-registration in social psychology—A discussion and suggested template. *Journal of Experimental Social Psychology*, 67, 2012. Simmons, J. P., Nelson, L. D., & Simonsohn, U. (2011). False-positive psychology: Undisclosed flexibility in data collection and analysis allows presenting anything as significant. *Psychological science*, 22(11), 1359-1366.

Assessment: Proposal (100%) post-summer term.

For the summative assignment, you will be required to expand the research proposal plan submitted as part of the formative assignment into a full research proposal comprising 3,000 words. Your task will be to propose a design and implementation of a behavioural science experiment entailing the use of (at least) two different software packages introduced in the seminars. The structure of the proposal should be as follows: a) Introduce a viable research question (on a topic of your choice) that will guide your experimentation; b) Describe how you would design and implement behavioural science research to answer the question; and c) Explain which statistical approaches covered in lectures and seminars you would use to analyse the data. In the proposal, we will expect you to use in-text scholarly citations and provide a reference list at the end. The summative assignment should allow you to not only demonstrate your knowledge regarding the present course, but also to gain deeper insights into experimental analysis and design that should help you in producing a high-quality dissertation.

PB434E Half Unit

Behavioural Science in an Age of New Technology

This information is for the 2020/21 session.

Teacher responsible: Dr Dario Krpan

Availability: This course is available on the Executive MSc in Behavioural Science. This course is not available as an outside option.

Course content: When psychology and economics got "married", the product was behavioural science. Although this discipline has elevated theoretical and practical understanding of human behaviour to previously unseen heights, recent technological developments have produced new insights in understanding and predicting people's actions that not only supplement traditional

tools of behavioural science but also go beyond them. The future of the discipline will therefore likely depend on how effectively behavioural scientists can harness new developments in technology to understand and change the way people act. The aim of this course is to a) Introduce major technological advancements that are relevant for predicting, influencing, and understanding human behaviour; b) outline how they supplement and extend commonly used tools of behavioural change; and c) examine how they can be used to propel behavioural science into the future.

The course will tackle behavioural science in relation to motion tracking, virtual environments, social robotics, social networks, and other relevant developments in information technology. Emphasis will be placed on how the technological tools covered throughout the course can be used to change behaviour in applied settings, and students will be encouraged to discuss implications for their organisations and other areas of interest.

Teaching: 12 hours of lectures, 2 hours and 30 minutes of lectures, 2 hours of lectures and 8 hours of seminars in the ST.

Day 1

Lecture 1 (2h): Course introduction. Understanding minds by reading bodies: Implications of motion tracking for behavioural science 1

Lecture 2 (2h): Understanding minds by reading bodies: Implications of motion tracking for behavioural science 2
Seminar 1 (2h)

Day 2

Lecture 3 (1.5h): Changing behaviour through gamification

Lecture 4 (1.5h): Social robots: Our new friends?

Seminar 2 (2h)

Day 3

Lecture 5 (1.5h): Behavioural science in virtual worlds

Lecture 6 (1.5h): Behavioural informatics

Seminar 3 (2h)

Day 4

Lecture 7 (1.5h): Digital footprints and human behaviour

Lecture 8 (1.5h): Psychological targeting in digital age

Seminar 4 (2h)

Day 5

Lecture 9 (1.5h): Change thyself: Using technology to influence our own behaviour

Lecture 10 (1.5h): The ethics of emerging technologies in the context of behavioural science

Formative coursework: Students will be expected to produce 1 presentation in the ST.

Formative coursework will serve as your preparation for the summative assignment. You will need to create a 5 minute presentation on the topic of the summative assignment: Propose an intervention that relies on technological tools that were either covered throughout the course or that you identified through personal search to create behavioural change in an applied setting of your choice (e.g. your organisation, personal life; you can select any setting you desire). In the presentation, you will need to a) Introduce the behaviour you want to tackle and argue why changing this behaviour would be important; b) Present your intervention that uses technological tools to change the behaviour and c) argue why this intervention would be effective based on your knowledge of behavioural science gained through the class material and personal literature search.

Similar to the summative assignment, the presentation will be delivered in a video format: you will be given a clear step-by-step guide describing how to produce the presentation in a video format (we will go through this guide during a seminar to make sure it is clear to everyone how the summative assignment should be produced). The main aim of the formative assignment is for me to evaluate your approach to tackling points a), b), and c) mentioned above so I can give you relevant feedback that will help you when preparing the summative presentation, and also for you to get comfortable with producing the video presentation.

Indicative reading: Stephen, D. G., Dixon, J. A., & Isenhowe, R. W. (2009). Dynamics of representational change: Entropy, action, and cognition. *Journal of Experimental Psychology: Human Perception and Performance*, 35(6), 1811-1832. Matz, S. C., Kosinski, M., Nave,

G., & Stillwell, D. J. (2017). Psychological targeting as an effective approach to digital mass persuasion. *Proceedings of the national academy of sciences*, 114(48), 12714-12719. Kosinski, M., Stillwell, D., & Graepel, T. (2013). Private traits and attributes are predictable from digital records of human behavior. *Proceedings of the National Academy of Sciences*, 110(15), 5802-5805. Lanier, M., Waddell, T. F., Elson, M., Tamul, D. J., Ivory, J. D., & Przybylski, A. (2019). Virtual reality check: Statistical power, reported results, and the validity of research on the psychology of virtual reality and immersive environments. *Computers in Human Behavior*, 100, 70-78. Seinfeld, S., Arroyo-Palacios, J., Iruretagoyena, G., Hortensius, R., Zapata, L. E., Borland, D., ... & Sanchez-Vives, M. V. (2018). Offenders become the victim in virtual reality: impact of changing perspective in domestic violence. *Scientific reports*, 8(1), 2692. Pärnamets, P., Johansson, P., Hall, L., Balkenius, C., Spivey, M. J., & Richardson, D. C. (2015). Biasing moral decisions by exploiting the dynamics of eye gaze. *Proceedings of the National Academy of Sciences*, 112(13), 4170-4175. Doherty, A. R., Caprani, N., Conaire, C. A., Kalnikaite, V., Gurrin, C., Smeaton, A. F., & O'Connor, N. E. (2011). Passively recognising human activities through lifelogging. *Computers in Human Behavior*, 27(5), 1948-1958. Kersten-van Dijk, E. T., Westerink, J. H., Beute, F., & IJsselstein, W. A. (2017). Personal informatics, self-insight, and behavior change: A critical review of current literature. *Human-Computer Interaction*, 32(5-6), 268-296. Pavel, M., Jimison, H. B., Korhonen, I., Gordon, C. M., & Saranummi, N. (2015). Behavioral informatics and computational modeling in support of proactive health management and care. *IEEE Transactions on Biomedical Engineering*, 62(12), 2763-2775. Ward, A. F., Duke, K., Gneezy, A., & Bos, M. W. (2017). Brain drain: the mere presence of one's own smartphone reduces available cognitive capacity. *Journal of the Association for Consumer Research*, 2(2), 140-154. Twenge, J. M., Joiner, T. E., Rogers, M. L., & Martin, G. N. (2018). Increases in depressive symptoms, suicide-related outcomes, and suicide rates among US adolescents after 2010 and links to increased new media screen time. *Clinical Psychological Science*, 6(1), 3-17. Koivisto, J., & Hamari, J. (2019). The rise of motivational information systems: A review of gamification research. *International Journal of Information Management*, 45, 191-210. Broadbent, E. (2017). Interactions with robots: The truths we reveal about ourselves. *Annual Review of Psychology*, 68, 627-652. Boyd, D. (2016). Untangling research and practice: What Facebook's "emotional contagion" study teaches us. *Research Ethics*, 12(1), 4-13. Sparrow, R. (2017). Robots, rape, and representation. *International Journal of Social Robotics*, 9(4), 465-477.

Assessment: Presentation (100%) post-summer term.

The aim of the summative assessment will be to propose an intervention that relies on technological tools that were either covered throughout the course or that you identified through personal search to produce behavioural change in an applied setting of your choice (e.g. your organisation, personal life; you can select any setting you desire). This intervention will be conveyed in the form of a 15-20 minute presentation that will count as your summative assignment. More precisely, in the presentation, you will need to a) Introduce the behaviour you want to tackle and argue why changing this behaviour would be important; b) Present your intervention that uses technological tools to change the behaviour and c) argue why this intervention would be effective based on your knowledge of behavioural science gained through the class material and personal literature search.

The presentation will be delivered in a video format: you will be given a clear step-by-step guide describing how to produce the presentation in a video format (we will go through this guide during a seminar to make sure it is clear to everyone how the summative assignment should be produced). Together with the video presentation, you will need to submit an annotated bibliography that contains a) a list of scientific references you used for the presentation; and b) a short text below each reference (1-2 sentences) describing why exactly the reference is important in the context of your presentation. The main purposes of the annotated bibliography will be to demonstrate the academic background upon which your presentation was built.

PB450E Half Unit

Behavioural Science and Policy

This information is for the 2020/21 session.

Teacher responsible: Prof Paul Dolan CON 5.19

Availability: This course is compulsory on the Executive MSc in Behavioural Science. This course is not available as an outside option.

Course content: This course aims to introduce students to the main concepts and tools of the growing fields of behavioural science. The course covers the following topics: What is behavioural science?; What are preferences to economists and psychologists?; Dual-process models of behaviour and the role of the unconscious mind; Dual processing into policy using the MINDSPACE checklist; the role of emotions in decision making; compensating behaviours; breaking and creating habits. Students will develop an understanding of how people make decisions across a variety of contexts and the importance of understanding decisions for designing policy in both public and private organisations. We will cover canonical texts and ideas from behavioural science such as Kahneman & Tversky and Thaler & Sunstein, and we will also introduce students to cutting-edge research within behavioural science including recent work by our own faculty.

Teaching: 14 hours of lectures and 8 hours of seminars in the LT.

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

There will also be formative exercises in the seminars.

Indicative reading: Dolan, P. (2014). Happiness by design: finding pleasure and purpose in everyday life. London: Allen Lane.

Kahneman, D. (2011). Thinking Fast and Slow. London: Penguin Books. Gneezy U, Meier S, Rey-Bell P (2011), "When and Why Incentives (Don't) Work to Modify Behavior", Journal of Economic Perspectives, 25(4):191-210. DellaVigna, S. (2007). "Psychology and Economics: Evidence from the Field". NBER Working Paper No. 13420. Dolan, P., Hallsworth, M., Halpern, D., King, D., Metcalfe, R., Vlaev, I. (2012). "Influencing Behaviour: The mindspace way". Journal of Economic Psychology, 33 (1): 264-277. Dolan, P., Galizzi, M. (2015). "Like ripples on a pond: Behavioural spillovers and their implications for research and policy". Journal of Economic Psychology, 47: 1-16.

Assessment: Coursework (100%, 4000 words) in the LT.

PB451E

Dissertation in Behavioural Science

This information is for the 2020/21 session.

Teacher responsible: Dr Matteo Galizzi QUE.3.16

Availability: This course is compulsory on the Executive MSc in Behavioural Science. This course is not available as an outside option.

Course content: The aim of the dissertation is for students to pursue an independent piece of research within the field of behavioural science. The dissertation can consist of: an empirical analysis of existing data; a collection and analysis of new data; a randomised controlled experiment (lab, field, online); a systematic review of the literature. Students must obtain the approval of their supervisor before embarking on any research.

Teaching: 3 hours of classes in the LT.

Formative coursework: Students will be expected to produce 1 piece of coursework in the ST.

Indicative reading: Relevant reading will be provided by supervisors.

Assessment: Dissertation (100%, 10000 words) in the MT.

PB452E Half Unit Not available in 2020/21

Behavioural Science for Health

This information is for the 2020/21 session.

Teacher responsible: Dr Matteo Galizzi QUE.3.16

Availability: This course is available on the Executive MSc in Behavioural Science and Executive MSc in Health Economics, Outcomes and Management in Cardiovascular Sciences. This course is not available as an outside option.

Please note that for 2019/20, this course will **only** be available to Health Policy EMSc students.

Course content: The course aims to introduce to students the main principles, methods, measures, and insights of behavioural sciences, and the key state-of-the-art applications to health economics, policy, practice, and management.

The course is designed to enhance students' abilities to apply rigorously and critically behavioural science tools to concrete challenges in the health and healthcare area.

It covers principles of behavioural science; heterogeneity and behavioural economics; behavioural health economics and policy; methods of behavioural science; behavioural experiments in health (field, lab, lab-field, online, mobile); behavioural data linking; measures of behavioural science; risk preferences and health; time preferences and health; social preferences and health; behavioural insights for information policies in health; financial and non-financial incentives in health; behaviourally supercharged incentives in health; nudging behavioural change in health; behavioural spillovers in health; behavioural insights for regulation and taxation in health, healthcare, and risky health behaviours; behavioural insights for healthy behaviours (diet and nutrition, physical exercise, alcohol abuse, tobacco and drug use, medication, screening, infectious diseases, vaccination); behavioural insights for blood and organ donations; behavioural insights for health practice, management, and policy challenges.

Teaching: 18 hours of lectures and 4 hours and 30 minutes of seminars in the ST.

6 x 3 hour lectures (18 hours)

3 x 1.5 hour seminars (4.5 hours each seminar group)

Formative coursework: Students will be expected to produce 1 presentation and 1 other piece of coursework in the ST.

Indicative reading:

- Charness G, Gneezy U (2009) Incentives to exercise. *Econometrica*, 77(3), 909-931.
- Dolan P, Galizzi MM (2015) Like ripples on a pond: behavioural spillovers and their consequences for research and policy. *Journal of Economic Psychology*, 47, 1-16.
- Galizzi MM (2014). What is really behavioural in behavioural health policy? And, does it work? *Applied Economic Perspectives and Policy*, 36(1), 25-60.
- Galizzi MM, Wiesen D (2017). Behavioural experiments in health: An introduction. *Health economics*, 26(S3), 3-5.
- Galizzi MM, Wiesen D (2018). Behavioural Experiments in Health Economics. Oxford Research Encyclopedia of Economics and Finance. Oxford University Press.
- Hanoch Y, Barnes AJ, Rice T (2017). Behavioral Economics and Healthy Behaviors. Routledge.
- Roberto CA, Kawachi I (2016). Behavioral Economics and Public Health. Oxford University Press.
- Schwartz JA, Chapman GB (1999). Are more options always better? The attraction effect in physicians' decisions about medications. *Medical Decision Making*, 19, 315-323.
- Volpp K, Loewenstein G et al. (2008). Financial incentive-based approaches to weight loss. *Journal of the American Medical Association*, 300, 2631-2637.

Assessment: Essay (100%, 3000 words) in the ST.

PB453E Half Unit

Corporate Behaviour and Decision Making

This information is for the 2020/21 session.

Teacher responsible: Dr Grace Lordan CON 4.02

Availability: This course is available on the Executive MSc in Behavioural Science. This course is not available as an outside option.

Course content: Lecture 1: Introduction

This lecture will give an overview of rational decision making from an economics perspective. Attention will also be paid to how students can identify credible empirical evidence from experiments (brief recap what was done in PS469E) and beyond (cover natural experiments). We will also recap on the interpretation, advantages and disadvantages of observational studies.

Lecture 2: Finding a Job

This lecture will cover the unconscious biases that are encountered by corporate firms in:

- 1) Job Search
- 2) Job Advertising
- 3) Interview panels

Seminar 1: Lecture 2 will be complemented with a linked case-based seminar.

Lecture 3: Day to Day Work

We will discuss biases in allocated bonuses, promotions, deciding who is viewed as 'great' and the allocations of prestigious projects in corporate firms. We will also cover biases in how different types of people are 'heard' and 'seen' in business, and biases in what a 'successful' person looks like. We will brainstorm, with the help of received literature in behavioural economics, viable interventions to combat blind spots in promotions and bonus allocations in the corporate setting.

Seminar 2: Lecture 3 will be complemented with a linked case-based seminar.

Lecture 4: When at Work: Trading and Investment

This behavioral finance lecture will cover psychological biases in trade and high stake investment decisions in finance. It will cover the efficient markets hypothesis and outline the behavioral biases in finance that will likely disrupt its predictions.

Seminar 3: Lecture 4 will be complemented with a linked case-based seminar.

Lecture 5: When at Work: Complying with the Rules

We will begin by discussing the decision to comply to a firm's policies and procedures within a cost benefit framework. In practice, compliance depends on a number of factors, including employee behavior which is subject to biases already covered. This lecture will cover the insights from behavioral science, which can be used to encourage compliance in the face of these biases.

Seminar 4: Lecture 5 will be complemented with a linked case-based seminar.

Seminar 5: Wrap up – bringing together of all the messages learned in the course. Student presentations based on group work on 'what was learned' each day.

Teaching: 12 hours and 30 minutes of lectures and 15 hours of seminars in the ST.

Formative coursework: Students will be expected to produce 1 case study in the ST.

Case study with short questions that matches the style of the summative assessment

Indicative reading: Bertrand Marianne and Duflo Ester. Field Experiments on Discrimination. in Handbook of Economic Field Experiments. Volume 1, pages 309 - 393 2017. MLA: Gneezy, Uri, Kenneth L. Leonard, and John A. List. "Gender differences in competition: Evidence from a matrilineal and a patriarchal society." *Econometrica* 77.5 (2009): 1637-1664. Johnston, David W. and Lordan, Grace (2016) Racial prejudice and labour market penalties during economic downturns *European Economic Review*, 84. 57-75. Lordan, Grace and Pischke, Jorn-Steffen (2016) Does Rosie like riveting? Male and female occupational choices NBER working paper, 22495. National Bureau of Economic Research, Cambridge, USA. Kandasamy, Narayanan, et al. "Cortisol shifts financial risk

preferences." *Proceedings of the National Academy of Sciences* 111.9 (2014): 3608-3613. Shiller, Robert J. *Finance and the Good Society*, Princeton: Princeton University Press, 2012. Fama, Eugene, "Market Efficiency, Long-Term Returns, and Behavioral Finance," *Journal of Financial Economics*.

Assessment: Coursework (100%, 4000 words) post-summer term. Case study with ten short questions.

PB454E Half Unit

Policy Appraisal and Ethics

This information is for the 2020/21 session.

Teacher responsible: Dr Ganga Shreedhar and Prof Liam Delaney

Availability: This course is available on the Executive MSc in Behavioural Science. This course is not available as an outside option.

This course is one of two options.

Course content: Aims and course content

This course aims to introduce students to the main concepts and tools of policy appraisal and yield insight into key moral and political values that are essential for policy-makers when they draw on behavioural science. The course covers the following topics:

- 1) The architecture of Cost-benefit analysis for market and non-market goods;
- 2) Elicitation of monetary values through revealed and stated preference methods, and adjustments for time discounting, risk and uncertainty;
- 3) Welfare analysis of policy interventions: efficiency, equity and asymmetric paternalism;
- 4) Evaluating welfare beyond monetary choices: the subjective well-being approach to valuation;
- 5) Moral problems associated with libertarian paternalism or Nudge, and how this approach compares to other policy mechanisms, such as regulation, taxation and subsidies, and social advertisement.

The course offers practical examples and applications to key policy sectors, such as technology, health, infrastructure and the environment.

Learning outcomes

- Students will be able to articulate the key principles and analytical tools for the appraisal of projects, policies, programmes and regulations applied to key domains (e.g. health and environment), along with their underlying ethical frameworks.
- Students will be able to critically assess the core appraisal methods, the underlying theories and their assumptions, and discuss the evidence that supports or casts doubt on those methods and theories, and their relative strengths and weaknesses.
- Students will be able to perform statistical analysis to evaluate policy outcomes and critically appraise the quality of the evidence generated through these techniques.
- Students will be able to critically appraise the underlying ethical framework and moral problems associated with libertarian paternalism, its links to other policy mechanisms (like regulation, taxation, and social advertisement).

Teaching: 15 hours of lectures and 7 hours of seminars in the LT.

Formative coursework: Students will be expected to produce 1 piece of coursework in the ST.

The formative assessment will be an outline proposal to undertake a policy appraisal in an area of your choice.

Indicative reading: Sunstein, Cass R. (2018). *The cost-benefit revolution*. MIT Press. USA. HM Treasury (2018) *The Green Book: Appraisal and policy evaluation in central government*. London, UK. Bishop, R.C. et al. (2017). "Pulling a value on injuries to natural assets: The BP oil spill. *Science*, 356 (6335): 253-254. Diamond P.A. and Hausman J.A. (1994) "Contingent valuation: Is some number better than no number?" *Journal of Economic Perspectives*, 8: 45-64. Dolan P. & Kahneman D. (2008) "Interpretations of utility and their implications for the valuation of health". *Economic Journal*, 118, 215-234. Dolan, P. & Metcalfe, R. (2012) "Measuring subjective wellbeing: recommendations on measures for use by national governments". *Journal of social policy*, 41 (2), pp.

409-427. Gruber, J.H., and Mullainathan S. (2005), "Do Cigarette Taxes Make Smokers Happier?", B.E. Journal of Economic Analysis and Policy: Advances 5 (1): 1-43. Hausman, D., & McPherson, M. (2006). *Economic Analysis, Moral Philosophy and Public Policy*. Cambridge: Cambridge University Press. List, J.A., Berrens, R.P., Bohara, A.K and Kerkvliet, J. (2004) "Examining the Role of Social Isolation on Stated Preferences." *American Economic Review*, 94 (3): 741-752. Lades, L.K. and Delaney, L. (2020). *Nudge FORGOOD*. Behavioural Public Policy. 1-20. Sunstein, C. R. (2015). The ethics of nudging. *Yale Journal on Regulation*, 32(2), 413-450.

Assessment: Coursework (100%, 4000 words) in the ST. The summative assessment will be a detailed proposal (which can be based on the formative).

PB457E Half Unit Organisational Culture

This information is for the 2020/21 session.

Teacher responsible: Dr Thomas Reader

The course will be delivered by Mark Noort in 2020/21.

Availability: This course is available on the Executive MSc in Behavioural Science. This course is not available as an outside option.

Pre-requisites: No prerequisites.

Course content: This course introduces to students to the concept of organisational culture, its relationship with success and failure in institutional settings, the factors that shape it, and methodologies for studying and changing culture. The course will draw on a mixture of seminal research, state-of-the-art literature, and work being conducted at the LSE. The course consists of three parts.

Part 1: Organisational culture: what is it, and why does it matter?

In this first phase of the course, the concept of organisational culture will be introduced, and we explore its association with organisational performance. Student will be made familiar with key models on organisational culture, the distinction between organisational culture and climate, and academic literature investigating the cultural properties of organisations that lead them to be more competitive, safer, and nicer places to work. Students will be asked to reflect on the culture of their own organisation (or another that is relevant to them), and to consider where it 'fits' within the academic models being presented.

Part 2: Measuring organisational culture.

Here we will also focus on assessing organisational culture. Specifically, we will examine traditional methodologies of culture measurement: including interviews, observations, and surveys. We will explore what makes a 'good measure', how you interpret culture data, and the limitations of using observations from 'within' an organisation to measure culture. We also explore novel and cutting-edge forms of culture measurement, and in particular, research being conducted at LSE on unobtrusively measuring culture.

Part 3: Understanding and changing organisational culture.

In the final part of the course, we focus on different aspects of organisational culture (collaborative cultures, ethical cultures), and examine how these shape people's understanding of what is 'normal', whether they can challenge institutional practices, and their links with organisational outcomes. We also consider how factors such as national culture shape organisational culture, and examine how, through constructs such as leadership, organisational culture can be changed.

Teaching: 10 hours of lectures and 12 hours of workshops in the LT.

10 hours of lectures, 12.5 hours of seminars/workshops.

Formative coursework: Formative assessment 1.

Format: In class-presentation (10 mins), delivered on the last day of the course.

Description: Students will present, in groups, a proposed programme for assessing and changing organizational culture in a company of their choice. Feedback will be provided on the ideas

presented.

Formative assessment 2.

Format: One brief essay.

Word count: 1 x 500 words max (excluding bibliography)

Description: Students will outline a measurement suite for assessing organizational culture in an organisation of their choice (500 words).

Indicative reading: Ashkanasy, N. M., Wilderom, C. P., & Peterson, M. F. (2000). *Handbook of organizational culture and climate*. Sage. Barney, J. B. (1986). Organizational culture: can it be a source of sustained competitive advantage? *Academy of Management Review*, 11(3), 656-665. Jacobs, R., Mannion, R., Davies, H. T., Harrison, S., Konteh, F., & Walshe, K. (2013). The relationship between organizational culture and performance in acute hospitals. *Social Science & Medicine*, 76, 115-125. Hartnell, C. A., Ou, A. Y., & Kinicki, A. (2011). Organizational culture and organizational effectiveness: a meta-analytic investigation of the competing values framework's theoretical suppositions. *Journal of Applied Psychology*, 96(4), 677. Hofstede, G. (1983). The cultural relativity of organizational practices and theories. *Journal of international business studies*, 14(2), 75-89. Hofstede, G., Neuijen, B., Ohayv, D. D., & Sanders, G. (1990). Measuring organizational cultures: A qualitative and quantitative study across twenty cases. *Administrative Science Quarterly*, 286-316. Leaver, M. P., & Reader, T. W. (2019). Safety culture in financial trading: An analysis of trading misconduct investigations. *Journal of Business Ethics*, 154(2), 461-481. Martin, J. (1992). *Cultures in organizations: Three perspectives*. Oxford University Press. O'Reilly, C. A., Chatman, J., & Caldwell, D. F. (1991). People and organizational culture: A profile comparison approach to assessing person-organization fit. *Academy of management journal*, 34, 487-516. Schein, E. H. (1984). Coming to a new awareness of organizational culture. *Sloan Management Review*, 25(2), 3-16. Reader, T., Reddy, G., & Brett, S. (2017). Impossible Decision? An investigation of risk trade-offs in the intensive care unit. *Ergonomics*. Reader, T., Noort, M. C., Shorrock, S., & Kirwan, B. (2015). Safety san frontières: an international safety culture model. *Risk Analysis*, 35, 770-789. nReader, T., Mearns, K., Lopes, C. & Kuha, J (2017). Organisational support for workforce health and employee safety citizenship behaviours: a reciprocal relationship. *Human Relations*. Schein, E. H. (2010). *Organizational culture and leadership* (Vol. 2). John Wiley & Sons. Schneider, B., Ehrhart, M. G., & Macey, W. H. (2013). Organizational climate and culture. *Annual Review of Psychology*, 64, 361-388. Scott, T., Mannion, R., Davies, H., & Marshall, M. (2003). The quantitative measurement of organizational culture in health care: a review of the available instruments. *Health services research*, 38(3), 923-945. Webb, E., & Weick, K. E. (1979). Unobtrusive measures in organizational theory: A reminder. *Administrative Science Quarterly*, 24(4), 650-659.

Assessment: Essay (100%, 3000 words) in the ST.

Word count: 3,000 max (excluding bibliography)

Description: Students will describe, and justify, a programme for assessing and changing the organizational culture in an organisation of their choice.

PB471E Half Unit Research Methods for Behavioural Science

This information is for the 2020/21 session.

Teacher responsible: Dr Matteo Galizzi CON 4.06

Availability: This course is compulsory on the Executive MSc in Behavioural Science. This course is not available as an outside option.

Course content: The course aims to introduce students to the main methodological concepts and tools in behavioural science. To achieve this objective, the course combines rigorous conceptual discussion with hands-on practical applications. The course covers: The beauty of experiments: how randomization solves the sample selection bias; randomized controlled experiments from the lab to the field: taxonomy, principles, best practices;

online and lab-field experiments, Statistical tools: distributions and their moments, the inference problem; Experimental design: between-subjects design, block/stratified randomization, matched-pair design, within-subjects design, cluster randomization, the mechanics of randomization; Introduction to econometrics: simple and multiple linear regression models, econometric analysis of experimental data; Tests of hypothesis: principles and practices, parametric and non-parametric tests in practice; Sampling: optimal sample size calculation in practice, useful rules of thumbs; Experimental best practices and challenges: ethics, recruitment, informed consent form, attrition, non-compliance, external validity, behavioural data-linking; When randomization is not possible: before and after, matching, natural experiments, difference-in-difference, regression discontinuity design; Outcomes and behavioural measures in experiments, survey design. The seminars involve hands-on practical applications using Stata, R, and Qualtrics.

Teaching: 17 hours and 30 minutes of lectures and 5 hours of seminars in the LT.

Formative coursework: Students will be expected to produce 1 piece of coursework in the ST.

Indicative reading:

- Angrist, J.D., Pischke J-S. (2015). Mastering 'Metrics: the Path from Cause to Effect. Princeton: Princeton University Press.
- Gerber, A.S., Green, D.P. (2012). Field Experiments: Design, Analysis, and Interpretation. New York: Norton & Company.
- Glennerster, R., Takavarasha, K. (2013). Running Randomized Evaluations: a Practical Guide. Princeton: Princeton University Press.
- Kohler, U., Kreuter, F. (2012). Data Analysis Using Stata. College Station, TX: Stata Press.
- Mitchell, M.N. (2015). Stata for the Behavioural Sciences. College Station, TX: Stata Press.
- Burtless, G. (1995). The case for randomized field trials in economic and policy research. *Journal of Economic Perspectives*, 9(2), 63-84.
- Dolan, P., Galizzi, M.M. (2014). Getting policy-makers to listen to field experiments. *Oxford Review of Economic Policy*, 30(4), 725-752.
- Dolan, P., Galizzi, M.M. (2015). Like ripples on a pond: behavioural spillovers and their consequences for research and policy. *Journal of Economic Psychology*, 47, 1-16.
- Harrison, G.W., List, J.A. (2004). Field experiments. *Journal of Economic Literature*, XLII, 1009-1055.
- List, J.A. (2006). Field experiments: a bridge between the lab and naturally occurring data. *Advances in Economic Analysis and Policy*, 6, 8.

Assessment: Portfolio (100%) in the ST.

Students will be asked to submit a "portfolio" of hands-on practical tasks related to the main stages of a behavioural science project.

PP409E Half Unit

Public Policy in Practice Workshop III (EMPA)

This information is for the 2020/21 session.

Teacher responsible: Prof Daniel Sturm and Dr Sara Hagemann

Availability: This course is compulsory on the Executive Master of Public Administration. This course is not available as an outside option.

Pre-requisites: There are no pre-requisites for this course.

Course content: The policy workshop applies the analytical tools that are taught in the week-long modules of the Executive MPA to specific policy areas. Teaching is based on a series of case studies. The case studies are taught by specialists in a particular policy area and are complemented with group working sessions by the students and presentations by policy practitioners involved in the policy area.

Teaching: A three-day modular teaching block. This course is delivered as a combination of classes and lectures delivered over three days. This year, some or all of this teaching may be delivered

through a combination of virtual classes and lectures delivered as online videos.

Formative coursework: One optional mock policy exercise will be provided.

Indicative reading: Readings that are specific to each policy area will be distributed at the beginning of the course

Assessment: Essay (100%, 2000 words).

Assessment will consist of a 2,000 word reflective essay due 10 days after module teaching concludes. Further details will be provided at the Executive MPA programme induction.

PP410E Half Unit

Public Economics for Public Policy

This information is for the 2020/21 session.

Teacher responsible: Professor Camille Landais

Dr Daniel Reck

Dr Xavier Jaravel

Dr Joana Naritomi

Availability: This course is available on the Executive Master of Public Administration and Executive Master of Public Policy. This course is not available as an outside option.

Pre-requisites: There are no formal pre-requisites, but the course is only available by prior agreement with Executive MPA and Executive MPP Programme Directors if students haven't completed Empirical Methods for Public Policy (PP455E) and Economic Policy Analysis (PP440E) prior to this course.

Course content: This is a course in theoretical and applied public economics using intermediate economic theory. Topics include issues of equity and efficiency and alternative theories of the role of the state. Models of public goods and externalities, including environmental policy. Who really pays taxes: issues of tax incidence and tax evasion. Income inequality, poverty alleviation and the role of welfare programmes in theory and in practice. Health and education policy. The effects of taxes and transfers on labour supply and migration; The optimal taxation of commodities and incomes. Current topics in public finance. The main institutional references will be to the UK and the US, but some attention will also be given to broader international experience.

Teaching: A one-week modular teaching block. This course is delivered through a combination of classes and lectures delivered in one week. This year, some or all of this teaching may be delivered through a combination of virtual classes and lectures delivered as online videos.

Formative coursework: One mock examination will be offered.

Indicative reading: A full reading list will be distributed prior to the beginning of the course.

Assessment: Project (50%, 2000 words) and online assessment (50%).

Please note that online assessments take place on the third Friday after module teaching concludes. The project will consist of a 2,000 word data analysis exercise. Data analysis exercises are due on the sixth Sunday after module teaching concludes. Further details will be provided at the Executive MPP/ Executive MPA programme inductions.

PP421E Half Unit

Global Market Economics

This information is for the 2020/21 session.

Teacher responsible: Professor Andrew Bernard

Dr Emily Blanchard

Availability: This course is available on the Executive Master of Public Administration and Executive Master of Public Policy. This course is not available as an outside option.

Pre-requisites: There are no formal pre-requisites, but the course is only available by prior agreement with the Executive MPA and

Executive MPP Programme Directors if students haven't completed Empirical Methods for Public Policy (PP455E) and Economic Policy Analysis (PP440E).

Course content: This course focuses on the economic interdependence between countries in a global economy. The first part of the course examines the structure and geography of world trade and examines popular hypothesis such as the "global village" or "flat earth". The second part of the course analyses macroeconomic issues such as the magnitude and effects of international capital flows, the debate over fixed versus flexible exchange rates and the economics of a common currency

Teaching: A one-week modular teaching block. This course is delivered through a combination of classes and lectures delivered in one week. This year, some or all of this teaching may be delivered through a combination of virtual classes and lectures delivered as online videos.

Formative coursework: One mock online assessment opportunity will be provided.

Indicative reading: A full reading list will be distributed at the beginning of the course.

Assessment: Essay (50%, 2000 words) and online assessment (50%).

Please note that online assessments take place on the third Friday after module teaching concludes. Assessed essays are due on the sixth Sunday after module teaching concludes. Further details will be provided at the Executive MPA/ Executive MPP programme inductions.

PP440E Half Unit Economic Policy Analysis

This information is for the 2020/21 session.

Teacher responsible: Dr Ethan Ilzetzki and Dr Sandra Sequeira

Availability: This course is compulsory on the Executive Master of Public Administration and Executive Master of Public Policy. This course is not available as an outside option.

Pre-requisites: There are no pre-requisites for this course.

Course content: The course is an introductory graduate course providing an economics background suitable for high-level public policy-making. The emphasis is on acquiring sound models and methods suitable for appraising policy-making issues and applicable in a wide variety of contexts. The course will cover both key microeconomic policy issues, such as externalities, public goods and principal-agent problems and macroeconomic issues such as unemployment, fiscal and monetary policies, international trade and finance and the determinants of long-run growth.

Teaching: A one-week modular teaching block. This course is delivered through a combination of classes and lectures delivered in one week. This year, some or all of this teaching may be delivered through a combination of virtual classes and lectures delivered as online videos.

Formative coursework: One mock examination will be provided.

Indicative reading: A full reading list will be distributed at the beginning of the course.

Assessment: Project (50%, 2000 words) and online assessment (50%).

Please note that online assessments take place on the third Friday after module teaching concludes. The project will consist of a 2,000 word data analysis exercise. Data analysis exercises are due on the sixth Sunday after module teaching concludes. Further details will be provided at the Executive MPA/ Executive MPP programme inductions.

PP454E Half Unit Development Economics

This information is for the 2020/21 session.

Teacher responsible: Dr Adnan Khan

Dr Joana Naritomi

Dr Sandra Sequeira

Availability: This course is available on the Executive Master of Public Administration and Executive Master of Public Policy. This course is not available as an outside option.

Pre-requisites: There are no formal pre-requisites, but the course is only available by prior agreement with the Executive MPA and Executive MPP Programme Directors if students haven't completed Empirical Methods for Public Policy (PP455E) and Economic Policy Analysis (PP440E) prior to this course.

Course content: The main focus of this course is on acquiring the necessary theoretical and empirical skills to engage in the rigorous analysis of public policies in developing countries. Topics at the forefront of development economics will be covered. These include growth and poverty, governance and accountability, motivation of bureaucrats, firms and markets, determinants of productivity, jobs and labour markets, shocks and insurance, infrastructure, connectivity, education and health, trade and globalization, the value of exporting, delivering public services, incentivising teachers and health workers, environment and climate change, management of natural resources, taxation and state capacity. The emphasis will be on combining theory and data to evaluate the effectiveness of policies in these different areas.

Teaching: A one-week modular teaching block. This course is delivered through a combination of classes and lectures delivered in one week. This year, some or all of this teaching may be delivered through a combination of virtual classes and lectures delivered as online videos.

Formative coursework: One mock essay opportunity will be provided.

Indicative reading: A reading list will be distributed at the start of the course.

Assessment: Essay (50%, 2000 words) and online assessment (50%).

Please note that online assessments take place on the third Friday after module teaching concludes. Essays are due on the sixth Sunday after module teaching concludes. Further details will be provided at the Executive MPA/ Executive MPP programme inductions.

PP455E Half Unit Empirical Methods for Public Policy

This information is for the 2020/21 session.

Teacher responsible: Prof Daniel Sturm

Availability: This course is compulsory on the Executive Master of Public Administration and Executive Master of Public Policy. This course is not available as an outside option.

Pre-requisites: There are no formal pre-requisites, but recommended advance readings will be distributed ahead of the course. Familiarity with the material covered in the EMPA/ EMPP Introduction to Statistics module is assumed.

Course content: The course introduces students to the quantitative evaluation of public policies. The focus of the course is on practical applications of techniques to test the effectiveness of public policy interventions. The course begins with an overview over the key benefits of randomized experiments in the evaluation of public policies. Next the course covers a number of techniques that are widely used in the evaluation of public policies, including difference-in-differences regressions, regression discontinuity approaches and matching. It concludes with an introduction to cost-benefit analysis.

Teaching: A one-week modular teaching block. This course is delivered through a combination of classes and lectures delivered

in one week. This year, some or all of this teaching may be delivered through a combination of virtual classes and lectures delivered as online videos.

Formative coursework: One mock examination will be provided.

Indicative reading: A full reading list will be distributed at the beginning of the course.

Assessment: Project (50%, 2000 words) and online assessment (50%).

Please note that online assessments take place on the third Friday after module teaching concludes. The project will consist of a 2,000 word data analysis exercise due on the sixth Sunday after module teaching concludes. Further details will be provided at the Executive MPA/ Executive MPP programme inductions.

PP478E Half Unit

Political Science and Public Policy

This information is for the 2020/21 session.

Teacher responsible: Dr Livia Schubiger

Dr Ali Cirone

Availability: This course is compulsory on the Executive Master of Public Administration and Executive Master of Public Policy. This course is not available as an outside option.

Pre-requisites: There are no pre-requisites, but recommended advance reading is given below.

Course content: This course introduces students to core concepts and problems in politics and policymaking. Among the questions we address: What determines political preferences and electoral outcomes? How are interests represented? How do political institutions shape policy outcomes? We focus on tools that students should be able to apply broadly in analyzing the political world.

Teaching: A one-week modular teaching block. This course is delivered through a combination of classes and lectures delivered in one week. This year, some or all of this teaching may be delivered through a combination of virtual classes and lectures delivered as online videos.

Formative coursework: One mock examination will be provided.

Indicative reading: Analyzing Politics: Rationality, Behavior and Institutions by Kenneth Shepsle (W.W. Norton, 2nd edition, 2010) is an excellent starting point and reference for many topics. A full reading list will be distributed at the beginning of the course.

Assessment: Essay (50%, 2000 words) and online assessment (50%).

Please note that online assessments take place on the third Sunday after the module teaching concludes. Assessed essays are due on the sixth Friday after module teaching concludes. Further details will be provided at the Executive MPA/ Executive MPP programme inductions.

PP488E Half Unit

Regulatory Analysis

This information is for the 2020/21 session.

Teacher responsible: Prof Martin Lodge

Availability: This course is available on the Executive Master of Public Administration and Executive Master of Public Policy. This course is not available as an outside option.

Pre-requisites: There are no pre-requisites, but recommended advance reading is given below.

Course content: The course examines contemporary issues in regulation in OECD countries and elsewhere. The focus is on exploring competing approaches towards regulation in the context of different domains, ranging from utility, environmental to health and safety regulation. Particular attention will be paid to issues such as institutional design, enforcement and compliance, as well as the relationship between politicians, regulators, business and

other actors. Topics include institutional design, development and regulation, standard-setting, enforcement, 'better regulation', and accountability.

Teaching: A one-week modular teaching block. This course is delivered through a combination of classes and lectures delivered in one week. This year, some or all of this teaching may be delivered through a combination of virtual classes and lectures delivered as online videos.

Formative coursework: One mock examination opportunity will be provided.

Indicative reading: Managing Regulation by Martin Lodge and Kai Wegrich (Palgrave, 2012) introduces key themes. A different introduction is Understanding Regulation by Robert Baldwin, Martin Cave and Martin Lodge (Oxford University Press, second edition, 2012)

Assessment: Essay (50%, 2000 words) and online assessment (50%).

A 2,000 word assessed essay (50%) and an online assessment (50%). Please note that online assessments take place on the third Friday after module teaching concludes. Assessed essays are due on the sixth Sunday after module teaching concludes. Further details will be provided at the EMPA/ Executive MPP programme inductions.

PP4B3E Half Unit

Executive MPP Capstone Project

This information is for the 2020/21 session.

Teacher responsible: Prof Daniel Sturm and Dr Sara Hagemann

Availability: This course is available on the Executive Master of Public Policy. This course is not available as an outside option.

Pre-requisites: There are no pre-requisites for this course.

Course content: The Capstone project facilitates application of analytical tools developed on the programme. Students will undertake a group project (in teams usually of 3 to 5 people) relating to a public policy problem faced by the Civil Service. The group will have one week to work on an issue identified jointly by the Civil Service and LSE academics, investigating and developing a workable solution to the problem. They will then deliver a presentation, followed by a policy memo and two articles.

Teaching: A one-week modular teaching block. This year some or all of this teaching may be delivered by interactive virtual meetings with the project supervisor and expert contributors.

Formative coursework: Feedback will be provided on work-in-progress during the project duration and on the presentation on the final day of the module.

Indicative reading: Readings that are specific to project work will be distributed at the beginning of the course. Useful preliminary reading includes: Charles E. Lindblom and David K. Cohen, Social Science and Social Problem Solving (New Haven: Yale University Press, 1979); Martha S. Feldman, Order Without Design: Information Production and Policy-making (Stanford, CA: Stanford University Press, 1989); Ray Pawson, Evidence-based Policy: A Realist Perspective (London: Sage, 2006); Office for Government Commerce Common Causes of Project Failure (London: OGC, 2004); Strategy Survival Guide (London: Prime Minister's Strategy Unit, July 2004); C. R. Cook, Just Enough Project Management (McGraw-Hill, 2004); J. E. McGrath and F. Tschann, Dynamics in Groups and Teams: Groups as Complex Action Systems, chapter three in M. S. Poole and A. H. Van de Ven (eds) Handbook of Organizational Change and Innovation (Oxford University Press, 2004).

Assessment: Presentation (20%), project (50%) and coursework (30%). The project work is conducted in teams, and the assessment is based on a collective group mark for each component except in exceptional circumstances.

1. Presentation (20%) on the final day of the module.
2. Policy memo (50%), summarising the proposal for the relevant minister, which incorporates the feedback from the presentation, due three weeks after the module (1500 words).

3. Two standard-length newspaper articles (30%), due three weeks after the module.

In the two articles (500 words each), the students should consider how their policy proposal would be reported in two different media outlets.

PP4G8E Half Unit

Public Policy in Practice Workshop I (EMPA)

This information is for the 2020/21 session.

Teacher responsible: Prof Daniel Sturm 32L2.25 and Dr Sara Hagemann

Availability: This course is compulsory on the Executive Master of Public Administration. This course is not available as an outside option.

Pre-requisites: There are no pre-requisites for this course.

Course content: The policy workshop applies the analytical tools that are taught in the week-long modules of the Executive MPA to specific policy areas. Teaching is based on a series of case studies. The case studies are taught by specialists in a particular policy area and are complemented with group working sessions by the students and presentations by policy practitioners involved in the policy area.

Teaching: A two-day modular teaching block. This course is delivered as a combination of classes and lectures delivered over two days. This year, some or all of this teaching may be delivered through a combination of virtual classes and lectures delivered as online videos.

Formative coursework: One optional mock policy exercise will be provided.

Indicative reading: Readings that are specific to each policy area will be distributed at the beginning of the course.

Assessment: Project (100%, 3000 words).

Assessment will consist of a 3,000 policy exercise. Policy exercises are due on the sixth Sunday after module teaching concludes. Further details will be provided at the Executive MPA programme induction.

PP4G9E Half Unit

Public Policy in Practice Workshop II (EMPA)

This information is for the 2020/21 session.

Teacher responsible: Prof Daniel Sturm and Dr Sara Hagemann

Availability: This course is compulsory on the Executive Master of Public Administration. This course is not available as an outside option.

Pre-requisites: There are no pre-requisites for this course.

Course content: The policy workshop applies the analytical tools that are taught in the week-long modules of the Executive MPA to specific policy areas. Teaching is based on a series of case studies. The case studies are taught by specialists in a particular policy area and are complemented with group working sessions by the students and presentations by policy practitioners involved in the policy area.

Teaching: A three-day modular teaching block. This course is delivered as a combination of classes and lectures delivered over three days. This year, some or all of this teaching may be delivered through a combination of virtual classes and lectures delivered as online videos.

Formative coursework: One optional mock policy exercise will be provided.

Indicative reading: Readings that are specific to each policy area will be distributed at the beginning of the course.

Assessment: Project (100%, 3000 words).

Assessment will consist of a 3,000 policy exercise. Policy exercises are usually due on the sixth Sunday after module teaching concludes. Further details will be provided at the Executive MPA

programme induction.

PP4J1E Half Unit

Public Policy in Practice Workshop I (EMPP)

This information is for the 2020/21 session.

Teacher responsible: Prof Daniel Sturm and Dr Sara Hagemann

Availability: This course is compulsory on the Executive Master of Public Policy. This course is not available as an outside option.

Pre-requisites: There are no pre-requisites for this course.

Course content: The policy workshop applies the analytical tools that are taught in the week-long modules of the Executive MPP to specific policy areas. Teaching is based on a series of case studies. The case studies are taught by specialists in a particular policy area and are complemented with group working sessions by the students and presentations by policy practitioners involved in the policy area.

Teaching: A two-day modular teaching block. This course is delivered as a combination of classes and lectures delivered over two days. This year, some or all of this teaching may be delivered through a combination of virtual classes and lectures delivered as online videos.

Formative coursework: One mock policy exercise will be offered.

Indicative reading: Readings that are specific to each policy area will be distributed at the beginning of the course.

Assessment: Essay (100%, 3000 words).

Assessment will consist of a 3,000 policy exercise. Policy exercises are due on the sixth Sunday after module teaching concludes.

Further details will be provided at the Executive MPP programme induction.

PP4J2E Half Unit

Public Policy in Practice Workshop II (EMPP)

This information is for the 2020/21 session.

Teacher responsible: Prof Daniel Sturm and Dr Sara Hagemann

Availability: This course is compulsory on the Executive Master of Public Policy. This course is not available as an outside option.

Pre-requisites: There are no pre-requisites for this course.

Course content: The policy workshop applies the analytical tools that are taught in the week-long modules of the Executive MPP to specific policy areas. Teaching is based on a series of case studies. The case studies are taught by specialists in a particular policy area and are complemented with group working sessions by the students and presentations by policy practitioners involved in the policy area.

Teaching: A three-day modular teaching block. This course is delivered as a combination of classes and lectures delivered over three days. This year, some or all of this teaching may be delivered through a combination of virtual classes and lectures delivered as online videos.

Formative coursework: One mock policy exercise will be offered.

Indicative reading: Readings that are specific to each policy area will be distributed at the beginning of the course.

Assessment: Essay (100%, 3000 words).

Assessment will consist of a 3,000 policy exercise. Policy exercises are due on the sixth Sunday after module teaching concludes.

Further details will be provided at the Executive MPP programme induction.

PP4J3E Half Unit**Public Policy in Practice Workshop III (EMPP)**

This information is for the 2020/21 session.

Teacher responsible: Prof Daniel Sturm and Dr Sara Hagemann

Availability: This course is compulsory on the Executive Master of Public Policy. This course is not available as an outside option.

Pre-requisites: There are no pre-requisites for this course.

Course content: The policy workshop applies the analytical tools that are taught in the week-long modules of the Executive MPP to specific policy areas. Teaching is based on a series of case studies. The case studies are taught by specialists in a particular policy area and are complemented with group working sessions by the students and presentations by policy practitioners involved in the policy area.

Teaching: A three-day modular teaching block. This course is delivered as a combination of classes and lectures delivered over three days. This year, some or all of this teaching may be delivered through a combination of virtual classes and lectures delivered as online videos.

Formative coursework: One mock policy exercise will be offered.

Indicative reading: Readings that are specific to each policy area will be distributed at the beginning of the course.

Assessment: Essay (100%, 2000 words).

Assessment will consist of a 2,000 word reflective essay due 10 days after module teaching concludes. Further details will be provided at the Executive MPP programme induction.

PP4J5E Half Unit**Fiscal Governance and Budgeting**

This information is for the 2020/21 session.

Teacher responsible: Dr Joachim Wehner
Dr Paolo de Renzio

Availability: This course is available on the Executive Master of Public Administration and Executive Master of Public Policy. This course is not available as an outside option.

Pre-requisites: There are no pre-requisites, but recommended advance reading is given below.

Course content: The course examines contemporary issues in fiscal governance and public budgeting in OECD countries and elsewhere. The focus is on executive and legislative actors and the institutional structures within which they make budgetary choices. Following an introduction to theoretical approaches to the study of budgeting, topics include medium-term frameworks, top-down budgeting, fiscal rules and fiscal councils, performance budgeting, legislative budgeting, fiscal decentralisation, budget transparency, audit and accountability.

Teaching: A one-week modular teaching block. This course is delivered through a combination of classes and lectures delivered in one week. This year, some or all of this teaching may be delivered through a combination of virtual classes and lectures delivered as online videos.

Formative coursework: One mock examination opportunity will be provided.

Indicative reading: Fiscal Governance in Europe by Mark Hallerberg, Rolf Strauch and Jürgen von Hagen (Cambridge University Press, 2009) introduces an important theoretical approach and is a good reference for several topics. The OECD Journal on Budgeting <http://www.oecd.org/gov/budget/journal> discusses current issues in applied budgeting. A full reading list will be distributed at the beginning of the course.

Assessment: Essay (50%, 2000 words) and online assessment (50%).

Please note that online assessments take place on the third Friday after module teaching concludes. Essays are due on the sixth Sunday after module teaching concludes. Further details will be provided at the Executive MPA/ Executive MPP programme inductions.

PP4V8E Half Unit**Policy Paper**

This information is for the 2020/21 session.

Teacher responsible: Prof Daniel Sturm and Dr Sara Hagemann
Participating students will be assigned an academic supervisor with relevant knowledge of the topic and supervision experience.

Availability: This course is available on the Executive Master of Public Administration and Executive Master of Public Policy. This course is not available as an outside option.

Pre-requisites: There are no formal pre-requisites but the course is only available by prior agreement with the Executive MPA and Executive MPP Programme Directors.

Course content: The aim of the course is to enable students to plan, design and conduct independent analysis in an area of public policy. Executive MPA/ EMPP students will write an individually-authored policy paper of no more than 6,000 words on a topic developed in consultation with an Academic Adviser. The paper will analyse a concrete policy problem in a specific setting and propose an evidence-based solution or course of amelioration. It must be addressed to a non-academic audience and should be clearly and directly written, suitable for consideration by policy-makers. The main body of the paper should include methodology, results of the analysis, discussion of different policy options, conclusions and policy recommendations. The policy paper must be accompanied by an Executive Summary. Policy papers can utilise quantitative and/or qualitative data and draw on secondary and/or primary research.

Teaching: The student's Academic Adviser will provide advice and guidance on this piece of work as required during the duration of the assessment.

Formative coursework: Students will be expected to produce 1 piece of coursework in the MT, LT and ST.

A policy paper proposal (of no more than 750 words in total) consisting of the title, abstract, research question, justification for analysis, feasibility of the topic, an explanation of sources, structure and analytical framework must be submitted well in advance of the assessment deadline. Students may only change their topic thereafter with the agreement of the Academic Adviser/ Programme Directors. Students will be given feedback on their proposal.

Indicative reading: A suitable programme of reading will be developed in consultation with the Academic Adviser. Useful background readings may include:

- Eugene Bardach, A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving, 4th ed. (CQ Press, 2012);
- Catherine F. Smith, Writing Public Policy: A Practical Guide to Communicating in the Policy Making Process, 3rd ed. (Oxford University Press, 2012).
- Charles Lindblom and David K. Cohen, Usable Knowledge: Social Science and Social Problem Solving (Yale University Press, 1979).
- Philip E. Tetlock, Expert Political Judgment: How Good Is It? How Can We Know? (Princeton University Press, 2006).

Assessment: Policy paper (100%) in the MT, LT and ST.

- 6,000 word policy paper

S04A1E Half Unit**Cities in an Urban Age: Challenges and Opportunities**

This information is for the 2020/21 session.

Teacher responsible: Prof Richard Burdett FAW 8.01J and Prof Antony Travers CON6.06

Availability: This course is compulsory on the Executive MSc in Cities. This course is not available as an outside option.

This course is only available to students registered in the Executive MSc in Cities.

Course content: Governing Cities in an Urban Age is an intensive

introduction to global urbanisation and the state of cities. The course explores different stages of urban development in cities and regions across the world. It provides students with an understanding of the key challenges facing both mature and rapidly-developing metropolitan areas. It will locate the key challenges facing large cities, notably the persistent levels of social inequality, poverty, unsustainable resource use and constraints to economic efficiency. The course introduces the key tools for intervention such as planning, governance and management of land and infrastructure in response to critical pressures linked to economic development, globalisation, migration, social inclusion, climate change, resource efficiency, and resilience. The key purpose of the course will be to give participants a comprehensive framework for understanding the challenges which cities are facing today.

Topics include: global urbanisation, development and design, urban change, population growth, urban productivity, urban expansion, urban sprawl, densification, intensification, sociability, urban governance, urban institutions, budgets and responsibilities.

Teaching: The course will be taught over a period of one week. Live teaching will consist of a minimum of 20 hours of lectures, lecture-based discussions, seminars and workshops. Additional online blended learning materials will be provided ahead of live teaching, consisting of videos, readings and interactive activities. Live sessions will be delivered both in-person and online if students are unable to travel to London for teaching.

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

Submission of a 500 word non-assessed formative statement outlining the key political, environmental and socioeconomic challenges in the student's city that will shape the content of the 2,000 word assessed report.

Indicative reading: Burdett, Ricky and Rode, Philipp (eds) (2018): *Shaping Cities in an Urban Age*. Phaidon Press Ltd. London. Simone, AbdouMalik and Pieterse, Edgar (2017) *New Urban Worlds: Inhabiting Dissonant Times*. Polity Press. London. Travers, Tony, 'Taxing Power' in Burdett, Ricky and Rode, Philipp (eds) (2018): *Shaping Cities in an Urban Age*. Phaidon Press Ltd. London. Pieterse, Edgar, 'Placemaking in dissonant times', in Burdett, Ricky and Rode, Philipp (eds) (2018): *Shaping Cities in an Urban Age*. Phaidon Press Ltd. London. McQuarrie, Michael, Ferreira da Cruz, Nuno and Rode, Philipp 'Tensions of Governance' in Burdett, Ricky and Rode, Philipp (eds) (2018): *Shaping Cities in an Urban Age*. Phaidon Press Ltd. London. Pieterse, Edgar, 'Placemaking in dissonant times', in Burdett, Ricky and Rode, Philipp (eds) (2018): *Shaping Cities in an Urban Age*. Phaidon Press Ltd. London. Angel, Shlomo (2011): *Making Room for a Planet of Cities*. Lincoln Institute of Land Policy. Glaeser, E. (2011): *Triumph of the City: How Our Greatest Invention Makes Us Richer, Smarter, Greener, Healthier, and Happier*. Penguin Press. Brenner, Neil (2004), *New State Spaces: Urban Governance and the Rescaling of Statehood*, Oxford University Press, Oxford. Pieterse, Edgar, (2018) *The politics of governing African Urban Spaces*, International Development Policy / Revue internationale de politique de développement, No. 10.

Additional readings:

Fainstein, Susan, Gordon, Ian and Harloe, Michael (2011) *Ups and downs in the global city: London and New York In the 21st century*. In: Bridge, Gary and Watson, Sophie, (eds.) *New Blackwell companion to the city*. Wiley-Blackwell, Chichester, pp. 38-47. Gordon, I., Travers, T. (2010). "London: planning the ungovernable city" in *City, culture and society*, 1(2), pp. 49-55. Travers, Tony (2004) *The Politics of London Governing an Ungovernable City*, Palgrave. Jacobs, Jane (1961): *The death and life of great American cities*. Random House.

Assessment: Essay (70%, 2000 words) and presentation (30%) in the MT.

A presentation and submission of a 2,000 word report in MT of how the student's city or organisation is dealing with some of the challenges and opportunities presented in the course.

SO4A2E Half Unit

Cities and Society: Design and Social Cohesion

This information is for the 2020/21 session.

Teacher responsible: Prof Richard Burdett 8.01J

Availability: This course is compulsory on the Executive MSc in Cities. This course is not available as an outside option. This course is only available to students registered in the Executive MSc in Cities.

Course content: Cities and Society: Design and Social Cohesion looks at some of the major drivers of urban inequality and poverty and the key actions that cities are taking to reduce urban inequalities through urban design, infrastructure and policy. This is a heavily applied course providing students with tools to analyse the socio-demographic profile of households and neighbourhoods and their relation to spatial distribution and clustering in cities of the developing and developed world. Students are introduced to traditional measures of poverty and inequality such as income and wealth as well more recent multi-dimensional poverty measures such as health and education, and provided with analytical and mapping tools to identify areas of concentration of deprivation. A particular emphasis is placed on identifying spatial strategies that can alleviate the concentration of urban poverty and inequality by optimising access to jobs, housing, education, health, public space, transport and community infrastructure.

Cities and Society will also look at the macro-economic forces that are producing uneven regional and urban development and the key planning methods to reduce levels of inequality. These include spatially blind policies such as taxation and redistribution; spatially connective policies such as infrastructure links between high and low income neighbourhoods and finally spatially targeted policies where private and public investment is targeted at the most deprived urban areas.

Topics include: inequality and GINI coefficients; from income to multi-dimensional measures of poverty; the Human Development Index and its urban relevance; affordable housing, social infrastructure; equity planning (examples include London, Barcelona, Medellin and Bogota; the London model of urban regeneration; infrastructure and equity, health and well-being, migration.

Teaching: The course will be taught over a period of one week. Live teaching will consist of a minimum of 20 hours of lectures, lecture-based discussions, seminars and workshops. Additional online blended learning materials will be provided ahead of live teaching, consisting of videos, readings and interactive activities. Live sessions will be delivered both in-person and online if students are unable to travel to London for teaching.

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

500 word submission identifying the social research methods used in the assessment of a policy or project of your choice

Indicative reading: Burdett, Ricky, 'Flexible Urbanisms' in Burdett, Ricky and Rode, Philipp (2018): *Shaping Cities in an Urban Age*. Phaidon Press Ltd. London. Mehrotra, Rahul and Vera, Felipe, 'Ephemeral Urbanism', in Burdett, Ricky and Rode, Philipp (2018): *Shaping Cities in an Urban Age*. Phaidon Press Ltd. London. Sennett, Richard, *Rupture, Accretion and Repair* in Burdett, Ricky and Rode, Philipp (eds) (2018): *Shaping Cities in an Urban Age*. Phaidon Press Ltd. London. Roy, Ananya and Ong, Aihwa (eds) (2011) *Worlding Cities: Asian Experiments and the Art of Being Global*. Wiley-Blackwell. New Jersey. Klaufus, Christien and Ouweneel, Arij (eds) (2015) *Housing and Belonging in Latin America*. Berghahn, New York and Oxford. Echeverri, Alejandro (2016) 'Medellin redraws its neighbourhoods: Social Urbanism' in Mohammad al-Asad, Rahul Mehrotra (eds), *Shaping Cities: Emerging Models of Planning Practice*. Hatje Cantz Verlag, Berlin. Harvey, David (2012), *Rebel Cities: From the Right to the City to the Urban Revolution*, Verso. New York and London. Graham, S. and Marvin, S. (2001) *Splintering Urbanism: networked infrastructures, technological mobilities and the urban condition London*: Routledge.

Additional readings:

Sennett, Richard, (2018): Building and Dwelling ethics for the city: Allen Lane. London. Burdett, R and Sudjic, D (2011) Living in the Endless City. Burdett, R and Sudjic, D (2008) The Endless City, London, Phaidon. Davis, Mike (2007): Planet of Slums. Verso. Larice, M. and Macdonald, E. (eds) (2007) The Urban Design Reader. London and New York: Routledge. Dávila, Julio (2012): Urban Mobility and Poverty: Lessons from Medellín and Soacha, Colombia. Development Planning Unit, UCL and Universidad Nacional de Colombia. Mitlin, Diana and David Satterthwaite (2013): Urban Poverty in the Global South: Scale and Nature. Routledge.

Assessment: Essay (70%, 2000 words) in the LT.

Presentation (30%) in the MT.

Design and present a research method to assess a project or policy of your choice (30%) and submission of an essay looking critically at the social research methods used in the assessment of an existing policy or project (70%).

S04A3E Half Unit

Cities and the Economy: Urban Economic Development and Finance

This information is for the 2020/21 session.

Teacher responsible: Dr Savvas Verdis FAW 8.01E

Availability: This course is compulsory on the Executive MSc in Cities. This course is not available as an outside option.

This course is only available to students registered in the Executive MSc in Cities.

Course content: Cities and the Economy forms part of the Executive MSc in Cities. This is an applied course looking at the role of city government and firms in driving inclusive local economic development. The course introduces traditional and more progressive ways to measure and analyse the city economy as well as policies and tools available to attract investment and finance as well as improve the distributional effects of economic growth.

From a global economic level, we will look at the forces shaping urban development and the capacity of national, regional and local policies to influence these drivers. From a more local economic level, we will look at the make-up and sectorial composition of a city economy; how we can measure the economic impact of policies and projects and finally how we can finance and fund complex infrastructure projects.

Topics include: inclusive growth; economic inequalities; measuring growth and competitiveness over time, comparative vs competitive advantage, key performance indicators of a city economy, the role of infrastructure and megaprojects in driving competitiveness, managing city budgets, financing your city, global city indexes, special economic zones and other incentives.

Teaching: The course will be taught over a period of one week. Live teaching will consist of a minimum of 20 hours of lectures, lecture-based discussions, seminars and workshops. Additional online blended learning materials will be provided ahead of live teaching, consisting of videos, readings and interactive activities. Live sessions will be delivered both in-person and online if students are unable to travel to London for teaching.

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

500 word submission describing the financing strategy of a project of your choice

Indicative reading: Lee, Neil, 2018 Inclusive Growth in Cities: A sympathetic critique, LSE III Working Papers. O'Sullivan, Arthur. 2012. Urban economics. New York: McGraw-Hill/Irwin. Peterson, George E., and Patricia Clarke Annez. 2007. Financing cities fiscal responsibility and urban infrastructure in Brazil, China, India, Poland and South Africa. Pike, A, Rodríguez-Pose, A & Tomaney, J. 2012. Local and Regional Development, Routledge. Raworth, Kate. 2017 Doughnut Economics. 2018. Random House. World Bank, 2009. World Development Report. Reshaping Economic Geography, World Bank.

Additional readings:

Brookings Institute. 2010 Municipal Finance of Urban Infrastructure. The Cities Alliance et al. 2007. Understanding Your Local Economy – A Resource Guide for Cities. The Cities Alliance. UN-HABITAT 2009. Guide to Municipal Finance. UN-HABITAT. Vliet W. v. 2002. Cities in a globalizing world: from engines of growth to agents of change. Environment and Urbanization. Zhang L.-Y. 2013. City Development Strategies and the Transition Towards a Green Urban Economy. The Economy of Green Cities: A World Compendium on the Green Urban Economy. Springer.

Assessment: Essay (70%, 2000 words) in the ST.

Presentation (30%) in the LT.

Pitch a financing strategy for a selected case study area to an expert panel (30%) and submission of a 2,000 word written report analysing the financing strategy of a project of your choice (70%).

S04A4E Half Unit

Cities and the Environment: Urban Environmental Transitions

This information is for the 2020/21 session.

Teacher responsible: Dr Philipp Rode FAW 8.01I

Availability: This course is compulsory on the Executive MSc in Cities. This course is not available as an outside option.

This course is only available to students registered in the Executive MSc in Cities.

Course content: Cities and the Environment explores critical aspects of environmental sustainability in relation to both urbanisation globally and urban change in individual cities. This is an applied course giving students the relevant tools to measure, analyse and assess environmental impact. It introduces debates on different green city paradigms and focuses specifically on approaches to urban climate change mitigation and adaptation. The course further examines implications for urban planning, governance and management.

Cities and the Environment aims to provide the students with an analytical understanding of environmental challenges linked to urban development. Based on these, students are introduced to planning approaches, policy instruments and governance arrangements enabling environmental sustainability and resilience, facilitating the transition to a green economy in cities.

Topics include: environmental sustainability, green economy, environmental impact assessments, climate change adaptation and mitigation in cities, climate resilience, urban environmental transition, resource consumption, pollution, biodiversity.

Teaching: The course will be taught over a period of one week. Live teaching will consist of a minimum of 20 hours of lectures, lecture-based discussions, seminars and workshops. Additional online blended learning materials will be provided ahead of live teaching, consisting of videos, readings and interactive activities. Live sessions will be delivered both in-person and online if students are unable to travel to London for teaching.

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

500 word submission detailing the implementation logic of an urban environmental strategy of your choice

Indicative reading: GCEC (2014): Better Growth, Better Climate: The New Climate Economy Report. The Global Commission on the Economy and Climate (GCEC). (Chapter 2). Giddens, Anthony (2009): The politics of climate change. Polity. Cambridge; Malden, MA. (Chapter 5). Newman, P., T. Beatley and H. Boyer (2009): Resilient cities: responding to peak oil and climate change. Island Press. OECD (2012): Compact City Policies: A Comparative Assessment. OECD Green Growth Studies. Rode, Philipp (2018). Observations and Actions. Shaping Cities in an Urban Age. R. Burdett and P. Rode, Phaidon Press. Stern, Nicholas (2009): A blueprint for a safer planet: how to manage climate change and create a new era of progress and prosperity. Bodley Head. London. (Chapter 6). UN Habitat (2011): Global Report on Human

Settlements 2011: Cities and Climate Change. Nairobi. Urry, John (2011): Climate Change and Society. John Wiley & Sons. (Chapter 10). Wheeler, Stephen Maxwell and Timothy Beatley (2014): The sustainable urban development reader. Routledge

Additional readings:

The Challenge

Bicknell, J., D. Dodman and D. Satterthwaite (2012): Adapting Cities to Climate Change: Understanding and Addressing the Development Challenges. Taylor & Francis. (Part 1)

Hickman, Robin and David Banister (2014). Transport, Climate Change and the City, Taylor & Francis. (Chapter 1)

McGranahan, Gordon, Pedro Jacobi, Jacob Songsore, Charles Surjadi and Marianne Kjellen (2001): The citizens at risk: from urban sanitation to sustainable cities. Earthscan. (Chapter 2)

New Scientist (2008). Special report: How our economy is killing the Earth. New Scientist.

Newman, Peter (2006): The environmental impact of cities. Stern, Nicholas and Dimitri Zenghelis (2018). Un-locking cities. Shaping Cities in an Urban Age. R. Burdett and P. Rode, Phaidon Press.

Sustainable Development Commission (2009). Prosperity without Growth.

World Economic Forum (2019). The Global Risks Report 2019.

Analytics. Ahmed, Kulsum and Ernesto Sanchez-Tria (2008).

Strategic environmental assessment for policies: an instrument for good governance, The World Bank. Communities and Local Government (2009). Multi-Criteria Analysis: A Manual. Dietz, Simon and Eric Neumayer (2007). "Weak and strong sustainability in the SEEA: Concepts and measurement." Ecological Economics 61(4): 617-626.

Dimitriou, Harry T, E John Ward and Marco Dean (2016). "Presenting the case for the application of multi-criteria analysis to mega transport infrastructure project appraisal." Research in Transportation Economics 58: 7-20.

Economist Intelligence Unit and Siemens (2012). The Green City Index. Glasson, John and Riki Therivel (2013). Introduction to environmental impact assessment, Routledge.

Rode, Philipp, Alexandra Gomes, et al (2017). Resource Urbanisms: Asia's divergent city models of Kuwait, Abu Dhabi, Singapore and Hong Kong. London LSE Cities.

London School of Economics and Political Science. Satterthwaite, David (2008): Cities' contribution to global warming: notes on the allocation of greenhouse gas emissions. Science for Environment Policy (2018). Indicators for sustainable cities. In-depth Report 12. Bristol, European Commission DG Environment by the Science Communication Unit. SDSN. (2018). "SDG Indicators and a Monitoring Framework." World Bank (2016). The Little Green Data Book. Strategy. Ahlfeldt, Gabriel and Elisabetta Pietrostefani (2017). Demystifying Compact Urban Growth: Evidence From 300 Studies From Across the World. London and Washington, Coalition for Urban Transitions and OECD. Asian Development Bank (2016). GrEEEn Solutions for Livable Cities. Cervero, Robert, Erick Guerra and Stefan Al (2017). Beyond Mobility: Planning Cities for People and Places, Island Press. Crawford, J. and S. Davoudi (2012): Planning for climate change: strategies for mitigation and adaptation for spatial planners. Routledge. Greater London Authority (2018). London Environment Strategy. Gutman, Jeffrey and Adie Tomer (2016). Developing a Common Narrative on Urban Accessibility: Overview. The Brookings Institution. Heck, S., M. Rogers and P. Carroll (2014): Resource Revolution: How to Capture the Biggest Business Opportunity in a Century. Houghton Mifflin Harcourt Publishing Company. (Chapter 3). Raworth, Kate (2017). Doughnut economics: seven ways to think like a 21st-century economist, Chelsea Green Publishing. Rode, Philipp, Graham Floater, et al (2017). Accessibility in Cities: Transport and Urban Form. Disrupting Mobility: Impacts of Sharing Economy and Innovative Transportation on Cities. G. Meyer and S. Shaheen. Cham, Springer International Publishing: 239-273. UNEP (2011): Towards a Green Economy: Pathways to Sustainable Development and Poverty Eradication. (Cities Chapter). Urban Task Force (1999). Towards an urban renaissance: Report of the Urban Task Force chaired by Lord Rogers of Riverside, Executive Summary. London, DETR.

Governance

Centre for London (2019). Green Light: Next Generation Road User Charging for a healthier, more liveable London. Geels, Frank

W. (2012). "A socio-technical analysis of Low-Carbon transitions: introducing the multi-level perspective into transport studies." Journal of Transport Geography 24: 471-482. GIZ and ICLEI

(2014). Operationalizing the Urban Nexus: Towards resource-efficient and integrated cities and metropolitan regions. GIZ

Eschborn. ICLEI (2016). GreenClimateCities Handbook for Local Governments. Looibach, Derk and Jan Rotmans (2010). "The practice of transition management: Examples and lessons from four distinct cases." Futures 42(3): 237-246. RAMSES (2017).

Transition Handbook and Training Package. Science for cities in transition. Rode, Philipp, Catarina Heeckt, Nuno da Cruz (2019).

National Transport Policy and Cities: Key policy interventions to drive compact and connected urban growth. Rode, Philipp, Graham Floater et al. (2012): Going Green: How cities are leading the next economy. LSE Cities, ICLEI and Global Green Growth Institute.

London. Rode, Philipp (2018). Governing Compact Cities: How to connect planning, design and transport, Edward Elgar. (Chapters 2 and 3). Simpson, R. and M. Zimmermann (2012): The Economy of Green Cities. A World Compendium on the Green urban Economy. Springer. New York (Part 1).

Assessment: Presentation (30%) and essay (70%, 2000 words) in the LT.

Present an environmental strategy for an urban development project (30%) and submission of 2,000 word written report (70%).

Formative coursework: Students will be expected to produce 1 essay in the ST.

Prepare a 500 word brief for your project indicating key deliverables

Indicative reading: Albrechts, Luis (2004): Strategic (spatial) planning re-examined. Pion Ltd. Belaieff, Antoine, Gloria Moy and Jack Rosebro (2007). Planning for a Sustainable Nexus of Urban Land Use, Transport and Energy, Blekinge Institute of Technology. Bulkeley, Harriet, Vanesa Castán Broto and Anne Maassen (2014). "Low-carbon transitions and the reconfiguration of urban infrastructure." *Urban Studies* 51(7): 1471-1486. Cervero, Robert and Jin Murakami (2009): Rail and Property Development in Hong Kong: Experiences and Extensions. Collier, Paul and Anthony J Venables (2016). "Urban infrastructure for development." *Oxford Review of Economic Policy* 32(3): 391-409. Delmon, Jeffrey (2011): *Public-Private Partnership Projects in Infrastructure: An Essential Guide for Policy Makers*. Cambridge University Press. Dimitriou, Harry T, E John Ward and Philip G Wright (2013). "Mega transport projects—Beyond the 'iron triangle': Findings from the OMEGA research programme." *Progress in planning* 86: 1-43. Dimitriou, Harry T. and Ralph Gakenheimer (2011): *Urban Transport in the Developing World: A Handbook of Policy and Practice*. Edward Elgar Publishing Limited. Ehtisham Ahmad, Dan Dowling, Denise Chan, Sarah Colenbrander, Nick Godfrey (2019). *Scaling Up Investment for Sustainable Urban Infrastructure: A Guide to National and Subnational Reform*. Coalition for Urban Transitions. Estache, Antonio and Marianne Fay (2009). Current debates on infrastructure policy. Commission on Growth and Development, The International Bank for Reconstruction and Development and The World Bank. Graham, Stephen and Colin McFarlane (2014): *Infrastructural Lives: Urban Infrastructure in Context*. Taylor & Francis. Gordon, Ian Richard and Tony Travers (2010). "London: planning the ungovernable city." *City, Culture and Society* 1(2): 49-55. Guy, Simon, Simon Marvin, Will Medd and Timothy Moss (2012): *Shaping Urban Infrastructures: Intermediaries and the Governance of Socio-Technical Networks*. Taylor & Francis. Hajer, Maarten and Hiddo Huitzing (2012). *Energetic society Urban Age Electric City Conference*. R. Burdett and P. Rode. London, LSE Cities. London School of Economics. Lall, Somik Vinay, J Vernon Henderson and Anthony J Venables (2017). *Africa's cities: Opening doors to the world*, The World Bank. Leipziger, Danny, Marianne Fay, Quentin T Wodon and Tito Yepes (2003). "Achieving the millennium development goals: the role of infrastructure." Magdahl, J. E. (2012). From privatisation to corporatisation: exploring the strategic shift in neoliberal policy on urban water services. FIVAS-Association for International Water Studies. Murthy, Sharmila L (2013). "The human right (s) to water and sanitation: history, meaning, and the controversy over-privatization." *Berkeley J. Int'l L.* 31: 89. Peterson, George (2009): *Unlocking Land Values to Finance Urban Infrastructure*. World Bank. Rode, Philipp (2018). *Ethiopia's Railway Revolution*. Urban Age Developing Urban Futures. London, LSE Cities. Rode, Philipp (2019). "Infrastructural Ideals." LSE Cities Briefing Papers, London School of Economics and Political Science. Stead, Dominic and Evert Meijers (2009): *Spatial Planning and Policy Integration: Concepts, Facilitators and Inhibitors*. Routledge. Townsend, Anthony M. (2013): *Smart Cities: Big Data, Civic Hackers, and the Quest for a New Utopia*. W. W. Norton. Travers, Tony (2009). "Transport infrastructure in London." *Oxford Review of Economic Policy* 25(3): 451-468. UN Habitat (2009). *Planning Sustainable Cities - Global Report on Human Settlements 2009*. Nairobi. Vasconcellos, Eduardo (2001): *Urban transport, environment, and equity: the case for developing countries*. Earthscan Publications.

Assessment: Coursework (80%, 5000 words) and presentation (20%) in the ST.

A group project report not exceeding 5,000 words, which will count for 80% of the final grade.

Additionally, each group member must write a personal reflection on their contribution in no more than 600 words, and should include specific details of the student's contributions to the project.

S04A6E

Urban Development and Master Planning

This information is for the 2020/21 session.

Teacher responsible: Prof Richard Burdett FAW 8.01J and Dr Savvas Verdis FAW 8.01E

Availability: This course is available on the Executive MSc in Cities. This course is not available as an outside option.

This course is only available to students registered in the Executive MSc in Cities and is offered as an option.

Course content: Urban Development and Master Planning is an applied group project based on a major regeneration site. Groups will be introduced to one of the regeneration sites project teams which will include: local planning officers, developers, planners, designers and financing teams. The groups will first immerse themselves in the host organisation as well as the site and understand some of the project challenges. The groups will then work in a collaborative environment in order to develop solutions to the challenges set by the project teams.

Using some of the key assessment and planning tools developed in courses S04A1, S04A2, S04A3 & S04A4 of the Executive MSc in Cities, this project will encourage students to apply the most appropriate analysis, planning and finance methods to an actual development site.

Topics covered: land ownership, development goals, developing the brief, urban design and master planning strategies, wider urban context, phasing, capturing value, mix of uses, public vs private space, financing projects, residual values, negotiations between developers and public agencies, planning constraints and policies, affordable housing, lifecycle assessment, built form, density and integration.

Teaching: The majority of the course will be taught over a period of a single core week, with some live online sessions taking place during the week before and the week after. Teaching will consist of a minimum of 40 hours of lectures, lecture-based discussions, seminars, workshops, briefings and supervised group work over Summer Term. Teaching is anticipated to take place in person, but students who are unable to travel due to the COVID-19 pandemic will have the option to undertake the course remotely over a two-week period. Additional online blended learning materials will be provided ahead of live teaching, consisting of videos, readings and interactive activities.

Formative coursework: Students will be expected to produce 1 essay in the ST.

Prepare a 500 word brief for your project indicating key deliverables.

Indicative reading: Indicative Reading

Adams D., C Watkins and M White (eds.), 2005, *Planning, Public Policy and Property Markets*, Oxford: Blackwell. Campkin, Ben. *Remaking London: Decline and Regeneration in Urban Culture*. 2013. Carmona M, Tiesdell S, Heath T and Oc T (2010) *Public Places - Urban Spaces, The Dimensions of Urban Design* (Second Edition), Oxford, Architectural Press. Edwards, M., Brown, R., & Lee, R. (2014). *Just Space: towards a just, sustainable London*. In L. Lees, R. Imrie (Eds.), *Sustainable London? : the future of a global city* (pp. 75-104). Bristol: Policy Press. Syms P, 2002, *Land, Development and Design*, Oxford: Blackwell. Urban Task Force, 1999. *Towards an urban renaissance: Mission statement*. London. Additional Readings. Baum, A. & Hartzell, D. (2012) 'Global Property Investment: Strategies, Structures, Decisions'. Wiley Blackwell. Swyngedow E, F Moulaert and A Rodriguez, 2002, 'Neoliberal urbanisation in Europe: Large-scale urban development projects and the New Urban Policy', *Antipode*, Vol. 34 (3), pp 542-577. Travers, T; Scanlon, K; Whitehead, C. and Fernández-Arriagoitia, Melissa: *Public Spending Priorities in London GLA*. May 2010. Fainstein S, 1994, *The City Builders: Property, Politics and Planning in London and New York*, Oxford: Blackwell.

Additional readings:

Baum, A. & Hartzell, D. (2012) 'Global Property Investment: Strategies, Structures, Decisions'. Wiley Blackwell. Swyngedow E, F Moulaert and A Rodriguez, 2002, 'Neoliberal urbanisation in Europe: Large-scale urban development projects and the

New Urban Policy', *Antipode*, Vol. 34 (3), pp 542-577. Travers, T; Scanlon, K; Whitehead, C. and Fernández-Arriagoitia, Melissa: *Public Spending Priorities in London GLA*. May 2010. Fainstein S, 1994, *The City Builders: Property, Politics and Planning in London and New York*, Oxford: Blackwell.

Assessment: Essay (80%, 5000 words) and presentation (20%) in the ST.

This project is conducted in groups, and the assessment is based on a collective group mark for the following three components.

1 A presentation to the project team and LSE Cities staff, which counts for 20% of the total mark.

2 A group project report not exceeding 5,000 words, which will count for 80% of the final grade.160160

3 Additionally, each group member must write a personal reflection on their contribution in no more than 600 words, and should include specific details of the student's contributions to the project.

S04A7E

Urban Consultancy Project

This information is for the 2020/21 session.

Teacher responsible: Dr Philipp Rode 8.01I and Dr Savvas Verdis 8.01E

Availability: This course is compulsory on the Executive MSc in Cities. This course is not available as an outside option.

This course is only available to students registered in the Executive MSc in Cities.

Course content: The Consultancy Project is a six-month individual consultation undertaken by a student in the Executive MSc in Cities in their own organisation or for an external organisation. Through the consultancy project, students will apply the knowledge and skills acquired in the first six courses of the programme to craft policy or program improvements for public or private agencies and non-profit organisations.

Through in depth interviews with the organisation's leaders as well as the relevant stakeholders, students will focus on a specific project and offer advice on one or more of its design and implementation phases. These may include but are not limited to the concept, feasibility, design, assessment, delivery and/ or evaluation phases in the project cycle.

Examples of projects include design briefs, assessment of master plans or strategic plans, social, economic and environmental impact assessment of projects, project finance and greening of projects and policies.

Teaching: Each student will be allocated a supervisor, who will provide overall guidance on the project's development. Other members of staff may also advise as required. Students will be supported with face to face or web based tutorials throughout the duration of their consultancy project.

Formative coursework: Students will be expected to produce 1 essay in the ST.

A 500 word proposal brief for the consultation project that will be carried out independently by each student.

Indicative reading: Bryman, Alan. *Social Research Methods*, 2012. Oxford University Press. Cook, Curtis R. 2005. *Just enough project management the indispensable four-step process for managing any project, better, faster, cheaper*. New York: McGraw-Hill. Czerniawska, Fiona, and Paul May. 2006. *Management consulting in practice award-winning international case studies*. London: Kogan Page. Lindblom, Charles Edward, and David K. Cohen. 1979. *Usable knowledge: social science and social problem solving*. New Haven: Yale University Press. Office for Government Commerce. 2004. *Common Causes of Project Failure*. London: OGC. Prime Minister's Strategy Unit. 2004. *Strategy Survival Guide*. London.

Assessment: Project (100%, 6000 words) in the LT.

A consultancy report assessing an organisation's challenge and offering strategic advice on possible solutions at any stage of the project or policy cycle.

Important information in response to COVID-19



MRes/PhD Programme Regulations

Key to MRes/PhD Regulations**(H)** means a half-unit course**(C)** means this course is capped**(n/a 20/21)** means not available in the 2020/21 academic year**(MT)** means Michaelmas Term**(LT)** means Lent Term**(ST)** means Summer Term**MRes/PhD in Accounting (AOI) (Accounting, Organisations and Institutions Track)**

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Programme Structure - MRes**Programme code:** TMRESAC1**Department:** Accounting

For students starting this programme of study in 2020/21

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and can be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Year 1**Training courses****Compulsory (examined):**

- Paper 1 AC502 Foundations of Accounting, Organizations and Institutions (0.5)
- and**
- MY500 Fundamentals of Social Science Research Design (0.5)
- Paper 2 MY551 Introduction to Quantitative Analysis (0.5)
- and** one of the following 0.5 unit(s):
- MY521 Qualitative Research Methods (0.5) **or**
- MY526 Doing Ethnography (0.5) # (not available 2020/21) **or**
- MY528 Qualitative Text and Discourse Analysis (0.5) #
- Depending on previous methods training students have undertaken, they are allowed to replace one or all of the required methods courses listed under Paper 2 with more advanced methods courses. Should a student, for instance, have had previous training in quantitative methods to the level taught in MY551, the student will be asked to replace that course with a more advanced course in quantitative methods, such as MY552 (Applied Regression Analysis).
- Paper 3 Courses to the value of 1.0 unit from the following:
- AC411 Accounting, Strategy and Control (0.5)
- AC470 Accounting in the Global Economy (0.5) #
- EH428 History of Economics: Making Political Economy into a Social Science (0.5) (not available 2020/21)
- EH429 History of Economics: Ideas, Policy and Performativity (0.5)
- EH430 Monetary and Financial History (1.0) #
- EH463 The Long-Run Analysis of Firms and Industries (0.5)
- SO469 Risk and Governance: A Sociological Approach (0.5) (withdrawn 2020/21)
- SO470 The Sociology of Markets (0.5)
- Any other graduate or research-level course available in the School with permission from the lead supervisor and doctoral programme director.

Training Courses**Compulsory (not examined):**

AC500 Topics in Accounting Research (AOI) (0.0) examined in Year 2 of the MRes (as AC504)

Training Courses**Optional (not examined):**

MY591 Computing Packages for Applied Analysis (0.0) (withdrawn 2020/21)

Transferable skills**Compulsory (not examined):**

Department of Accounting Research Forums (ARF's)
Accounting, Organisations and Institutions Research
Seminars and Workshops

Year 2**Training Courses****Compulsory (examined):**

- Paper 4 AC504 Topics in Accounting Research (AOI) (1.0)
- Paper 5 AC599 Research Paper in Accounting (1.0) (not available 2020/21)
- *The AC599 Research Paper must be 6000-8000 words in length
- Paper 6 Courses to the value of 1.0 units in relevant fields, including more specialised methods training, if not taken above, such as:
- MY526 Doing Ethnography (0.5) # (not available 2020/21) **or**
- MY527 Qualitative Research with Digital and Visual Data (0.5) # (not available 2020/21) **or**
- MY528 Qualitative Text and Discourse Analysis (0.5) #
- Any other graduate or research-level course available in the School with permission from the lead supervisor and doctoral programme director.

Transferable skills**Compulsory (not examined):**

AC507 Accounting Work in Progress Seminars (0.0) (not available 2020/21)

*AC507 Presentation requirements: AOI/EoA joint seminars. Students are required to present their work in progress within AC507 (Seminar in Accounting) in the second year. A

Department of Accounting Research Forums (ARF's):
Accounting, Organisations and Institutions Research
Seminars and Workshops

Footnotes

A: Progression to the PhD if the above MRes requirements are met:

For progression to PhD registration, students are required to achieve marks of 50% or higher in Papers 1, 2, and 3, marks of 60% or higher in Paper 6 (50% or higher if Paper 6 is an MRes/PhD research course in another department, e.g. Finance or Economics) and marks of 65% or higher in Papers 4 and 5.

Students missing the progression requirement are required to pass those papers to the necessary standard before PhD registration can be permitted. Students can only re-sit each paper once. We expect students to re-sit failed papers in the same year that they failed the paper(s), so that decisions on continued/discontinued registration can be made before the next academic year commences.

means there may be prerequisites for this course. Please view the course guide for more information.

Award of the MRes

The award and classification of the MRes degree is consistent with the School's Scheme for the Award of a five-unit Taught Master's Degree.

The mark of Paper 5 (Research paper) and the highest marks to the value of 4 course units out of the remaining 5 course units taken will be used to determine the degree classification. Students are required to achieve a pass mark of 50% in Paper 5 (Research paper). A fail in one of the remaining four marks used for classification (but not a bad fail of 29% or less) can be compensated by a mark of 60% or higher in another paper, or an aggregate mark of 220 in the non-failed papers. If compensated, a fail shall result in a drop in the overall award classification

where a Distinction or Merit would otherwise have been awarded. It shall have no further impact where a Pass is to be awarded.

An award cannot be made where the student receives a bad fail in any mark, even if it is not being used for the calculation of an award. Where a student receives a bad Fail mark they must resit on one occasion only in order to be considered as eligible for award of the degree.

Programme Structure - PhD

Programme code: RPAC3

From Year 3 onwards

(if upgraded to PhD)

Training courses

Compulsory (not examined):

AC500 Topics in Accounting Research (AOI) (0.0) examined in Year 2 of the MRes (as AC504)

Transferable skills

Compulsory (not examined):

AC507 Accounting Work in Progress Seminars (0.0) (not available 2020/21)

Department of Accounting Research Forums (ARFs)
Accounting, Organisations and Institutions Research Seminars and Workshops

*AC507 Presentation requirements: AOI/EoA joint seminars. Students are required to present their work in progress within AC507 (Seminar in Accounting) in each of the years of their degree, starting in year 2.

MRes/PhD in Accounting (EoA) (Economics of Accounting Track)

Programme Structure - MRes

Programme code: TMRESAC2

Department: Accounting

For students starting this programme of study in 2020/21

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and can be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Year 1

Introductory Course

Students are required to attend the following before commencing the MRes/PhD programme:

EC400 Introductory Course in Mathematics and Statistics (0.0) #

Training courses

Compulsory (examined):

Paper 1 EC411 Microeconomics (1.0) #

Paper 2 EC402 Econometrics (1.0) #

Paper 3 FM436 Financial Economics (1.0) #

Training courses

Compulsory (not examined):

AC506 Topics in Accounting Research (EoA) (0.0) examined in Year 2 of the MRes (as AC501)

Transferable Skills

Compulsory (not examined):

Department of Accounting Research Forums (ARFs)
Economics of Accounting Research Seminars and Workshops

Year 2

Training Courses

Compulsory (examined):

Paper 4 AC501 Topics in Accounting Research (EoA) (1.0)

Paper 5 AC599 Research Paper in Accounting (1.0) (not available 2020/21)

*The AC599 Research Paper must be 6000-8000 words in length

Paper 6 Courses to the value of 1.0 unit in relevant fields,

including:

FM502 Corporate Finance for Research Students (1.0)

Any other graduate or research-level course available in the School with permission from the lead supervisor and doctoral programme director.

Transferable Skills

Compulsory (not examined):

AC507 Accounting Work in Progress Seminars (0.0) (not available 2020/21)

Department of Accounting Research Forums (ARFs)

Economics of Accounting Research Seminars and Workshops A

*AC507 Presentation requirements: AOI/EoA joint seminars. Students are required to present their work in progress within AC507 (Seminar in Accounting) in each of the years of their degree, starting in Year 2.

Footnotes

A: Progression to the PhD if the above MRes requirements are met:

For progression to PhD registration, students are required to achieve marks of 50% or higher in Papers 1, 2, and 3, marks of 60% or higher in Paper 6 (50% or higher if Paper 6 is an MRes/PhD research course in another department, e.g. Finance or Economics) and marks of 65% or higher in Papers 4 and 5.

Students missing the progression requirement are required to pass those papers to the necessary standard before PhD registration can be permitted. Students can only re-sit each paper once. We expect students to re-sit failed papers in the same year that they failed the paper(s), so that decisions on continued/discontinued registration can be made before the next academic year commences.

means there may be prerequisites for this course.

Please view the course guide for more information.

Award of the MRes

The award and classification of the MRes degree is consistent with the School's Scheme for the Award of a five-unit Taught Master's Degree.

The mark of Paper 5 (Research paper) and the highest marks to the value of 4 course units out of the remaining 5 course units taken will be used to determine the degree classification. Students are required to achieve a pass mark of 50% in Paper 5 (Research paper). A fail in one of the remaining four marks used for classification (but not a bad fail of 29% or less) can be compensated by a mark of 60% or higher in another paper, or an aggregate mark of 220 in the non-failed papers. If compensated, a fail shall result in a drop in the overall award classification where a Distinction or Merit would otherwise have been awarded. It shall have no further impact where a Pass is to be awarded.

An award cannot be made where the student receives a bad fail in any mark, even if it is not being used for the calculation of an award. Where a student receives a bad Fail mark they must resit on one occasion only in order to be considered as eligible for award of the degree.

Programme Structure - PhD

Programme code: RPAC4

From Year 3 onwards

(if upgraded to PhD)

Training courses

Compulsory (not examined):

AC506 Topics in Accounting Research (EoA) (0.0) examined in Year 2 of the MRes (as AC501)

Transferable Skills

Compulsory (not examined):

AC507 Accounting Work in Progress Seminars (0.0) (not available 2020/21)

Department of Accounting Research Forums (ARFs)

Economics of Accounting Research Seminars and Workshops

*AC507 Presentation requirements: AOI/EoA joint seminars. Students are required to present their work in progress within AC507 (Seminar in Accounting) in each of the years of their degree, starting in Year 2.

MRes/PhD in Anthropology

Programme Structure - MRes

Programme code: TMRESAN

Department: Anthropology

For students starting this programme of study in 2020/21

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and can be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

- Paper 1 AN471 Qualitative and Quantitative Methods for Anthropologists (1.0)
- Paper 2 AN472 Evidence and Arguments in Anthropology and Other Social Sciences (1.0)
- Paper 3 AN442 Supervised Reading Course and Fieldwork Preparation (1.0)
- Paper 4 AN443 Research Proposal (1.0)
In addition students are required to complete the following courses, which are compulsory but not examined:
- Paper 5 AN500 Seminar on Anthropological Research (0.0)
- Paper 6 All MRes students are required to audit one or two of the department's main lecture courses (to the value of 1.0 unit):
- AN402 The Anthropology of Religion (1.0)
- AN405 The Anthropology of Kinship, Sex and Gender (1.0)
- AN451 Anthropology of Politics (0.5)
- AN456 Anthropology of Economy (1): Production and Exchange (0.5)
- AN457 Anthropology of Economy (2): Transformation and Globalisation (0.5)
- AN479 Anthropology of Law (0.5)

Award of the MRes in Anthropology

The award and classification of the MRes degree is consistent with the School's Scheme for the Award of a four-unit Taught Master's Degree. For students entering in or before 2016/17: Classification for students with mark profiles falling under Paragraphs 3.3.2 or 3.3.4 will always be determined to the advantage of the student. From 2017/18 students with mark profiles falling under Paragraphs 3.3.2 or 3.3.4 shall be classified as follows: Distinction/Merit borderline (scheme paragraph 3.3.2): 3.3.2 (c) marks of a Distinction grade in courses to the value of 2.5 units and a mark of a Merit grade in a course of 0.5 unit value will obtain an overall classification of a Distinction;

3.3.2 (d) marks of a Distinction grade in courses to the value of 2.0 units and marks of a Merit grade of at least 65 in courses to the value of 2.0 units; OR, marks of a Distinction grade in courses to the value of 2.0 units, marks of a Merit grade in courses to the value of 2.0 units, and an overall aggregate mark of at least 275 will obtain an overall classification of a Distinction.

Merit/Pass borderline (scheme paragraph 3.3.4):

3.3.4 (h) marks of a Merit grade in courses to the value of 2.5 units will obtain an overall classification of a Merit;

3.3.4 (i) marks of a Distinction grade in courses to the value of 1.0 unit, marks of a Merit grade in courses to the value of 1.0 unit, and marks of a Pass grade of at least 55 to the value of 2.0 units will obtain an overall classification of Merit

The marks for AN471 and AN472 will count respectively as 25% of the total mark for the year. The research

proposal, worth 50% of the total mark for the MRes year, will be examined (and the examination includes a viva). In order to be upgraded to PhD registration and allowed to commence fieldwork, students (a) must earn an average of 60 or more across all units; (b) must earn a minimum mark of 60 on the research proposal.

Progression to the PhD

If the above MRes requirements are met, students will be upgraded to PhD registration and will commence the fieldwork phase of the programme. The mandatory first year progress review of PhD students will be based on written reports about the early phase of fieldwork. The mandatory third year progress review for students in Anthropology is held in the third term (or, exceptionally, in the fourth term) after their return from fieldwork; this entails a viva with both supervisors and one external examiner.

Programme Structure - PhD

Programme code: RPAN2

In the programme regulations below Years 1 and 2 are listed as "fieldwork", with Years 3 and 4 being post-fieldwork, although in practice the timing/duration of these stages may vary to some extent between students.

Year 1 - Fieldwork

Year 2 - Fieldwork

Year 3

- Paper 1 AN505 Advanced Professional Development in Anthropology (1.0)

Papers 2 & 3

Compulsory non-examined courses:

AN500 Seminar on Anthropological Research (0.0)

AN503 Thesis Writing Seminar (0.0)

Year 4

Papers 4 & 5

Compulsory non-examined courses:

AN500 Seminar on Anthropological Research (0.0)

AN503 Thesis Writing Seminar (0.0)

MRes/PhD in Economics

A PhD in Economics consists of two years of coursework, followed by a thesis which is expected to take three years. The coursework requirement involves three PhD-level core courses in microeconomics, macroeconomics and econometrics, three field courses and a supervised research paper.

A place on the MSc Economics or the MSc Econometrics and Mathematical Economics will include a conditional offer of progression to the MRes/PhD in Economics, subject to the attainment of a Distinction grade in the MSc. Those who meet the progression requirement and decide to progress are registered as MRes students and undertake the same two-year MRes course requirement as with all other MRes/PhD students.

Programme Structure - MRes

Programme code: TMRESEC

Department: Economics

For students starting this programme of study in 2020/21

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and can be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

First Year MRes

Introductory course

All students are required to attend the following introductory course in Year 1:

EC400 Introductory Course in Mathematics and Statistics (0.0) #

Students are required to take the following MRes core courses:

- Paper 1 EC441 Microeconomics for MRes students (1.0) #

- Paper 2 EC442 Macroeconomics for MRes students (1.0)

- Paper 3 EC443 Econometrics for MRes students (1.0) # **or** EC484 Econometric Analysis (1.0) #*A
Students who have completed EC484 to the required standard as part of their MSc do not have to take the course again. To substitute for EC484, students will take one course from the following Field Selection List. The EC484 mark will be carried forward to count as the Paper 3 mark for progression to PhD registration. It will not count towards the award of the MRes degree:

Field Selection List

Second year or higher MRes

Students are required to take:

- Paper 4 EC599 Research Paper in Economics (1.0) B
Papers 5 & 6 Courses to the value of 2.0 unit(s) from the following:

Field Selection List

Students are required to attend:

A. The following seminar where they must present their research:

EC501 Work in Progress Seminars (0.0)

B. The weekly departmental seminar series closest to their major field.

Field Selection List

EC518 Topics in Advanced Econometrics for Research Students (1.0)

EC532 International Economics for Research Students (1.0)

EC533 Labour Economics for Research Students (1.0)

EC534 Public Economics for Research Students (1.0)

EC535 Development Economics for Research Students (1.0)

EC536 Economics of Industry for Research Students (1.0)

EC537 Microeconomic Theory for Research Students (1.0) #

EC539 Macroeconomics for Research Students (1.0)

EC540 Political Economy for Research Students (1.0) #

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

Footnotes

A: Permission must be obtained to sit EC484: it is intended for students with a strong econometric background and an interest in pursuing a PhD with econometrics as the primary field.

B: The EC599 Research Paper must be 5,000 - 10,000 words in length.

means there may be prerequisites for this course. Please view the course guide for more information.

Programme Structure - PhD

Programme code: RPEC2

First year PhD Programme

Students who have been upgraded to PhD are required to work on their research and write a PhD thesis. In addition they are required to take:

- Paper 7 Courses to the value of 1.0 unit(s) from the following:

Field Selection List

Students are also required to attend:

A. The following seminar where they must present their research:

EC501 Work in Progress Seminars (0.0)

B. The weekly departmental seminar series closest to their major field.

Students are required to work on their research and to write a PhD thesis.

Second and subsequent years PhD Programme

Students are required to attend:

A. The following seminar where they must present their research:

EC501 Work in Progress Seminars (0.0)

B. The weekly departmental seminar series closest to their major field.

Students are required to work on their research and to write a PhD thesis.

Field Selection List

EC518 Topics in Advanced Econometrics for Research Students (1.0)

EC532 International Economics for Research Students (1.0)

EC533 Labour Economics for Research Students (1.0)

EC534 Public Economics for Research Students (1.0)

EC535 Development Economics for Research Students (1.0)

EC536 Economics of Industry for Research Students (1.0)

EC537 Microeconomic Theory for Research Students (1.0) #

EC539 Macroeconomics for Research Students (1.0)

EC540 Political Economy for Research Students (1.0) #

means there may be prerequisites for this course.

Please view the course guide for more information.

Progression to Year 2 of MRes in Economics

In order to progress unconditionally from the first to the second year of MRes registration, students are required to achieve pass marks of 50% or higher in Papers 1, 2 and 3. With the permission of the MRes Programme Director, students missing the overall progression requirement by one paper may proceed to the second year, but will subsequently need to re-sit and pass the paper to the necessary standard for the award of the MRes degree and for progression to PhD registration at the end of year 2. Note, that students are restricted to sitting a maximum of four exams, including resits and EC599 in Year 2. Students missing the progression requirement by more than one paper are required to pass those papers to the necessary standard before progression to the second year can be permitted.

Award of the MRes in Economics

The award and classification of the MRes degree is consistent with the School's Scheme for the Award of a five-unit Taught Master's Degree. Students are required to achieve a pass mark of 50% in Papers 1, 2, 3, 4 and in one of the Papers 5 or 6.

The marks for Papers 1 - 4 and the highest mark from Papers 5 or 6 will be used to determine the degree classification. A fail in one of these five classification papers (but not a bad fail of 29% or less) can be compensated by a mark of 60% or higher in another paper, or an aggregate mark of 220 in the non-failed papers. If compensated, a fail shall result in a drop in the overall award classification where a Distinction or Merit would otherwise have been awarded. It shall have no further impact where a Pass is to be awarded.

Progression to PhD registration

For PhD registration students are required to achieve four marks of 60% or higher and two marks of 50% or higher in MRes Papers 1, 2, 3, 4, 5 and 6, with at least two of the 60% marks achieved in the MRes core Papers 1, 2, and 3.

Condoning marks: A mark between 55 - 59% in one of the Papers 1, 2 or 3 can be condoned by a mark of +70% in another from Papers 1, 2 or 3. A mark between 50 - 59% in one of the Papers 1, 2 or 3 can be condoned by a mark of +70% in the EC599 research paper.

Students missing the overall progression requirement by one paper are permitted to progress to PhD registration, but will subsequently need to re-sit and pass the paper to the necessary standard to continue their PhD registration.

Students missing the progression requirement by more than one paper are required to pass those papers to the necessary standard before PhD registration can be permitted.

Students failing a paper or missing a progression mark will have to retake that paper within one year of the

original examination. In exceptional circumstances, the Graduate Studies Sub-Committee can grant permission to a candidate to resit a paper at the next available opportunity. Students can resit each paper only once. Students registered for the PhD remain subject to the relevant MRes regulations for any courses or examinations they are completing. Students who have been permitted to progress onto the PhD without satisfying the complete progression standard will have their PhD registration discontinued if they fail to reach this standard at re-sit.

A student can appeal against the Department's decision on progression to PhD according to the Appeals Regulations for Research Students.

Progression to Year 2 of PhD

In order to progress to the second year of PhD registration students are required to pass the PhD qualifying field (Paper 7) with a mark of 50% or higher.

Award of the PhD in Economics

Award of the PhD is contingent on progression requirements within the PhD and on the completion and defence of an original research thesis, in accordance with LSE regulations.

Special provisions for students who have completed an MSc degree within the Economics Department at LSE

Students who have completed EC484 to the required standard as part of their MSc do not have to take the course again. To substitute for EC484, students will take one course from the Field Selection List. The EC484 mark will be carried forward to count as the Paper 3 mark for progression to PhD registration. It will not count towards the award of the MRes degree.

With the approval of the Doctoral Programme Director, students who have completed an MSc degree within the Economics department at LSE will exceptionally be permitted to take their PhD qualifying field course (Paper 5) in the first year of the MRes and might take Paper 7 in their second year.

For students who have taken Paper 7 in their second year the progression and award regulations are adjusted as follows:

MRes award - Students are required to achieve a pass mark of 50% in Papers 1, 2, 3, 4 and at least one mark of 50% in Papers 5-7. One failed paper (but not a bad fail of 29% or less) can be compensated by a mark of 60% or higher in another paper.

Progression to PhD registration - For PhD registration students are required to achieve four marks of 60% or higher and two marks of 50% or higher in MRes Papers 1, 2, 3, 4, 5, 6 and 7, with at least two of the 60% marks achieved in the MRes core Papers 1, 2, and 3.

Progression to PhD to Year 2 of PhD - In order to progress to the second year of PhD students are required to pass all the PhD qualifying field (Papers 5-7) with a mark of 50% or higher.

MRes/PhD in Finance

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Programme Structure - MRes

Programme code: TMRESF1

Department: Finance

For students starting this programme of study in 2020/21

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and can be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Year 1

Introductory course

Students are required to attend the following before commencing the MRes/PhD programme:

EC400 Introductory Course in Mathematics and Statistics (0.0) #

Training courses

Compulsory (examined):

Paper 1 EC441 Microeconomics for MRes students (1.0) #

Paper 2 EC442 Macroeconomics for MRes students (1.0)

Paper 3 EC443 Econometrics for MRes students (1.0) #

Transferable skills courses

Compulsory (not examined):

A. FM436 Financial Economics (1.0) #

B. Capital Markets Workshop

Optional (not examined):

C. Workshop in Information Literacy: finding, managing and organising published research and data

D. Any relevant seminars in related areas.

Year 2

Training courses

Compulsory (examined):

Paper 4 FM502 Corporate Finance for Research Students (1.0)

Paper 5 FM503 Asset Pricing for Research Students (1.0)

Paper 6 FM482 Research paper in Finance (1.0) A

Transferable skills courses

Compulsory (not examined):

A. FM505 PhD Seminar in Finance (1.0) B

B. Capital Markets Workshop

Optional (not examined):

C. Any relevant seminars in related areas.

Footnotes

A: The FM482 Research Paper must be 6,000 - 8,000 words in length.

B: Presentation requirements: Students are required to do an FM505 seminar presentation in the second year.

means there may be prerequisites for this course.

Please view the course guide for more information.

Programme Structure - PhD

Programme code: RPF12

Year 3

(if upgraded to PhD)

Training courses

Compulsory (examined):

Paper 7 FM505 PhD Seminar in Finance (1.0) A

Transferable skills courses

Compulsory (not examined):

A. Capital Markets Workshop

Footnotes

A: Students need to pass Paper 7 with a mark of 65% or higher.

Progression and upgrade requirements

In order to progress unconditionally from the first to the second year of MRes registration students are required to achieve pass marks of 50% or higher in papers 1, 2 and 3. Students who do not attain this standard may proceed to the second year with up to two resit papers, only with the permission of the MRes Programme Director, with the restriction that they can sit a maximum of four exams in year 2, which must be the two resits, either paper 4 or 5, and paper 6.

Award of the MRes in Finance

The award and classification of the MRes degree is consistent with the School's Scheme for the Award of a five-unit Taught Masters Degree. Students are required to achieve a pass mark of 50% in 5 of full-unit papers, which must include Paper 6 (Research paper) and four papers from Papers 1, 2, 3, 4, and 5. One failed paper (but not a bad fail of 29% or less) can be compensated by a mark of 55% or higher in another paper.

Progression to PhD registration

For PhD registration students are required to achieve marks of 50% or higher in Papers 1, 2, and 3, marks of 60% or higher in papers 4 and 5 and a mark of 65% or higher in Paper 6.

Students missing the overall progression requirement by one paper are permitted to progress to PhD registration, but will subsequently need to re-sit and pass the paper to the necessary standard to continue their PhD registration. Students missing the progression requirement by more than one paper are required to pass those papers to the necessary standard before PhD registration can be permitted.

Throughout the coursework portion of the MRes or MRes/PhD programme, students failing a paper or missing a progression mark will have to retake that paper within one year of the original examination. Students can resit each paper only once. Students registered for the PhD remain subject to the relevant MRes regulations for any courses or examinations they are completing. Students who have been permitted to progress onto the PhD without satisfying the complete progression standard will have their PhD registration discontinued if they fail to reach this standard at re-sit.

MRes/PhD in International Development

Programme Structure - MRes

Programme code: TMRESDV

Department: International Development

For students starting this programme of study in 2020/21

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and can be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Year 1

Compulsory courses

1. DV501 Development History, Theory and Policy for Research Students (0.5)
2. Methodology course choice to the value of one full unit (at the 400 and 500 level). Course choices must be approved by the supervisor and Doctoral Programme Director.
3. Methodology or Theory course choice to the value of 1.5 units (at the 400 and 500 level). Courses may be chosen from the list of optional courses below or an unlisted course. Course choices must be approved by the supervisor and Doctoral Programme Director.
4. DV510 Research Design and Proposal in International Development (1.0)
5. DV500 Research Seminar in Development Studies (0.0)

Optional courses

6. The following course is a prerequisite for 400 and 500 level EC courses for students planning to make use of advanced quantitative methods in their PhD research:
EC400 Introductory Course in Mathematics and Statistics (0.0) #
7. The following courses are recommended options under Paper 3 above:
DV507 Poverty (0.5)
DV513 Environmental Problems and Development Interventions (0.5)
DV515 Global Environmental Governance (0.5)
DV518 African Development (0.5)
DV520 Complex Emergencies (0.5)
DV524 International Institutions and Late Development (0.5) (not available 2020/21)
DV528 Managing Humanitarianism (0.5)
DV531 Development Management (1.0)
DV532 China in Developmental Perspective (0.5)

- DV533 The Informal Economy and Development (0.5)
DV545 Research Themes in International Development (0.5)
DV560 Bayesian Reasoning for Qualitative Social Science: A modern approach to case study inference (0.5)
DV590 Economic Development Policy I (0.5)
DV591 Economic Development Policy II (0.5)
DV592 Economic Development Policy III: Government Policy Analysis (0.5) #
GV517 Comparative Political Economy: New Approaches and Issues in CPE (0.5) #

means there may be prerequisites for this course.

Please view the course guide for more information.

Award of the MRes in International Development

The award and classification of the MRes degree is consistent with the School's Scheme for the Award of a four-unit Taught Master's Degree.

Programme Structure - PhD

Programme code: RPDV2

Upgrade to PhD

Upgrade to PhD is dependent upon:

1. Pass of the MRes with an average of 65 in the coursework (except as noted above).
2. Pass of the Research Proposal with a mark equal or greater than 65.

The Research Proposal Committee will offer constructive advice and make one of four decisions:

- Unconditional approval
- Conditional approval
- Revise and resubmit
- Fail

Students who are required to Revise and Resubmit are usually expected to resubmit the proposal within three months. These students will progress to a temporary MPhil status, with the approval of the Chair of the Research Degrees Subcommittee, while they are revising their research proposal. Students who are successful will be upgraded to PhD.

The progress of each student will be reviewed at the end of each subsequent year.

MRes/PhD in Management (Employment Relations and Human Resources)

Programme Structure - MRes

Programme code: TMRESMGERH

Department: Management

For students starting this programme of study in 2020/21

Year 1

Research Practicum

Throughout the first 2 years of their programme students will be required to participate in Research Practicums where they are assigned to a member of Faculty to jointly explore research collaborations. These interactions are intended to allow students to explore in-depth research topics and shape research projects **besides** their main dissertation (MG599) in Year 2,

Research proposal

At the end of Year 1 students submit an initial "research proposal". Students will be expected to start work on developing this proposal over the summer period.

Training Course

Compulsory (not examined)

MG5A1 A Social Sciences Perspective of Academic Research in Management (0.0)

Paper 1 MG518 Employment Relations and Human Resource Management Seminar I (0.5)

- Paper 2 MY500 Fundamentals of Social Science Research Design (0.5)
If an MRes student enters the programme with a previous research design training; alternative, advanced research design courses can be taken, such as MY556 Survey Methodology (0.5) with supervisor and PhD Programme Director permission, timetable permitting.
- Paper 3 MY521 Qualitative Research Methods (0.5)
If an MRes student enters the programme with previous qualitative methods training; alternative advanced qualitative methods courses such as: MY526 Doing Ethnography (0.5); MY527 Qualitative Research with Non-Traditional Data (0.5); MY528 Qualitative Text Analysis (0.5), can be taken with Supervisor permission, timetable permitting
- Paper 4 MY551 Introduction to Quantitative Analysis (0.5) **or** MY552 Applied Regression Analysis (0.5) # **or** MY555 Multivariate Analysis and Measurement (0.5) # **or**
If an MRes student enters the programme with previous quantitative methods training; alternative, advanced quantitative methods courses can be taken, with Supervisor permission, timetable permitting. Some examples are as follows:
MY557 Causal Inference for Observational and Experimental Studies (0.5) # **or**
MY559 Special Topics in Quantitative Analysis: Quantitative Text Analysis (0.5) # **or**
MY561 Social Network Analysis (0.5) **or**
ST452 Probability and Mathematical Statistics I (0.5) **or** ST501 Multilevel Modelling (0.5) #
- Paper 5 **One course to the value of 0.5 units from the following list:**
EU443 European Models of Capitalism (0.5)
EU477 Labour Markets and the Political Economy of Employment in Europe (0.5) # (not available 2020/21)
GI409 Gender, Globalisation and Development: An Introduction (0.5)
GI418 Feminist Economics and Policy: An Introduction (0.5) # (not available 2020/21)
GV517 Comparative Political Economy: New Approaches and Issues in CPE (0.5) #
LL4H8 Employment Law (0.5)
LL4H9 Human Rights in the Workplace (0.5) (not available 2020/21)
MG475 Organisational Theory (0.5)
MG476 Corporate Social Responsibility and International Labour Standards (0.5) #
MG4B7 Organisational Change (0.5) (not available 2020/21)
MG4C2 Organisational Behaviour (0.5)
MG4D2 International Employment Relations (0.5) #
MG4D3 The Dark Side of the Organisation (0.5) #
MG4D4 Cross Cultural Management (0.5) #
MG515 Social Organisation (0.5) # (not available 2020/21)
Given the ER/HR domain is multidisciplinary, the student can take an equivalent, appropriate MSc or PhD level course that is aligned with the student's dissertation and research interest from within the Department of Management or from another department, with Supervisor permission, timetable permitting.
- Year 2**
- Paper 6 MG519 Employment Relations and Human Resource Management Seminar II (0.5) (not available 2020/21)
- Paper 7 **Courses to the value of 1.0 unit(s) from the elective course list for Paper 5.**
For Paper 7, students may also take appropriate MSc or PhD level courses from within the Department of Management or from another department as agreed with

their Supervisor and Programme Director and subject to timetabling constraints. For example, the supervisor and student may determine that the student requires further, advanced methods courses to successfully analyse dissertation data. Or, the supervisor and student may determine that theoretically based courses are required for the student.

- Paper 8 MG599 Research Paper in Management (1.0)

Annual Progress Reviews

In order to progress unconditionally from the first to the second year of MRes registration students are required to achieve pass marks of 60% in 2.5 units (5 classifications marks). Students that do not attain this standard may still be able to progress as follows, subject to approval by the Programme Director:

Students may fall short of this requirement by up to 1 unit of marks; which may consist of up to a maximum of 0.5 unit mark of fail and/or a 0.5 unit mark of between 50-59. Students will resit at the next available opportunity. Where a student is resitting a course they have passed in order to meet the progression requirements the new mark will not show on the transcript or be used to calculate the award of the degree.

There will be regular student progress reviews each term by the Department of Management (DOM) PhD committee. An Annual Progress review for Years 1 and 2 of the PhD programme will take place between May and July. The Panel will include the Programme Director and the Chair of the DOM PhD committee. All final progression decisions are reviewed and approved by the DOM PhD Committee.

End of Year 1:

The APR in Year 1 will review the Research Proposal outline, consider attendance in MY5A1, participation in the Research Practicums, supervision attendance, supervisor(s) progress reports and scores on the MRes papers. Re-registration for the following year will be approved by the PhD Programme Director, and on the expectation of the student will achieve the marks required in any resit exams.

End of Year 2:

The APR in Year 2 will review the successful completion of second year course work with marks meeting the required standards, the quality and contribution of MG599 paper and satisfaction with progress and participation in the programme. Recommendation for re-registration for the following year will be based on the successful completion of the previous year, and on the expectation of the student will achieve the marks required in any resit exams.

End of Year 3

Re-registration in year 4 will be based on students achieving the required grades in any resit exams, successfully upgrading and passing the PhD review process, having made satisfactory progress on research activity and approved for re-registration by the Programme Director in close consultation with Supervisors and the DOM PhD committee.

Year 4:

Re-registration in year 5 will be based on continued satisfactory progress and the approval for re-registration by the Programme Director in close consultation with supervisors and the DOM PhD committee,

Award of the MRes in Management – Employment Relations and Human Relations

The award and classification of the MRes degree will be subject to the normal application of the School's Scheme for the Award of a five-unit Taught Masters Degree.

Progression to PhD registration

In order to progress and upgrade to PhD registration students must have taken and passed all 5 units (10

classification marks) with a grade of 60% or higher by the end of the programme. Students can compensate by achieving an aggregate of 300 marks (with no failed papers) which must include a grade of 60% in their core seminar. Students registered for the PhD remain subject to the relevant MRes regulations for any courses or examinations they are completing. Students missing the overall progression requirement by 0.5 paper are permitted to progress to PhD registration, but will subsequently need to re-sit and pass the paper to the necessary standard to continue their PhD registration. Students failing to meet this standard will have their PhD registration discontinued. The final decision to upgrade to PhD is taken by the Department's PhD committee and is based on successful completion of the MRes requirements as specified above as well as satisfactory progress in their research activities and approval of their Research Proposal by the Upgrade Panel. The panel will consist of two research area faculty and the student's two supervisors. In Year 3 students must also pass the PhD Review process. This will be reported on to the PhD committee at the end of Year 3 along with any results from resits taken in that year.

means there may be prerequisites for this course. Please view the course guide for more information.

Programme Structure - PhD

Programme code: RPMGERHR

Years 3,5 If upgraded to PhD

Years 3-5

By the end of Year 3 students are expected to have upgraded to PhD. PhD students will meet regularly with their Supervisor(s) each term throughout Year 3-5. After Upgrade they are expected to focus on the research and writing of their thesis, the continued development of research ideas for publication, participation in relevant training courses and career development activities.

Award of the PhD

The PhD is awarded according to the rules of LSE.

MRes/PhD in Management (Marketing)

Programme Structure - MRes

Programme code: TMRESMGMK

Department: Management

For students starting this programme of study in 2020/21

Year 1

Research Practicums

Research practicums

Throughout the first 2 years of their programme students will be required to participate in Research Practicums where they are assigned to a member of Faculty to jointly explore research collaborations. These interactions are intended to allow students to explore in-depth research topics and shape research projects *besides* their main dissertation (MG599) in Year 2,

Research proposal

At the end of Year 1 students submit an initial "research proposal". Students will be expected to start work on developing this proposal over the summer period.

Training Course

Compulsory (not examined):

MG5A1 A Social Sciences Perspective of Academic Research in Management (0.0)

Paper 1 MG512 Marketing I: Consumer Behaviour and Quantitative Modelling (0.5)

Paper 2 EC411 Microeconomics (1.0) # **or** ST425 Statistical Inference: Principles, Methods and Computation (1.0) #

*EC411 includes a non credit bearing pre-session

course EC400 which must be attended as a prerequisite. EC400 applications must be made by the end of June 2020.

Paper 3 EC443 Econometrics for MRes students (1.0) #
Or courses to the value of 1.0 unit from the following:
MY552 Applied Regression Analysis (0.5) #
MY555 Multivariate Analysis and Measurement (0.5) #
MY557 Causal Inference for Observational and Experimental Studies (0.5) #

If EC443 is chosen please note the following pre-requisite: Students should have completed an undergraduate level course in econometrics and statistical theory. Linear algebra and multivariate calculus will be used frequently.

Year 2

Note

From the start of MT in Year 2 students continue to shape their research proposal and will be given ongoing feedback, and the opportunity to develop ideas.

Paper 4 MG520 Marketing II: Consumer Behaviour and Quantitative Modelling (0.5) (not available 2020/21)

Paper 5 Courses to the value of 1.0 unit from the following:
EC533 Labour Economics for Research Students (1.0)
MY552 Applied Regression Analysis (0.5) #
MY555 Multivariate Analysis and Measurement (0.5) #
MY557 Causal Inference for Observational and Experimental Studies (0.5) #

Students may also take alternative courses below if agreed with their supervisor and programme director and subject to timetabling constraints:

EC411 Microeconomics (1.0) #
EC427 The Economics of Industry (1.0) #
EC484 Econometric Analysis (1.0) #1
MY555 Multivariate Analysis and Measurement (0.5) #
PP454 Development Economics (1.0) #
ST405 Multivariate Methods (0.5) #
ST411 Generalised Linear Modelling and Survival Analysis (0.5) #
ST442 Longitudinal Data Analysis (0.5) # (not available 2020/21)

ST443 Machine Learning and Data Mining (0.5) #

*EC411 may be taken if not chosen during the first year of MRes. EC411 includes a non credit bearing pre-session course EC400 which must be attended as a prerequisite, EC400 applications must be made by the end of June 2021. Before taking EC484 you must take EC451, Introductory course. EC451 is taught in September. It consists of 45 hours of lectures and an additional 22 hours of classes, across a 3-week period.

Paper 6 MG599 Research Paper in Management (1.0)

Annual Progress Reviews

In order to progress unconditionally from the first to the second year of MRes registration students are required to achieve pass marks of 60% in 2.5 units (5 classifications marks). Students that do not attain this standard may still be able to progress as follows, subject to approval by the Programme Director:

Students may fall short of this requirement by up to 1 unit of marks; which may consist of up to a maximum of 0.5 unit mark of fail and/or a 0.5 unit mark of between 50-59. Students will resit at the next available opportunity. Where a student is resitting a course they have passed in order to meet the progression requirements the new mark will not show on the transcript or be used to calculate the award of the degree. There will be regular student progress reviews each term by the Department of Management (DOM) PhD committee. An Annual Progress review for Years 1 and 2 of the PhD programme will take place between May and July. The Panel will include the Programme Director and the Chair of the DOM PhD committee. All final progression decisions are reviewed and approved by

the DOM PhD Committee.

End of Year 1:

The APR in Year 1 will review the Research Proposal outline, consider attendance in MY5A1, participation in the Research Practicums, supervision attendance, supervisor(s) progress reports and scores on the MRes papers. Re-registration for the following year will be approved by the PhD Programme Director, and on the expectation of the student will achieve the marks required in any resit exams.

End of Year 2:

The APR in Year 2 will review the successful completion of second year course work with marks meeting the required standards, the quality and contribution of MG599 paper and satisfaction with progress and participation in the programme. Recommendation for re-registration for the following year will be based on the successful completion of the previous year, and on the expectation of the student will achieve the marks required in any resit exams.

End of Year 3

Re-registration in year 4 will be based on students achieving the required grades in any resit exams, successfully upgrading and passing the PhD review process, having made satisfactory progress on research activity and approved for re-registration by the Programme Director in close consultation with Supervisors and the DOM PhD committee.

Year 4:

Re-registration in year 5 will be based on continued satisfactory progress and the approval for re-registration by the Programme Director in close consultation with supervisors and the DOM PhD committee.

Award of the MRes in Management – Marketing

The award and classification of the MRes degree will be subject to the normal application of the School's Scheme for the Award of a five-unit Taught Masters Degree.

Progression to PhD registration

In order to progress and upgrade to PhD registration students must have taken and passed all 5 units (10 classification marks) with a grade of 60% or higher by the end of the programme. Students can compensate by achieving an aggregate of 300 marks (with no failed papers) which must include a grade of 60% in their core seminar.

Students registered for the PhD remain subject to the relevant MRes regulations for any courses or examinations they are completing. Students missing the overall progression requirement by 0.5 paper are permitted to progress to PhD registration, but will subsequently need to re-sit and pass the paper to the necessary standard to continue their PhD registration. Students failing to meet this standard will have their PhD registration discontinued.

The final decision to upgrade to PhD is taken by the Department's PhD committee and is based on successful completion of the MRes requirements as specified above as well as satisfactory progress in their research activities and approval of their Research Proposal by the Upgrade Panel. The Upgrade Panel will consist of two research area faculty and the student's two supervisors. In Year 3 students must also pass the PhD Review process. This will be reported on to the PhD committee at the end of Year 3 along with any results from resits taken in that year.

Prerequisite Requirements and Mutually Exclusive Options

1: Before taking EC484 you must take EC451

means there may be prerequisites for this course.

Please view the course guide for more information.

Programme Structure - PhD

Programme code: RPMGMK

Years 3,5 If upgraded to PhD

Years 3-5

By the end of Year 3 students are expected to have upgraded to PhD. PhD students will meet regularly with their Supervisor(s) each term throughout Year 3-5. After Upgrade they are expected to focus on the research and writing of their thesis, the continued development of research ideas for publication, participation in relevant training courses and career development activities.

Award of the PhD

The PhD is awarded according to the rules of LSE.

MRes/PhD in Management (Organisational Behaviour)

Programme Structure - MRes

Programme code: TMRESMGOB

Department: Management

For students starting this programme of study in 2020/21

Year 1

Research Practicum

Throughout the first 2 years of their programme students will be required to participate in Research Practicums where they are assigned to a member of Faculty to jointly explore research collaborations. These interactions are intended to allow students to explore in-depth research topics and shape research projects **besides** their main dissertation (MG599) in Year 2,

Research proposal

At the end of Year 1 students submit an initial "research proposal". Students will be expected to start work on developing this proposal over the summer period.

Training Course

Compulsory (not examined):

MG5A1 A Social Sciences Perspective of Academic Research in Management (0.0)

Paper 1 MG505 Research in Organisational Behaviour Seminar I (0.5)

Paper 2 MG4C2 Organisational Behaviour (0.5) **or**
PB431 Social Psychology of Economic Life: Advanced Topics (0.5)

or equivalent to be agreed with their supervisor and programme director.

Paper 3 MY500 Fundamentals of Social Science Research Design (0.5)

If an MRes student enters the programme with a previous research design training; alternative, advanced research design courses can be taken, such as MY556 Survey Methodology (0.5) with supervisor permission, timetable permitting

Paper 4 MY521 Qualitative Research Methods (0.5)

If an MRes student enters the programme with previous qualitative methods training; alternative advanced qualitative methods courses such as: MY526 Doing Ethnography (0.5); MY527 Qualitative Research with Non-Traditional Data (0.5); MY528 Qualitative Text Analysis (0.5), can be taken with supervisor permission, timetable permitting .

Paper 5 MY551 Introduction to Quantitative Analysis (0.5) **or**
MY552 Applied Regression Analysis (0.5) **# or**
MY555 Multivariate Analysis and Measurement (0.5) **#**
or

If an MRes student enters the programme with previous quantitative methods training; alternative, advanced quantitative methods courses can be taken, with supervisor permission, timetable permitting. Some examples are as follows:

MY557 Causal Inference for Observational and

Experimental Studies (0.5) #

MY559 Special Topics in Quantitative Analysis:
Quantitative Text Analysis (0.5) #

MY561 Social Network Analysis (0.5)

ST452 Probability and Mathematical Statistics I (0.5)

ST501 Multilevel Modelling (0.5) #

Given the Organisational Behaviour domain is multidisciplinary, the student can take an equivalent, appropriate MSc or PhD level course that is aligned with the student's dissertation and research interest from within the Department of Management or from another department, with supervisor permission, timetable permitting.

Year 2

Note: From the start of MT in Year 2 students continue to shape their research proposal and will be given ongoing feedback, and the opportunity to develop ideas.

Paper 6 MG525 Research in Organisational Behaviour Seminar II (0.5) (not available 2020/21)

Paper 7 **Courses to the value of 1.0 units from the following:**

MG475 Organisational Theory (0.5) **or**

MG476 Corporate Social Responsibility and International Labour Standards (0.5) # **or**

MG512 Marketing I: Consumer Behaviour and Quantitative Modelling (0.5) **or**

MG515 Social Organisation (0.5) # (not available 2020/21) **or**

MY528 Qualitative Text and Discourse Analysis (0.5) # **or**

MY530 Advanced Qualitative Research Workshops (0.0) # **or**

MY551 Introduction to Quantitative Analysis (0.5) **or**

MY552 Applied Regression Analysis (0.5) # **or**

MY555 Multivariate Analysis and Measurement (0.5) #

Paper 8 MG599 Research Paper in Management (1.0)

Annual Progress Review

In order to progress unconditionally from the first to the second year of MRes registration students are required to achieve pass marks of 60% in 2.5 units (4 classifications marks). Students that do not attain this standard may still be able to progress as follows, subject to approval by the Programme Director:

Students may fall short of this requirement by up to 1 unit of marks; which may consist of up to a maximum of 0.5 unit mark of fail and/or a 0.5 unit mark of between 50-59. Students will resit at the next available opportunity. Where a student is resitting a course they have passed in order to meet the progression requirements the new mark will not show on the transcript or be used to calculate the award of the degree.

There will be regular student progress reviews each term by the Department of Management (DOM) PhD committee. An Annual Progress review for Years 1 and 2 of the PhD programme will take place between May and July. The Panel will include the Programme Director and the Chair of the DOM PhD committee. All final progression decisions are reviewed and approved by the DOM PhD Committee.

End of Year 1:

The APR in Year 1 will review the Research Proposal outline, consider attendance in MY5A1, participation in the Research Practicums, supervision attendance, supervisor(s) progress reports and scores on the MRes papers. Re-registration for the following year will be approved by the PhD Programme Director, and on the expectation of the student will achieve the marks required in any resit exams.

End of Year 2:

The APR in Year 2 will review the successful completion of second year course work with marks meeting the required standards, the quality and contribution of

MG599 paper and satisfaction with progress and participation in the programme. Recommendation for re-registration for the following year will be based on the successful completion of the previous year, and on the expectation of the student will achieve the marks required in any resit exams.

End of Year 3:

Re-registration in year 4 will be based on students achieving the required grades in any resit exams, successfully upgrading and passing the PhD review process, having made satisfactory progress on research activity and approved for re-registration by the Programme Director in close consultation with Supervisors and the DOM PhD committee.

Year 4:

Re-registration in year 5 will be based on continued satisfactory progress and the approval for re-registration by the Programme Director in close consultation with supervisors and the DOM PhD committee.

Award of the MRes in Management – Organisational Behaviour

The award and classification of the MRes degree will be subject to the normal application of the School's Scheme for the Award of a five-unit Taught Masters Degree.

Progression to PhD registration

In order to progress and upgrade to PhD registration students must have taken and passed all 5 units (10 classification marks) with a grade of 60% or higher by the end of the programme. Students can compensate by achieving an aggregate of 300 marks (with no failed papers) which must include a grade of 60% in their core seminar. Students registered for the PhD remain subject to the relevant MRes regulations for any courses or examinations they are completing. Students missing the overall progression requirement by 0.5 paper are permitted to progress to PhD registration, but will subsequently need to re-sit and pass the paper to the necessary standard to continue their PhD registration. Students failing to meet this standard will have their PhD registration discontinued. The final decision to upgrade to PhD is taken by the Department's PhD committee and is based on successful completion of the MRes requirements as specified above as well as satisfactory progress in their research activities and approval of their Research Proposal by the Upgrade Panel. The Upgrade Panel will consist of two research area faculty and the student's two supervisors. In Year 3 students must also pass the PhD Review process. This will be reported on to the PhD committee at the end of Year 3 along with any results from resits taken in that year.

means there may be prerequisites for this course. Please view the course guide for more information.

Programme Structure - PhD

Programme code: RPMGOB

Years 3,5 If upgraded to PhD

Years 3-5

By the end of Year 3 students are expected to have upgraded to PhD. PhD students will meet regularly with their Supervisor(s) each term throughout Year 3-5. After Upgrade they are expected to focus on the research and writing of their thesis, the continued development of research ideas for publication, participation in relevant training courses and career development activities.

Award of the PhD

The PhD is awarded according to the rules of LSE.

MRes/PhD in Political Science

Programme Structure - MRes

Programme code: TMRESPOLSC

Department: Government

For students starting this programme of study in 2020/21
Students complete and are examined in courses to the value of four full units.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and can be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Year 1

Paper 1 Research Design

GV5X1 Research Design in the Social Sciences (1.0)

Paper 2 Methods courses

Students take courses under A, B or C to the value of one unit:

A) Quantitative research topics

MY552 Applied Regression Analysis (0.5) #

MY557 Causal Inference for Observational and Experimental Studies (0.5) #

GV4G1 Applied Quantitative Methods for Political Science (0.5) #

GV4J6 Game Theory for Research (0.5) # (not available 2020/21)

B) Qualitative research topics

GV513 Qualitative Methods in the Study of Politics (0.5)

MY551 Introduction to Quantitative Analysis (0.5)

C) Political theory research topics

GV504 Research Methods in Political Theory (1.0)

If these courses have already been taken, other methods courses may be substituted with the approval of the Doctoral Programme Director.

Paper 3 Field seminars

Courses to the value of 1.0 unit from the following:

GV517 Comparative Political Economy: New Approaches and Issues in CPE (0.5) #

GV5X2 Research Paper in Comparative Politics (1.0)

GV5XA Research Paper in Comparative Politics (0.5)

GV5XB Research Paper in Comparative Politics (0.5)

GV5X3 Research Paper in European Politics and Policy (1.0)

GV5XC Research Paper in European Politics and Policy (0.5)

GV5XD Research Paper in European Politics and Policy (0.5)

GV5X4 Research Paper in Global Politics (1.0)

GV5XE Research Paper in Global Politics (0.5)

GV5XF Research Paper in Global Politics (0.5)

GV5X5 Research Paper in Political Science and Political Economy (1.0)

GV5XG Research Paper in Political Science and Political Economy (0.5)

GV5XH Research Paper in Political Science and Political Economy (0.5)

GV5X6 Research Paper in Political Theory (1.0)

GV5XJ Research Paper in Political Theory (0.5)

GV5XK Research Paper in Political Theory (0.5)

GV5X7 Research Paper in Public Policy and Administration (1.0)

GV5XL Research Paper in Public Policy and Administration (0.5)

GV5XM Research Paper in Public Policy and Administration (0.5)

Any research methods course taught anywhere in the School, with the approval of the Course Convenor and the Doctoral Programme Director, or any course from the following if not already taken under Paper 2 above:

Paper 2 options list

Paper 4 Research Prospectus

GV599 Research Prospectus in Political Science (1.0)

Paper 2 options list

GV4G1 Applied Quantitative Methods for Political Science (0.5) #

GV4J6 Game Theory for Research (0.5) # (not available 2020/21)

GV504 Research Methods in Political Theory (1.0)

GV513 Qualitative Methods in the Study of Politics (0.5)

MY551 Introduction to Quantitative Analysis (0.5)

MY552 Applied Regression Analysis (0.5) #

MY557 Causal Inference for Observational and Experimental Studies (0.5) #

means there may be prerequisites for this course.

Please view the course guide for more information.

Programme Structure - PhD

Programme code: RPPOLSCI

Years 1, 2, 3, 4

A) Research and write a dissertation

B) Participate in at least one Doctoral Workshop in the Government Department or elsewhere in the School in each year. For example:

GV501 Doctoral Workshop: Political Theory (0.0)

GV503 Political Philosophy Research Seminar (0.0)

GV514 Political Science and Political Economy Doctoral Workshop (0.0)

GV555 Political Economy and Public Policy Workshop (0.0) (withdrawn 2020/21)

C) Second year students have the option of taking the following course. Permission to attend is at the discretion of the course convenor:

EC540 Political Economy for Research Students (1.0) #

means there may be prerequisites for this course.

Please view the course guide for more information.

Award of the MRes

The award and classification of the MRes is consistent with the School's Scheme for the Award of a four-unit Taught Master's Degree

Conditions for progression to PhD

1. Award of the MRes with at least a Merit; **and** 2. Award of GV599 with at least a Merit; **and** 3. Successfully passing an oral hearing, consisting of a short presentation by the student and questions from the Research Prospectus Approval Committee.

The Research Prospectus Approval Committee will look for: a clear explanation of the research question(s) and motivation(s); an account of relevant related scholarly work; a discussion of methods, approaches, or challenges; and a plan to conduct the work within four years. The Department will publish more detailed guidance on assessment criteria.

The Research Prospectus Approval Committee normally consists of one supervisor or advisor of the student, at least one member of the Department's Doctoral Programme Committee, and an external assessor (usually the External Examiner for the MRes in Political Science). The Doctoral Programme Director chairs the Research Prospectus Approval Committee.

The Research Prospectus Approval Committee will make one of four decisions: Unconditional Approval, Conditional Approval, Revise and Resubmit, and Fail. Students with Conditional Approval have to submit a revised Research Prospectus to their Supervisor, normally within four weeks. The Doctoral Programme Director decides whether the conditions have been met, in consultation with the supervisor. Students who are required to Revise and Resubmit are usually expected to resubmit within three months. Resubmitted work is assessed by at least two members of the Research Prospectus Approval Committee. The Committee has discretion to conduct a second oral hearing if this is deemed necessary for the upgrade decision. If a second

hearing is conducted, at least two members of the committee take part. Students who fail to pass, either at the first oral hearing or after Revise and Resubmit, will not be upgraded to PhD status.

In exceptional circumstances, the Research Prospectus Approval Committee can recommend to the Research Degrees Subcommittee to upgrade students who do not meet progression condition 1 (Award of MRes degree with at least a Merit). Such a recommendation must be based on very strong performance in certain subjects that offset weaknesses in others and an exceptionally strong Research Prospectus. Personal circumstances affecting assessment performance may also be taken into account.

Award of the PhD

The PhD is awarded according to the rules of LSE.

MRes/PhD in Quantitative Economic History

Programme Structure - MRes

Programme code: TMRESQEH

Department: Economic History

For students starting this programme of study in 2020/21

MRes

Students complete and are examined in courses to the value of four full units. Students are also required to attend EC400 Introductory Course in Mathematics and Statistics.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and can be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Introductory course

EC400 Introductory Course in Mathematics and Statistics (0.0) #

Papers 1 & 2

Courses to the value of 2.0 unit(s) from the following:

- EH404 India and the World Economy (0.5)
- EH408 International Migration, 1500-2000: from slavery to asylum (0.5) (withdrawn 2020/21)
- EH413 African Economic Development in Historical Perspective (0.5)
- EH421 Economic History of Colonialism (0.5)
- EH423 Japan and Korea as Developing Economies (0.5) (not available 2020/21)
- EH446 Economic Development of East and Southeast Asia (1.0) #
- EH452 Latin American Development and Economic History (0.5)
- EH454 Human Health in History (1.0)
- EH463 The Long-Run Analysis of Firms and Industries (0.5)
- EH464 The Historical Context of Business (0.5) (withdrawn 2020/21)
- EH476 The Economic History of War (1.0) # (not available 2020/21)
- EH482 The Origins of the World Economy: Europe and Asia, 1000-1800 (1.0)
- EH483 The Development and Integration of the World Economy in the 19th and 20th Centuries (1.0)
- EH486 Shipping and Sea Power in Asian Waters, c 1600-1860 (0.5) (not available 2020/21)

Paper 3 One of the following: A

- EC411 Microeconomics (1.0) # **or**
- EC413 Macroeconomics (1.0) #

Paper 4 EH473 Research Paper in Quantitative Economic History (1.0)

Paper 5 EH474 Research Prospectus (0.0) B

Footnotes

A: If not already taken under Paper 3 of the MSc in Quantitative Economic History.

B: Not examined but subject to departmental approval.

means there may be prerequisites for this course.

Please view the course guide for more information.

Award of the MRes Quantitative Economic History

The award and classification of the MSc degree is consistent with the School's scheme for the award of a four-unit Taught Master's Degree. Students are required to achieve a pass mark of 50% in Papers 1, 2, 3 and 4 and submit paper 5 (EH474 Research Prospectus, not examined half unit). Where a candidate receives a Fail mark in any course, the penalty rules are set out in (see paragraph 3.2) apply. A Bad Fail (39% or lower) in any course of any unit value will result in an overall Fail for the degree.

Progression from the MRes Quantitative Economic History to the PhD

To progress from the MRes to the PhD programme, students need to achieve at least a Merit overall in the MRes and at least 65% in the (full unit) Research Paper in Quantitative Economic History (EH473). In addition, their Research Prospectus (EH474) needs to be approved by the departmental Prospectus Review Committee following a viva.

If a student fulfils all other progression requirements but his/her Research Prospectus does not meet the expectations set out in the EH474 course description, the Prospectus Review Committee will grant an extension of up to three months to submit a revised version. If this revised version fails the required standards, the candidate will not be admitted to the PhD programme.

Programme Structure - PhD

Programme code: RPQEH

Years 1-4

Non-examined course

EH590 Thesis Workshop in Economic History (0.0)

MPhil/PhD Programme Regulations

Key to MPhil/PhD Regulations
(H) means a half-unit course
(C) means this course is capped
(n/a 20/21) means not available in the 2020/21 academic year
(MT) means Michaelmas Term
(LT) means Lent Term
(ST) means Summer Term

MPhil/PhD in Cities Programme

Programme Code: RPCP

Department: Sociology

For students starting this programme of study in 2020/21

The MPhil/PhD in Cities is an interdisciplinary degree offered through the Sociology Department. Research within this programme addresses not only works within the discipline of sociology but also other fields that comprise urban studies, such as architecture, design, urban geography, urban history, and planning. A Cities PhD thesis should assume a scholarly audience that includes sociologists as well as other urbanists. Through theory, empirical focus and/or methods, students must engage with urban space as a conceptual category, significant contextual feature, or object of analysis.

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Paper Course number, title (unit value)

Year 1

Training courses

Compulsory (examined):

SO500 Aims and Methods Research Class for MPhil Students (1.0)

Students may also be asked to attend and pass the assessment for up to one further course unit (or two half units) chosen with their supervisor on the basis of an assessment of their research training needs.

Optional (examined):

MY500 Fundamentals of Social Science Research Design (0.5)

MY521 Qualitative Research Methods (0.5)

MY551 Introduction to Quantitative Analysis (0.5)

MY552 Applied Regression Analysis (0.5) #

Other courses from Sociology master's programmes
 Specialist research courses:

SO491 Quantitative Social Research Methods (0.5)

SO492 Qualitative Social Research Methods (0.5)

SO511 Research Seminar in Political Sociology (0.0)

SO521 Research Seminar on Cities and Space (0.0) (not available 2020/21)

Transferable skills courses

Optional (not examined):

MY591 Computing Packages for Applied Analysis (0.0) (withdrawn 2020/21)

And

Workshop in Information Literacy: finding, managing and organising published research and data

Year 2 and/or Year 3

Training courses

Compulsory (not examined):

SO501 Data Analysis Workshop (0.0) A

Footnotes

A: SO501 is required.

means there may be prerequisites for this course. Please view the course guide for more information.

Progression and upgrade requirements

In the Summer term of each year the progress of each student registered in the Department is discussed at the MPhil/PhD Board, which is a general meeting of all research student supervisors.

This Board decides whether to recommend to the School that students be permitted to proceed to the next year of study. If progress is unsatisfactory, a course of action to assist students to reach performance standards deemed appropriate by supervisors may be required, or a recommendation may be made that the student not be allowed to re-register. The following benchmarks are used by the MPhil/PhD Board to determine if students are progressing appropriately:

By Summer Term Year 1 for Full Time Students: Submission of Formative Essay for SO500, including approvals from the Ethics Committee and Health and Safety

By Summer Term Year 2 for Full Time Students: Upgrade from MPhil to PhD Student

By Summer Term Year 3 for Full Time Students: Successful completion of the Third Year Progression Package

In addition, students are expected to have completed requirements as laid out by the supervisory team. The PhD is an individual project and will require research and writing tailored to that project.

Full time students are required to have submitted their Upgrade materials in Week 6 of the Michaelmas Term of Year 2, and to have successfully defended their research design in viva voce by the end of the Michaelmas Term of Year 2. Upon successful completion, the student will upgrade from MPhil to PhD student.

All full-time research students are required to have made the transition from MPhil to PhD (upgrading) student within two years of first registration and to have submitted their PhD thesis within four years. Part-time students are expected to be upgraded to PhD student by the end of their third year, and to submit their thesis within eight years.

The decision to upgrade a student from MPhil to PhD is taken by a panel consisting of two academics from the Department. For upgrade, students submit a 10,000 word research proposal that includes: 1) the research question(s); 2) a concise literature review through which the significance of the proposed research is articulated; 3) a discussion of research methodology; 4) preliminary data collection and analysis or a 'pilot' study; and 5) discussion of research ethics and risks. This material is then assessed by viva voce, with the supervisor(s) in attendance and available to be consulted by the panel. A written report is made by the panel on the basis of both the written upgrade submission and the viva. Students should aim to have a complete a first draft of their thesis in years three to four and allow three to six months for revision and submission. To facilitate this, students are required to submit a Third Year Progression Package no later than Week 6 of the Lent Term in the 3rd Year for full time students. The decision to progress a student from the third to the fourth year is taken by a panel consisting of two academics from the LSE with at least one being from the Sociology Department. Students are to submit: a) two draft chapters (an introduction and a substantive chapter) totalling no more than 20,000 words; b) a thesis outline; c) a timeline for completion and d) a bibliography. This material is then assessed by viva voce, with the supervisor(s) in attendance and available to be consulted by the panel. A written report is made by the panel on the basis of both the written submission and the viva.

MPhil/PhD in Data, Networks and Society

Programme Code: RPDNS

Department: Media & Communications

For students starting this programme of study in 2020/21 These regulations apply to students entering in or after the 2017/18 academic year.

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Paper Course number, title (unit value)**Year 1****Training courses****Compulsory (examined):**

Any two of the following:

- MC402 The Audience in Media and Communications (0.5)
 MC408 Theories and Concepts in Media and Communications (0.5)
 MC409 Media, Technology and Everyday Life (0.5)
 MC413 Information, Communication and Knowledge Systems (0.5) (not available 2020/21)
 MC418 Communication: Cultures and Approaches (0.5)
 MC424 Media and Communication Governance (0.5)
 MC425 Interpersonal Mediated Communication (0.5)
 MC430 Data in Communication and Society (0.5)
 MC433 Technology and Justice (0.5) #
 MC434 Digital Platforms and Media Infrastructures (0.5) # (not available 2020/21)

Plus:

One of the following full-unit courses:

- MC5M2 Advanced Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) (1.0)

Or for students who already have a grounding in quantitative methods: A

- MC5M8 Advanced Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) (1.0)

Optional (examined/not examined):

Other graduate courses relevant to research subject and agreed with supervisor.

Transferable skills courses**Compulsory (not examined):**

- MC500 Research Seminar for Media, Communications & Culture (0.0)

Optional (not examined):

- LN988 Thesis Writing (0.0) #

Modern Foreign Language courses offered by the Language Centre or other graduate seminars of relevance to research subject.

Presentation requirements:

At least one presentation annually in the following:

- MC500 Research Seminar for Media, Communications & Culture (0.0)

Year 2**Training courses****Optional (examined/not examined):**

Students can take either another qualitative or quantitative analysis course offered by the Department of Methodology. Courses must be approved by the supervisor and discussed with the MC5M2/MC5M8 convenor.

Transferable skills courses**Compulsory (not examined):**

- MC500 Research Seminar for Media, Communications & Culture (0.0)

Annual Joint PhD Symposium for Second Years and above, at Goldsmiths, Westminster and City

Optional (not examined):

Other graduate seminars of relevance to research subject.

Year 3**Transferable skills courses****Optional (not examined):**

- MC501 Advanced Doctoral Workshop in Media and Communications (0.0) #

Year 4**Transferable skills courses****Optional (not examined):**

- MC501 Advanced Doctoral Workshop in Media and Communications (0.0) #

Research Students are expected to complete their research.

Footnotes

A: Students wishing to select this option must seek approval from the Programme Director. Approval is subject to timetabling constraints.

means there may be prerequisites for this course. Please view the course guide for more information.

Progression and upgrade requirements

Students will be required to submit a full Thesis Proposal of 10,000 words to their Thesis Committee by week 5 of Summer Term in their first year (part-time students can submit their Proposal by 1 March in their second year). This paper will include a substantive statement of the aims, theories and methods proposed for the thesis, a tentative chapter outline, an indicative bibliography and a timetable for its completion. Together with any examination/s for quantitative methodological courses, the thesis proposal will form part of the evaluation process, and, together with an upgrade viva, will determine whether students are permitted to upgrade from MPhil to PhD and continue into their second year.

In the Summer term of each year the progress of each student registered in the Department is assessed and a decision made as to whether students can proceed to the next academic session. If progress is unsatisfactory, a course of action to assist students to reach performance standards deemed appropriate by supervisors may be required, or a recommendation may be made that the student not be allowed to re-register.

MPhil/PhD in Demography/Population Studies

Programme Code: RPDEPS

Department: Social Policy

For students starting this programme of study in 2020/21

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Paper Course number, title (unit value)**Year 1****Training courses****Optional (not examined):**

If not already taken previously:

- MY400 Fundamentals of Social Science Research Design (0.5)
 MY421 Qualitative Research Methods (0.5)
 MY451 Introduction to Quantitative Analysis (0.5)
 SP401 Understanding Policy Research (0.5) #
 SP420 Understanding Policy Research (Advanced) (0.5) #

Students will discuss with their supervisors any other methodological training that may be relevant for the successful completion of the MPhil/PhD programme.

Transferable skills courses**Compulsory (not examined):**

- SP501 Research Student Seminar (0.0)

Optional (not examined):

Relevant courses provided by the Library, Teaching and Learning Centre and Methodology Institute.

Year 2**Training courses****Optional (not examined):**

- MY452 Applied Regression Analysis (0.5) #
 MY455 Multivariate Analysis and Measurement (0.5) #

Transferable skills courses**Optional (not examined):**

- SP501 Research Student Seminar (0.0)

Year 3**Transferable skills courses****Optional (not examined):**

- SP501 Research Student Seminar (0.0)

Year 4**Transferable skills courses****Optional (not examined):**

SP501 Research Student Seminar (0.0)

means there may be prerequisites for this course. Please view the course guide for more information.

Progression and Upgrade requirements:

Each student is required to undertake Major Review in the summer term of their first year (second year for part-time students). For Major Review they must submit a 10,000 word document with a detailed thesis proposal, their research question, a literature review, a description of their methodology, their plans for data collection and a timetable through to completion. They are interviewed on this document by senior staff who make the decision on upgrading.

Each year post-Major Review, every student is expected to submit a 1,000 to 2,000 word progress report, approved by supervisors, to the Research Students' Programme Director.

Each pre-Major Review student is expected to make a presentation on their proposed research to the SP501 seminar prior to the submission of their major review document and to address issues raised by the Research Students' Programme Director(s).

MPhil/PhD in Economic Geography**Programme Code:** RPECGY**Department:** Geography & Environment

For students starting this programme of study in 2020/21

In addition to progressing with their research, students are expected to take the courses listed below. Students may take courses other than those listed but must discuss this with their supervisor.

Paper Course number, title (unit value)**Year 1****Training courses****Compulsory (not examined):**

GY502 Staff / Research Students Seminars (0.0)

Compulsory (examined):

1. Relevant subject-specific training courses to the value of 1.0 unit:

GY400 The Economics of Urbanisation (0.5) # (not available 2020/21)

GY404 Inclusive Growth (0.5) #

GY409 Globalization and Regional Development (0.5)

GY410 Economics of Local and Regional Development (0.5) (not available 2020/21)

GY413 Regional Development and Policy (0.5) #

GY447 The Economics of Regional and Urban Planning (0.5) #

GY457 Applied Urban and Real Estate Economics (1.0) #

EC411 Microeconomics (1.0) #

Other relevant subject-specific training courses can be chosen subject to supervisor and course manager approval. Students who select EC411 are also required to take the following introductory course:

EC400 Introductory Course in Mathematics and Statistics (0.0) #

Note: Students who join the PhD programme after having completed either MSc in Local Economic Development or MSc in Real Estate Economics and Finance cannot retake the same courses or be waived the one unit of subject-specific training.

2. Relevant advanced research methods courses to the value of 1.0 unit:

GY428 Applied Quantitative Methods (0.5) #

GY460 Techniques of Spatial Economic Analysis (0.5) #

MY500 Fundamentals of Social Science Research Design (0.5)

MY521 Qualitative Research Methods (0.5)

MY526 Doing Ethnography (0.5) # (not available 2020/21)

MY527 Qualitative Research with Digital and Visual Data (0.5) # (not available 2020/21)

MY556 Survey Methodology (0.5) #

MY557 Causal Inference for Observational and Experimental

Studies (0.5) #

MY559 Special Topics in Quantitative Analysis: Quantitative Text Analysis (0.5) #

Other relevant advanced research methods courses can be chosen subject to supervisor and course manager approval.

Transferable skills courses**Compulsory (not examined):**

GY500 Research Project Seminar (0.0)

And

Workshop in Information Literacy: finding, managing and organising published research and data

Year 2**Training courses****Compulsory (not examined):**

GY502 Staff / Research Students Seminars (0.0)

Transferable skills courses**Compulsory (not examined):**

GY500 Research Project Seminar (0.0)

Year 3**Training courses****Compulsory (not examined):**

GY502 Staff / Research Students Seminars (0.0)

Transferable skills courses**Compulsory (not examined):**

GY500 Research Project Seminar (0.0)

Year 4**Training courses****Optional (not examined):**

GY502 Staff / Research Students Seminars (0.0)

Transferable skills courses**Optional (not examined):**

GY500 Research Project Seminar (0.0)

means there may be prerequisites for this course. Please view the course guide for more information.

Progression and upgrade requirements:

Once on the MPhil/PhD programme students will go through a First Year Progress Review, taking place in the Summer Term of the first year.

For the First Year Progress Review, students must submit a written progress report containing an extensive and updated research proposal (typically including an introduction to the topic and motivation for the research; aims and objectives/research questions; contribution to knowledge; summary of methods to be used; and outline of the work to be done) and either a comprehensive literature review or a substantive draft of a chapter/paper as evidence of progress made during the year.

Normally, there will be a progress review meeting between the student and the supervisors (main supervisor and review supervisor) to discuss the written material presented. The work has to reach an acceptable standard to enable the student to progress. There is provision for a second Supplementary Review in cases where there are doubts as to whether progress has been sufficient to allow the student to enter the second year. Progression to the second year (third year of the 1+3 programme) is also dependent on students having passed all required examinations and obtained at least one merit, and having presented their work satisfactorily in the doctoral presentation workshops.

All research students are initially registered for an MPhil and have to be upgraded to PhD status. The upgrade from MPhil to PhD usually occurs during the second year of full-time registration.

The exact timing depends on the student's progress. Students are required to submit a formal written upgrade report consisting of an extensive revised research proposal, two substantive draft papers/chapters, of which one can be a literature review, and a detailed plan for completion. Students are asked to discuss their research paper/thesis outline during an Upgrade Meeting in front of an Upgrading Committee normally formed by main supervisor, review supervisor and a third member of staff with relevant expertise. The material is evaluated by the Upgrading Committee, who will

recommend transferral to PhD registration if the work is judged to be of sufficient quality and quantity. The upgrade is also dependent on students having completed all required training courses and having made a satisfactory research presentation in their doctoral presentation workshop.

In addition to these formal arrangements, each year during the Summer Term and throughout the course of their studies, all PhD students and their supervisors have to complete a yearly Progress Report Form, detailing progress made, problems arising and plan/timeline for completion. The forms are sent to the Director of Postgraduate Studies for approval before students are able to re-register for the following session. If perceived lack of progress is identified, it can trigger a more formal annual review of progress in which the student is asked to produce specific written documents to be evaluated by a review panel.

MPhil/PhD in Economic History

Programme Code: RPEH

Department: Economic History

For students starting this programme of study in 2020/21 In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Paper **Course number, title (unit value)**

Year 1

Training courses

Compulsory (examined):

Unless already taken as part of the master's degree:

- EH401 Historical Analysis of Economic Change (0.5)
 - EH402 Quantitative Analysis in Economic History I (0.5)
 - EH520 Approaches to Economic and Social History (0.0)
- And, where appropriate, a pre-sessional statistics course.

Optional (not examined):

Supervisors may require students in their first or subsequent years of study to take other relevant economic history courses, methodological courses provided by the Department of Methodology or the Institute of Historical Research or skills training courses as required for their thesis topic.

Transferable skills courses

Compulsory (not examined):

- EH590 Thesis Workshop in Economic History (0.0)

Year 2

Training courses

Compulsory (not examined):

- EH590 Thesis Workshop in Economic History (0.0)

Year 3

Training courses

Compulsory (not examined):

- EH590 Thesis Workshop in Economic History (0.0)

Year 4

Training courses

Compulsory (not examined):

- EH590 Thesis Workshop in Economic History (0.0)

Progression and upgrade requirements

During the Summer Term students are required to submit at least one draft thesis chapter and a 3-5 page thesis outline to the department's Graduate Review Committee. Students taking one or more MSc examination may, with the support of their supervisor, apply to defer their submission of work to no later than the start of the 7th week of the Summer Term. The Committee will interview all students during the Summer Term, and re-registration for a second year will be conditional on the work presented being of a satisfactory standard. All students are expected to gain broad knowledge of the subject from graduate level course work in their first year and active participation in workshops, seminars and

conferences to complement the expertise gained from intense thesis research.

By the Summer Term of the second year the Graduate Review Committee will normally expect to see about half the thesis in draft. The Committee will interview students, and if the submitted work is of an acceptable standard, students will be upgraded from MPhil to PhD. Students may defer the upgrade decision until their third year for fieldwork or other reasons, but only with the support of their supervisor.

MPhil/PhD in Environmental Economics

Programme Code: RPENEC

Department: Geography & Environment

For students starting this programme of study in 2020/21 In addition to progressing with their research, students are expected to take the courses listed below to the value of 2 examined units. Students may take courses other than those listed, but must discuss this with their supervisor and seek the agreement of the Programme Director.

Paper **Course number, title (unit value)**

Year 1

Training courses

Compulsory (not examined):

- GY502 Staff / Research Students Seminars (0.0)

Compulsory (examined):

3 units in total:

1. EC411 Microeconomics (1.0) #

Students must also take the following introductory course:

- EC400 Introductory Course in Mathematics and Statistics (0.0) #

2. GY426 Environmental and Resource Economics (1.0) #

Note: students who have graduated from the MSc in Environmental Economics and Climate Change cannot repeat courses taken as part of their master's programme and therefore cannot take GY426. These students may take an alternative course but must discuss this with their supervisor.

3. Advanced research methods courses(s) to the value of 1.0 unit.

Typical course choices include:

- GY428 Applied Quantitative Methods (0.5) #A
- GY526 Advanced Methods in Environmental and Resource Economics: Time, Risk and Environmental Policy (0.5) # (not available 2020/21)

- EC402 Econometrics (1.0) #

- EC426 Public Economics (1.0) #

- MY555 Multivariate Analysis and Measurement (0.5) #

- MY556 Survey Methodology (0.5) #

- MY557 Causal Inference for Observational and Experimental Studies (0.5) #

- MY559 Special Topics in Quantitative Analysis: Quantitative Text Analysis (0.5) #

Students may also audit the following course:

- GY520 Environmental Regulation: Implementing Policy (1.0)

Students may take courses other than those listed, but must discuss this with their supervisor and seek the agreement of the Programme Director.

Transferable skills courses

Compulsory (not examined):

- GY500 Research Project Seminar (0.0)

And

Workshop in Information Literacy: finding, managing and organising published research and data

Year 2

Training courses

Compulsory (not examined):

- GY502 Staff / Research Students Seminars (0.0)

Transferable skills courses

Compulsory (not examined):

- GY500 Research Project Seminar (0.0)

Year 3**Training courses****Compulsory (not examined):**

GY502 Staff / Research Students Seminars (0.0)

Transferable skills courses**Compulsory (not examined):**

GY500 Research Project Seminar (0.0)

Year 4**Training courses****Optional (not examined):**

GY502 Staff / Research Students Seminars (0.0)

Transferable skills courses**Optional (not examined):**

GY500 Research Project Seminar (0.0)

Footnotes

A : Students who have graduated from the MSc in Environmental Economics and Climate Change cannot repeat courses taken as part of their master's programme and therefore cannot take GY428 from the list above.

means there may be prerequisites for this course. Please view the course guide for more information.

Progression and Upgrade requirements for Routes 1 and 2

Once on the MPhil/PhD programme, students will go through a First Year Progress Review taking place in the Summer Term of their first year.

For the First Year Progress Review, students must submit a written progress report containing an extensive and updated research proposal (typically including an introduction to the topic and motivation for the research; aims and objectives/ research questions; contribution to knowledge; summary of methods to be used; and outline of the work to be done) and either a comprehensive literature review or a substantive draft of a chapter/paper as evidence of progress made during the year. There will be a progress review meeting between the student and the supervisor(s) to discuss the written material presented. The work has to reach an acceptable standard to enable the student to progress. There is provision for a second Supplementary Review in cases where there are doubts as to whether progress has been sufficient to allow the student to enter the second year. Importantly, progression is also dependent on students having **passed all** required examinations and obtained **at least one merit**, and having **presented their work satisfactorily** in the doctoral presentation workshops.

All research students are initially registered for an MPhil and have to be upgraded to PhD status. The upgrade from MPhil to PhD usually occurs during the second year of full-time registration. The exact timing depends on the student's progress. Students are required to submit a formal written upgrade report consisting of an extensive revised research proposal, two substantive draft papers/chapters, of which one can be a literature review, and a detailed plan for completion. The material is evaluated by an upgrading committee that will recommend transferral to PhD registration if the work is judged to be of sufficient quality and quantity. The upgrading committee is normally formed by the student's supervisor(s), and a third member of staff with relevant expertise. The upgrade is also dependent on students having completed all required training courses and having made a satisfactory research presentation in their doctoral presentation workshop.

In addition to these formal arrangements, each year during the Summer Term and throughout the course of their studies, all PhD students and their supervisors have to complete a yearly Progress Report Form, detailing progress made, problems arising and plan/timeline for completion. The forms are sent to the Director of Post-Graduate Studies for approval before students are able to re-register for the following session. If perceived lack of progress is identified, it can trigger a more formal annual review of progress in which the student is asked to produce specific written documents to be evaluated by a review panel.

MPhil/PhD in Environmental Policy and Development**Programme Code:** RPENPD**Department:** Geography & Environment

For students starting this programme of study in 2020/21 In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Paper Course number, title (unit value)**Year 1****Training courses****Compulsory (not examined):**

GY502 Staff / Research Students Seminars (0.0)
Relevant subject-specific training to the value of one unit.

Compulsory (examined):

GY473 Economic Development and the Environment (0.5) # and
GY574 Politics of Environment and Development (0.5)
OR

GY520 Environmental Regulation: Implementing Policy (1.0)

Compulsory (examined):

Relevant advanced research methods course(s) to the value of 1.0 unit from the following:

MY500 Fundamentals of Social Science Research Design (0.5)
MY521 Qualitative Research Methods (0.5)
MY526 Doing Ethnography (0.5) # (not available 2020/21)
MY527 Qualitative Research with Digital and Visual Data (0.5)
(not available 2020/21)

Transferable skills courses**Compulsory (not examined):**

GY500 Research Project Seminar (0.0)

And

Workshop in Information Literacy: finding, managing and organising published research and data

Year 2**Training courses****Compulsory (not examined):**

GY502 Staff / Research Students Seminars (0.0)

Transferable skills courses**Compulsory (not examined):**

GY500 Research Project Seminar (0.0)

Year 3**Training courses****Compulsory (not examined):**

GY502 Staff / Research Students Seminars (0.0)

Transferable skills courses**Compulsory (not examined):**

GY500 Research Project Seminar (0.0)

Year 4**Training courses****Compulsory (not examined):**

GY502 Staff / Research Students Seminars (0.0)

Transferable skills courses**Compulsory (not examined):**

GY500 Research Project Seminar (0.0)

means there may be prerequisites for this course. Please view the course guide for more information.

Progression and Upgrade requirements

Once on the MPhil/PhD programme, students will go through a First Year Progress Review taking place in the Summer Term of their first year. For the First Year Progress Review, students must submit a written progress report containing an extensive and updated research proposal (typically including an introduction to the topic and justification for the research; aims and objectives/ research questions; contribution to knowledge; summary of methods to be used; and outline of the work to be done) and either a comprehensive literature review or a substantive draft of a

chapter/paper as evidence of progress made during the year. Normally, there will be a progress review meeting between the student and the supervisors (main supervisor and review supervisor) to discuss the written material presented. The work has to reach an acceptable standard to enable the student to progress. There is provision for a second Supplementary Review in cases where there are doubts as to whether progress has been sufficient to allow the student to enter the second year. Progression to the second year is also dependent on students having passed all required examinations and obtained at least one merit, and having presented their work satisfactorily in the doctoral presentation workshops.

All research students are initially registered for an MPhil and have to be upgraded to PhD status. The upgrade from MPhil to PhD usually occurs during the second year of full-time registration. The exact timing depends on the student's progress. Students are required to submit a formal written upgrade report consisting of an extensive revised research proposal, two substantive draft papers/chapters, of which one can be a literature review, and a detailed plan for completion. The material is evaluated by an upgrade committee that will recommend transferral to PhD registration if the work is judged to be of sufficient quality and quantity. The upgrading committee is normally formed by the student's main supervisor, review supervisor and a third member of staff with relevant expertise. The committee will recommend transfer to PhD registration if the work is judged to be of sufficient quality and quantity. The upgrade is also dependent on students having completed all required training courses and having made a satisfactory research presentation in their doctoral presentation workshop.

In addition to these formal arrangements, each year during the Summer Term and throughout the course of their studies, all PhD students and their supervisors have to complete a yearly Progress Report Form, detailing progress made, problems arising and plan/timeline for completion. The forms are sent to the Director of Post-Graduate Studies Director for approval before students are able to re-register for the following session. If perceived lack of progress is identified, it can trigger a more formal annual review of progress in which the student is asked to produce specific written documents to be evaluated by a review panel.

MPhil/PhD in European Studies

Programme Code: RPEU

Department: European Institute

For students starting this programme of study in 2020/21 In addition to progressing with their research, students are expected to take the listed research training and transferable skills courses. Students may take courses in addition to those listed and should discuss this with their supervisor. For a complete list of courses please refer to the Handbook for Research Degree Students.

Paper **Course number, title (unit value)**

Year 1

Training courses

Compulsory (not examined):

EU550 Research Workshop in European Studies (0.0)

Optional (examined):

MY552 Applied Regression Analysis (0.5) #

Further training courses provided by the Department of Methodology and agreed with their supervisors.

Transferable skills courses

Optional (not examined):

EU455 Concepts in Political Economy (0.5)

Relevant courses provided by the Library, Teaching and Learning Centre and Methodology Institute.

Year 2

Training courses

Compulsory (not examined):

EU550 Research Workshop in European Studies (0.0)

Students expected to take relevant course(s) in the Department of Methodology or in other departments as agreed with their supervisors.

Optional (not examined):

It is highly recommended that students with research interests in political economy attend and present their work in the following interdepartmental research seminar:

EU555 Political Economy and Public Policy Workshop (0.0) (not available 2020/21)

Transferable skills courses

Optional (not examined):

EU455 Concepts in Political Economy (0.5)

Year 3

Training courses

Compulsory (not examined):

EU550 Research Workshop in European Studies (0.0)

Optional (not examined):

If not taken in Year 2, the following relevant research seminar:

EU555 Political Economy and Public Policy Workshop (0.0) (not available 2020/21)

GV517 Comparative Political Economy: New Approaches and Issues in CPE (0.5) #

GV555 Political Economy and Public Policy Workshop (0.0) (withdrawn 2020/21)

IR555 International Political Economy Research Workshop (0.0)

Transferable skills courses

Optional (not examined):

EU455 Concepts in Political Economy (0.5)

Year 4

Transferable skills courses

Optional (not examined):

EU550 Research Workshop in European Studies (0.0)

means there may be prerequisites for this course. Please view the course guide for more information.

Upgrading to PhD/Targets for Progress

Year 1 - For a standard thesis: a research proposal (approximately 2,500 words) and abstract of the whole thesis (one page); a sample chapter (approximately 8,000 words); a chapter synopsis, and a timetable for completion. For a thesis as a series of publishable papers: a research proposal (approximately 2,500 words) and an abstract covering the three prospective papers; a full draft of the introduction or a full draft of one of the papers (approximately 8,000 words); and a timetable for completion.

Year 2 - For a standard thesis: at least two further substantive chapters (of approximately 5,000-7,000 words each). For a thesis as a series of publishable papers: at least one fully written paper (approximately 10,000 words); and outlines of the other two papers (approximately 2,000 words).

Year 3 - For a standard thesis: a full draft of all core chapters and agreed timetable for completion. For a thesis as a series of publishable papers: full drafts of all three papers and agreed timetable for completion of the thesis.

MPhil/PhD in Gender

Programme Code: RPGE

Department: Gender Studies

For students starting this programme of study in 2020/21

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Paper **Course number, title (unit value)**

Year 1

Training courses

Compulsory (examined):

Upgrade (first year programme)

Compulsory (not examined):

Lectures only:

GI424 Gender Theories: An Interdisciplinary Approach (0.5)

Lectures, seminars and workshops:

GI402 Gender, Knowledge and Research Practice (0.5)

Optional (not examined):

GI499 Dissertation - Independent Research Project (1.0)

Quantitative and/or qualitative training courses provided in the Department of Methodology, as agreed with supervisor.

Audit any course from the Department of Gender Studies menu:

GI403 Gender and Media Representation (0.5)

GI407 Globalisation, Gender and Development (1.0)

GI409 Gender, Globalisation and Development: An Introduction (0.5)

GI410 Screening the Present: contemporary cinema and cultural critique (0.5) # (not available 2020/21)

GI411 Gender, Post/coloniality and Development: Critical Perspectives and New Directions (0.5) #

GI413 Gender, 'Race' and Militarisation (0.5)

GI499 Dissertation - Independent Research Project (1.0)

GV4H3 Feminist Political Theory (0.5)

Audit of relevant courses on other master's programmes with agreement of the supervisor

Transferable skills courses**Compulsory (not examined):**

GI500 Doctoral Workshop: Department of Gender Studies (0.0)

Relevant courses provided by the Library, Teaching and Learning Centre and Department of Methodology.

Year 2**Training courses****Optional (students should agree with their supervisor whether the courses taken will also be examined):**

Quantitative and/or qualitative training courses provided in the Department of Methodology as agreed with supervisor.

Audit any course from the Department of Gender Studies menu as above.

Audit of relevant courses on other master's programmes with agreement of the supervisor.

Transferable skills courses**Compulsory (not examined):**

GI500 Doctoral Workshop: Department of Gender Studies (0.0)

Year 3**Training courses****Optional (students should agree with their supervisor whether the courses taken will also be examined):**

Quantitative and/or qualitative training courses provided in the Department of Methodology and/or Department of Gender Studies as agreed with supervisor.

Audit any course from the Department of Gender Studies menu as above.

Audit of relevant courses on other master's programmes with agreement of the supervisor.

Transferable skills courses**Compulsory (not examined):**

GI500 Doctoral Workshop: Department of Gender Studies (0.0)

Year 4**Training courses****Optional (examined/not examined):**

Quantitative and/or qualitative training courses provided in the Department of Methodology, as agreed with supervisor.

Audit any course from the Department of Gender Studies menu as above.

Audit of relevant courses on other master's programmes with agreement of the supervisor.

Transferable skills courses**Compulsory (not examined):**

GI500 Doctoral Workshop: Department of Gender Studies (0.0)

means there may be prerequisites for this course. Please view the course guide for more information.

Progression and upgrade requirements

In the first year students will go through their Upgrade Viva. This is held in the summer term and materials should be submitted by the given date in the handbook. Students submit a draft chapter and a research proposal for consideration by a panel of their supervisor and advisor (and one other person with appropriate expertise). The research proposal follows:

- a draft chapter of up to 10,000 words, normally a literature review which situates the research and intended contribution in the relevant literature;
- a research design document of 4-5 pages outlining the research rationale, research question and objectives, and the ethical, epistemological and methodological issues relevant to the research;
- a 2 page chapter outline of the thesis with an indication of chapter contents;
- a timeline for completion.

The nature of the chapter should be agreed with the supervisor.

Both parts of the assessment focus on the student's own research and draw on material and debates engaged in GI424 and GI402 where relevant. Students must the viva before progressing to their second year. If unsuccessful at first sit, students have the opportunity to retake once more at the end of September. Part-time student submissions are calculated pro-rata for Upgrading.

Expectations for successful Upgrading:

- GI402 participation;
- MSc core course GI424 attendance;
- GI500 training seminars participation;
- additional relevant course(s) attendance;
- regular supervision meetings participation;
- Events: Research Seminars, Public Lectures, Third Year Presentations attendance.

Having successfully Upgraded, all students will have an annual review with their supervisor and advisor to ensure satisfactory progress.

MPhil/PhD in Health Policy and Health Economics

Programme Code: RPHPHE

Department: Health Policy

For students starting this programme of study in 2020/21

In addition to progressing with their research, students are expected to take training, research methodology, and transferable skills courses.

Paper Course number, title (unit value)**Year 1****Training courses****Compulsory (examined):**

HP500 Advanced Health Policy and Health Economics (1.0)

Optional (examined):

Students are expected to take two relevant half-unit courses, as agreed with their Supervisors, within Year 1 and Year 2 of the programme. The options include those listed below:

Graduate-level courses offered by the Department of Health Policy

OR

MY405 Research Design for Policy and Programme Evaluation (0.5)

MY500 Fundamentals of Social Science Research Design (0.5)

MY521 Qualitative Research Methods (0.5)

MY551 Introduction to Quantitative Analysis (0.5)

MY552 Applied Regression Analysis (0.5) #

MY565 Intermediate Quantitative Analysis (0.5) #

ST501 Multilevel Modelling (0.5) #

ST542 Longitudinal Data Analysis (0.5) # (not available 2020/21)

OR

Where regulations permit and subject to Supervisor and Doctoral Programme Director approval, students may take courses instead

of those listed above.

Year 2

Training courses

Optional (examined):

Students are expected to take two relevant half-unit courses, as agreed with their Supervisors, within Year 1 and Year 2 of the programme. The options include those listed below:

Graduate-level courses offered by the Department of Health Policy

OR

MY405 Research Design for Policy and Programme Evaluation (0.5)

MY500 Fundamentals of Social Science Research Design (0.5)

MY521 Qualitative Research Methods (0.5)

MY551 Introduction to Quantitative Analysis (0.5) #

MY552 Applied Regression Analysis (0.5) #

MY565 Intermediate Quantitative Analysis (0.5) #

ST501 Multilevel Modelling (0.5) #

ST542 Longitudinal Data Analysis (0.5) # (not available 2020/21)

OR

Where regulations permit and subject to Supervisor and Doctoral Programme Director approval, students may take courses instead of those listed above.

Compulsory (not examined):

HP500 Advanced Health Policy and Health Economics (1.0)

Optional (examined / not examined):

Audit of relevant courses from those offered in the Department of Health Policy, as agreed with Supervisors.

Audit of relevant courses on other MSc programmes, where regulations permit and as agreed with Supervisors.

Year 3

Training courses

Compulsory (not examined):

HP500 Advanced Health Policy and Health Economics (1.0)

Transferable skills courses

Optional (not examined):

Attendance and participation at Research Seminars held across the Department, details to be made available to student by email and on website.

Departmental and research seminar series

Training offered by the PhD Academy, Teaching and Learning Centre, and LSE LIFE.

Year 4

Training courses

Compulsory (not examined):

HP500 Advanced Health Policy and Health Economics (1.0)

Optional (examined/not examined):

Audit of relevant courses from those offered in the Department of Health Policy, as agreed with Supervisors.

Audit of relevant courses on other MSc programmes, where regulations permit and as agreed with Supervisors.

Transferable skills courses

Optional (not examined):

Departmental and research seminar series

Training offered by the PhD Academy, Teaching and Learning Centre, and LSE LIFE.

means there may be prerequisites for this course. Please view the course guide for more information.

The Department encourages students throughout their PhD programme to attend, and where appropriate, present at conferences in relation to their particular research topic.

Progression rules

Students are initially registered as MPhil, and will be able to upgrade to PhD registration following their first year of full-time enrolment, subject to successful completion of the Major Review. Progress is assessed by the student's Supervisors in consultation with the Doctoral Programme Director.

In the ST of every academic year, the progress of each student registered in the Department is discussed with the Supervisory

Panel. The Panel decides whether to recommend to the School that students be permitted to proceed to the next year of study. If progress is unsatisfactory, a course of action to assist students to reach performance standards deemed appropriate by Supervisors may be required, or a recommendation may be made that the student not be allowed to re-register.

Upgrade requirements

Each student is required to undergo Major Review (also known as Upgrade) at the end of their first year of full-time study. In order to earn the Upgrade, the candidate –

(1) Must have attended a minimum of 80% of the compulsory course in Advanced Health Policy and Health Economics (based on their time at LSE);

(2) Must have submitted a 5,000-word thesis proposal including a research question, literature review, description of methodology, plans for data collection, and a timetable through to completion.

Where relevant, there will be assessment of any ethics review required for the student's research undertaken in accordance with the School's research ethics policies.

Candidates are subject to a viva voce and marking of their thesis proposal by two non-supervisory members of the Department, where students will be required to earn a minimum grade of 60%.

Following Major Review, a decision is taken whether to upgrade the student from MPhil to the PhD programme.

Targets for progress

For students who successfully upgrade to PhD enrolment there will be another review in the second and third years of full-time study.

Progression will be conditional upon fulfilling the requirements agreed and approved by the Supervisors and the Doctoral Programme Director.

Year 2

Progression to Year 3 will be conditional upon students having achieved a pass (50%) in both the two taught courses, taken within their first two years of FT registration;

For a thesis as a monograph: submission of a thesis document, including an abstract of the whole thesis, a chapter synopsis, and a substantive first chapter (approx. 10,000 words), and an updated timetable through to completion.

For a thesis as a series of publishable papers: submission of an abstract for each of the three prospective papers, a full draft of the introduction or a full draft of one of the papers (approx. 10,000 words), and an updated timetable through to completion.

Year 3

For a thesis as a monograph: submission of full draft with all core chapters, and agreed timetable through to completion of the thesis.

For a thesis as a series of publishable papers: full drafts of all three papers and agreed timetable for the completion of the thesis.

Teaching opportunities

The Department employs Graduate Teaching Assistants (GTAs) to teach and lead seminars on a number of postgraduate courses. First-year MPhil/PhD students are normally not permitted to teach. Research students are encouraged to undertake some teaching following successful Major Review. Students who undertake teaching are offered the opportunity to pursue a Postgraduate Certificate in Higher Education.

MPhil/PhD in Human Geography and Urban Studies

Programme Code: RPHUGY

Department: Geography & Environment

For students starting this programme of study in 2020/21

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Paper **Course number, title (unit value)**
Year 1

Training courses**Compulsory (not examined):**

GY502 Staff / Research Students Seminars (0.0)

Compulsory (examined):

1. The following core course:

GY403 Contemporary Debates in Human Geography (0.5)

Note: Students who have graduated from MSc Human in Geography and Urban Studies cannot repeat courses taken as part of their master's programme. In order to fulfil their obligation to sit for one full unit of subject-specific training, students who have already taken GY403 must instead take courses to the value of one unit from the list of options on the relevant MSc degrees.

2. Course(s) to the value of a half unit from the list of options available on MSc in Human Geography and Urban Studies (Research).

3. Relevant advanced qualitative research methods course(s) to the value of 1.0 unit from the following:

MY500 Fundamentals of Social Science Research Design (0.5)

MY521 Qualitative Research Methods (0.5)

MY526 Doing Ethnography (0.5) # (not available 2020/21)

MY527 Qualitative Research with Digital and Visual Data (0.5) # (not available 2020/21)

Transferable skills courses**Compulsory (not examined):**

GY500 Research Project Seminar (0.0)

And

Workshop in Information Literacy: finding, managing and organising published research and data

And

GY503 Writing the World (0.0)

Year 2**Training courses****Compulsory (not examined):**

GY502 Staff / Research Students Seminars (0.0)

Transferable skills courses**Compulsory (not examined):**

GY500 Research Project Seminar (0.0)

GY503 Writing the World (0.0)

Year 3**Training courses****Compulsory (not examined):**

GY502 Staff / Research Students Seminars (0.0)

Transferable skills courses**Compulsory (not examined):**

GY500 Research Project Seminar (0.0)

GY503 Writing the World (0.0)

Year 4**Training courses****Optional (not examined):**

GY502 Staff / Research Students Seminars (0.0)

Transferable skills courses**Compulsory (not examined):**

GY500 Research Project Seminar (0.0)

GY503 Writing the World (0.0)

means there may be prerequisites for this course. Please view the course guide for more information.

Progression and Upgrade requirements

Once on the MPhil/PhD programme, students will go through a First Year Progress Review taking place in the Summer Term of their first research year.

For the First Year Progress Review, students must submit a written progress report containing an extensive and updated research proposal (typically including an introduction to the topic and motivation for the research; aims and objectives/ research questions; contribution to knowledge; summary of methods to be used; and outline of the work to be done) and either a comprehensive literature review or a substantive draft of a chapter/paper as evidence of progress made during the year. Normally, there will be a progress review meeting between the

student and the supervisor(s) to discuss the written material presented. The work has to reach an acceptable standard to enable the student to progress to the second year. There is provision for a second Supplementary Review in cases where there are doubts as to whether progress has been sufficient to allow the student to enter the second year. Progression is also dependent on students having passed all required examinations and obtained at least one merit, and having presented their work satisfactorily in the doctoral presentation workshops.

All research students are initially registered for an MPhil and have to be upgraded to PhD status. The upgrade from MPhil to PhD usually occurs during the second year of full-time registration. The exact timing depends on the student's progress. Students are required to submit a formal written upgrade report consisting of an extensive revised research proposal, two substantive draft papers/chapters, of which one can be a literature review, and a detailed plan for completion. The material is evaluated by an upgrading committee that will recommend transferral to PhD registration if the work is judged to be of sufficient quality and quantity. The upgrading committee is normally formed by the student's supervisors and a third member of staff with relevant expertise. The upgrade is also dependent on students having completed all required training courses and having made a satisfactory research presentation in their doctoral presentation workshop.

In addition to these formal arrangements, each year during the Summer Term and throughout the course of their studies, all PhD students and their supervisors have to complete a yearly Progress Report Form, detailing progress made, problems arising and plan/timeline for completion. The forms are sent to the Director of Post-Graduate Studies for approval before students are able to re-register for the following session. If perceived lack of progress is identified, it can trigger a more formal annual review of progress in which the student is asked to produce specific written documents to be evaluated by a review panel.

MPhil/PhD in International History**Programme Code:** RPIH**Department:** International History

For students starting this programme of study in 2020/21

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Paper Course number, title (unit value)**Year 1****Training courses****Compulsory (not examined):**

HY501 International History Research Student Workshop (0.0)

Year 2**Training courses****Optional (not examined):**

HY509 International History Research Seminar (0.0) #

HY510 Cold War History Research Seminar (0.0)

Year 3**Training courses****Optional (not examined):**

HY509 International History Research Seminar (0.0) #

HY510 Cold War History Research Seminar (0.0)

Year 4**Training courses****Optional (not examined):**

HY509 International History Research Seminar (0.0) #

HY510 Cold War History Research Seminar (0.0)

means there may be prerequisites for this course. Please view the course guide for more information.

Progression and upgrade requirements

On being admitted, all students are formally registered for an MPhil. By 13 June (Week 8 Summer Term) of their first year (1 March of their second year for part-time students) they are required to submit three hardcopies of their dossier containing (1) the provisional title of their thesis, together with the provisional titles of their chapters; (2) a bibliography, setting out as comprehensively as possible the primary published and unpublished sources they intend to use, along with the books, articles, unpublished theses and other sources they will consult; (3) an historiographical essay, evaluating the contributions of other scholars to their subject, and indicating clearly how their own thesis will contribute to it; and (4) a draft chapter of approximately 10,000 words based largely upon primary sources. The dossier will be read by three members of the Department, and students will be required to undergo a 20-30 minute viva. After the viva you will be informed of the outcome and will receive a joint report from the panel. If the Committee deems the dossier/viva satisfactory, the Department will recommend the student for transfer of registration from MPhil to PhD status. If it is less than satisfactory it will be examined by the Committee who will determine whether the student should be allowed to resubmit revised upgrade materials, which may be permitted once. The review and viva process is designed to determine whether the student is likely to meet the requirements of a PhD, and whether the chosen topic is suitable for a doctoral dissertation.

MPhil/PhD in International Relations

Programme Code: RPIR

Department: International Relations

For students starting this programme of study in 2020/21 In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Paper **Course number, title (unit value)**

Year 1

Training courses

Compulsory (not examined):

IR501 Methods in International Relations Research (0.0)

Compulsory (not examined)

Research Cluster Workshops

You are expected to attend one of the following International Relations Research Cluster Workshops:

IR502 International Relations Theory Research Workshop (0.0)

IR504 Security and Statecraft Research Workshop (0.0)

IR507 International Institutions, Law and Ethics Research Workshop (0.0)

IR555 International Political Economy Research Workshop (0.0)

Transferable skills courses

Workshop in information Literacy: finding, managing and organising published research and data (Year One)

Year 2

Training courses

Compulsory (not examined)

Research Cluster Workshops

You are expected to attend one of the following International Relations Research Cluster Workshops: A

IR502 International Relations Theory Research Workshop (0.0)

IR504 Security and Statecraft Research Workshop (0.0)

IR507 International Institutions, Law and Ethics Research Workshop (0.0)

IR555 International Political Economy Research Workshop (0.0)

Year 3

Research Cluster Workshop

Compulsory (not examined)

Research Cluster Workshops

You are expected to attend one of the following International

Relations Research Cluster Workshops:

Courses to the value of 0.0 unit(s) from the following:

IR502 International Relations Theory Research Workshop (0.0)

IR504 Security and Statecraft Research Workshop (0.0)

IR507 International Institutions, Law and Ethics Research Workshop (0.0)

IR555 International Political Economy Research Workshop (0.0)

Year 4

Research Cluster Workshop

Compulsory (not examined)

Research Cluster Workshops

You are expected to attend one of the following International Relations Research Cluster Workshops:

IR502 International Relations Theory Research Workshop (0.0)

IR504 Security and Statecraft Research Workshop (0.0)

IR507 International Institutions, Law and Ethics Research Workshop (0.0)

IR555 International Political Economy Research Workshop (0.0)

Optional (examined/not examined):

Relevant courses provided by the Library, the Eden Centre, and the Methodology Department and agreed with supervisor, which can include:

DV560 Bayesian Reasoning for Qualitative Social Science: A modern approach to case study inference (0.5)

MY500 Fundamentals of Social Science Research Design (0.5)

MY521 Qualitative Research Methods (0.5)

MY530 Advanced Qualitative Research Workshops (0.0) #

MY551 Introduction to Quantitative Analysis (0.5)

MY552 Applied Regression Analysis (0.5) #

MY555 Multivariate Analysis and Measurement (0.5) #

MY591 Computing Packages for Applied Analysis (0.0) (withdrawn 2020/21)

Footnotes

A: At the end of your second year, you will need to satisfy certain requirements and if you meet these, will be retroactively upgraded to PhD status.

means there may be prerequisites for this course. Please view the course guide for more information.

Progression and upgrade requirements

All MPhil/PhD students at LSE are initially registered with MPhil status. Continued re-registration and upgrade are dependent on satisfactory progress being made.

Progress will be reviewed annually by a Research Panel made up of members of academic staff other than the supervisor. Students are normally upgraded to PhD status by the end of the second year.

By the end of your first year you will be required to submit a statement of research including a research outline and one draft chapter of no more than 10,000 words. The proposal, which should illustrate your command of the theoretical and empirical literature related to your topic, will be a clear statement of the theoretical and methodological approach you will take. This should demonstrate the coherence and feasibility of the proposed research and thesis. The submission will also include a timetable to completion, which should identify any periods of fieldwork necessary to your research.

For the second Panel, which will decide on the question of upgrading from MPhil to PhD, you will be expected to submit two additional draft chapters. The two chapters should be substantially new work, but may include revised material from year one. If you have not made sufficient progress to be converted from MPhil to PhD registration by the end of your second year, you will normally have re-registration made conditional on further progress (details to be decided by the Panel) or may, exceptionally, not be authorised to re-register.

Students in their third year of registration will be required to submit an annual progress report including a timetable to completion clearly setting out the work completed and remaining on the student's research. These will need to be approved by the supervisor and reviewed by the DPD.

MPhil/PhD in Law

Programme Code: RPLL

Department: Law

For students starting this programme of study in 2020/21
In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Paper Course number, title (unit value)

Year 1

Training courses

Compulsory:

1. The following core course:
LL500 Doctoral Research Seminar series (0.0)
2. PhD seminar series:
Staff seminar series
3. One other relevant course offered by any department or other unit within the School

Year 2

Training courses

Optional (not examined):

- LL500 Doctoral Research Seminar series (0.0)
PhD Seminar Series
Staff Seminar Series

Year 3

Training courses

Optional (not examined):

- LL500 Doctoral Research Seminar series (0.0)
PhD Seminar Series (compulsory for Year three students - not examined)
Staff Seminar Series

Year 4

Transferable skills courses

Optional (not examined):

- LL500 Doctoral Research Seminar series (0.0)
PhD Seminar Series
Staff Seminar Series

Progression and upgrade requirements

Upgrade to PhD takes place at the end of the first year, progression being conditional on submission of a satisfactory statement of the research question and a satisfactory sample chapter towards the end of the Summer Term.

MPhil/PhD in Law (Socio-Legal Theory)

Programme Code: RPLL SL

Department: Law

For students starting this programme of study in 2020/21
In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

(This programme is not available in 2020/21)

Paper Course number, title (unit value)

Year 1

Training courses

Compulsory:

1. The following core course:
LL500 Doctoral Research Seminar series (0.0)
2. The following core course:
LL4L5 Socio-legal Theory and Practice (0.5) (not available 2020/21)
3. Law Department lunchtime seminar series
4. One relevant course selected from those offered by the Department for Methodology

Year 2

Training courses

Compulsory (not examined):

1. The following core course:
LL500 Doctoral Research Seminar series (0.0)
- 2.

Qualitative methods workshops

Optional (not examined):

Staff Seminar Series and PhD Seminar Series

Year 3

Training courses

Compulsory (not examined):

1. The following core course:
LL500 Doctoral Research Seminar series (0.0)

Optional (not examined):

Staff Seminar Series and PhD Seminar Series

Year 4

Transferable skills courses

Compulsory (not examined):

1. The following core course:
LL500 Doctoral Research Seminar series (0.0)

Optional (not examined):

Staff Seminar Series

Progression and upgrade requirements

Upgrade to PhD takes place at the end of the first year, progression being conditional on submission of a satisfactory statement of the research question and a satisfactory sample chapter towards the end of the Summer Term.

MPhil/PhD in Management - Information Systems and Innovation

Programme Code: RPMGIS

Department: Management

For students starting this programme of study in 2020/21

Paper Course number, title (unit value)

Year 1

Transferable skills course

Compulsory (not examined)

- MG500 Information Systems PhD Seminar Series and Workshops (0.0)

Research Practicums

Throughout the first year students will be required to participate in Research Practicums where they are assigned to a member of Faculty to jointly explore research collaborations.

Training Course

Compulsory (not examined)

- MG5A1 A Social Sciences Perspective of Academic Research in Management (0.0)
- Paper 1 MG522 Research Traditions and Paradigms in IS and Organisations (1.0)
- Paper 2 MY551 Introduction to Quantitative Analysis (0.5) **and** MY521 Qualitative Research Methods (0.5)
- Paper 3 MG509 Managing Digital Platform Innovation (0.5)
Plus courses to the value of 0.5 unit(s) from the following options:
MY526 Doing Ethnography (0.5) # (not available 2020/21)
MY527 Qualitative Research with Digital and Visual Data (0.5) # (not available 2020/21)
MY528 Qualitative Text and Discourse Analysis (0.5) #
MY530 Advanced Qualitative Research Workshops (0.0) #
MY552 Applied Regression Analysis (0.5) #
MY555 Multivariate Analysis and Measurement (0.5) #
MY561 Social Network Analysis (0.5)
- Paper 4 MG599 Research Paper in Management (1.0)

means there may be prerequisites for this course. Please view the course guide for more information.

Progression and upgrade requirements

All students are expected to gain broad knowledge of the subject from graduate level course work in their first year and active participation in workshops, seminars and conferences to complement the expertise gained from intense thesis research. In the Summer term of each year the progress of each student is discussed at the MPhil/PhD Board, which is a general meeting of all ISI research student supervisors, the ISI PhD Programme Director, and the ISI Faculty Group Lead. Students who are deemed not to have made satisfactory progress will either be refused permission to re-register or will be required to produce written work over the summer as a condition for re-registration in the autumn. Student supervisors will attend the MPhil/PhD Board and provide reports on progress.

End of Year 1: Re-registration for the following year if approved by the PhD programme director.

Year 2: Michaelmas Term by Week 6: Students submit their Research Proposal* for upgrade to PhD. The Research Proposal for upgrade to PhD includes: 1) the research question(s); 2) a concise literature review through which the significance of the proposed research is articulated; 3) a discussion of research methodology; 4) preliminary data collection and analysis or a 'pilot' study; and 5) discussion of research ethics and risks.

Year 2: Michaelmas Term by Week 11: The Upgrade Panel, which for each student will consist of two ISI faculty and the student's two supervisors, will interview students. If the submitted work is of an acceptable standard, students will be upgraded from MPhil to PhD. Should the submitted work fall short of an acceptable standard, then the Upgrade Panel can decide either to ask for further work to be submitted no later than at the end of the Lent Term, or that the student should not be allowed to continue the studies.

By the end of Year 2: Students must have progressed to PhD registration to continue their studies.

All progression and upgrade decisions must be approved at the next appropriate Departmental PhD Committee meeting.

Year 3: Lent Term by Week 6: Students who have upgraded to PhD must have submitted their Progression Package: a) two draft chapters (an introduction and a substantive chapter) totalling no more than 20,000 words; b) a thesis outline; c) a timeline for completion and d) a bibliography. The material is then assessed in a viva voce by the PhD panel consisting of two assessors from the ISI Faculty Group, the PhD supervisors, the PhD Programme Director, and the Faculty Group Lead.

End of Year 3: Re-registration for the final year 4 will be based on satisfactory progress reports and research activity and approved by the Programme Director in close consultation with Supervisors and with the approval of the PhD committee.

Progression to PhD registration

For PhD registration students are required to achieve marks of 60% in 4 units/papers with no failed papers. Students achieve 50-59 in half a unit (1 classification mark) can only progress if approved by the PhD Programme Director, and will be required to resit. Resits should be taken at the next available opportunity. Any exceptions to this are unlikely to be allowed and can only be approved by the PhD committee.

The final decision to recommend a student upgraded from MPhil to PhD is taken by the Department's PhD Committee at their next appropriate meeting.

Students who have not made sufficient progress to be converted from MPhil to PhD registration by the end of their second year will normally have re-registration made conditional on further progress (details to be decided by the PhD Committee) or will be prohibited from re-registering.

Programme Structure - PhD

Students should aim to have a complete first draft of their thesis in years three to four and allow three to six months for revision and submission. The submission of the Third Year Progression Package by Week 6 of the Lent Term in the 3rd Year is an important step to achieving this demanding time frame. Students

will meet regularly with their Supervisor(s) each term throughout the programme. They are expected to focus on the research and writing of their thesis, the continued development of research ideas for publication, participation in relevant training courses and career development activities.

Award of the PhD

The PhD is awarded according to the rules of LSE.

MPhil/PhD in Mathematics

Programme Code: RPMA

Department: Mathematics

For students starting this programme of study in 2020/21

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Paper Course number, title (unit value)

Year 1

Training courses

Compulsory (not examined):

Courses designed for research students in Mathematics, chosen in consultation with their lead supervisor. Discrete Mathematics and Algorithms and Game Theory students will attend four courses organised by the London Taught Course Centre (www.ltcc.ac.uk), but there are separate arrangements for students in Financial Mathematics, where courses are provided by the London Graduate School in Mathematical Finance (www.londonmathfinance.org.uk). Students also have the option of attending or auditing LSE Taught Masters modules, where appropriate.

Transferable skills courses

Compulsory (not examined):

MA500 Mathematics: Seminar on Combinatorics, Games and Optimisation (0.0)

MA501 Research Student Seminar (0.0)

Optional (not examined):

MA422 Research Topics in Financial Mathematics (0.0) (not available 2020/21)

Year 2

Training courses

Optional (not examined):

Students have the option of attending advanced courses organized by the London Taught Course Centre or the London Graduate School in Mathematical Finance.

Transferable skills courses

Compulsory (not examined):

MA500 Mathematics: Seminar on Combinatorics, Games and Optimisation (0.0)

MA501 Research Student Seminar (0.0)

Optional (not examined):

MA422 Research Topics in Financial Mathematics (0.0) (not available 2020/21)

Year 3

Training courses

Optional (not examined):

Students have the option of attending advanced courses organized by the London Taught Course Centre or the London Graduate School in Mathematical Finance.

Transferable skills courses

Compulsory (not examined):

MA500 Mathematics: Seminar on Combinatorics, Games and Optimisation (0.0)

MA501 Research Student Seminar (0.0)

Optional (not examined):

MA422 Research Topics in Financial Mathematics (0.0) (not available 2020/21)

Year 4**Training courses****Optional (not examined):**

Students have the option of attending advanced courses organized by the London Taught Course Centre or the London Graduate School in Mathematical Finance.

Transferable skills courses**Compulsory (not examined):**

MA500 Mathematics: Seminar on Combinatorics, Games and Optimisation (0.0)

MA501 Research Student Seminar (0.0)

Optional (not examined):

MA422 Research Topics in Financial Mathematics (0.0) (not available 2020/21)

Teaching opportunities:

All students are offered the opportunity to teach for the department, subject to a successful interview and language requirements.

Progression and upgrade requirements

Students are initially registered for the MPhil, and will be able to upgrade to PhD registration during their second year, dependent on satisfactory progress. Progress is assessed regularly by the student's supervisors, in consultation with the Doctoral Programme Director, on the basis of the extent to which the agreed research goals have been achieved. Any upgrade is dependent on the successful completion of a Major Review, the date of which is determined by the Doctoral Programme Director in consultation with the lead supervisor.

MPhil/PhD in Media and Communications

Programme Code: RPME

Department: Media & Communications

For students starting this programme of study in 2020/21

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Paper Course number, title (unit value)**Year 1****Training courses****Compulsory (examined):**

MC408 Theories and Concepts in Media and Communications (0.5) **and** MC418 Communication: Cultures and Approaches (0.5) A

And

One of the following full-unit courses:

MC5M2 Advanced Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) (1.0)

Or for students who already have a grounding in quantitative methods:

MC5M8 Advanced Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) (1.0) B

Optional (examined/not examined):

Other graduate courses relevant to research subject and agreed with supervisor.

Transferable skills courses**Compulsory (not examined):**

MC500 Research Seminar for Media, Communications & Culture (0.0)

Optional (not examined):

LN988 Thesis Writing (0.0) #

Modern Foreign Language courses offered by the Language Centre.

Other graduate seminars of relevance to research subject.

Presentation requirements:

At least one presentation annually at the following:

MC500 Research Seminar for Media, Communications & Culture (0.0)

Year 2**Training courses****Optional (examined/ not examined):**

Students can take either another qualitative or quantitative analysis course offered by the Department of Methodology. Courses must be approved by the supervisor and discussed with the MC5M2/MC5M8 convenor.

Transferable skills courses**Compulsory (not examined):**

MC500 Research Seminar for Media, Communications & Culture (0.0)

Annual Joint PhD Symposium for Second Years and above, at Goldsmiths, Westminster and City.

Optional (not examined):

Other graduate seminars of relevance to research subject.

Year 3**Transferable skills courses****Optional (not examined):**

MC501 Advanced Doctoral Workshop in Media and Communications (0.0) #

Year 4**Transferable skills courses****Optional (not examined):**

MC501 Advanced Doctoral Workshop in Media and Communications (0.0) #

Research Students are expected to complete their research.

Footnotes

A: For students without the appropriate background.

B: Students wishing to select this option must seek approval from the Programme Director. Approval is subject to timetabling constraints.

means there may be prerequisites for this course. Please view the course guide for more information.

Progression and upgrade requirements

Students will be required to submit a full Thesis Proposal of 10,000 words to their Thesis Committee by week 5 of Summer Term in their first year (part-time students can submit their Proposal by 1 March in their second year). This paper will include a substantive statement of the aims, theories and methods proposed for the thesis, a tentative chapter outline, an indicative bibliography and a timetable for its completion. Together with any examination/s for quantitative methodological courses, the thesis proposal will form part of the evaluation process, and, together with an upgrade viva, will determine whether students are permitted to upgrade from MPhil to PhD and continue into their second year.

In the Summer term of each year the progress of each student registered in the Department is assessed and a decision made as to whether students can proceed to the next academic session. If progress is unsatisfactory, a course of action to assist students to reach performance standards deemed appropriate by supervisors may be required, or a recommendation may be made that the student not be allowed to re-register.

MPhil/PhD in Philosophy

Programme Code: RPPH

Department: Philosophy, Logic and Scientific Method

For students starting this programme of study in 2020/21

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor. All programmes of study should be agreed with the supervisor at the start of the year.

Paper Course number, title (unit value)**Year 1****Training courses****Compulsory (examined/ not examined):**

PH501 Philosophical Problems Seminar (0.0)

Students who have never taken a paper in formal logic at degree must take the following (examined):

PH502 Reasoning and Logic (1.0)

Students who have already taken a formal logic course should choose one further MSc course not already taken as part of an MSc degree. Students have three options regarding assessment for this course: (i) they can take the examination for the course, (ii) they can choose to write two assessed essays, one at the end of each of the first two terms, or (iii) they can (with the course teacher's approval) choose to write a single, more substantial assessed essay at the end of the second term, producing a first draft of the essay at the end of the first term.

Either

A further MSc course (again one not taken as part of the MSc course) plus one term unit of PhD level seminars. The seminars on offer are:

PH500 Research Methods in Philosophy (0.0)

PH551 Research Seminar in the Philosophy of Natural Sciences (0.0)

PH555 Research Seminar in the Philosophy of Economics and Social Sciences (0.0)

If students choose to take a further MSc course, they can either decide to be examined or instead choose to write two assessed essays, one at the end of each of the first two terms. PhD level seminars are not examined and assessment is solely based on essays.

Or

Three term units of PhD level seminars with associated coursework. Taking three term units means that students can either take all three terms of one of these seminars or 'mix and match' by taking different seminars in different terms. Seminars must be taken with associated course work.

Transferable skills courses**Optional (not examined):**

Transferable skills courses offered by the Teaching and Learning Centre or the Department of Methodology.

Year 2**Training courses****Optional (not examined):**

PH500 Research Methods in Philosophy (0.0)

PH551 Research Seminar in the Philosophy of Natural Sciences (0.0)

PH555 Research Seminar in the Philosophy of Economics and Social Sciences (0.0)

Optional (examined/not examined):

Transferable skills courses offered by the Teaching and Learning Centre or the Department of Methodology.

Year 3**Training courses****Optional (not examined):**

PH500 Research Methods in Philosophy (0.0)

PH551 Research Seminar in the Philosophy of Natural Sciences (0.0)

PH555 Research Seminar in the Philosophy of Economics and Social Sciences (0.0)

Optional (examined/not examined):

Transferable skills courses offered by the Teaching and Learning Centre or the Department of Methodology.

Year 4**Training courses****Optional (not examined):**

PH500 Research Methods in Philosophy (0.0)

PH551 Research Seminar in the Philosophy of Natural Sciences (0.0)

PH555 Research Seminar in the Philosophy of Economics and Social Sciences (0.0)

Optional (examined/not examined):

Transferable skills courses offered by the Teaching and Learning Centre or the Department of Methodology.

Progression and upgrade requirements

Successful completion of work required for each year is a necessary condition for re-registration in the following year; and for upgrading from MPhil to PhD status. During the first year students must write a first chapter of the thesis as well as an outline (research plan) of the rest of the thesis. The chapter should be around 40 pages and **needs to be submitted on 1 September**; the research plan should be around 10 pages and needs to be submitted at the end of Summer Term, the exact date to be confirmed at the start of the academic year. This upgrading will normally take place after the successful completion of Year 1 requirements in Case A, and after the successful completion of Year 2 requirements in Case B. In both cases once you are registered for the PhD that registration will be backdated to the start of your MPhil/PhD studies.

MPhil/PhD in Psychological and Behavioural Science

Programme Code: RPPB**Department:** Psychological and Behavioural Science

For students starting this programme of study in 2020/21

The MPhil/PhD programme includes taught courses on both methodology and theory. The precise courses students are required to attend varies and exemptions may apply depending on prior experience and qualifications. These matters should be discussed and agreed with the supervisor in the first formal supervision meeting.

Paper Course number, title (unit value)**Years 1-4**

Training courses Students are asked to complete 10 hours of research training in each year of study, which should be agreed with your supervisor according to your needs. Taught classes can be accessed within the Department of Psychological and Behavioural Science, as well as in departments across LSE including Methodology. Methodology courses available include Qualitative Research Methods, Survey Methodology, Applied Regression Analysis and Multivariate Analysis and Measurement. Training courses are offered through our PhD academy and with affiliate institutions. Access is subject to agreement with the relevant course convenors (e.g. according to space considerations).

Transferable skills courses**Compulsory (not examined):**

PB500 Current Research in Social Psychology (0.0)

Weekly seminars including plenary and specialist sessions in Michaelmas Term, Lent Term and Summer Term.

Progression and upgrade requirements

The first year Extended Essay and the second year Upgrade chapters (see below) are examined by a three-person thesis committee, which includes the student's supervisor, as well as two other academic colleagues.

Targets for progress

Year 1 - Extended Essay of 6,000 words, submitted on first day of Lent Term.

Year 2 - Upgrade viva. Two draft chapters of 10,000 words each (total of 20,000 words), submitted on first day of Lent Term. These chapters form the basis of an oral examination by three person thesis committee usually four to six weeks after submission. Success in this examination results in upgrade from MPhil to PhD status.

Year 3 - Completed first draft by end of three years.

Teaching experience

Graduates will usually gain some teaching experience and have had the opportunity to develop teaching skills.

MPhil/PhD in Regional and Urban Planning Studies

Programme Code: RPRP

Department: Geography & Environment

For students starting this programme of study in 2020/21

In addition to progressing with your research, you are expected to take the courses listed below. You may take courses other to those listed but must discuss this with your supervisor.

Paper Course number, title (unit value)

Year 1

Training courses

Compulsory (not examined):

GY502 Staff / Research Students Seminars (0.0)

Compulsory (examined):

1. Courses to the value of one unit from the relevant MSc degrees
2. Relevant subject-specific training courses to the value of 1.0 unit:

GY428	Applied Quantitative Methods (0.5) #
GY460	Techniques of Spatial Economic Analysis (0.5) #
MY500	Fundamentals of Social Science Research Design (0.5)
MY521	Qualitative Research Methods (0.5)
MY526	Doing Ethnography (0.5) # (not available 2020/21)
MY527	Qualitative Research with Digital and Visual Data (0.5) # (not available 2020/21)
MY556	Survey Methodology (0.5) #
MY557	Causal Inference for Observational and Experimental Studies (0.5) #
MY559	Special Topics in Quantitative Analysis: Quantitative Text Analysis (0.5) #

Methods courses: other relevant subject-specific training courses can be chosen subject to supervisor and course manager approval

NOTE: Students who join the PhD programme after having completed an MSc Regional and Urban Planning Studies or another Department of Geography MSc cannot retake the same courses or be waived the one unit of subject-specific training.

Transferable skills courses

Compulsory (not examined):

GY500 Research Project Seminar (0.0)

And

Workshop in Information Literacy: finding, managing and organising published research and data

Year 2

Training courses

Compulsory (not examined):

GY502 Staff / Research Students Seminars (0.0)

Transferable skills courses

Compulsory (not examined):

GY500 Research Project Seminar (0.0)

Year 3

Training courses

Compulsory (not examined):

GY502 Staff / Research Students Seminars (0.0)

Transferable skills courses

Compulsory (not examined):

GY500 Research Project Seminar (0.0)

means there may be prerequisites for this course. Please view the course guide for more information.

Progression and upgrade requirements:

Once on the MPhil/PhD programme you will go through a First Year Progress Review, taking place in the Summer Term of your first year.

For the First Year Progress Review, students must submit a written progress report containing an extensive and updated research proposal (typically including an introduction to the topic and motivation for the research; aims and objectives/ research questions; contribution to knowledge; summary of methods to be used; and outline of the work to be done) and

either a comprehensive literature review or a substantive draft of a chapter/paper as evidence of progress made during the year. Normally, there will be a progress review meeting between the student and the supervisors (main supervisor and review supervisor) to discuss the written material presented. The work has to reach an acceptable standard to enable the student to progress. There is provision for a second Supplementary Review in cases where there are doubts as to whether progress has been sufficient to allow the student to enter the second year. Progression to the second year (third year of the 1+3 programme) is also dependent on students having passed all required examinations and obtained at least one merit, and having presented their work satisfactorily in the doctoral presentation workshops.

All research students are initially registered for an MPhil and have to be upgraded to PhD status. The upgrade from MPhil to PhD usually occurs during the second year of full-time registration. The exact timing depends on the student's progress. Students are required to submit a formal written upgrade report consisting of an extensive revised research proposal, two substantive draft papers/chapters, of which one can be a literature review, and a detailed plan for completion. Students are asked to discuss their research paper/thesis outline during an Upgrade Meeting in front of an Upgrading Committee normally formed by main supervisor, review supervisor and a third member of staff with relevant expertise. The material is evaluated by the Upgrading Committee, who will recommend transferral to PhD registration if the work is judged to be of sufficient quality and quantity. The upgrade is also dependent on students having completed all required training courses and having made a satisfactory research presentation in their doctoral presentation workshop.

In addition to these formal arrangements, each year during the Summer Term and throughout the course of their studies, all PhD students and their supervisors have to complete a yearly Progress Report Form, detailing progress made, problems arising and plan/timeline for completion. The forms are sent to the the Director of Post-Graduate Studies for approval before students are able to re-register for the following session. If perceived lack of progress is identified, it can trigger a more formal annual review of progress in which the student is asked to produce specific written documents to be evaluated by a review panel.

MPhil/PhD in Social Policy

Programme Code: RPSA

Department: Social Policy

For students starting this programme of study in 2020/21

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Paper Course number, title (unit value)

Year 1

Training courses

SP420 Understanding Policy Research (Advanced) (0.5) #

Optional (not examined):

If not already taken previously:

MY400	Fundamentals of Social Science Research Design (0.5)
MY425	Case Studies and Comparative Methods for Qualitative Research (0.5)
MY521	Qualitative Research Methods (0.5)
MY525	Case Studies and Comparative Methods for Qualitative Research (0.5)
MY551	Introduction to Quantitative Analysis (0.5)

Students will discuss with their supervisors any other methodological training that may be relevant for the successful completion of the MPhil/PhD programme.

Transferable skills courses

Compulsory (not examined):

SP501 Research Student Seminar (0.0)

Optional (not examined):

Relevant courses provided by the Library, Teaching and Learning Centre and Department of Methodology.

Year 2**Training courses****Optional (not examined):**

MY552 Applied Regression Analysis (0.5) #

MY555 Multivariate Analysis and Measurement (0.5) #

Transferable skills courses**Optional (not examined):**

SP501 Research Student Seminar (0.0)

Year 3**Transferable skills courses****Optional (not examined):**

SP501 Research Student Seminar (0.0)

Year 4**Transferable skills courses****Optional (not examined):**

SP501 Research Student Seminar (0.0)

means there may be prerequisites for this course. Please view the course guide for more information.

Progression and upgrade requirements

Each student is required to undertake Major Review in the summer term of their first year (second year for part-time students). For Major Review they must submit a 10,000 word document with a detailed thesis proposal, their research question, a literature review, a description of their methodology, their plans for data collection and a timetable through to completion. They are interviewed on this document by senior staff who make the decision on upgrading.

Each year post-Major Review, every student is expected to submit a 1,000 to 2,000 word progress report, approved by supervisors, to the Doctoral Programme Director(s).

Each pre-Major Review student is expected to make a presentation on their proposed research to the SP501 seminar prior to the submission of their major review document and to address issues raised by the Doctoral Programme Director(s).

MPhil/PhD in Social Research Methods

Programme Code: RPMI

Department: Methodology

For students starting this programme of study in 2020/21 In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Paper	Course number, title (unit value)
Year 1	
Training courses	
Optional (students should agree with their supervisor whether the courses taken will also be examined):	
A selection of:	
MY400	Fundamentals of Social Science Research Design (0.5)
MY425	Case Studies and Comparative Methods for Qualitative Research (0.5)
MY500	Fundamentals of Social Science Research Design (0.5)
MY521	Qualitative Research Methods (0.5)
MY525	Case Studies and Comparative Methods for Qualitative Research (0.5)
MY551	Introduction to Quantitative Analysis (0.5)
MY552	Applied Regression Analysis (0.5) #
MY555	Multivariate Analysis and Measurement (0.5) #
MY556	Survey Methodology (0.5) #
MY557	Causal Inference for Observational and Experimental Studies (0.5) #
MY561	Social Network Analysis (0.5)

MY570 Computer Programming (0.5)

MY572 Data for Data Scientists (0.5)

MY574 Applied Machine Learning for Social Science (0.5) #

A typical selection would be to take MY400, MY521, MY552 and MY555 in the first year, but students may be excused from some or all of them if they have previously taken graduate-level courses covering the same material.

Students who use quantitative methods in their research, are also encouraged to take the following course in their first or second year:

MY559 Special Topics in Quantitative Analysis: Quantitative Text Analysis (0.5) #

The courses students take may also include ones from other institutes or departments at LSE, dependent on their needs.

Transferable skills courses**Compulsory (not examined):**

MY599 Department of Methodology Seminar (0.0)

Relevant courses provided by the Library, Teaching and Learning Centre and Methodology Institute.

Year 2**Transferable skills courses****Compulsory (not examined):**

MY599 Department of Methodology Seminar (0.0)

Year 3**Transferable skills courses****Compulsory (not examined):**

MY599 Department of Methodology Seminar (0.0)

Year 4**Transferable skills courses****Compulsory (not examined):**

MY599 Department of Methodology Seminar (0.0)

means there may be prerequisites for this course. Please view the course guide for more information.

Progression and upgrade requirements

In the Summer Term of their first year, candidates will produce a 10,000 word 'first year review' that outlines the aims and methods of their thesis: this means summarising the key literature(s), motivating their specific research questions, and highlighting the planned contributions of their work. A first year review document typically includes a general introduction, a comprehensive literature review (covering relevant empirical and theoretical work), a motivation of the research questions and hypotheses, and an indication of the literature(s) that the candidate is seeking to contribute to (i.e. the gaps in knowledge that will be addressed). Candidates will also give an oral presentation of their proposal at the Department of Methodology PhD day.

Written and oral work will be assessed by two academics (not on the supervisory team), normally members of Department of Methodology staff. This work has to reach an acceptable standard to enable them to progress to the second year. It is particularly important that the first year review clearly states the objectives of the doctoral research and indicate how the empirical work will be carried out. If the panel deems the first year review to be not suitably clear, they can choose not to accept the submitted document and give the candidate up to a month to clarify. This decision will be taken maximum one week after the Department of Methodology PhD Day. Examples of unclear work might include (but not be limited to):

- A first year review that does not state clear research questions;
- A first year review that does not adequately review the specific literatures that the empirical work is contributing to;
- A first year review that does not give enough methodological detail, showing how the design will produce data that allows the candidate to address the theoretical issues at stake in a systematic and rigorous way.

After the first year candidates will spend more time on independent study under the guidance of their supervisor(s). This will involve the collection, organization and analysis of data, and writing up the results. During their second year of registration, they will typically

submit three (minimum) draft chapters of their thesis plus a short introduction and a detailed plan for its completion. The three draft chapters will typically include a detailed literature review, specification of research problem(s) and two empirical chapters. If candidates are pursuing a paper-based thesis, their upgrading documents will typically include a short introduction, a literature review and at least two empirical papers. Whether a traditional or paper-based thesis, the material will be evaluated by an upgrading committee (two academics, not necessarily of the Department of Methodology or even the LSE) who will recommend transferral to PhD registration if their work is judged to be of sufficient quality and quantity.

Throughout the MPhil/PhD and PhD, candidates will attend the Institute's research seminar and other specialist workshops and seminars related to their interests. The student must present at every Department of Methodology PhD day.

MPhil/PhD in Sociology

Programme Code: RPSO

Department: Sociology

For students starting this programme of study in 2020/21 In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Paper **Course number, title (unit value)**

Year 1

Training courses

Compulsory (examined):

SO500 Aims and Methods Research Class for MPhil Students (1.0)

Students may also be asked to attend and pass the assessment for up to one further course unit (or two half units) chosen with their supervisor on the basis of an assessment of their research training needs.

Optional (examined):

MY400 Fundamentals of Social Science Research Design (0.5)

MY521 Qualitative Research Methods (0.5)

MY551 Introduction to Quantitative Analysis (0.5)

MY552 Applied Regression Analysis (0.5) #

Other courses from Sociology Masters programmes
Specialist research courses:

SO491 Quantitative Social Research Methods (0.5)

SO492 Qualitative Social Research Methods (0.5)

SO511 Research Seminar in Political Sociology (0.0)

SO521 Research Seminar on Cities and Space (0.0) (not available 2020/21)

Transferable skills courses

Optional (not examined):

Methods software training workshop

And

Workshop in Information Literacy: finding, managing and organising published research and data

Year 2 and/or Year 3

Training courses

Compulsory (not examined):

SO501 Data Analysis Workshop (0.0) A

Footnotes

A: SO501 is required.

means there may be prerequisites for this course. Please view the course guide for more information.

Progression and upgrade requirements In the Summer term of each year the progress of each student registered in the Department is discussed at the MPhil/PhD Board, which is a general meeting of all research student supervisors. This Board decides whether to recommend to the School that students be permitted to proceed to the next year of study. If progress is

unsatisfactory, a course of action to assist students to reach performance standards deemed appropriate by supervisors may be required, or a recommendation may be made that the student not be allowed to re-register. The following benchmarks are used by the MPhil/PhD Board to determine if students are progressing appropriately:

By Summer Term Year 1 for Full Time Students: Submission of Formative Essay for SO500, including approvals from the Ethics Committee and Health and Safety

By Summer Term Year 2 for Full Time Students: Upgrade from MPhil to PhD Student

By Summer Term Year 3 for Full Time Students: Successful completion of the Third Year Progression Package

In addition, students are expected to have completed requirements as laid out by the supervisory team. The PhD is an individual project and will require research and writing tailored to that project. Full time students are required to have submitted their Upgrade materials in Week 6 of the Michaelmas Term of Year 2, and to have successfully defended their research design in viva voce by the end of the Michaelmas Term of Year 2. Upon successful completion, the student will upgrade from MPhil to PhD student. All full-time research students are required to have made the transition from MPhil to PhD (upgrading) student within two years of first registration and to have submitted their PhD thesis within four years. Part-time students are expected to be upgraded to PhD student by the end of their third year, and to submit their thesis within eight years.

The decision to upgrade a student from MPhil to PhD is taken by a panel consisting of two academics from the Department. For upgrade, students submit a 10,000 word research proposal that includes: 1) the research question(s); 2) a concise literature review through which the significance of the proposed research is articulated; 3) a discussion of research methodology; 4) preliminary data collection and analysis or a 'pilot' study; and 5) discussion of research ethics and risks. This material is then assessed by viva voce, with the supervisor(s) in attendance and available to be consulted by the panel. A written report is made by the panel on the basis of both the written upgrade submission and the viva.

Students should aim to have a complete a first draft of their thesis in years three to four and allow three to six months for revision and submission. To facilitate this, students are required to submit a Third Year Progression Package no later than Week 6 of the Lent Term in the 3rd Year for full time students. The decision to progress a student from the third to the fourth year is taken by a panel consisting of two academics from the LSE with at least one being from the Sociology Department. Students are to submit: a) two draft chapters (an introduction and a substantive chapter) totalling no more than 20,000 words; b) a thesis outline; c) a timeline for completion and d) a bibliography. This material is then assessed by viva voce, with the supervisor(s) in attendance and available to be consulted by the panel. A written report is made by the panel on the basis of both the written submission and the viva.

MPhil/PhD in Statistics

Programme Code: RPST

Department: Statistics

For students starting this programme of study in 2020/21 In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Paper **Course number, title (unit value)**

Year 1

Training courses

Compulsory (examined)

ST505 Statistical Modeling and Data Analysis (0.5) #

ST552 Probability and Mathematical Statistics I (0.5)

and one of:

ST510 Foundations of Machine Learning (0.5) #

ST553 Probability and Mathematical Statistics II (0.5) #

Students may take a different course option with the agreement of both the supervisor and PhD Programme Director.

Optional (not examined):

Courses offered by the London Graduate School in Mathematical Finance.

Courses offered by the London Taught Course Centre.

Optional (examined):

Masters level courses relevant to research and agreed by supervisor in department, the School or University of London College.

Transferable skills courses

Compulsory (not examined):

One presentation.

Attendance of departmental seminars appropriate to the student's field of study, e.g. Statistics Seminar Series; Joint Statistics and Econometrics Seminar Series; Joint Risk and Stochastics and Financial Mathematics Seminar Series; Theory of Machine Learning Study Group; Social Statistics Meetings

Optional (not examined):

London Graduate School in Mathematical Finance Seminar Day. Poster Presentations.

The department encourages students to attend and, where the opportunity arises, present a paper or poster at conferences during their PhD programme in relation to their particular research topic.

Optional (examined):

Courses provided by the Department of Methodology.

Year 2

Training courses

Optional (not examined):

Courses offered by the London Graduate School in Mathematical Finance.

Courses offered by the London Taught Course Centre.

Optional (examined):

Masters or PhD level courses relevant to research and agreed by supervisor in department, the School or University of London College.

Transferable skills courses

Compulsory (not examined)

Two presentations.

Attendance of departmental seminars appropriate to the student's field of study, e.g. Statistics Seminar Series; Joint Statistics and Econometrics Seminar Series; Joint Risk and Stochastics and Financial Mathematics Seminar Series; Theory of Machine Learning Study Group; Social Statistics Meetings

Optional (not examined):

London Graduate School in Mathematical Finance Seminar Day. Poster Presentations.

The department encourages students to attend and, where the opportunity arises, present a paper or poster at conferences during their PhD programme in relation to their particular research topic.

Optional (examined):

Courses provided by the Department of Methodology.

Year 3

Training courses

Optional (not examined):

Courses offered by the London Graduate School in Mathematical Finance.

Courses offered by the London Taught Course Centre.

Optional (examined):

Masters or PhD level courses relevant to research and agreed by supervisor in department, the School or University of London College.

Transferable skills courses

Compulsory (not examined):

Two presentations.

Attendance of departmental seminars appropriate to the student's field of study, e.g. Statistics Seminar Series; Joint Statistics and Econometrics Seminar Series; Joint Risk and Stochastics

and Financial Mathematics Seminar Series; Theory of Machine Learning Study Group; Social Statistics Meetings

Optional (not examined):

London Graduate School in Mathematical Finance Seminar Day. Poster Presentations.

The department encourages students to attend and, where the opportunity arises, present a paper or poster at conferences during their PhD programme in relation to their particular research topic.

Optional (examined):

Courses provided by the Department of Methodology.

Year 4

Training courses

Optional (not examined):

Courses offered by the London Graduate School in Mathematical Finance.

Courses offered by the London Taught Course Centre.

Optional (examined):

Masters or PhD level courses relevant to research and agreed by supervisor in department, the School or University of London College.

Transferable skills courses

Compulsory (not examined)

Attendance of departmental seminars appropriate to the student's field of study, e.g. Statistics Seminar Series; Joint Statistics and Econometrics Seminar Series; Joint Risk and Stochastics and Financial Mathematics Seminar Series; Theory of Machine Learning Study Group; Social Statistics Meetings

Optional (not examined):

London Graduate School in Mathematical Finance Seminar Day. Poster Presentations.

The department encourages students to attend and, where the opportunity arises, present a paper or poster at conferences during their PhD programme in relation to their particular research topic.

Optional (examined):

Courses provided by the Department of Methodology.

means there may be prerequisites for this course. Please view the course guide for more information.

Progression and upgrade requirements

Formal assessment is made towards the end of each Summer Term. This assessment is based on a combination of course evaluation, the evaluation of a preliminary research project, and on statements made by the student and the supervisors in the progress report form. Performance in the compulsory taught courses will contribute to the decision on a student's progression to the next year. Students are also required to complete a supplementary report, providing in more detail an outline of their current research.

The MPhil/PhD Evaluation Committee will meet during the Summer Term in order to oversee the progress of students and to decide on whether to recommend to the School that students be permitted to proceed to the next year of study. The outcome of this progress review may be progression, progression to the next year with conditions, or de-registration from the programme.

The following benchmarks are used by the MPhil/PhD Evaluation Committee to determine if students are progressing appropriately:

- By Summer Term Year 1 (full-time students): Pass compulsory courses and present their research topic at the annual presentation events
- By Summer Term Year 2 (full-time students): Upgrade from MPhil to PhD status and present their research findings at the annual presentation events
- By Summer Term Year 3 (full-time students): Submit a plan for completion and present their research findings at the annual presentation events

In addition, students are expected to have completed requirements as directed by the supervisory team, according to the needs of their individual PhD project.

All full-time students are required to have made the transition from MPhil to PhD status within two years of first registration and to have submitted their PhD within four years.

It is expected that the student is assessed for upgrade within the

first 18 months of registration. The student is required to submit a written report of literature searches, research findings and related work, together with a written research plan. The student presents her/his work to date and findings to a panel (comprised of the first and/or second supervisor and another expert in the field of the research undertaken by the student) and answers questions from the panel. If satisfactory progress has been made, the programme director will recommend that registration be upgraded to PhD status. The department's research committee also monitors the progress of PhD students. Successful completion of all compulsory elements listed under year 1 is required for an upgrade.

Teaching opportunities

The department employs Graduate Teaching Assistants (GTAs) to teach a number of its undergraduate and postgraduate courses. In particular ST102, Elementary Statistical theory, and ST107, Quantitative Methods, are taught to a large number of students across the School and require a significant number of classes. Research students are encouraged to undertake some teaching from year two onwards. First year MPhil/PhD students are normally not permitted to teach, although some marking may be available during the year or for the external degree at the end of the year. A Postgraduate Certificate in Higher Education is offered to those who wish to pursue this.

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Research Course guide

AC500

Topics in Accounting Research (AOI)

This information is for the 2020/21 session.

Teacher responsible: Dr Andrea Mennicken KSW 3.09 and Prof Michael Power KSW 3.12

Availability: This course is compulsory on the MRes/PhD in Accounting (AOI) (Accounting, Organisations and Institutions Track). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This is an advanced course for doctoral and postdoctoral students focusing on the institutional and organisational context of accounting practices in their broadest sense. The seminars are generally based on key readings at the interface between accounting, organisation studies, regulation and management. Discussions will be focused on the analysis of accounting and calculative practices in context drawing on a wide range of approaches. The course provides students also with training in qualitative methods in accounting research, including document analysis; interviewing techniques and transcript analysis; ethnographic methods in accounting; and theory building from data.

Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT.

This year, some or all of this teaching may be delivered using virtual classes as an alternative to face-to-face teaching. There will be a reading week in week 6 of both MT and LT.

Indicative reading: There is no single text for this course and the seminars will be based on pre-distributed readings.

Assessment: First year MRes/PhD students in Accounting (Accounting, Organisations and Institutions Track) will not normally be formally assessed but they will receive formative feedback on written work as agreed with the Course Director.

Second year MRes/PhD students in Accounting (Accounting, Organisations and Institutions Track) are formally assessed by:

- (i) A referee report of a current working paper (25% weighting). This will normally be assigned in week 5 of Lent term to be worked on during the following week (6) when there is no class meeting.
- (ii) A take-home examination (75% weighting). This will cover a selection of key areas/papers studied in AC500 and AC504. It will be designed to be completed within a three-day (72 hour) period in the summer.

In addition, all students participating in the course are expected to present and discuss their own work in progress as well as other published works discussed in this course. Students will receive feedback on their presentations, so that they can develop and improve their presentation skills.

AC501

Topics in Accounting Research (EoA)

This information is for the 2020/21 session.

Teacher responsible: Dr Maria Manuel Correia OLD 3.30, Dr Alexander Nezlobin OLD 3.33, and Dr Aneesh Raghunandan OLD 2.17.

Availability: This course is compulsory on the MRes/PhD in Accounting (Economics of Accounting Track). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This is a readings based course dealing with advanced issues in accounting research methods. Its primary focus is to study accounting and financial reporting issues from an economics perspective. While much research studied in the course will be empirical archival in nature, the course also emphasises the importance of theory and research design in developing high quality research. The course covers a wide range of accounting issues including the design of and choices between alternative accounting methods, the use of accounting numbers in economic decision making, assessment of financial reporting

quality, the economic consequences of financial reporting, and the interactions between financial reporting, legal and economic institutions, and corporate governance.

Teaching: 20 hours of lectures in the MT. 20 hours of lectures in the LT.

This year, some or all of this teaching may be delivered using virtual classes as an alternative to face-to-face teaching.

There will be a reading week in week 6 of both MT and LT.

Assessment: Report (25%) and take-home assessment (75%).

Second year MRes/PhD students in Accounting (Economics of Accounting Track) are formally assessed by:

- (i) A referee report of a current working paper (25% weighting). This will normally be assigned in Week 5 of Lent term to be worked on during the following week (6) when there is no class meeting.
- (ii) A take-home examination (75% weighting). This will cover a selection of key areas/papers studied in AC501 and AC506. It will be designed to be completed within a three-day (72 hour) period in the summer.

First year MRes/PhD students in Accounting (Economics of Accounting Track) will not normally be formally assessed but they will receive feedback in the form of formative assessments. In addition, all students participating in the course are expected to present research papers being studied and will receive feedback on their presentations aimed at developing and improving their presentation skills.

AC502 Half Unit

Foundations of Accounting, Organizations and Institutions

This information is for the 2020/21 session.

Teacher responsible: Prof Michael Power KSW 3.12 and Dr Andrea Mennicken KSW 3.09

Availability: This course is compulsory on the MRes/PhD in Accounting (AOI) (Accounting, Organisations and Institutions Track). This course is available with permission as an outside option to students on other programmes where regulations permit. This course is also offered for students from other MPhil/PhD or MRes/PhD programmes, with the approval and written permission of the PhD in Accounting Programme Director (Accounting, Organisations and Institutions Track).

Course content: The object of the course is to provide students with exposure to advanced analyses of the accounting process within and between organisations, both public and private, and across societies more generally. Students will be required to engage with studies of accounting practices to understand how they are shaped by their institutional contexts, have behavioural consequences and can represent different values. The course will focus on how efforts to design internal and external accounting practices are both a function of specific economic and political interests, but are also shaped by social and political aspirations. The role of accountants and other agents of accounting processes will be addressed.

Overall, the course is intended to cultivate an understanding of the inter-relations between technical, organisational and institutional issues. While some technical accounting knowledge will be helpful, it is not essential and each seminar will provide the necessary technical foundations.

Indicative topics include: Foundations of Reporting, Calculation and Disclosure; Transnational Regulation and Standardisation; Accounting and the Notion of "Entity"; Audit and Assurance: The Audit Society; Organisational Boundaries, Structure and Control; Performance, Accountability Incentives; Accounting for Sustainability; Organisational Failure as a Process.

Teaching: 10, 3-hour seminars in weeks 1-10 of MT and a 2-hour essay workshop in week 11 of MT.

This year, some or all of this teaching may be delivered using virtual classes as an alternative to face-to-face teaching.

This course has a reading week in Week 6 of MT.

Formative coursework: Students will be required to produce two pieces of written work. This may take the form of either an essay, or the analysis of a case, and may also include in-class presentations and team-based work. This work will be assessed, but the grades will not count towards the overall course assessment.

Indicative reading: Chapman, Cooper & Miller (eds), *Accounting, Organizations and Institutions* (Oxford, 2009); Hopwood & Miller (eds), *Accounting as Social and Institutional Practice*, Cambridge, 1994; Power, *The Audit Society*, Oxford, 1999; Mennicken & Espeland, "What's new with numbers" *Annual Review of Sociology* (2019); Power, *Modelling the microfoundations of the audit society: Organizations and the logic of the audit trail*. *Academy of Management Review* (2019).

Assessment: Essay (100%, 6000 words) in the ST. MRes/PhD in Accounting students must pass the course assessment, normally with high Merit (at least 65%) or Distinction marks, to proceed to the next year of the programme.

AC504

Topics in Accounting Research (AOI)

This information is for the 2020/21 session.

Teacher responsible: Dr Andrea Mennicken KSW 3.09 and Prof Michael Power KSW 3.12

Availability: This course is compulsory on the MRes/PhD in Accounting (AOI) (Accounting, Organisations and Institutions Track). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This is an advanced course for doctoral and postdoctoral students focusing on the institutional and organisational context of accounting practices in their broadest sense. The seminars are generally based on key readings at the interface between accounting, organisation studies, regulation and management. Discussions will be focused on the analysis of accounting and calculative practices in context drawing on a wide range of approaches. The course provides students also with training in qualitative methods in accounting research, including document analysis; interviewing techniques and transcript analysis; ethnographic methods in accounting; and theory building from data.

Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT.

This year, some or all of this teaching may be delivered using virtual classes as an alternative to face-to-face teaching.

There will be a reading week in week 6 of both MT and LT.

Indicative reading: There is no single text for this course and the seminars will be based on pre-distributed readings.

Assessment: Report (25%) and take-home assessment (75%).

Second year MRes/PhD students in Accounting (Accounting, Organisations and Institutions Track) are formally assessed by:

- (i) A referee report of a current working paper (25% weighting). This will normally be assigned in week 5 of Lent term to be worked on during the following week (6) when there is no class meeting.
- (ii) A take-home examination (75% weighting). This will cover a selection of key areas/papers studied in AC500 and AC504. It will be designed to be completed within a three-day (72 hour) period in the summer.

First year MRes/PhD students in Accounting (Accounting, Organisations and Institutions Track) will not normally be formally assessed but they will receive formative feedback on written work as agreed with the Course Director. In addition, all students participating in the course are expected to present and discuss their own work in progress as well as other published works discussed in this course. Students will receive feedback on their presentations, so that they can develop and improve their presentation skills.

AC506

Topics in Accounting Research (EoA)

This information is for the 2020/21 session.

Teacher responsible: Dr Maria Correia OLD 3.30, Dr Alexander Nezlobin OLD 3.33 and Dr Aneesh Raghunandan OLD 2.17.

Availability: This course is compulsory on the MRes/PhD in Accounting (EoA) (Economics of Accounting Track). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This is a readings based course dealing with advanced issues in accounting research methods. Its primary focus is to study accounting and financial reporting issues from an economics perspective. While much research studied in the course will be empirical archival in nature, the course also emphasises the importance of theory and research design in developing high quality research. The course covers a wide range of accounting issues including the design of and choices between alternative accounting methods, the use of accounting numbers in economic decision making, assessment of financial reporting quality, the economic consequences of financial reporting, and the interactions between financial reporting, legal and economic institutions, and corporate governance.

Teaching: 20 hours of lectures in the MT. 20 hours of lectures in the LT.

This year, some or all of this teaching may be delivered using virtual classes as an alternative to face-to-face teaching.

There will be a reading week in week 6 of both MT and LT

Assessment: First year MRes/PhD students in Accounting (Economics of Accounting Track) will not normally be formally assessed but they will receive feedback in the form of formative assessments.

Second year MRes/PhD students in Accounting (Economics of Accounting Track) are formally assessed by:

- (i) A referee report of a current working paper (25% weighting). This will normally be assigned in Week 5 of Lent term to be worked on during the following week (6) when there is no class meeting.
- (ii) A take-home examination (75% weighting). This will cover a selection of key areas/papers studied in AC501 and AC506. It will be designed to be completed within a three-day (72 hour) period in the summer.

In addition, all students participating in the course are expected to present research papers being studied and will receive feedback on their presentations aimed at developing and improving their presentation skills

AN500

Seminar on Anthropological Research

This information is for the 2020/21 session.

Teacher responsible: Dr Michael Scott and Dr Mukulika Banerjee Dr Yazan Doughan

Availability: This course is compulsory on the MRes/PhD in Anthropology. This course is not available as an outside option.

Course content: Seminar on Anthropological Research

Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 14 hours of seminars in the ST.

There is a reading week in Week 6 of the MT and LT.

Assessment: This course is not assessed.

AN503

Thesis Writing Seminar

This information is for the 2020/21 session.

Teacher responsible: Dr Fenella Cannell, Prof David Graeber and Dr Harry Walker

Availability: This course is compulsory on the MRes/PhD in

Anthropology. This course is not available as an outside option. This seminar is for 3rd and 4th year post-fieldwork students.

Course content: Students present draft dissertation chapters to their cohort.

Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 14 hours of seminars in the ST.

This year, some or all of this teaching will be delivered through a combination of virtual lectures, classes and online interactive activities. The contact hours listed above are the minimum expected. This course has reading week in Week 6 of the MT and LT.

Assessment: This course is not assessed.

AN505

Advanced Professional Development in Anthropology

This information is for the 2020/21 session.

Teacher responsible: Prof David Graeber OLD 6.10, Dr Gisa Weszkalnys, Prof Katherine Gardner and Dr Alpa Shah

Availability: This course is compulsory on the MRes/PhD in Anthropology. This course is not available as an outside option.

Course content: This seminar course has two main aims. First, it examines key theoretical concepts and approaches in Anthropology at an advanced level that may be relevant to post-fieldwork doctoral candidates. It may focus on widely ranging thematic areas, e.g. recent developments in cognitive anthropology and/or in material culture studies and/or in anthropological studies of ontology. The aim is to enhance the ability of students to engage with such debates at an advanced level. Second, the course aims to enhance the professional development of doctoral students by providing them with advice and support in relation to their career progression.

Teaching: 14 hours of seminars in the MT. 14 hours of seminars in the LT. 12 hours of seminars in the ST.

This year, some or all of this teaching will be delivered through a combination of virtual lectures, classes and online interactive activities. The contact hours listed above are the minimum expected.

Assessment: This course is not assessed.

DV500

Research Seminar in Development Studies

This information is for the 2020/21 session.

Teacher responsible: Dr Kathleen Meagher

Availability: This course is compulsory on the MRes/PhD in International Development. This course is available as an outside option to students on other programmes where regulations permit.

Course content: This seminar is designed as a forum for discussing theoretical and methodological issues in Development Studies research. Modules are organized around broad methodological issues (e.g. research design, case studies, causal inference) and presentations of research, with the former featuring heavily in the MT and the latter in the LT and ST. Research presentations at the seminar are made by International Development research students and also by staff, with some invited speakers from outside.

All research students are expected to attend the seminar while in residence in London. First year students are required to present a draft of their research proposal to the seminar during the LT or ST. Continuing students are invited to make presentations based on a report of their research, draft chapters or even their final draft of the dissertation. In making their presentations students are asked to provide (a) background material about the particular issue at hand, (b) a clear statement of the research questions

and/or hypotheses that are being addressed, and (c) discussion of the research methods to be employed. Students should inform their supervisor(s) of the date when they are scheduled to make a presentation.

Teaching: 15 hours of seminars in the MT. 15 hours of seminars in the LT. 10 hours and 30 minutes of seminars in the ST.

Assessment: This course is not assessed.

DV501 Half Unit

Development History, Theory and Policy for Research Students

This information is for the 2020/21 session.

Teacher responsible: Prof James Putzel

Availability: This course is compulsory on the MRes/PhD in International Development. This course is available on the MRes/PhD in Management (Employment Relations and Human Resources) and MRes/PhD in Management (Organisational Behaviour). This course is available with permission as an outside option to students on other programmes where regulations permit. Available with the permission of the teacher responsible.

Course content: The course integrates the concepts and perspectives of a range of disciplines to consider: major trends of development and change in modern history and interpretations of them in the social sciences and contemporary economic and social theory and their bearing on the policy and practice of development. With reference to comparative historical experience, we explore the role of states and markets in development and/underdevelopment, colonial legacies, the political economy of growth and redistribution, and the role of politics and power in development. We examine key issues in development such as: the record of pro-market reforms; the experience of "developmental states"; and the challenges to development thinking and practice presented by feminist theory, environmental sustainability, globalisation and new patterns of global inequality.

Teaching: 20 hours of lectures and 20 hours of seminars in the MT.

Formative coursework: Students will be expected to produce 2 presentations in the MT.

Indicative reading: Chang, HJ. *Economics: The User's Guide* (Penguin, 2014). Sen, A. *Development as Freedom* (Anchor, 1999). Polanyi, K. (2001 / 1944) *The Great Transformation: The Political and Economic Origins of Our Times* (Boston: Beacon Press), HC53 P76 [also a network e-book]. Chang, HJ. *Kicking Away the Ladder: Development Strategy in Historical Perspective* (Anthem, 2002). Kohli, A. *State-Directed Development: Political Power and Industrialization in the Global Periphery* (Cambridge, 2004). Rodrik, D. *One Economics, Many Recipes: Globalization, Institutions, and Economic Growth* (Princeton University Press, 2008). Ferguson, J. *The Anti-Politics Machine: 'Development', Depoliticisation and Bureaucratic Power in Lesotho* (Cambridge, 1990). Jerven, M. *Poor Numbers: How we are misled about African development statistics and what to do about it* (Cornell, 2013)

Assessment: Essay (100%, 5000 words) in January.

DV507 Half Unit

Poverty

This information is for the 2020/21 session.

Teacher responsible: Dr Sohini Kar

Availability: This course is available on the MRes/PhD in International Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The course is an interdisciplinary analysis of poverty. With attention to both the macro-level political economy of poverty and the micro-level lived experiences of the poor, we will examine how and why poverty persists in developing

countries and analyse policy interventions and their outcomes. The course is interdisciplinary in focus, drawing on a range of methodological approaches to poverty, and does not require any prior mathematical or statistical qualification. The course begins with an examination of the definition and measurement of poverty. We will then consider social mobility, followed by the spatial dimensions of poverty, including urban and rural poverty. We will then turn to issues of work and employment, social protection, and the politics of poverty, followed by weeks on environmental poverty, and private sector involvement, including the question of financial inclusion. The course will end with focus on successful cases of pro-poor development.

Teaching: 20 hours of lectures and 15 hours of seminars in the LT.

Formative coursework: Students will give at least one class presentation, and submit one formative essay of 2000 words.

Indicative reading:

- Javier Auyero, *Patients of the State: The Politics of Waiting in Argentina* (Duke University Press 2012)
- Abhijit Banerjee and Esther Duflo, *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty* (Public Affairs/Penguin 2011)
- Anirudh Krishna, *Broken Ladder: The Paradox and Potential of India's One Billion* (Cambridge University Press 2017)
- Tania Li, *Land's End: Capitalist Relations on an Indigenous Frontier* (Duke University Press 2014)
- Rob Nixon, *Slow Violence and the Environmentalism of the Poor* (Harvard University Press Ananya Roy, 2011)
- *Poverty Capital: Microfinance and the Making of Development* (Routledge 2010)

Assessment: Essay (100%, 5000 words) in the ST.

Assessment will be 100% on final 5,000 word essay. The topic of the essay will be related to the course, but the specific question will be developed with each student prior to the end of term. The research-based essay will enable students to develop a literature review that will complement their research interests, while the course syllabus will provide a key set of resources for students to consult in developing their research topic.

DV510

Research Design and Proposal in International Development

This information is for the 2020/21 session.

Teacher responsible: Dr Kathleen Meagher

Availability: This course is compulsory on the MRes/PhD in International Development. This course is not available as an outside option.

Course content: Students will work with their academic supervisors to structure a doctoral research proposal that has the potential to make a significant contribution to knowledge and that reflects a sophisticated mastery of advanced theoretical and methodological tools from one or more academic disciplines related to international development. They will learn how to identify good research questions that are embedded in the current academic literature, and how to apply recognisable, defensible and academically sophisticated methodologies to address those questions. The doctoral research proposal itself will identify a key research question(s) for investigation, a justification well embedded in existing academic literature for why the topic is theoretically and empirically important, and a well-developed theoretical and methodological framework for researching the question(s).

Teaching: Students will meet their supervisors three times a term during their first year of study in accordance with the LSE's regulations for Research Degrees. Their proposals will be developed over the course of these meetings. There will be one DV510 proposal workshop in the Summer Term at which students will present their draft proposals and receive feedback.

Formative coursework: Students will be expected to produce 3

pieces of coursework in the MT, LT and ST.

Students will submit drafts of their proposal to their supervisors and receive feedback.

Indicative reading: The reading list for each student will be determined by the research they propose undertaking.

Assessment: Research proposal (100%) in August.

A research proposal of 10,000 words to be submitted in August.

DV513 Half Unit

Environmental Problems and Development Interventions

This information is for the 2020/21 session.

Teacher responsible: Prof Timothy Forsyth CON.8.05

Availability: This course is available on the MRes/PhD in International Development. This course is not available as an outside option.

Course content: This course is for students who wish to study social and political aspects of environmental change and its implications for international development. The aim is to summarise the key current debates about 'environment and development' from perspectives of social and political theory with special reference to institutional theory, livelihoods, and inclusive policy interventions.

The course is structured to analyse the challenges of making well-informed environmental interventions in the face of poverty and vulnerability, and then seeking practical solutions to these dilemmas. The course first considers the nature of environmental problems within a 'development' context, and what this means for environmental science and norms as applied in developing countries. Themes include assessing environmental science and expertise in concerning adaptation to population growth, resource scarcity, deforestation, desertification, vulnerability to 'natural' disasters, and risks associated with climate change, including questions of gender and environment. As the course progresses, it considers debates about policy interventions such as common property regime theory; theories of the state and environment (including resistance and social movements); community-based natural resource management and Sustainable Livelihoods; adaptation to climate change; forests; and urban environmental policy (these latter themes involve debates on multi-level, multi-actor governance involving the connections of local development and global climate change policy).

Teaching: 15 hours of lectures and 15 hours of seminars in the MT.

There will be a reading week in Week 6

Formative coursework: Students will have the opportunity to produce 1 essay in MT

Indicative reading: A detailed weekly reading list will be provided at the first course meeting. Students are not advised to buy a single textbook for this course but to read selectively and critically from various sources. The following books might be useful introductions:

- Adams, W.M. 2019. *Green Development: environment and sustainability in a developing world*. 4th edition. London: Routledge.
- Forsyth, T. 2003. *Critical Political Ecology: the politics of environmental science*, London, Routledge
- Jones, S. and Carswell, G. 2004. *The Earthscan reader in environment, development and rural livelihoods*. London; Sterling, VA: Earthscan.
- Kohler, P. (2019) *Science Advice and Global Environmental Governance: Expert Institutions and the Implementation of International Environmental Treaties*, London and New York: Anthem Press.
- Neumann, R. 2005. *Making Political Ecology*, London: Hodder Arnold.
- Nightingale, A. (ed) 2019. *Environment and Sustainability in a Globalizing World*, London: Routledge.

- Ostrom, E., Stern P.C., Diet, T., Dulsak, N. and Stonich, S. (eds.) 2002 *The Drama of the Commons: Understanding Common Pool Resource Management*. Washington, D.C.: National Academy Press.
- L Schipper and I Burton (eds) (2008) *The Earthscan Reader on Adaptation to Climate Change*, London: Earthscan.

Assessment: Essay (100%, 5000 words) in the LT.

DV515 Half Unit Global Environmental Governance

This information is for the 2020/21 session.

Teacher responsible: Prof Kathryn Hochstetler

Availability: This course is available on the MRes/PhD in International Development. This course is not available as an outside option.

Course content: This course is for a MRes/PhD student who wishes to study the politics of global environmental policy from the perspective of environmental governance and international development. The aim is to summarise debates about 'global' environmental problems and to review the contributions of debates about 'governance' to political solutions. The main theoretical focus of the course is on understanding the evolution of environmental policy regimes at multiple scales and with multiple actors. The guiding empirical focus is on the role of developing countries in global environmental governance and the effects of environmental policy regimes on their development strategies and outcomes. Some of this draws upon debates within International Relations, but this course also considers other literatures about environmental politics. Only part of global environmental governance takes place in formal spheres specifically devoted to environmental topics. Economic institutions like trade and financial institutions also play a key role and are covered here.

To make the course focused, it will consider primarily anthropogenic climate change, biodiversity and forests, and human movement in response to environmental change. In addition, these topics will be analysed from the perspective of the role of states and inter-state agreements; business actors and non-governmental organisations (NGOs); the regulation of trade; and the evolution of financial assistance, including from the World Bank.

Teaching: 20 hours of lectures and 15 hours of seminars in the LT. 1 hour and 30 minutes of lectures in the ST. There will be a Reading Week in week 6.

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

Indicative reading: A detailed reading list will be presented at the beginning of the term. There is no single textbook for this course, but we recommend the following as a basic background reading list:

- Betsill, M. and Corell, E. (eds). 2007. *NGO Diplomacy: The Influence of Nongovernmental Organizations in International Environmental Negotiations*, MIT Press.
- Biermann, F, Pattberg, P. and Zelli, F. (eds). 2010. *Global Climate Governance Beyond 2012: Architecture, Agency and Adaptation*, Cambridge University Press.
- Ciplet, D., J.T. Roberts, and M.R. Khan. 2015. *Power in a Warming World: The New Global Politics of Climate Change and the Remaking of Environmental Inequality*. MIT Press.
- Gallagher, K.S. 2014. *The Globalization of Clean Energy Technology: Lessons from China*. MIT Press.
- Humphreys D. 2009. *Logjam: Deforestation and the Crisis of Global Governance*, Earthscan.
- Lewis, J.I. 2014. The Rise of Renewable Energy Protectionism: Emerging Trade Conflicts and Implications for Low Carbon Development. *Global Environmental Politics* 14(4): 10-35.
- Najam, A. 2005. Developing Countries and Global Environmental Governance: From Contestation to Participation to Engagement. *International Environmental Agreements* 5: 303-321.

- Newell, P. and J.T. Roberts (eds). 2016. *The Globalization and Environment Reader*. Wiley.
- Raustiala, K. and D. Victor. 2004. The Regime Complex for Plant Genetic Resources. *International Organization* 58(2): 277-309.

Assessment: Essay (100%, 5000 words) in the ST.

DV518 Half Unit African Development

This information is for the 2020/21 session.

Teacher responsible: Mr Eyob Gebremariam

Availability: This course is available on the MRes/PhD in International Development. This course is not available as an outside option.

Course content: The major concern of the course is with the political economy of African development, to examine processes of economic, political, social and cultural change in Sub-Saharan Africa. It provides critical analysis of key development interventions and processes. It seeks to combine general theoretical overviews with country case studies illustrating the variety of experiences and trajectories. It does not aim to provide a comprehensive coverage of development issues or of regions. Course content will vary from year to year, depending on the specialities of staff.

Attention is paid to legacies of the colonial encounter; the constraints and opportunities presented by African countries' positions in the global economy; the political economy of industrialisation and agrarian transformation, resource mobilisation; trade diversification; institutional reforms and state capacity. Attention will also be paid to social policy with special focus on issues such as social protection and welfare, youth employment, education, health, horizontal inequality and conflict.

Teaching: 20 hours of lectures and 15 hours of seminars in the LT. 2 hours of lectures in the ST.

There will be a reading week in Week 6.

Formative coursework: Students will be expected to produce 1 piece of coursework in the LT.

A plan for the research paper (1500-2000 words) on which the student will receive feedback and topic approval

Indicative reading: A detailed weekly reading list will be provided at the first meeting. The following readings provide an introduction to the course:

1. Botchwey, K. and Stein, H., 2012. *Good growth and governance in Africa: Rethinking development strategies*. Oxford University Press.
2. Mkandawire, Thandika. (2017). *State Capacity, History, Structure, and Political Contestation in Africa*. In M. A. Centeno, A. Kohli, D. J. Yashar, & D. Mistree (Eds.), (pp. 184-216).
3. Adesina, J.O., Graham, Y. and Olukoshi, A. eds., 2006. *Africa and development challenges in the new millennium: The NEPAD debate* (No. 5). Zed Books.
4. Mkandawire, Thandika. 2014. "The Spread of Economic Doctrines and Policymaking in Postcolonial Africa." *African Studies Review* 57(01):171-98.
5. Mkandawire, Thandika. 2015. "Neopatrimonialism and the Political Economy of Economic Performance in Africa: Critical Reflections." *World Politics*:1-50.
6. Thandika Mkandawire and Charles Soludo, *Our Continent, Our Future: African Perspectives on Structural Adjustment*. Dakar/ Trenton, NJ: CODESRIA / African World Publications, 1999.
7. Ndulu, B.J., Azam, J.P., O'Connell, S.A., Bates, R.H., Fosu, A.K., Gunning, J.W. and Nijinkeu, D. eds., 2008. *The political economy of economic growth in Africa, 1960-2000* (Vol. 2). Cambridge University Press.
8. Geda, A. and Shimeless, A., 2006. *Openness, inequality and poverty in Africa*. UN, Department of Economic and Social Affairs.
9. Geda, A., 2019. *The Historical Origin of the African Economic Crisis: From Colonialism to China*. Cambridge Scholars Publishing.
- Eastwood, R. & M. Lipton, 2011. *Demographic transition in sub-Saharan Africa: How big will the economic dividend be?* *Population*

Studies: A Journal of Demography, 65(1), 9-35.

10. Handley, Antoinette (2008) *Business and the State in Africa: Economic Policy-Making in the Neo-Liberal Era* Cambridge: Cambridge University Press. Chapter 7: Conclusion, the Business of Economic Policy-making, Comparatively Speaking, pgs. 242-263.
11. Herbst, Jeffrey. 2000. *States and Power in Africa: Comparative Reasons in Authority and Control*. Princeton NJ: Princeton University Press
12. Hickey, S. 2008. "Conceptualising the Politics of Social Protection in Africa," in *Social Protection for the Poor and the Poorest: Concepts, Policies and Politics*, eds. A. Barrientos and D. Hulme, Chapter 13. Houndmills: Palgrave Macmillan.
13. Mahmood Mamdani, *Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism*. London: James Currey, 1996.
14. Mann, L., 2018. Left to other peoples' devices? A political economy perspective on the big data revolution in development. *Development and Change*, 49(1), pp.3-36.
15. Murphy, J. T., Carmody, P., and Surborg, B. (2014) "Industrial transformation or business as usual? Information and communication technologies and Africa's place in the global information economy" *Review of African Political Economy* 41(140): 264-283.
16. Ndikumana, Leonce and James Boyce. 2010. "Africa's revolving door: external borrowing and capital flight in sub-Saharan Africa," in *The Political Economy of Africa*. Vishnu Padayachee ed. London: Abingdon, pp. 132-51.
17. Nick Van de Walle, *African Economies and the Politics of Permanent Crisis*. Cambridge: Cambridge University Press, 2001.
18. Paul Nugent, *Africa Since Independence: A Comparative History*. Basingstoke, Palgrave Macmillan: 2004.
19. Ricardo Rene Laremont (ed), *Borders, Nationalism and the African State*. Boulder: Lynne Rienner Publishers, 2005.
20. Steven Radelet, *Emerging Africa: How 17 Countries Are Leading the Way*. Washington, DC: Center for Global Development, 2010.
21. Ulriksen, M. S. (2012). "Welfare Policy Expansion in Botswana and Mauritius: Explaining the Causes of Different Welfare Regime Paths." *Comparative political studies* 45(12): 1483-1509.
22. UNCTAD. *Economic Development in Africa: From Adjustment to Poverty Reduction: What is New?* Geneva: United Nations, 2002.
23. Vishnu Padayachee (ed), *The Political Economy of Africa*. London: Routledge, 2010.
24. White, Howard and Tony Killick. *African Poverty at the Millennium: Causes, Complexities, and Challenges*. Washington, DC: World Bank, 2001.
25. Whitfield, L., et al. (2015). *The Politics of African Industrial Policy: A Comparative Perspective*. Cambridge, Cambridge Univ Press.
26. Whitfield, L., Therkildsen, O., Buur, L., & Kjr, A. M. (2015). *The Politics of African Industrial Policy: A Comparative Perspective*. Cambridge: Cambridge Univ Press.
27. World Bank (200) *Can Africa Claim the 21st Century?* Washington, DC: World Bank, 2000.

Assessment: Essay (100%, 5000 words) in the ST.

DV520 Half Unit Complex Emergencies

This information is for the 2020/21 session.

Teacher responsible: Prof David Keen CON 6.06

Availability: This course is available on the MRes/PhD in International Development. This course is not available as an outside option.

Course content: The course examines the consequences and causes of humanitarian disasters. It looks at the changing nature of civil conflicts, at the famine process, and at the benefits that may arise for some groups from war and famine. It examines some of the roots of violence in civil wars, as well as the information systems that surround and help to shape disasters. The course is interdisciplinary and looks at political, economic and psychological functions of violence.

Teaching: 15 hours of lectures and 13 hours and 30 minutes of seminars in the LT. 1 hour and 30 minutes of lectures in the ST. There will be a reading week in week 6.

Formative coursework: Students will be expected to produce 1 piece of coursework in the LT.

A plan for the research paper (1500-2000 words) on which the student will receive feedback and topic approval

Indicative reading: A detailed weekly reading list will be provided at the first course meeting. A useful text, which is designed in large part around the course, is David Keen, *Complex Emergencies* (Polity, 2008). Other texts of interest include David Keen, *Useful Enemies: When Waging Wars is More Important than Winning Them* (Yale University Press, 2012); Stathis Kalyvas, *The Logic of Violence in Civil War* (Cambridge University Press, 2006); David Keen, *Conflict and Collusion in Sierra Leone* (James Currey, 2005); David Keen, *Endless War? Hidden Functions of the 'War on Terror'* (Pluto, 2006); Michael Mann, *The Dark Side of Democracy: Explaining Ethnic Cleansing* (Cambridge University Press, 2005); Amartya Sen, *Poverty and Famines* (Oxford University Press, 1981); Frances Stewart and Valpy FitzGerald (eds.), *War and Underdevelopment*, Volumes 1 and 2 (Oxford University Press, 2001); and Jeremy Weinstein, *Inside Violence: The Politics of Insurgent Violence* (Cambridge University Press, 2007); Tim Allen, *Trial Justice: The International Criminal Court and the Lord's Resistance Army* (Zed Press, 2006), Chris Dolan, *Social Torture: The Case of Northern Uganda, 1986-2006* (Berghahn, 2009); Zoe Marriage, *Not Breaking the Rules, Not Playing the Game: International Assistance to Countries in Conflict* (Hurst and Co., 2006); Christopher Cramer, *Civil War is Not a Stupid Thing: Accounting for Violence in Developing Countries* (Hurst and Co., 2006); Mats Berdal and David Malone, *Greed and Grievance: Economic Agendas in Civil Wars* (Lynne Rienner, 2000); Hugo Slim, *Killing Civilians: Method, Madness and Morality in War* (Hurst and Co., 2008).

Assessment: Essay (100%, 5000 words) in the ST.

DV524 Half Unit Not available in 2020/21 International Institutions and Late Development

This information is for the 2020/21 session.

Teacher responsible: Prof Kenneth Shadlen CON.6.07

Availability: This course is available on the MRes/PhD in International Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Please note all students are asked to submit a brief statement of 150 words (max) on why they want to take the course.

2/3 of the spaces should go to ID and joint degree students, distributed on a random basis.

1/3 go to non-ID/joint students, distributed on a random basis.

Everyone else goes on the waitlist, and as spots open the course leader will allocate these, without regard to degree/dept, on the basis of the brief statements.

Course content: This course examines the politics of the international economy. We analyse the overarching rules and regulations that structure the international economy, and thereby provide context for development policy, and we assess the role of a range of actors (e.g. governments, firms, non-state actors) in shaping and reshaping the international economic order. We are particularly interested in understanding the ways that developing countries respond to and participate in international regimes and organisations, and how changes in global economic governance affect opportunities for economic development. The first week, which synthesises a variety of explanations of the role that international organisations play in global politics, establishes the theoretical spine for the course. We then examine governance in international sovereign debt and finance, public and private. We analyse the politics of debt relief for the poorest and most heavily-indebted countries, where most of the debt is owed to

public creditors; and we analyse the politics of debt restructuring for middle-income countries where significant shares of the debt is owed to private/commercial creditors. The course then turns to the politics of international trade, investment, and intellectual property. This cluster of five sessions is organised around a dialogue between multilateral and regional frameworks for integration into the global economy, with the World Trade Organisation (WTO) serving as our principal point of reference. We examine the emergence of the WTO, both in terms of the substance of the Uruguay Round agreements and as an inter-governmental organisation with its own set of procedures for agenda-setting, rule-making, and dispute-settlement. We then examine emerging arrangements for global governance in the areas of foreign investment and intellectual property. And, then we focus explicitly on the resurgence of new, North-South, bilateral and regional trade agreements, considering the implications of such agreements for development and the factors that contribute to their proliferation. In concluding the course, taking a step back and reviewing the term's material from a "birds-eye view," we analyse contrasting trajectories of change in two development regimes, one regarding "industrial transformation" and mobility in the international division of labour, and another regarding "humanitarianism" and poverty reduction.

Teaching: 20 hours of lectures and 13 hours and 30 minutes of seminars in the LT. 2 hours of lectures in the ST. There will be a reading week in Week 6.

Formative coursework: Students have an opportunity to submit written work for formative assessment. Details of the exercise will be announced early in the term.

Indicative reading: A detailed reading list is presented at the beginning of term.

Assessment: Exam (50%, duration: 2 hours) in the summer exam period.

Essay (50%, 4000 words) in the ST.

DV528 Half Unit

Managing Humanitarianism

This information is for the 2020/21 session.

Teacher responsible: Dr Stuart Gordon, CON 8.10

Availability: This course is available on the MRes/PhD in International Development. This course is not available as an outside option.

Course content: The course looks at international, national and local responses to conflict and natural disasters. Building on an analysis of the causes, construction and consequences of humanitarian disasters, this course focuses on humanitarian actors (including aid workers, journalists, medics, government officials, soldiers, politicians and peace negotiators). It considers the principles and the politics of humanitarian action, exploring the overlaps and tensions between practices of humanitarian assistance and humanitarian intervention and how humanitarian institutions shape and are shaped by global governance and state power. It asks how humanitarianism relates to ideas about human rights and justice, and the politics of securitisation. It considers why humanitarian organisations and governments respond to some crises and not to others as well as the critique of humanitarian assistance and the ways in which the UN and NGO communities have sought to professionalise their activities. The course also looks at how recipients of humanitarian aid respond to these programmes, and in some cases subvert or transform them into quite different projects. Case studies will be drawn primarily from Africa, Central and South Asia and Latin America. However, there is also likely to be discussion of ongoing humanitarian emergencies, wherever they are located.

Teaching: 20 hours of lectures and 15 hours of seminars in the MT.

Formative coursework: Students will be expected to produce 1 piece of coursework in the MT.

This will be a formative plan for the research paper (1500 words)

on which the student will receive feedback.

Indicative reading: Stuart Gordon and Antonio Donini 'Romancing Principles and Human Rights - Are Humanitarian Principles Salvageable?' *International Review of the Red Cross* International Review of the Red Cross / Volume 97 / Issue 897-898 / June 2015, pp 77-109. M. Barnett (2011), *Empire of Humanity: A History of Humanitarianism*, Ithaca: Cornell University Press; M. Barnett, M. Barnett & T. G. Weiss (Eds.), 2008. *Humanitarianism in Question Politics Power and Ethics*, Ithaca: Cornell University Press; A. De Waal, 1997. *Famine Crimes: Politics and the Disaster Relief Industry in Africa*. London: James Currey. Loescher (2001) *The UNHCR and World Politics*, Oxford University Press. D. Rieff (2002) *A Bed for the Night: Humanitarianism in Crisis*, Vintage/Random House.

Assessment: Essay (100%, 5000 words) in the LT.

DV531

Development Management

This information is for the 2020/21 session.

Teacher responsible: Dr Mahvish Shami

Dr Jonathan Weigel

Availability: This course is available on the MRes/PhD in International Development. This course is not available as an outside option.

This course is available to students in Year 2 or above of the MRes/PhD in International Development only. It is also available to students in Year 1 of the MRes/PhD in International Development, in lieu of DV501, with permission.

Course content: Why are some countries rich and others poor? Why are some governed well and others badly? This course employs a political economy approach to examine the causes of development, identify the underlying obstacles to development, and evaluate potential solutions. It focuses on the principles governing the institutions, politics, and organisations through which policies, programmes and projects are produced and implemented. Attention is given to the different kinds of authority, incentives and accountability mechanisms that govern the relationships between leaders, managers and recipients. It reviews ongoing debates about the best ways of designing state agencies, private firms and NGOs, by showing how centralised bureaucracies, markets, participatory and solidaristic agencies operate to provide services in practice. It explores the dynamics of different forms of democratic and authoritarian states, the determinants of good and poor governance, and how social, political and economic forces interact to drive change and stability. In order to enable students to make practical judgments about institutional reform programmes in various contexts, competing approaches to development are critically and constructively analyzed in light of case studies. The course is divided into several parts: Analytical Assumptions, Government and Governance, Private Sector, and Civil Society. On completing the course students should be able to: (i) use theory to identify the causes of actual development challenges, (ii) identify and assess relevant case study material to inform development practice; and (iii) employ the insights developed throughout the course to formulate policy recommendations and plans of action for improving development.

Teaching: 20 hours of lectures and 15 hours of seminars in the MT. 18 hours of lectures and 13 hours and 30 minutes of seminars in the LT. 3 hours and 30 minutes of lectures in the ST.

There will additionally be an introductory workshop at the start of MT. Students are expected to attend all these sessions. Lectures will focus on the theoretical debates driving current policy practice in the development community, while seminars will relate these to practical problems of implementation, drawing on case studies, class exercises, and the personal experience of participants. Seminars will discuss topics covered in the lecture, and will be conducted on the basis either of a student presentation or a class exercise.

Formative coursework: Students will be expected to produce 1 piece of coursework in the LT.

A plan for the research paper (1500-2000 words) on which the student will receive feedback and topic approval

Indicative reading: A detailed weekly reading list is provided at the first course meeting. Background readings include: Brett, E.A. (2009) *Reconstructing Development Theory*; Faguet, JP. 2012. *Decentralization and Popular Democracy: Governance from Below in Bolivia*. Ann Arbor: University of Michigan Press; Chang, H. 2003, *Rethinking development economics*, Anthem Press; London, *Intermediate Technology*; Kohli, A. 2004 *State-directed development: political power and industrialization in the global periphery*, Cambridge, Cambridge University Press; Linz, J. & A. Stepan, *Problems of democratic transition and consolidation*, Johns Hopkins; Olson, M. 1982 *The rise and decline of nations*, Yale University Press; North, D. 1990. *Institutions, Institutional Change and Economic Performance*. Cambridge University Press. Putnam, R. D. 1993. *Making Democracy Work: Civic Traditions in Modern Italy*. Princeton: Princeton University Press; Rodrik, D. (Ed.). 2003. *In Search of Prosperity: Analytical Narratives on Economic Growth*: Princeton University Press; Sen. A., 1999 *Development as Freedom*. Oxford University Press; Stiglitz, J. 2002 *Globalization and its discontents*, Allen Lane, 2002; World Bank, *World Development Report, 2004, Making services work for poor people*, Washington, World Bank.

Assessment: Assessment path 1

Essay (100%, 10000 words) in the ST.

Assessment path 2

Exam (60%, duration: 3 hours) in the summer exam period.

Essay (40%, 5000 words) in the ST.

The research paper will be co-marked by the course convenor and the student's PhD supervisor.

DV532 Half Unit

China in Developmental Perspective

This information is for the 2020/21 session.

Teacher responsible: Prof Jude Howell CON. 8.02

Availability: This course is available on the MRes/PhD in International Development. This course is not available as an outside option.

Course content: This course looks at China from a comparative developmental perspective, locating the discussion of China within the interdisciplinary field of development studies. It examines China's developmental trajectory since 1949, explaining the fundamental shift in developmental path from late 1978 onwards. It considers China's role in low-income countries, as a model of innovation, as a voice for developing country concerns and as an important aid donor. It reflects on China's recent achievements in reducing poverty and places these in comparative context. The course considers the governance challenges posed by rapid economic reform, the attempts to reform the Party-state and to manage social tensions. It examines the social dimensions of rapid economic reform and the implications for social policies. It looks at the emergence of NGOs and other forms of civil society organising and considers changing state-society relations. Finally it considers China's role as aid donor and its emergence as a global economic and political power. The course will enable students to obtain an understanding of key developmental issues and discussions about China and to link these discussions to broader debates and theories in development studies.

Teaching: 20 hours of lectures and 15 hours of seminars in the MT. In addition, one introductory seminar session in MT, and one essay preparation session in MT.

Formative coursework: Students have the opportunity to receive feedback on a formative essay of 1,500 words. Students will also receive feedback on their seminar performance. Students are welcome to come to course convenor's office hours to discuss any issues.

Indicative reading:

- Ang Yuen Yuen, 2016, *How China Escaped the Poverty Trap*, Cornell University
- Friedman, Eli 2014, *Insurgency Trap. Labour Politics in Post-Socialist China*. Cornell University Press.
- Harneit-Sievers, A., Marks, S., and Naidu, S., 2010, *Chinese and African perspectives on China in Africa*, Pambazuka Press;
- Howell, Jude, 2003, *Governance in China*. Rowman and Littlefield Inc., Lanham;
- Heilmann, Sebastian and Elizabeth Perry, 2011, *Mao's Invisible Hand: The Political Foundations of Adaptive Governance in China*, Harvard University Press
- Hung, Ho-fung (ed) (2009) *China and the Transformation of Global Capitalism*. Baltimore, John Hopkins University Press;
- Lardy, Nicolas, 2014, *Markets Over Mao. The Rise of Private Business in China*, Washington, Peter Institute for International Economics;
- Leung, Joe C.B. and Yuebin Xu, 2015, *China's Social Welfare*. Polity Press, Cambridge.
- Yao Shujie, 2005, *Economic Growth, Income Distribution and Poverty Reduction in Contemporary China*, RoutledgeCurzon, London and New York;
- White, Gordon, Jude Howell and Shang Xiaoyuan, 1996, *In Search of Civil Society. Market Reform and Social Change in Contemporary China*. Oxford University Press, Oxford;
- M.H. Whyte (ed), 2009, *One Country, Two Societies. Rural/Urban Inequality in China*.

Assessment: Essay (100%, 5000 words) in the LT.

DV533 Half Unit

The Informal Economy and Development

This information is for the 2020/21 session.

Teacher responsible: Dr Kate Meagher CON 7.11

Availability: This course is available on the MRes/PhD in International Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

The course is only available to research students in other departments with permission from the course convener (space permitting).

Course content: Contrary to standard development thinking, the informal economy has expanded rather than contracted in the face of liberalisation and globalisation, and now creates more jobs than the formal economy in most developing countries. Accounting for more than 50% of non-agricultural employment across much of the developing world, the informal economy is attracting growing policy attention. Practitioners, policy makers and academics seek a clearer understanding of its impact on poverty, employment, social exclusion, and governance. In a globalising environment, are large informal economies a poverty trap or an engine of growth? Do they stimulate entrepreneurship and popular empowerment, or promote criminality and exploitation? How does a greater understanding of the size and organization of informal economies affect policy on urban service provision, social protection or taxation? What are the implications of the informal economy for social cohesion and popular politics in developing countries?

This course will explore how high levels of informality in developing countries are shaping processes of growth and governance in the global south. The effect of informality on new policy narratives of inclusive growth will be a central theme in the course. Using a comparative institutional approach, we will examine informal economies in a range of regional contexts, including Africa, the Middle East, South and East Asia, and Latin America, highlighting variations in activities, relations with the state, global integration and development outcomes. Key issues covered in the course include the impact of the informal economy on labour markets, weak states, gender empowerment, urban services, social enterprise, social policy, taxation, and popular politics. Attention

will be focused on the potential as well as risks of large informal economies in the face of contemporary development challenges, drawing on empirical evidence and comparative case studies from across the developing world.

Teaching: 15 hours of lectures and 15 hours of seminars in the LT. There will be a Reading Week in Week 6.

Formative coursework: Formative coursework will involve a 2,000 word essay during the term and at least one presentation.

Indicative reading:

1. Portes, Alejandro, Manuel Castells and Lauren A. Benton, eds. (1989) *The Informal Economy: Studies in Advanced and Less Developed Countries*. Baltimore: John Hopkins University Press.
2. Perry et al. (2007) *Informality: Exit and Exclusion*, World Bank (available on Google Books).
3. ILO (2013) *The Informal Economy and Decent Work: A Policy Resource Guide*, Geneva.
4. Guha-Khasnobis, Basudeb, Ravi Kanbur and Elinor Ostrom. 2006. *Linking the Formal and Informal Economy: Concepts and Policies*. London: Oxford University Press.
5. Breman, J. (2013). *At work in the informal economy of India: a perspective from the bottom up*. OUP Catalogue.
6. Kuruvilla, S., Lee, C. K., & Gallagher, M. (2011). *From iron rice bowl to informalization: Markets, workers, and the state in a changing China*. Cornell University Press.
7. Meagher, K. (2010) *Identity Economics: Social Networks and the Informal Economy in Nigeria*, Oxford: James Currey.
8. Fernandez-Kelly, P. and J. Shefner, eds. (2006) *Out of the Shadows: Political Action and the Informal Economy in Latin America*. Philadelphia: Penn State University Press.
9. Cooper, Neil and Michael Pugh, with Jonathan Goodhand (2004) *War Economies in a Regional Context: The Challenges of Transformation*. Boulder: Lynne Rienner.
10. Kinyanjui, Mary Njeri (2014) *Women in the Informal Economy in Urban Africa: From the Margins to the Centre*. London: Zed Books.
11. Kabeer, Naila (2008) *Mainstreaming Gender in Social Protection for the Informal Economy*. London: Commonwealth Secretariat.
12. Levy, Santiago (2008) *Good Intentions, Bad Outcomes: Social Policy, Informality and Economic Growth in Mexico*. Brookings Institution.
13. Lindell, I. (2010) *Africa's Informal Workers: Collective Agency, Alliances and Transnational Organizing in Urban Africa*. London: Zed Books.
14. Murphy, J. T., & Carmody, P. (2015) *Africa's information revolution: technical regimes and production networks in South Africa and Tanzania*. John Wiley & Sons.

Assessment: Essay (100%, 5000 words) in the ST.

DV545 Half Unit

Research Themes in International Development

This information is for the 2020/21 session.

Teacher responsible: Dr Kathleen Meagher

Availability: This course is available on the MRes/PhD in International Development. This course is not available as an outside option.

This course is available as an option for students enrolled on the MRes/PhD in International Development only.

Course content: The objectives of the course are: a) to introduce students to specialized dimensions of development which will facilitate their career paths by engaging with new issues not covered in standard courses; b) to facilitate student engagement with novel dimensions of the interface between policy practice and development academe.

Students enrolled on DV545 follow an independent course of study on an approved topic. They will be matched with an adviser (any member of staff in the department who is not their primary supervisor), who will support them in producing the final research paper. There are no set lectures or seminars for this course, though

students will be encouraged to make good use of the weekly lectures on DV445 (Cutting Edge Issues in Development Thinking & Practice), which feature speakers from different development organisations and research institutes.

Formative coursework: Students will be expected to produce 1 piece of coursework in the LT.

A plan for the research paper (1500-2000 words) on which the student will receive feedback and topic approval

Indicative reading: Allen T (with Melissa Parker) (2012) "Will mass drug administration eliminate lymphatic filariasis? Evidence from Northern Coastal Tanzania" *Journal of Biosocial Science*. Brett, Edwin (2009) *Reconstructing development theory: international inequality, institutional reform and social emancipation*. Palgrave Macmillan. Corbridge, Stuart (2012) *India today: economy, polity and society in an emerging power*. Polity Press. Dyson, Tim (2010) *Population and development: the demographic transition*. Zed Books, London, UK. Faguet, Jean-Paul (2012) *Governance from below: decentralization and popular democracy in Bolivia*. University of Michigan Press, Ann Arbor, USA. Keen, David (2012), *Useful Enemies*, Yale University Press. Sequeira, Sandra (2013). *Transport Corridors and Economic Growth in Africa: Evidence from the Maputo Corridor*, World Bank, Washington DC, USA. Shadlen, Kenneth C (with Sebastian Hauss) eds (2011). *Politics of Intellectual Property: Contestation over the Ownership, Use and Control of Information* Edward Elgar. Wade, Robert Hunter (2011) "Emerging world order?: from multipolarity to multilateralism in the G20, the World Bank, and the IMF". *Politics & Society*, 39 (3).

Assessment: Essay (100%, 5000 words) in the ST.

DV560 Half Unit

Bayesian Reasoning for Qualitative Social Science: A modern approach to case study inference

This information is for the 2020/21 session.

Teacher responsible: Dr Tasha Fairfield CON 6.02

Availability: This course is available on the MPhil/PhD in International Relations and MRes/PhD in International Development. This course is available with permission as an outside option to students on other programmes where regulations permit. Students will be selected for DV560 based on a written statement of interest (max 150 words). Priority will be given to students on the programs listed above, if demand exceeds places.

Course content: The way we intuitively approach qualitative case research is similar to how we read detective novels. We consider various different hypotheses to explain what occurred—whether the emergence of democracy in South Africa, or the death of Samuel Ratchett on the Orient Express—drawing on the literature we have read (e.g. theories of regime change, or other Agatha Christie mysteries) and any salient previous experiences we have had. As we gather evidence and discover new clues, we continually update our beliefs about which hypothesis provides the best explanation—or we may introduce a new alternative that occurs to us along the way.

Bayesianism provides a natural framework that is both logically rigorous and grounded in common sense, that governs how we should revise our degree of belief in the truth of a hypothesis—e.g., "mobilisation from below drove democratization in South Africa by altering economic elites' regime preferences," (Wood 2001), or "a lone gangster sneaked onboard the train and killed Ratchett as revenge for being swindled"—given our relevant prior knowledge and new information that we obtain during our investigation. Bayesianism is enjoying a revival across many fields, and it offers a powerful tool for improving inference and analytic transparency in qualitative research.

This course introduces basic principles of Bayesian reasoning with the goal of helping us leverage our common-sense understandings of inference and hone our intuition when conducting causal analysis with qualitative evidence. We will examine the foundations

of Bayesian probability as well as concrete applications to single case studies, comparative case studies, comparative historical analysis, and multi-methods research. Students will practice applying Bayesian reasoning to assess the strength and quality of inferences in published studies, drawing on exemplars of qualitative research from various fields of socio-political analysis including development studies, comparative politics, international relations, and policy analysis. Students will also apply Bayesian principles to various aspects of their own dissertation research in progress—e.g., generating or revising hypotheses, selecting cases, identifying weaknesses in salient background literature, and assessing the inferential weight of available evidence. Upon completing the course, students will be equipped with a concrete set of Bayesian-inspired best practices to deploy in their own research, as well as widely-applicable analytic skills that will help them to better evaluate and critique socio-political analysis. This course has no prerequisites. Students do not need any previous exposure to either Bayesian analysis or qualitative methods literature.

Teaching: 15 hours of lectures and 15 hours of seminars in the LT. Students will attend DV460 lectures and seminars in LT. Additional teaching and learning support in writing the final project will be agreed between the instructor and the student's PhD supervisor.

Formative coursework: Students will be expected to produce 1 exercise and 1 project in the LT.

Students will receive written and oral formative assessment on in-class exercises, which will ask them to explain key Bayesian concepts (e.g., the "weight of evidence") in their own words and apply them to concrete examples (e.g. use Bayes' rule to derive an inference from several pieces of evidence).

In addition, students will receive oral feedback on the first section of their final project, which will set up rival hypotheses to be compared in light of case evidence.

Indicative reading: Methodological foundations:

Tasha Fairfield and Andrew Charman, "A Dialogue with the Data: The Bayesian Foundations of Iterative Research in Qualitative Social Science," *Perspectives on Politics* 17(1):154-167, 2019; Andrew Bennett, "Disciplining Our Conjectures: Systematizing Process Tracing with Bayesian Analysis," in Andrew Bennett and Jeffrey Checkel, eds, *Process Tracing in the Social Sciences: From Metaphor to Analytic Tool*, Cambridge University Press, 276–98, 2015; Tasha Fairfield and Andrew Charman, "Explicit Bayesian Analysis for Process Tracing," *Political Analysis* 25(363-380), 2017; Macartan Humphreys and Alan Jacobs, "Mixing Methods: A Bayesian Approach," *American Political Science Review* 109(4):653-673, 2015; Timothy McKeown, "Case Studies and the Statistical Worldview," *International Organization* 53(1):161-190, 1999.

Qualitative research exemplars:

Alan Jacobs, "How Do Ideas Matter? Mental Models and Attention in German Pension Politics," *Comparative Political Studies* 42 (2) 2008; Tasha Fairfield and Candelaria Garay, "Redistribution under the Right in Latin America: Electoral Competition and Organized Actors in Policymaking," *Comparative Political Studies* 50 (14) 1871-1906, 2017; Kenneth Schultz, "Fashoda Revisited" (Chapter 6) in *Democracy and Coercive Diplomacy*, Cambridge, 2001; Dan Slater, "Revolutions, Crackdowns, and Quiescence: Communal Elites and Democratic Mobilization in Southeast Asia," *American Journal of Sociology* 115 (1) 203-254, 2009; Elisabeth Wood, "An Insurgent Path to Democracy: Popular Mobilization, Economic Interests, and Regime Transition in South Africa and El Salvador," *Comparative Political Studies* 34 (8) 862-888, 2001.

Assessment: Project (100%, 5000 words) in the ST.

Students can choose from two options in consultation with the course instructor and the PhD supervisor, taking into account how far along they are in the research process:

(a) Conduct a full Bayesian scrutiny of a published work relevant to their dissertation topic, preferably one that analyses more than a single case. Students will be asked to pay attention to some nuanced aspects of Bayesian inference, including logical dependence among multiple pieces of evidence, and they will provide quantified assessments of priors, weight of evidence, and their posterior degree of confidence in the author's argument

relative to rival explanations in light of the evidence.

(b) Directly apply Bayesian reasoning to their own dissertation research in progress. Students will devise at least two rival hypotheses to compare (preferably three), assess and justify priors in light of salient background literature they have read, and assess the weight of any available evidence they possess from their preliminary research and/or provide a Bayesian rationale for case selection. Students will be asked to pay attention to some nuanced aspects of Bayesian inference, including logical dependence among multiple pieces of evidence, and they will provide quantified assessments of the weight of evidence and their degree of confidence in each hypothesis relative to the rivals in light of their background information and preliminary evidence.

DV590 Half Unit

Economic Development Policy I

This information is for the 2020/21 session.

Teacher responsible: Dr Diana Weinhold CON 7.10

Availability: This course is available on the MRes/PhD in International Development. This course is not available as an outside option.

This course is available as an option for students enrolled in the MRes/PhD in International Development only.

Enrolment will be controlled through the use of a pre-quizz (see DV490 Moodle page for details).

Course content: This course explores the foundations of applied macroeconomic policy analysis by combining a rigorous introduction to advanced quantitative methods with applications to the theory and empirics of long-run growth in developing countries. Throughout the course, lectures provide analytical but non-technical overviews of broad themes in long-run growth and development policy, with a strong emphasis on how the body of knowledge has evolved over time via the synthesis of theoretical advances and rigorous empirical testing. Topics including growth theory, institutions and history, economic geography, globalization, balance of payments and financial crises, environmental policy and international finance. Classes in the first half of term will focus on building analytical skills to read, interpret, and critique econometric approaches to causal identification commonly used in the academic development literature. The emphasis will be on developing rigorous intuition rather than technical details; we focus on teaching students from a broad range of backgrounds to understand and critically consume high-level applied research in a sophisticated manner. The seminars in the second half of term give students an opportunity to repeatedly practice and improve their skills by working through problem sets based on top academic journal articles addressing issues from the lectures on macroeconomic development. While some background in economics and statistics is helpful, the course is designed to be engaging and challenging for students from a broad variety of backgrounds, from those with no economics and statistics to those with more advanced skills in either one or both areas. Strong analytical skills (whether quantitative or not) and a sturdy work ethic are the best predictors of success.

Teaching: 20 hours of lectures and 15 hours of seminars in the MT.

Formative coursework: Students will be expected to produce 1 piece of coursework in the LT.

A plan for the research paper (1500-2000 words) on which the student will receive feedback and topic approval

Indicative reading: Indicative reading: The bulk of the course will be taught using journal articles. A reading list will be handed out by the lecturers at the beginning of their sessions. Useful reference texts include "Mastering Metrics" by Angrist and Pischke, which will serve as the course text, and W Easterly, *The Quest for Growth*.

Assessment: Essay (100%, 5000 words) in the ST.

DV591 Half Unit**Economic Development Policy II**

This information is for the 2020/21 session.

Teacher responsible: Dr Sandra Sequeira CON.6.05

Availability: This course is available on the MRes/PhD in International Development. This course is not available as an outside option.

This course is available as an option for students enrolled in the MRes/PhD in International Development only.

Course content: This course examines the microeconomic foundations of economic policy-making in developing countries. Classes will combine economic theory and rigorous empirical analysis to better understand the impact of economic development policy on development goals. We will focus on specific examples chosen from development cases worldwide to learn which policies have worked, which ones have not, and how a rigorous analysis of these experiences can inform the design of better economic development policies in the future

The course is structured around three main themes:

(i) Human Development: health policy, education policy and intra-household dynamics

(ii) Institutions and Markets: labour markets, state capacity for public service delivery and private sector development

(iii) Behavioural Economics and Development Policy Design: the importance of psychology in explaining economic behaviour and how it can inform better development policy design

Through in class discussions, lectures and coursework, students will develop analytical and quantitative skills for the study and practice of international development policy. These skills will enable students to interpret and critique both conceptual arguments and the empirical evidence used in the development economics literature and discourse.

Coursework will include a combination of class discussions with guest lecturers engaged in international development, problem sets, presentations and computer-lab based sessions for students to explore programming and statistical skills.

Teaching: 20 hours of lectures, 15 hours of seminars and 9 hours of workshops in the LT.

Formative coursework: Students will be expected to produce 1 piece of coursework in the LT.

A plan for the research paper (1500-2000 words) on which the student will receive feedback and topic approval

Indicative reading: Indicative reading: The bulk of the course will be taught using journal articles. A reading list will be handed out by the lecturers at the beginning of their sessions. Useful reference texts include D Ray, *Development Economics* (1998) which will serve as the course text, and W Easterly, *The Quest for Growth*.

Assessment: Essay (100%, 5000 words) in the ST.

economic development policies in the future. It begins introducing concepts from public economics to discuss the scope and impacts of government interventions. In particular, the course will cover issues related to market failures, redistribution, public goods and externalities. The course will also discuss theoretical and empirical work on the economic consequences of government interventions, with particular focus economic incidence, efficiency trade-offs and unintended consequences of policies. In the second part, it focuses on challenges in raising government revenue and delivering public service in the developing world context, where limited state and fiscal capacity impose important constraints in policymaking. Beyond these topics, the course will provide background on relevant analytical tools in quantitative research, and develop skills to interpret empirical evidence in development economics.

Coursework will include a combination of class discussions, problem sets, presentations and computer-lab based sessions for students to explore programming and statistical skills.

Students are strongly encouraged to take DV491/591, as a highly complementary course that will also apply the empirical methods taught in DV490/590 to topics in Human Development, Institutions and Markets, Social Networks, Economic History and Cultural Economics, and Behavioural Economics and Development Policy Design.

Teaching: 20 hours of lectures and 15 hours of seminars in the LT. There will be a two hour revision session in late LT or early ST.

Formative coursework: Students will be expected to produce 1 piece of coursework in the LT.

Students will be expected to produce 1 referee report.

Indicative reading:

1 Bandiera, O. , Prat, A. and Valletti, T. 2009. "Active and Passive Waste in Government Spending: Evidence from a Policy Experiment." *American Economic Review*, 99(4): 1278-1308.

2 Besley, T. and Ghatak. 2004. "Public Goods and Economic Development". in *Policies for Poverty Alleviation* (ed.) Abhijit Banerjee, Roland Benabou, and Dilip Mookherjee.

3 Cohen, J, Dupas, P and Schaner, S. 2015. "Price Subsidies, Diagnostic Tests, and Targeting of Malaria Treatment: Evidence from a Randomized Controlled Trial" *American Economic Review*, 105(2): 609–645.

4 Duflo, E, Hanna, R and Ryan, S. 2012. "Incentives Work: Getting Teachers to Come to School." *American Economic Review*, vol. 102(4), pp. 1241 –78.

5 Chetty, R and Looney, A (2005) "Income Risk and the Benefits of Social Insurance: Evidence from Indonesia and the United States" in Ito, T and Rose, A K, *Fiscal Policy and Management in East Asia*, NBER-EASE, Volume 16, University of Chicago Press.

6 Gordon, R. and Li, W. 2009. "Tax structures in developing countries: Many puzzles and a possible explanation," *Journal of Public Economics*, 93(7), pp.855-866.

7 Gruber. J. 1994. "The Incidence of Mandated Maternity Benefits," *American Economic Review*, 84(3), 622-641.

8 Miguel, Edward, and Michael Kremer. 2004. "Worms: identifying impacts on education and health in the presence of treatment externalities." *Econometrica* 72.1: 159-217.

9 Pomeranz, Dina. 2015. "No Taxation without Information: Deterrence and Self-Enforcement in the Value Added Tax." *American Economic Review*, 105(8): 2539-69.

10 Singhal, M and Luttmer, Erzo F.P. 2011. "Culture, Context, and the Taste for Redistribution" *American Economic Journal: Economic Policy*, 3(1):157-79.

Assessment: Essay (100%, 5000 words) in the ST.

DV592 Half Unit**Economic Development Policy III: Government Policy Analysis**

This information is for the 2020/21 session.

Teacher responsible: Dr Joana Naritomi CON.6.12

Availability: This course is available on the MRes/PhD in International Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Entry onto the course might be limited at the discretion of the instructor.

Pre-requisites: 'DV490 Economic Development Policy I: Applied Policy Analysis for Macroeconomic Development' or equivalent.

Course content: This course explores key issues in government policies in developing countries. The course will draw on specific examples chosen from development cases worldwide to learn which policies have worked, which ones have not, and how a rigorous analysis of these experiences can inform the design of better

EC501**Work in Progress Seminars**

This information is for the 2020/21 session.

Teacher responsible: Various.

Availability: This course is compulsory on the MRes/PhD in Economics. This course is not available as an outside option.

Course content: Research students present their work to faculty and peers in the designated field. Outside speakers are also invited from time to time.

Teaching: Seminars EC501: seminar groups covering the major PhD field options, i.e. Capital Markets, Development and Growth, Econometric Theory, Industrial Economics, International Economics, Labour Economics, Macroeconomics/Monetary Economics, Microeconomic Theory, Political Theory, Public Economics. The frequency of meetings to be determined according to the number of students in each specialism, but generally each group will meet weekly throughout the session.

Assessment: This course is not examinable.

EC518

Topics in Advanced Econometrics for Research Students

This information is for the 2020/21 session.

Teacher responsible: Prof Francisco Hidalgo 32L.4.20 and Prof Taisuke Otsu 32L.4.25

Availability: This course is available on the MRes/PhD in Economics. This course is not available as an outside option.

Course content: See course content for EC485. Additionally, this course will examine more advanced theories and applications in Econometric Theory. Recent developments in the field will be discussed, giving students an insight into the process by which research is conducted, and suggesting fruitful areas for research.

Teaching: 20 hours of EC485 Topics in Advanced Econometrics lectures and 10 hours of EC518 lectures in each of the MT and the LT. This year, at least for Michaelmas term, some or all of the teaching for this course may have to be delivered through a combination of virtual webinars, online videos and virtual classes.

Indicative reading: See reading list for EC485. Additional readings will be recommended at the start of the course.

Assessment: Exam (50%, duration: 2 hours) in the January exam period.

Exam (50%, duration: 2 hours) in the summer exam period.

EC532

International Economics for Research Students

This information is for the 2020/21 session.

Teacher responsible: Dr Swati Dhingra 32L.2.31
Prof David Donaldson

Availability: This course is available on the MRes/PhD in Economics. This course is not available as an outside option.

Course content: This course is concerned with the latest developments in international economics. The course builds on techniques introduced in MSc International Economics (EC421) to take students to the research frontier. One term covers international trade and the other term covers international macroeconomics.

The course is based around research papers. Topics covered vary from year as the research frontier expands. A list of representative topics in international trade includes: micro-econometric studies of international trade, theories of heterogeneous firms and trade, theories of incomplete contracts and trade, and the political economy of trade policy. A list of representative topics in international macroeconomics includes international business cycles, determinants of international capital flows, portfolio choice and risk sharing, monetary and fiscal policy in open economies, theoretical and empirical work on the real exchange rate and international financial crises (e.g., currency attacks and sovereign defaults).

Teaching: 30 hours of lectures in the MT. 30 hours of lectures in the LT.

This year, at least for Michaelmas term, some or all of the teaching for this course may have to be delivered through a combination of virtual webinars, online videos and virtual classes.

Indicative reading: Readings will be from journal articles; a list will be supplied at the start of term.

Assessment: Coursework (50%) in the MT.

Coursework (50%) in the LT.

Two take-home assignments, one in MT and one in LT. Each assignment will carry equal weight. Take-home assignments may require students to analyse data, empirically solve a computational exercise, solve theoretical models, or assess recent research.

EC533

Labour Economics for Research Students

This information is for the 2020/21 session.

Teacher responsible: Dr Guy Michaels 32L.2.10, Prof Yona Rubinstein NAB.5.32, Prof John Van Reenen 32L.2.27A and Prof Stephen Machin 32L.2.06A

Availability: This course is available on the MRes/PhD in Economics and MRes/PhD in Management (Marketing). This course is not available as an outside option.

Course content: The aim of the course is to familiarise students with main theoretical and empirical issues in current labour economics, to provide them with the tools for carrying out independent research in the field, and to provide a perspective on areas of ongoing research. The course has a strong applied focus. For each major topic covered we will investigate the main available theories in light of their testable implications, and discuss the advantages and limitations of existing empirical work and assess policy options.

Topics include:

- Labour supply, household behaviour, and the allocation of time
- Labour demand and monopsony
- Search, matching, labour market frictions, unions, and unemployment
- Wage determination, compensating differentials, race and gender gaps, and wage inequality
- Human capital, returns to schooling, and training
- Contracts and incentives in the labour market

Teaching: 30 hours of lectures in the MT. 30 hours of lectures in the LT.

This year, at least for Michaelmas term, some or all of the teaching for this course may have to be delivered through a combination of virtual webinars, online videos and virtual classes.

Formative coursework: Students will discuss papers in lectures.

Indicative reading: Readings will be mainly from journal articles; a list will be supplied at the start of term.

Assessment: Take-home assessment (100%) in the ST.

EC534

Public Economics for Research Students

This information is for the 2020/21 session.

Teacher responsible: Dr Johannes Spinnewijn 32L.3.24, Dr Xavier Jaravel 32L.3.14 and Dr Daniel Reck 32L.3.16

Availability: This course is available on the MRes/PhD in Economics. This course is not available as an outside option.

Course content: The course will cover the economics of the public sector, including material on taxation, public expenditures and political economics. The course, which covers both theory and empirics, aims to give students a broad overview of this growing field and bring them to the research frontier.

The specific topics covered may vary from year to year, but the following general areas would typically be included:

- Income and wealth inequality
- Behavioural responses to taxes and transfers

- Optimal taxation
- Dynamic taxation
- Behavioural public economics
- Social insurance
- Optimal public good provision

Teaching: 30 hours of lectures in the MT. 30 hours of lectures in the LT.

This year, at least for Michaelmas term, some or all of the teaching for this course may have to be delivered through a combination of virtual webinars, online videos and virtual classes.

Formative coursework: Students will discuss papers in lectures.

Indicative reading: Readings will be mainly from journal articles; a list will be supplied at the start of the term. Although the course will not be based on a textbook as such, it will make extensive use of:

- Handbook of Public Economics Vol. 1-4 (A.J. Auerbach and M. Feldstein, eds.)
- Lectures in Public Economics, A.B. Atkinson and J.E. Stiglitz, Princeton University Press, 2015.

Assessment: Problem sets (40%) and exercise (30%) in the MT and LT.

Take-home assessment (30%) in the ST.

The assessment for this course is as follows:

- 1) Four problem sets due throughout the MT and LT terms (40%)
- 2) An "extended replication exercise" (30%), consisting of:
 - a written referee report on that paper (MT)
 - a replication of a paper (empirical paper or paper based on simulations), (beginning of LT)
 - an extension of that paper (which requires developing a research design, positioning the question of the extension in the literature, etc.), (end of LT, start of ST)
- 3) A take-home exam in the ST (30%)

EC535

Development Economics for Research Students

This information is for the 2020/21 session.

Teacher responsible: Prof Maitreesh Ghatak 32L.3.08A, Prof Nava Ashraf 32L.3.17, Dr Gharad Bryan 32L.3.10 and Prof Robin Burgess 32L.3.03

Availability: This course is available on the MRes/PhD in Economics. This course is not available as an outside option.

Course content: The course will cover advanced topics in development economics where current research is active. It is intended to introduce research students in economics to the latest research in development economics and to serve as an input into the research work of these students.

Teaching: 30 hours of lectures in the MT. 30 hours of lectures in the LT.

This year, at least for Michaelmas term, some or all of the teaching for this course may have to be delivered through a combination of virtual webinars, online videos and virtual classes.

Formative coursework: Student will discuss papers in lectures.

Indicative reading: Readings will be mainly from journal articles; a list will be supplied at the start of term.

Assessment: Problem sets (100%) in the MT and LT.

There will be six take home problem sets, three in MT and three in LT. Problem set questions may include an empirical exercise analysing data, a computation exercise, solving a theoretical exercise, or evaluating a recent unpublished working paper. Each problem set will carry equal weight.

EC536

Economics of Industry for Research Students

This information is for the 2020/21 session.

Teacher responsible: Dr Pasquale Schiraldi 32L.4.22, Prof Alessandro Gavazza 32L.4.21 and Prof Martin Pesendorfer 32L.4.19

Availability: This course is available on the MRes/PhD in Economics. This course is not available as an outside option.

Course content: The main goal is to familiarize students with selected theoretical and empirical topics in industrial organization and to put students in a position to do their own research. Classical IO theory, well established empirical techniques including estimation of demand, production and models of strategic interaction and topics at the forefront of current IO research will be covered.

Teaching: 30 hours of lectures in the MT. 30 hours of lectures in the LT.

This year, at least for Michaelmas term, some or all of the teaching for this course may have to be delivered through a combination of virtual webinars, online videos and virtual classes

Formative coursework: Students will discuss papers in lectures.

Indicative reading: Readings will be mainly from journal articles; a list will be supplied at the start of term.

Assessment: Problem sets (100%) in the MT and LT.

8 take home problem sets (two for each part - four in MT and four in LT). Each problem set will carry equal weight. Problem set questions may include an empirical exercise analysing data, a computation exercise, solving an analytical problem or evaluating a recent unpublished working paper.

EC537

Microeconomic Theory for Research Students

This information is for the 2020/21 session.

Teacher responsible: Dr Matthew Levy 32L.3.21, Prof Balazs Szentesi 32L.4.05 and Dr Andrew Ellis 32L.3.09

Availability: This course is available on the MRes/PhD in Economics. This course is not available as an outside option.

Pre-requisites: Students must have completed Microeconomics for MRes students (EC441).

Course content: The objective of this course is to provide students with a graduate level introduction to advanced topics and contemporary developments in Microeconomic Theory. Topics will include:

- Classic static and dynamic game theory
- Contract theory
- Bounded rationality
- Psychology and economics.

Teaching: 30 hours of lectures in the MT. 30 hours of lectures in the LT.

This year, at least for Michaelmas term, some or all of the teaching for this course may have to be delivered through a combination of virtual webinars, online videos and virtual classes.

Formative coursework: Students will discuss papers in lectures.

Indicative reading: Osborne M, and Rubinstein A, A Course in Game Theory, MIT Press, 1994. Fudenberg D, and Tirole J, Game Theory, MIT Press, 1991.

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

EC539

Macroeconomics for Research Students

This information is for the 2020/21 session.

Teacher responsible: Dr Shengxing Zhang 32L.1.16, Prof Benjamin Moll 32L.1.19 and Prof Philippe Aghion 32L.2.30
Dr Maarten De Ridder 32L.1.24

Availability: This course is available on the MRes/PhD in Economics. This course is not available as an outside option.

Course content: Surveys the most recent development in macroeconomics, with an emphasis on technical detail and directions for further research opened up by the material. The goal is to put the students on the research path by bringing them to the research frontier.

Teaching: 30 hours of lectures in the MT. 30 hours of lectures in the LT.

This year, at least for Michaelmas term, some or all of the teaching for this course may have to be delivered through a combination of virtual webinars, online videos and virtual classes.

Formative coursework: Students will discuss papers in lectures.

Indicative reading: Readings will be mainly from journal articles; a list will be supplied at the start of term.

Assessment: Assignment (100%) in the MT, LT and ST.

The assessment will consist of three take home assignments of equal weighting.

EC540

Political Economy for Research Students

This information is for the 2020/21 session.

Teacher responsible: Prof Torsten Persson TBA, Prof Gilat Levy 32L.4.31, Prof Valentino Larcinese CON.5.02 and Dr Ethan Ilzetzki 32L.1.11

Availability: This course is available on the MRes/PhD in Economics, MRes/PhD in Management (Organisational Behaviour) and MRes/PhD in Political Science. This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: MRes Economics first year core courses for Economics students, EC400 and adviser's approval for Government students. EC400, EC411 (or equivalent) and course convener's approval for all other students.

Course content: The course will provide students with the economic methodology and tools for the analysis of political decision making and its effect on public policy. We will consider how political institutions shape economic policy, e.g., how do institutions such as election, legislative bargaining, political parties or non-democratic regimes shape redistributive policies, fiscal policies, and the size of government. We will also consider how in the absence of institutions, political attitudes, beliefs and norms shape policies. The course will focus on analytical models and their testable implications.

Teaching: 30 hours of lectures in the MT. 30 hours of lectures in the LT.

This year, at least for Michaelmas term, some or all of the teaching for this course may have to be delivered through a combination of virtual webinars, online videos and virtual classes.

Formative coursework: Students will discuss papers in lectures.

Indicative reading: Political Economics by T. Persson and G. Tabellini (MIT Press 2000); Special Interest Politics by G. Grossman and E. Helpman (MIT Press 2001); Whither Political Economy? Theories, Facts and Issues, by A. Merlo, in Blundell, Richard, Newey, Whitney and Torsten Persson (eds.), Advances in Economics and Econometrics, Vol.1, Cambridge University Press, 2005; Tim Besley and Torsten Persson, Pillars of Prosperity: The Political Economics of Development Clusters, Princeton University Press
Torsten Persson & Guido Tabellini, 2005; "The Economic Effects of Constitutions," MIT Press Books, The MIT Press; Positive Political Theory 1, Collective Preference, D. Austen-Smith and J. Banks ,

Michigan, 2000; Positive Political Theory 2, Strategy and Structure , D. Austen-Smith and J. Banks , Michigan, 2005.

Assessment: Essay (100%, duration: 2000 words) in the summer exam period.

EC599

Research Paper in Economics

This information is for the 2020/21 session.

Teacher responsible: Various.

Availability: This course is compulsory on the MRes/PhD in Economics. This course is not available as an outside option.

Course content: A research paper, between 5,000 and 10,000 words, related to the student's designated major field, to be submitted in Summer term.

Assessment: Dissertation (100%, 10000 words) in the ST.

EH510

Seminar on Modern Economic History

This information is for the 2020/21 session.

Teacher responsible: Dr Neil Cummins, Dr Eric Schneider, Dr Leigh Gardner and Dr Natacha Postel-Vinay

Availability: This course is available on the MPhil/PhD in Economic History. This course is available as an outside option to students on other programmes where regulations permit.

For research students. Also open to other EH graduate students and attended by LSE and other faculty.

Course content: The seminar provides a context in which research students can discuss with a range of seminar presenters from inside and outside LSE presentations of different aspects of economic development during the modern period.

Teaching: 10 hours of seminars in the MT. 10 hours of seminars in the LT. 8 hours of seminars in the ST.

EH518 Not available in 2020/21

The Economic History of Firms & Industries Seminar

This information is for the 2020/21 session.

Teacher responsible: Dr Gerben Bakker SAR 5.09

Availability: This course is available on the MRes/PhD in Management (Organisational Behaviour). This course is available as an outside option to students on other programmes where regulations permit.

For research students. Also open to other EH graduate students and attended by LSE and other faculty.

Course content: The seminar provides a context in which research students can discuss with a range of seminar presenters from inside and outside LSE presentations of different aspects of economic development. Presentations in this seminar relate particularly to economic development issues beyond the N American-European area, including aspects of global economic history.

Teaching: 6 hours of seminars in the MT. 6 hours of seminars in the LT. 6 hours of seminars in the ST.

EH520**Approaches to Economic and Social History**

This information is for the 2020/21 session.

Teacher responsible: Prof Mary Morgan SAR 609, Dr Neil Cummins SAR 513 and Prof Oliver Volckart SAR 610

Availability: This course is available on the MPhil/PhD in Economic History. This course is not available as an outside option.

This course is primarily structured for 1st year MPhil students in the Department of Economic History, for whom attendance is compulsory.

Course content: Approaches to Economic and Social History

Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 8 hours of seminars in the ST.

Formative coursework: Written work and presentations as required by the Doctoral Programmes Director.

Indicative reading: There is no indicative reading list for this course as readings are updated annually to reflect student's interests.

Assessment: This course has no summative assessment.

EH590**Thesis Workshop in Economic History**

This information is for the 2020/21 session.

Teacher responsible: Dr Neil Cummins SAR 513 and Dr Anne Ruderman SAR 506

Availability: This course is compulsory on the MPhil/PhD in Economic History. This course is available on the MRes/PhD in Quantitative Economic History. This course is not available as an outside option.

Course content: Thesis workshop in Economic History.

Teaching: 26 hours of seminars in the MT. 34 hours of seminars in the LT. 8 hours of seminars in the ST.

Assessment: This course is not examined.

EU550**Research Workshop in European Studies**

This information is for the 2020/21 session.

Teacher responsible: Prof Waltraud Schelkle CBG.6.01, Prof Simon Glendinning CBG.7.01 and Prof Jonathan White CBG.7.09
Waltraud Schelkle is convenor for this course.

Availability: This course is compulsory on the MPhil/PhD in European Studies. This course is available with permission as an outside option to students on other programmes where regulations permit.

The course is recommended for those second and third year PhD students in the Government Department whose research focuses on European topics.

Course content: Presentation and detailed discussion of PhD related research, outlines and progression. Discussion of thesis chapters and related doctoral research, with an emphasis on research design and methodology. Practice conference panel sessions. A detailed syllabus is fixed at the start of each term.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 30 hours across the Michaelmas and Lent Terms. It will be delivered through online and/or in-person seminars.

Assessment: There is no examination for this course. Regular attendance and active participation is required. All students are required: to present at least one substantial chapter/paper draft; to act as a discussant on another paper; and to read papers in advance of the seminar in which they are discussed.

EU555 Not available in 2020/21**Political Economy and Public Policy Workshop**

This information is for the 2020/21 session.

Teacher responsible: Dr Sara Hagemann, Prof Mark Thatcher, Dr Stephen Woolcock and Dr James Morrison

Availability: This course is available on the MPhil/PhD in European Studies. This course is available with permission as an outside option to students on other programmes where regulations permit. This workshop is jointly organised by the European Institute, the Government Department and the International Relations Department for research students of these departments working in the general area of political economy and public policy and who have usually passed their first year. Research students from other departments wishing to attend should contact the teachers responsible. It should be noted that the course has three codes- EU555, GV555 and IR555.

Course content: Presentation and intense discussion of thesis outlines, chapters and related work. A detailed programme is fixed at the start of the year. Seminar presentations by outside speakers may be added.

Teaching: 7 hours and 30 minutes of seminars in the MT. 7 hours and 30 minutes of seminars in the LT.

Seminars take place every other week throughout MT and LT. There is also a mini-conference in the ST, organised by the students themselves.

Assessment: There is no examination for this course. Regular attendance and active participation by all students is required. Each attending student has to give at least one presentation of their thesis research.

FM502**Corporate Finance for Research Students**

This information is for the 2020/21 session.

Teacher responsible: Prof Michael Burkart, Prof Daniel Paravisini Maggi, Dr Ashwini Agrawal and Prof Martin Oehmke

Availability: This course is compulsory on the MRes/PhD in Finance. This course is available with permission as an outside option to students on other programmes where regulations permit. Doctoral students in the Departments of Finance and Economics, and other students with the permission of the PhD Finance Programme Director

Course content: The first half of this course focuses on the theory of corporate finance. The theory half of the course can, in turn, be subdivided into two parts. The first part reviews some of the classical concepts in corporate finance, using tools from game and contract theory to study incentive and information problems at the level of the firm, examining how financial contracts can be designed to mitigate these problems. This part of the course also considers how takeovers and ownership concentration can help to mitigate conflict of interests among insiders and investors in firms. The second part focuses on the theory of financial intermediation. This component reviews classic theories of financial intermediation and will introduce students to some recent work in this field.

The second half of the course will consider empirical research in corporate finance. Several lectures will be devoted to understanding and applying commonly used research methodologies, such as randomized control trials, instrumental variables in linear regressions, regression discontinuity designs, event studies, and structural estimation techniques. There will also be extensive discussion of subtopics within empirical corporate finance, such as firm financial policy, investment behaviour, control transactions, corporate governance, financial intermediation, household finance, consumer finance, and overlapping topics with industrial organization and labour economics. For each topic, time will be devoted to assessing current levels of active research and open questions for further work. A significant portion of time will

also be spent critically evaluating empirical papers through referee reports and discussions. Students will also have the opportunity to consider various processes that different researchers follow to generate ideas, collect data, write papers, and manage the publication process.

Teaching: 30 hours of lectures in the MT. 30 hours of lectures in the LT.

Indicative reading: Readings will be mainly based on books and journal articles including:

Tirole, Jean, *The Theory of Corporate Finance*, 2006, Princeton University Press. Freixas, X. and Rochet, J.C., *The Microeconomics of Banking*, 1997, MIT Press. J. Wooldridge, *Econometric Analysis of Cross-Section and Panel Data*, Cambridge: The MIT Press, 2002. M. Roberts and T. Whited: "Endogeneity in Empirical Corporate Finance," *Handbook of the Economics of Finance*, vol. 2.

Assessment: Project (25%) and in-class assessment (75%) in the LT.

FM503

Asset Pricing for Research Students

This information is for the 2020/21 session.

Teacher responsible: Dr Georgy Chabakauri CON 1.01, Dr Dong Lou CON 1.01 and Prof Dimitrios Vayanos CON 1.01

Availability: This course is compulsory on the MRes/PhD in Finance. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The course is divided into two parts relating to theoretical and empirical asset pricing. The theoretical half of the course covers dynamic models of frictionless markets, both in discrete and in continuous time, and models with frictions, such as asymmetric information, costs of search and market participation, leverage constraints and delegated asset management. The empirical half of the course is dedicated to an empirical evaluation of asset-pricing models. Representative-agent models (with power, habit and recursive preferences) and their application to the valuation of equities are covered. Next, no-arbitrage term-structure and option-pricing models are discussed. The class concludes with equilibrium and reduced-form models of currencies.

Teaching: 30 hours of lectures in the MT. 30 hours of lectures in the LT.

Indicative reading:

- Darrell Duffie *Asset Pricing Theory*, Princeton University Press
- David Kreps, *The Black-Scholes-Merton Model as an Idealization of Discrete-Time Economies*, Econometric Society Monograph, Cambridge University Press.
- John Campbell, 1999, Asset prices, consumption, and the business cycle, in J. B. Taylor and M. Woodford, Eds., *Handbook of Macroeconomics*, Volume 1C, Elsevier Science B.V
- John Campbell, 2017, *Financial Decisions and Markets: A Course in Asset Pricing*, Princeton University Press
- John Cochrane, 2004, *Asset Pricing*, Princeton University Press
- Kenneth Singleton, 2006, *Empirical Dynamic Asset pricing*, Princeton University Press

Assessment: Coursework (30%) and in-class assessment (70%) in the LT.

Coursework includes project and homework.

FM505

PhD Seminar in Finance

This information is for the 2020/21 session.

Availability: This course is compulsory on the MRes/PhD in Finance. This course is not available as an outside option.

Course content: This is a seminar course for PhD students in the early stages of their research to present their work in progress. Outside speakers may also be invited from time to time.

Teaching: 10 hours of seminars in the MT. 10 hours of seminars in the LT. 6 hours of seminars in the ST.

Other meetings to be arranged as necessary.

Assessment: Essay (100%, 10000 words) in August.

A 10,000 word essay on a topic to be agreed with the student's supervisor. This essay is to be submitted by the end of August.

GI500

Doctoral Workshop: Department of Gender Studies

This information is for the 2020/21 session.

Teacher responsible: Prof Wendy Sigle

Availability: This course is compulsory on the MPhil/PhD in Gender. This course is not available as an outside option.

Course content: The aim of this seminar is to give students experience and practice in critically assessing and providing feedback on one another's work. The focus of the seminar is on the research process. First year students are expected to present their work in progress towards their upgrade. Second and third year students are each expected to share some part of their dissertation research at least once per year. Some sessions may be used for professional training or personal development/well-being.

Teaching: The seminar will run in MT, LT, and ST, and will involve both asynchronous and synchronous interactive components. First year students must also audit GI424 Gender Theories in the Modern World (seminars with permission) and GI402 Gender, Knowledge and Research Practice (full participation in course). All students are expected to participate in courses run by the Department of Methodology, LSE Gender or within the School as advised by their supervisors. Students are also expected to participate in research seminars and public lectures.

Indicative reading: PhD chapters and articles suggested by students relevant to their topic.

Assessment: No summative assessment, but attendance and participation is considered part of the overall formal assessment of progress, including upgrade at the end of the first year and annually thereafter. Students are normally expected to attend GI500 until the end of their third year.

Students should refer to the PhD handbook for advice on milestones.

GV501

Doctoral Workshop: Political Theory

This information is for the 2020/21 session.

Teacher responsible: Prof Kai Spiekermann

Availability: This course is available on the MRes/PhD in Political Science. This course is not available as an outside option.

Compulsory for PhD students in the Government Department specialising in political theory.

Course content: An opportunity for students to present chapters or papers related to their current research for critical discussion.

Teaching: There are typically 5 sessions in MT and 5 sessions in LT, and a variable number of sessions in ST, totalling around 18 hours of workshops across the terms. The precise schedule will be made available at the start of each term. This year, some or all of these workshops will be delivered through a combination of online and on-campus workshops/seminars. There will be a reading week in Week 6 of both the MT and LT.

GV503

Political Philosophy Research Seminar

This information is for the 2020/21 session.

Teacher responsible: Dr Signy Gutnick Allen

Availability: This course is available on the MRes/PhD in Political Science. This course is available with permission as an outside option to students on other programmes where regulations permit. Compulsory for all PhD students in the Government Department specialising in political theory. Other interested students are welcome to attend, if numbers permit.

Course content: Guest speakers present papers and initiate discussion at seminars.

Teaching: There are typically 5 sessions in MT and 5 sessions in LT, and a variable number of sessions in ST, totalling around 18 hours of workshops across the terms. The precise schedule will be made available at the start of each term. This year, some or all of these workshops will be delivered through a combination of online and on-campus workshops/seminars. There will be a reading week in Week 6 of both the MT and LT.

Assessment: No assessment

GV504

Research Methods in Political Theory

This information is for the 2020/21 session.

Teacher responsible: Jan Kandiyali

Availability: This course is available on the MRes/PhD in Political Science. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course provides an introduction to the philosophical and methodological foundations of political theory. It aims to give doctoral students a comprehensive conceptual toolbox that can be brought to bear on many different substantive problems and research questions in political theory and neighbouring fields and will prepare doctoral students for choosing and reflecting on their methodological approach. The course runs in concurrence with the Political Philosophy Research Seminar and the Doctoral Workshop in Political Theory, complemented by a reading group in the Lent Term on methodological questions in political theory.

Teaching: This course is made up of seminars totalling 10 hours in the Lent Term. This year, some or all of this teaching will be delivered through a combination of online and on-campus meetings/seminars. There will be a reading week in Week 6. The seminars run in concurrence with GV501 and GV503, for which attendance is compulsory if students are taking GV504. These courses are made up of 18 hours of workshops/seminars each, which run throughout the Michaelmas, Lent and Summer Terms.

Formative coursework: Regular presentations in the reading group.

Indicative reading: Some possible choices for the reading group:

- Joseph Raz, *The Morality of Freedom*, Oxford University Press (1986).
- Nadia Urbinati, *Me the People: How Populism Transforms Democracy*, Harvard (2019).
- Katrina Forrester, *In the Shadow of Justice: Postwar Liberalism and the Remaking of Political Philosophy*, Princeton (2019).
- Josiah Ober, *Demopolis*, Cambridge University Press (2017).
- William Claire Roberts, *Marx's Inferno*, Princeton University Press (2016).
- Tommie Shelby, *Dark Ghetto*, Harvard University Press (2016).
- Timothy Scanlon, *Being Realistic about Reasons*, Oxford University Press (2013).
- Rahel Jaeggi, *Alienation*, Columbia University Press (2016).
- Rainer Forst, *Normativity and Power*, Oxford University Press (2017).
- Daniel Lee, *Popular Sovereignty in Early Modern Constitutional*

Thought, Oxford University Press (2016).

- Cecile Laborde, *Liberalism's Religion*, Harvard University Press (2017).
- Claire Chambers, *Against Marriage*, Oxford University Press (2017).

Assessment: Essay (50%, 4000 words) in the LT.

Essay (50%, 4000 words) in the ST.

The essay topics will be chosen in consultation with the course convenor, but typically, one will reflect on a paper given by a visiting speaker in the Doctoral Research Seminar, and the other on one or more of the books read for the Lent term Reading Group.

GV513 Half Unit

Qualitative Methods in the Study of Politics

This information is for the 2020/21 session.

Teacher responsible: Dr Steffen Hertog

Availability: This course is available on the MRes/PhD in Political Science. This course is available with permission as an outside option to students on other programmes where regulations permit. Other PhD students must request permission from the class teacher, which is routinely granted subject to capacity.

Course content: This course introduces and critically evaluates a range of qualitative techniques and methods in political science. It builds students' capability to select, reject, and deploy them in research design and practice.

The course begins with debates over the place of qualitative methods in political science, and the question of how to match ideas to methods. The rest of the course is devoted to exploring a range of qualitative techniques, including case selection, case studies and process tracing, comparisons, interviews and field research, qualitative comparative analysis, and "mixed methods". The content of each week will be integrated as closely as possible with participants' own research projects (even if qualitative work constitutes only a small part thereof). The course is relevant for political scientists, but also students of development and international relations.

Teaching: 20 hours of seminars in the Lent Term, likely combining online and on-campus teaching, complemented by small-group work outside of the seminars. This course includes a reading week in Week 6.

Indicative reading: G. King, R. Keohane, and S. Verba, *Designing Social Inquiry: Scientific inference in qualitative research* (Princeton, 1994). Antoinette Burton ed., *Archive Stories: Facts, Fictions, and the Writing of History* (Duke University Press, 2006); David Collier and Henry Brady, *Rethinking Social Inquiry* (Rowman and Littlefield 2010); John Gerring, *Case Study Research: Principles and Practices* (Cambridge University Press 2007).

Assessment: Essay (30%, 2500 words) in the LT.

Project (70%, 3000 words) in the ST.

Students are assessed by two pieces of work:

(1) An essay answering one question from a list to be provided in Lent Term (up to 2500 words)

The deadline for this work will fall into Week 9 of Lent Term. It will be worth 30% of the final mark.

(2) A thorough critique of an article applying one or more of the methods discussed in this course, focused on its research design and execution (3000 words).

The deadline for this work will fall into the first week of Summer Term. It will be worth 70% of the final mark.

GV514**Political Science and Political Economy
Doctoral Workshop****This information is for the 2020/21 session.****Teacher responsible:** Dr Stephane Wolton**Availability:** This course is available on the MRes/PhD in Political Science. This course is available as an outside option to students on other programmes where regulations permit.

Mainly for second and subsequent year research students and staff in Government and elsewhere in the School involved in research in political science and/or political economy. First year MRes and research students are welcome to attend.

Course content: The PSPE Doctoral Workshop/Work in Progress Seminar is intended as a setting in which Research Students from the Government Department present and receive feedback on early stage and ongoing research projects. In weeks when research students do not present, LSE PhD students, LSE staff, and visiting scholars from other departments will present. The Seminar aims to foster a strong and lively research community and as such, welcome empirical or theoretical work linked in any way to politics or political economy.**Teaching:** The workshop will meet every week, totalling a minimum of 40 hours' meeting time across the Michaelmas, Lent and Summer Terms. This year, some or all of these workshops will be delivered through a combination of online and on-campus meetings.**Assessment:** Not assessed.**GV517 Half Unit****Comparative Political Economy: New
Approaches and Issues in CPE****This information is for the 2020/21 session.****Teacher responsible:** Prof Catherine Boone and Prof David Soskice**Availability:** This course is available on the MPhil/PhD in European Studies, MRes/PhD in International Development, MRes/PhD in Management (Employment Relations and Human Resources) and MRes/PhD in Political Science. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is open to research students from any of the LSE departments.

Pre-requisites: This course will be open to research students (MRes and PhD students) from any of the LSE departments.**Course content:** This half-unit reading seminar will survey a set of major topics in the Comparative Political Economy (CPE) of advanced capitalist and developing countries. We will consider different analytic strategies for conceptualizing variation in national economic structure, explaining change in economic structure, and understanding the political causes and effects thereof. The seminar is designed for MRes and PhD students (research students) across the School wanting to familiarize themselves with some of the major themes, controversies, and research frontiers in CPE. Our goal is to nurture innovation in doctoral-level CPE research at the LSE.

While situating our analyses in the context of a changing global economy, our focus will be on describing and explaining transformation at the level of nation states. Drivers of change can be found in the locus and organization of political power, in technological change, and/or in the dynamics of capital. Our seminar will explore both productive connections and tensions that emerge across these explanatory models.

Course materials are organized around three major topic areas (though like most else in CPE they are interrelated): redistribution, accumulation, and domestic regimes. A great many questions fit into these areas and our idea is that the seminars should enable students to raise issues related to their research.

Teaching: This course provides a minimum of 30 hours of

seminars in the Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of online and on-campus seminars. There will be a reading week in MT Week 6.

Formative coursework: For formative work, feedback will be provided on a dissertation proposal or chapter.**Indicative reading:** Pablo Beramendi, Silja Hausermann, Herbert Kitschelt, and Hanspeter Kriesi, "Introduction," in Beramendi et al, *The Politics of Advanced Capitalism* (Cambridge U. Press/CUP, 2015). Torben Iversen and David Soskice, *Democracy and Prosperity: Reinventing capitalism through a turbulent century* (CUP 2019). Bruce Achen and Larry Bartels, *Democracy for Realists: Why elections do not produce responsive government* (Princeton, 2016). Kay Schlozman, Henry Brady and Sidney Verba, *Unequal and Unrepresented: Political Inequality and the People's Voice in the New Gilded Age* (Princeton University Press, 2018). Pablo Beramendi, *The Political Economy of Inequality: Regions and Redistribution* (CUP, 2012). Jonathan Rodden, *Why Cities Lose: The Deep Roots of the Urban-Rural Divide*, (Basic, 2019). Richard Baldwin, *The Globotics Upheaval: Globalization, Robotics, and the Future of Work* (London: W&N, 2019), Chs. 4, 7. Melissa Zeigler Rogers, *The Politics of Place and the Limits to Redistribution* (Routledge 2016). Gary Gereffi, *Global Value Chains and Development: Redefining the contours of 21st century capitalism* (CUP 2018). Rina Agrawala, *Informal Labor, Formal Politics, and Dignified Discontent in India* (CUP 2014). Julia Lynch, *Regimes of Inequality: The Political Economy of Health and Wealth* (CUP 2019). L-E Cederman, K. Gleditsch, and H. Buhaug, *Inequality, Grievances and Civil War* (CUP 2013).**Assessment:** Coursework (100%, 5000 words) in the LT.

Each student will submit a 20-25 page (double spaced) research paper, dissertation proposal, or draft dissertation chapter as the basis of assessment for this course.

GV599**Research Prospectus in Political Science****This information is for the 2020/21 session.****Teacher responsible:** Prof Sara Hobolt**Availability:** This course is compulsory on the MRes/PhD in Political Science. This course is not available as an outside option. For MRes/PhD students in Political Science only.**Course content:** A research paper, not to exceed 10,000 words, related to the student's designated major field, to be submitted in August.**Assessment:** Research project (100%, 10000 words) in August.**GV5X1****Research Design in the Social Sciences****This information is for the 2020/21 session.****Teacher responsible:** Dr Daniel Berliner, Dr Steffen Hertog, Prof Sara Hobolt (Convener), Prof Kai Spiekermann and Prof Torun Dewan**Availability:** This course is compulsory on the MRes/PhD in Political Science. This course is available as an outside option to students on other programmes where regulations permit.**Course content:** The aim of this course is to help PhD students develop a research design. Students will learn how to find their research questions, choose a feasible data collection or modelling strategy, and match data collection and analytic methods to the aims of the PhD project. We also consider the relation of political theory and political science. This course is therefore designed to be a primer in asking the right questions, exploring the options available to us and understanding the consequences of the design decisions that we make. Accordingly, this course is ultimately about turning good research questions into systematic projects that deliver interesting and worthwhile results. We also debate

issues in research ethics and provide advice on publication strategies. Students will have opportunities to present their own research designs and get feedback from peers and teachers.

Teaching: This course provides a combination of seminars and lectures totalling 20 hours in the Michaelmas Term and 20 hours in the Lent Term. This year, some or all of this teaching will be delivered through a combination of online and on-campus lectures and seminars. There will also be a reading week in Week 6 of each term.

Formative coursework: This is a PhD level Research Design course. Students submit two summative pieces of work: a referee report as well as their research design. They will also give presentations and receive extensive feedback on their work in progress. These are part of formative rather than summative assessment and are an important part of professional development. The main learning outcomes are to help the PhD students develop professional research designs.

Indicative reading: King, G., R. Keohane & S. Verba (1994) *Designing Social Inquiry*. Princeton UP. Box-Steffensmeier, J., H. Brady & D. Collier (eds) (2008) *The Oxford Handbook of Political Methodology*. OUP. Dunning, T. (2012) *Natural Experiments in the Social Sciences: A Design-Based Approach*. CUP. Dryzek, J., B. Honig & A. Phillips (eds.) (2008) *The Oxford Handbook of Political Theory*. OUP.

Assessment: Essay (25%, 2500 words) in the MT. Research project (75%) in the ST.

GV5X2

Research Paper in Comparative Politics

This information is for the 2020/21 session.

Teacher responsible: MRes/PhD Political Science Programme Director

Availability: This course is available on the MRes/PhD in Political Science. This course is not available as an outside option. Students on the MRes/PhD in Political Science only.

Course content: Attend a GV-prefixed course from the relevant MSc programme and write a research paper on a topic agreed by the convenor of the MSc course and the student's PhD supervisor. Students must obtain permission from the relevant MSc course convenor to attend the course concerned under this option. Regular attendance and active contributions to the seminars are required.

Teaching: Attend the lectures, seminars and reading week activities (if applicable) of the relevant MSc course.

Formative coursework: A plan for the research paper (1,500 words) on which the students receive feedback and topic approval.

Assessment: Research paper (100%).

A 10,000 word research paper to be submitted on Tuesday Week 1 of the subsequent term (i.e., modules taken in the Michaelmas term submit in Week 1 of the Lent term; modules taken in the Lent term submit in Week 1 of the Summer term). The research paper will be co-marked by the convenor of the relevant MSc course and the PhD supervisor of the student.

GV5X3

Research Paper in European Politics and Policy

This information is for the 2020/21 session.

Teacher responsible: MRes/PhD Political Science Programme Director

Availability: This course is available on the MRes/PhD in Political Science. This course is not available as an outside option. Students on the MRes/PhD in Political Science only.

Course content: Attend a GV-prefixed course from the relevant MSc programme and write a research paper on a topic agreed by the convenor of the MSc course and the student's PhD supervisor.

Students must obtain permission from the relevant MSc course convenor to attend the course concerned under this option.

Regular attendance and active contributions to the seminars are required.

Teaching: Attend the lectures, seminars and reading week activities (if applicable) of the relevant MSc course.

Formative coursework: A plan for the research paper (1,500 words) on which the students receive feedback and topic approval.

Assessment: Research paper (100%).

A 10,000 word research paper to be submitted on Tuesday Week 1 of the subsequent term (i.e., modules taken in the Michaelmas term submit in Week 1 of the Lent term; modules taken in the Lent term submit in Week 1 of the Summer term). The research paper will be co-marked by the convenor of the relevant MSc course and the PhD supervisor of the student.

GV5X4

Research Paper in Global Politics

This information is for the 2020/21 session.

Teacher responsible: MRes/PhD Political Science Programme Director

Availability: This course is available on the MRes/PhD in Political Science. This course is not available as an outside option. Students on the MRes/PhD in Political Science only.

Course content: Attend a GV-prefixed course from the relevant MSc programme and write a research paper on a topic agreed by the convenor of the MSc course and the student's PhD supervisor. Students must obtain permission from the relevant MSc course convenor to attend the course concerned under this option. Regular attendance and active contributions to the seminars are required.

Teaching: Attend the lectures, seminars and reading week activities (if applicable) of the relevant MSc course.

Formative coursework: A plan for the research paper (1,500 words) on which the students receive feedback and topic approval.

Assessment: Research paper (100%).

A 10,000 word research paper to be submitted on Tuesday Week 1 of the subsequent term (i.e., modules taken in the Michaelmas term submit in Week 1 of the Lent term; modules taken in the Lent term submit in Week 1 of the Summer term). The research paper will be co-marked by the convenor of the relevant MSc course and the PhD supervisor of the student.

GV5X5

Research Paper in Political Science and Political Economy

This information is for the 2020/21 session.

Teacher responsible: MRes/PhD Political Science Programme Director

Availability: This course is available on the MRes/PhD in Political Science. This course is not available as an outside option. Students on the MRes/PhD in Political Science only.

Course content: Attend a GV-prefixed course from the relevant MSc programme and write a research paper on a topic agreed by the convenor of the MSc course and the student's PhD supervisor. Students must obtain permission from the relevant MSc course convenor to attend the course concerned under this option. Regular attendance and active contributions to the seminars are required.

Teaching: Attend the lectures, seminars and reading week activities (if applicable) of the relevant MSc course.

Formative coursework: A plan for the research paper (1,500 words) on which the students receive feedback and topic approval where applicable.

Assessment: Research paper (100%).

A 10,000 word research paper to be submitted on Tuesday Week 1 of the subsequent term (i.e., modules taken in the Michaelmas term submit in Week 1 of the Lent term; modules taken in the Lent term submit in Week 1 of the Summer term). The research paper will be co-marked by the convenor of the relevant MSc course and the PhD supervisor of the student.

GV5X6

Research Paper in Political Theory

This information is for the 2020/21 session.

Teacher responsible: MRes/PhD Political Science Programme Director

Availability: This course is available on the MRes/PhD in Political Science. This course is not available as an outside option. Students on the MRes/PhD in Political Science only.

Course content: Attend a GV-prefixed course from the relevant MSc programme and write a research paper on a topic agreed by the convenor of the MSc course and the student's PhD supervisor. Students must obtain permission from the relevant MSc course convenor to attend the course concerned under this option. Regular attendance and active contributions to the seminars are required.

Teaching: Attend the lectures, seminars and reading week activities (if applicable) of the relevant MSc course.

Formative coursework: A plan for the research paper (1,500 words) on which the students receive feedback and topic approval.

Assessment: Research paper (100%).

A 10,000 word research paper to be submitted on Tuesday Week 1 of the subsequent term (i.e., modules taken in the Michaelmas term submit in Week 1 of the Lent term; modules taken in the Lent term submit in Week 1 of the Summer term). The research paper will be co-marked by the convenor of the relevant MSc course and the PhD supervisor of the student.

GV5X7

Research Paper in Public Policy and Administration

This information is for the 2020/21 session.

Teacher responsible: MRes/PhD Political Science Programme Director

Availability: This course is available on the MRes/PhD in Political Science. This course is not available as an outside option. Students on the MRes/PhD in Political Science only.

Course content: Attend a GV-prefixed course from the relevant MSc programme and write a research paper on a topic agreed by the convenor of the MSc course and the student's PhD supervisor. Students must obtain permission from the relevant MSc course convenor to attend the course concerned under this option. Regular attendance and active contributions to the seminars are required.

Teaching: Attend the lectures seminars and reading week activities (if applicable) of the relevant MSc course.

Formative coursework: A plan for the research paper (1,500 words) on which the students receive feedback and topic approval.

Assessment: Research paper (100%).

A 10,000 word research paper to be submitted on Tuesday Week 1 of the subsequent term (i.e., modules taken in the Michaelmas term submit in Week 1 of the Lent term; modules taken in the Lent term submit in Week 1 of the Summer term). The research paper will be co-marked by the convenor of the relevant MSc course and the PhD supervisor of the student.

GV5XA Half Unit

Research Paper in Comparative Politics

This information is for the 2020/21 session.

Teacher responsible: MRes/PhD Political Science Programme Director

Availability: This course is available on the MRes/PhD in Political Science. This course is not available as an outside option. Students on the MRes/PhD in Political Science only.

Course content: Attend a GV-prefixed course from the relevant MSc programme and write a research paper on a topic agreed by the convenor of the MSc course and the student's PhD supervisor. Students must obtain permission from the relevant MSc course convenor to attend the course concerned under this option. Regular attendance and active contributions to the seminars are required.

Teaching: Attend the lectures, seminars and reading week activities (if applicable) of the relevant MSc course.

Formative coursework: A plan for the research paper on which the students receive feedback and topic approval.

Assessment: Research paper (100%).

A 5,000 word research paper to be submitted on Tuesday Week 1 of the subsequent term (i.e., modules taken in the Michaelmas term submit in Week 1 of the Lent term; modules taken in the Lent term submit in Week 1 of the Summer term). The research paper will be co-marked by the convenor of the relevant MSc course and the PhD supervisor of the student.

GV5XB Half Unit

Research Paper in Comparative Politics

This information is for the 2020/21 session.

Teacher responsible: MRes/PhD Political Science Programme Director

Availability: This course is available on the MRes/PhD in Political Science. This course is not available as an outside option. Students on the MRes/PhD in Political Science only.

Course content: Attend a GV-prefixed course from the relevant MSc programme and write a research paper on a topic agreed by the convenor of the MSc course and the student's PhD supervisor. Students must obtain permission from the relevant MSc course convenor to attend the course concerned under this option. Regular attendance and active contributions to the seminars are required.

Teaching: Attend the lectures, seminars and reading week activities (if applicable) of the relevant MSc course.

Formative coursework: A plan for the research paper on which the students receive feedback and topic approval.

Assessment: Research paper (100%).

A 5,000 word research paper to be submitted on Tuesday Week 1 of the subsequent term (i.e., modules taken in the Michaelmas term submit in Week 1 of the Lent term; modules taken in the Lent term submit in Week 1 of the Summer term). The research paper will be co-marked by the convenor of the relevant MSc course and the PhD supervisor of the student.

GV5XC Half Unit

Research Paper in European Politics and Policy

This information is for the 2020/21 session.

Teacher responsible: MRes/PhD Political Science Programme Director

Availability: This course is available on the MRes/PhD in Political Science. This course is not available as an outside option. Students on the MRes/PhD in Political Science only.

Course content: Attend a GV-prefixed course from the relevant

MSc programme and write a research paper on a topic agreed by the convenor of the MSc course and the student's PhD supervisor. Students must obtain permission from the relevant MSc course convenor to attend the course concerned under this option. Regular attendance and active contributions to the seminars are required.

Teaching: Attend the lectures, seminars and reading week activities (if applicable) of the relevant MSc course.

Formative coursework: A plan for the research paper on which the students receive feedback and topic approval.

Assessment: Research paper (100%).

A 5,000 word research paper to be submitted on Tuesday Week 1 of the subsequent term (i.e., modules taken in the Michaelmas term submit in Week 1 of the Lent term; modules taken in the Lent term submit in Week 1 of the Summer term). The research paper will be co-marked by the convenor of the relevant MSc course and the PhD supervisor of the student.

GV5XD Half Unit

Research Paper in European Politics and Policy

This information is for the 2020/21 session.

Teacher responsible: MRes/PhD Political Science Programme Director

Availability: This course is available on the MRes/PhD in Political Science. This course is not available as an outside option. Students on the MRes/PhD in Political Science only.

Course content: Attend a GV-prefixed course from the relevant MSc programme and write a research paper on a topic agreed by the convenor of the MSc course and the student's PhD supervisor. Students must obtain permission from the relevant MSc course convenor to attend the course concerned under this option. Regular attendance and active contributions to the seminars are required.

Teaching: Attend the lectures, seminars and reading week activities (if applicable) of the relevant MSc course.

Formative coursework: A plan for the research paper on which the students receive feedback and topic approval.

Assessment: Research paper (100%).

A 5,000 word research paper to be submitted on Tuesday Week 1 of the subsequent term (i.e., modules taken in the Michaelmas term submit in Week 1 of the Lent term; modules taken in the Lent term submit in Week 1 of the Summer term). The research paper will be co-marked by the convenor of the relevant MSc course and the PhD supervisor of the student.

GV5XE Half Unit

Research Paper in Global Politics

This information is for the 2020/21 session.

Teacher responsible: MRes/PhD Political Science Programme Director

Availability: This course is available on the MRes/PhD in Political Science. This course is not available as an outside option. Students on the MRes/PhD in Political Science only.

Course content: Attend a GV-prefixed course from the relevant MSc programme and write a research paper on a topic agreed by the convenor of the MSc course and the student's PhD supervisor. Students must obtain permission from the relevant MSc course convenor to attend the course concerned under this option. Regular attendance and active contributions to the seminars are required.

Teaching: Attend the lectures, seminars and reading week activities (if applicable) of the relevant MSc course.

Formative coursework: A plan for the research paper on which the students receive feedback and topic approval.

Assessment: Research paper (100%).

A 5,000 word research paper to be submitted on Tuesday Week 1 of the subsequent term (i.e., modules taken in the Michaelmas term submit in Week 1 of the Lent term; modules taken in the Lent term submit in Week 1 of the Summer term). The research paper will be co-marked by the convenor of the relevant MSc course and the PhD supervisor of the student.

GV5XF Half Unit

Research Paper in Global Politics

This information is for the 2020/21 session.

Teacher responsible: MRes/PhD Political Science Programme Director

Availability: This course is available on the MRes/PhD in Political Science. This course is not available as an outside option. Students on the MRes/PhD in Political Science only.

Course content: Attend a GV-prefixed course from the relevant MSc programme and write a research paper on a topic agreed by the convenor of the MSc course and the student's PhD supervisor. Students must obtain permission from the relevant MSc course convenor to attend the course concerned under this option. Regular attendance and active contributions to the seminars are required.

Teaching: Attend the lectures, seminars and reading week activities (if applicable) of the relevant MSc course.

Formative coursework: A plan for the research paper on which the students receive feedback and topic approval.

Assessment: Research paper (100%).

A 5,000 word research paper to be submitted on Tuesday Week 1 of the subsequent term (i.e., modules taken in the Michaelmas term submit in Week 1 of the Lent term; modules taken in the Lent term submit in Week 1 of the Summer term). The research paper will be co-marked by the convenor of the relevant MSc course and the PhD supervisor of the student.

GV5XG Half Unit

Research Paper in Political Science and Political Economy

This information is for the 2020/21 session.

Teacher responsible: MRes/PhD Political Science Programme Director

Availability: This course is available on the MRes/PhD in Political Science. This course is not available as an outside option. Students on the MRes/PhD in Political Science only.

Course content: Attend a GV-prefixed course from the relevant MSc programme and write a research paper on a topic agreed by the convenor of the MSc course and the student's PhD supervisor. Students must obtain permission from the relevant MSc course convenor to attend the course concerned under this option. Regular attendance and active contributions to the seminars are required.

Teaching: Attend the lectures, seminars and reading week activities (if applicable) of the relevant MSc course.

Formative coursework: A plan for the research paper on which the students receive feedback and topic approval.

Assessment: Research paper (100%).

A 5,000 word research paper to be submitted on Tuesday Week 1 of the subsequent term (i.e., modules taken in the Michaelmas term submit in Week 1 of the Lent term; modules taken in the Lent term submit in Week 1 of the Summer term). The research paper will be co-marked by the convenor of the relevant MSc course and the PhD supervisor of the student.

GV5XH Half Unit**Research Paper in Political Science and Political Economy****This information is for the 2020/21 session.****Teacher responsible:** MRes/PhD Political Science Programme Director**Availability:** This course is available on the MRes/PhD in Political Science. This course is not available as an outside option. Students on the MRes/PhD in Political Science only.**Course content:** Attend a GV-prefixed course from the relevant MSc programme and write a research paper on a topic agreed by the convenor of the MSc course and the student's PhD supervisor. Students must obtain permission from the relevant MSc course convenor to attend the course concerned under this option. Regular attendance and active contributions to the seminars are required.**Teaching:** Attend the lectures, seminars and reading week activities (if applicable) of the relevant MSc course.**Formative coursework:** A plan for the research paper on which the students receive feedback and topic approval.**Assessment:** Research paper (100%).

A 5,000 word research paper to be submitted on Tuesday Week 1 of the subsequent term (i.e., modules taken in the Michaelmas term submit in Week 1 of the Lent term; modules taken in the Lent term submit in Week 1 of the Summer term). The research paper will be co-marked by the convenor of the relevant MSc course and the PhD supervisor of the student.

GV5XJ Half Unit**Research Paper in Political Theory****This information is for the 2020/21 session.****Teacher responsible:** MRes/PhD Political Science Programme Director**Availability:** This course is available on the MRes/PhD in Political Science. This course is not available as an outside option. Students on the MRes/PhD in Political Science only.**Course content:** Attend a GV-prefixed course from the relevant MSc programme and write a research paper on a topic agreed by the convenor of the MSc course and the student's PhD supervisor. Students must obtain permission from the relevant MSc course convenor to attend the course concerned under this option. Regular attendance and active contributions to the seminars are required.**Teaching:** Attend the lectures, seminars and reading week activities (if applicable) of the relevant MSc course.**Formative coursework:** A plan for the research paper on which the students receive feedback and topic approval.**Assessment:** Research paper (100%).

A 5,000 word research paper to be submitted on Tuesday Week 1 of the subsequent term (i.e., modules taken in the Michaelmas term submit in Week 1 of the Lent term; modules taken in the Lent term submit in Week 1 of the Summer term). The research paper will be co-marked by the convenor of the relevant MSc course and the PhD supervisor of the student.

GV5XK Half Unit**Research Paper in Political Theory****This information is for the 2020/21 session.****Teacher responsible:** MRes/PhD Political Science Programme Director**Availability:** This course is available on the MRes/PhD in Political Science. This course is not available as an outside option. Students on the MRes/PhD in Political Science only.**Course content:** Attend a GV-prefixed course from the relevant MSc programme and write a research paper on a topic agreed by the convenor of the MSc course and the student's PhD supervisor. Students must obtain permission from the relevant MSc course convenor to attend the course concerned under this option. Regular attendance and active contributions to the seminars are required.**Teaching:** Attend the lectures, seminars and reading week activities (if applicable) of the relevant MSc course.**Formative coursework:** A plan for the research paper on which the students receive feedback and topic approval.**Assessment:** Research paper (100%).

A 5,000 word research paper to be submitted on Tuesday Week 1 of the subsequent term (i.e., modules taken in the Michaelmas term submit in Week 1 of the Lent term; modules taken in the Lent term submit in Week 1 of the Summer term). The research paper will be co-marked by the convenor of the relevant MSc course and the PhD supervisor of the student.

GV5XL Half Unit**Research Paper in Public Policy and Administration****This information is for the 2020/21 session.****Teacher responsible:** MRes/PhD Political Science Programme Director**Availability:** This course is available on the MRes/PhD in Political Science. This course is not available as an outside option. Students on the MRes/PhD in Political Science only.**Course content:** Attend a GV-prefixed course from the relevant MSc programme and write a research paper on a topic agreed by the convenor of the MSc course and the student's PhD supervisor. Students must obtain permission from the relevant MSc course convenor to attend the course concerned under this option. Regular attendance and active contributions to the seminars are required.**Teaching:** Attend the lectures, seminars and reading week activities (if applicable) of the relevant MSc course.**Formative coursework:** A plan for the research paper on which the students receive feedback and topic approval.**Assessment:** Research paper (100%).

A 5,000 word research paper to be submitted on Tuesday Week 1 of the subsequent term (i.e., modules taken in the Michaelmas term submit in Week 1 of the Lent term; modules taken in the Lent term submit in Week 1 of the Summer term). The research paper will be co-marked by the convenor of the relevant MSc course and the PhD supervisor of the student.

GV5XM Half Unit**Research Paper in Public Policy and Administration****This information is for the 2020/21 session.****Teacher responsible:** MRes/PhD Political Science Programme Director**Availability:** This course is available on the MRes/PhD in Political Science. This course is not available as an outside option. Students on the MRes/PhD in Political Science only.**Course content:** Attend a GV-prefixed course from the relevant MSc programme and write a research paper on a topic agreed by the convenor of the MSc course and the student's PhD supervisor. Students must obtain permission from the relevant MSc course convenor to attend the course concerned under this option. Regular attendance and active contributions to the seminars are required.**Teaching:** Attend the lectures, seminars and reading week activities (if applicable) of the relevant MSc course.**Formative coursework:** A plan for the research paper on which the

students receive feedback and topic approval.

Assessment: Research paper (100%).

A 5,000 word research paper to be submitted on Tuesday Week 1 of the subsequent term (i.e., modules taken in the Michaelmas term submit in Week 1 of the Lent term; modules taken in the Lent term submit in Week 1 of the Summer term). The research paper will be co-marked by the convenor of the relevant MSc course and the PhD supervisor of the student.

GY500

Research Project Seminar

This information is for the 2020/21 session.

Teacher responsible: Prof Olmo Silva STC 5.06A, Prof Simon Dietz and Dr Romola Sanyal

Availability: This course is compulsory on the MPhil/PhD in Economic Geography, MPhil/PhD in Environmental Economics, MPhil/PhD in Environmental Policy and Development, MPhil/PhD in Human Geography and Urban Studies and MPhil/PhD in Regional and Urban Planning Studies. This course is not available as an outside option.

Attendance is compulsory for all MPhil/PhD students in the Department of Geography and Environment, unless a student is conducting approved fieldwork.

Course content: Presentations by research students of aspects of their own research, stressing problems of theory, methodology and techniques. These will either be scheduled in person, on campus; or in live online meetings.

Teaching: A series of workshops, running throughout the year, organised by each of the three research clusters in the Department of Geography & Environment (Economic Geography; Environmental Economics & Policy; Urbanisation, Planning and Development).

Formative coursework: All students attending this course will be required to present their own research once each year.

Assessment: This course is not intended as preparation for any particular examination.

GY502

Staff / Research Students Seminars

This information is for the 2020/21 session.

Teacher responsible: Dr Sefi Roth STC4.21a, Dr Ryan Centner STC 6.01c and Dr Felipe Carozzi, STC 4.16

Availability: This course is compulsory on the MPhil/PhD in Economic Geography, MPhil/PhD in Environmental Economics, MPhil/PhD in Environmental Policy and Development, MPhil/PhD in Human Geography and Urban Studies and MPhil/PhD in Regional and Urban Planning Studies. This course is available on the MPhil/PhD in Economic Geography, MPhil/PhD in Environmental Economics and MPhil/PhD in Human Geography and Urban Studies. This course is available with permission as an outside option to students on other programmes where regulations permit. For all MPhil/PhD students registered in the Department of Geography and Environment and staff. Other interested students may attend.

Course content: Topical seminar series involving presentations by speakers from both inside and outside the Department on aspects of their own research.

Teaching: There are three different seminar series taking place regularly throughout the year, organised by each of the three research clusters in the Department of Geography & Environment. The Economic Geography cluster seminar series is organized in conjunction with the Spatial Economics Research Centre (SERC); the Environmental Economics & Policy cluster seminar series is organized together with the Grantham Research Institute on Climate Change and the Environment; and the Urbanisation, Planning and Development seminar series. The timing and

length of each seminar series vary across research clusters and schedules and format are subject to change depending on the availability of speakers.

Assessment: This course is not intended as preparation for any particular examination. But, students will find it useful in increasing their awareness of current research and the application of research methods across the discipline.

GY503

Writing the World

This information is for the 2020/21 session.

Teacher responsible: Dr Austin Zeiderman STC 601D and Dr Megan Ryburn LACC

Availability: This course is compulsory on the MPhil/PhD in Human Geography and Urban Studies. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The word “geography” derives from a Greek term whose literal translation is “earth description” or “writing the world.” At a basic level, it refers to the art of producing written accounts of people and their environments based on first-hand knowledge. The institutionalization of geography in the nineteenth century paralleled the professionalization of academic disciplines in the service of empire and capital. This course provides a space for reengaging with the practice of “writing the world” as a shared intellectual pursuit.

GY503 has two main objectives, both of which are designed to support the intellectual and career development of doctoral students in human geography, planning, urban studies, and related disciplines. The first objective is to provide advanced training in research-based writing. The second objective is to foster critical engagement with classic and current texts of a geographical nature. Both objectives are to be achieved collectively by bringing together doctoral students and academic staff to meet regularly throughout the year.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a series of workshops across Michaelmas, Lent and Summer Terms.

This course includes a reading week in Week 6 of Michaelmas Term and Week 6 of Lent Term.

The core participants in GY503 are doctoral students at all stages. Academic staff and postdoctoral fellows from the Urbanisation, Planning and Development cluster of the Department of Geography & Environment are also strongly encouraged to participate.

Formative coursework: Students will be expected to produce 1 essay.

Doctoral students participating in this course will have the opportunity to workshop a draft of their written work (approximately 10,000 words) once during the year. Example of suitable submissions include working drafts of thesis chapters, journal articles, and research proposals. Participants are expected to attend all meetings and to have read the specified materials beforehand.

GY520

Environmental Regulation: Implementing Policy

This information is for the 2020/21 session.

Teacher responsible: Dr Richard Perkins STC.S413, Dr Michael Mason, Dr Eugenie Dugoua and Dr Nora Sylvander

Availability: This course is available on the MPhil/PhD in Environmental Economics and MPhil/PhD in Environmental Policy

and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator.

This course cannot be taken with GY465 Concepts in Environmental Regulation or GY475 Issues in Environmental Governance or GY420 Environmental Regulation: Implementing Policy.

Course content: This course provides critical insights into the characteristics, processes and evolving dynamics of environmental policy, regulation and governance. In MT, the course considers the rationale for public policy intervention, and the factors that shape the influence of different interest groups over government policy making. It proceeds to examine the nature, design and performance of different policy instruments, together with the various influences governing policy implementation processes. In LT, the course highlights key themes in environmental regulation informed by the concept of multi-level governance. This concept suggests new alignments and forms of regulation within and across state borders: the themes chosen to explore this concept include governing technological change, international negotiations, governance beyond the state, and different rationalities of regulation (science, ethics and justice).

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of seminars and lectures across both Michaelmas Term and Lent Term. This course includes a reading week in Week 6 of Michaelmas Term and Lent Term.

Formative coursework: Students are expected to prepare one formative piece of coursework in the MT: feedback will be provided. In the LT, students are required to give one presentation on an agreed topic: feedback will be provided.

Indicative reading: While there is no one single text that covers all aspects of the course, you are strongly advised to consult the following:

Core reading, MT: D Fiorino (2006) *The New Environmental Regulation*, London: MIT Press; J Holder and M Lee (2007) *Environmental Protection Law and Policy* (2nd edition), Cambridge: Cambridge University Press; S Bell, D McGillivray, O Pedersen, E Lees and E Stokes (2017) *Environmental Law* (9th edition), Oxford: Oxford University Press. Core reading, LT: S Barrett (2005) *Environment and Statecraft: The Strategy of Environmental Treaty-Making*, Oxford: Oxford University Press; A Gupta and M Mason (eds.) (2014) *Transparency in Global Environmental Governance*, Cambridge, MA: MIT Press; S Piattoni (2010) *The Theory of Multi-level Governance*, Oxford: Oxford University Press; A Randall (2011) *Risk and Precaution*, Cambridge: Cambridge University Press.

Assessment: Essay (100%, 6000 words) in the ST.

GY526 Half Unit Not available in 2020/21

Advanced Methods in Environmental and Resource Economics: Time, Risk and Environmental Policy

This information is for the 2020/21 session.

Teacher responsible: Dr Antony Millner FAW Grantham Research Institute and Prof Benjamin Groom STC 420

Availability: This course is available on the MPhil/PhD in Environmental Economics. This course is available with permission as an outside option to students on other programmes where regulations permit.

A strong background in economics is required to take this course

for credit. A Master's degree in economics or equivalent will usually be required. Students from the MSc in Environmental Economics and Climate Change and those enrolled on GY426: Environmental and Resource Economics are allowed to audit the course.

Pre-requisites: The course will be core training for the PhD in Environmental Economics. A background in Economics is therefore required to take this course. Students taking the MSc in Environmental Economics and Climate Change or students enrolled on the GY426: Environmental and Resource Economics can audit the course.

Course content: Many of the most important environmental problems require us to choose between policy options with very uncertain, very long-run, consequences. Climate change provides an archetypal example, but this is also true of e.g. biodiversity loss and the decline in global fisheries. This half unit course will introduce you to the decision tools economists use to inform long-run, uncertain, policy choices. We will critically examine these tools, and how they are applied in environmental economics. The aim is to provide you with enough technical background to be able to read current research papers in the field, evaluate their claims for yourself, and begin to formulate your own research questions. Topics will include intertemporal choice and discounting, risk, uncertainty and learning, catastrophes, and some more advanced discussion of dynamic optimization. We will connect some of the economics literature on these topics to parallel discussions in philosophy. We will illustrate the theory we cover with applications to common-pool resource problems, climate change, and renewable and exhaustible resource management.

There will be 5 x 2 hour lectures:

- 1) Inter-temporal Decision Making;
- 2) Risk and Uncertainty;
- 3) Information and Learning;
- 4) The Economics of Catastrophes;
- 5) Elements of Dynamic Optimisation.

Teaching: 10 hours of lectures and 5 hours of seminars in the LT.

There will be 5 x 2 hour lectures:

- 1) Inter-temporal Decision Making;
- 2) Risk and Uncertainty;
- 3) Information and Learning;
- 4) The Economics of Catastrophes;
- 5) Elements of Dynamic Optimisation.

Formative coursework: Students will be expected to produce 5 problem sets in the LT.

Formative coursework will take the form of a problem set each week.

Indicative reading: Human well-being and the natural environment. Partha Dasgupta, Oxford University Press, 2004; *Valuing the Future: Economic Theory and Sustainability*. Geoffrey Heal, Columbia University Press, 2000; *Pricing the Planet's Future*. Christian Gollier, Princeton University Press, 2012; *Intergenerational Equity*. Geir Asheim, *Annual Review of Economics*. volume 2, 197-222; *On Second-Best National Saving and Game Equilibrium Growth*. E. Phelps and R. Pollak, *Review of Economic Studies*; *The Economics of Risk and Time*, Christian Gollier. MIT Press, 2004; *Theories of Decision under Uncertainty*. Itzhak Gilboa, *Econometrics Society Monograph*. 2009.

Assessment: Project (100%, 5000 words) in the ST.

The summative assessment project counts for 100% of the overall grade for the course. This project will test understanding of the theoretical methods and their application to real world problems.

GY574 Half Unit

Politics of Environment and Development

This information is for the 2020/21 session.

Teacher responsible: Dr Kasia Paprocki STC 4.21b and Dr Julia Corwin STC 4.14

Availability: This course is compulsory on the MPhil/PhD in Environmental Policy and Development. This course is not

available as an outside option.

Course content: This course explores key themes at the intersection of development and environmental politics. Specifically, the course is centred on the applications of political ecology, critical development studies, and materialist human geography to topics in environment and development. In exploring the complex relationships between historical dynamics of development, inequality, and the environment, it covers a range of important natural resource and environmental issues, such as climate change, conservation, waste, and environmental social movements.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of seminars and lectures across Lent Term.

This course includes a reading week in Week 6 of Lent Term.

Indicative reading:

- Li, T (2007), *The Will to Improve*, Durham: Duke University Press.
- Robbins, P (2012), *Political Ecology: A Critical Introduction*, Oxford: Wiley-Blackwell
- Scott, J (1991) *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*, New Haven: Yale University Press.
- West, P (2006) *Conservation is Our Government Now: The Politics of Ecology in Papua New Guinea*. Durham: Duke University Press.
- Wolford, W (2010) *This Land Is Ours Now: Social Mobilization and the Meanings of Land in Brazil*. Durham: Duke University Press.

Assessment: Essay (100%, 6000 words) in the ST.

HP500

Advanced Health Policy and Health Economics

This information is for the 2020/21 session.

Teacher responsible: Prof Andrew Street COW 1.02, Dr Mylene Lagarde COW 3.02, Dr Justin Parkhurst COW 2.12 and Dr Huseyin Naci COW 3.01

Availability: This course is compulsory on the MPhil/PhD in Health Policy and Health Economics. This course is not available as an outside option.

Course content: The PhD programme is centred around this core course and all students registered in their 1st, 2nd or 3rd year are expected to attend.

Alongside a set of bespoke lectures, the course includes a journal club where key articles are critically appraised and a series of seminars given by faculty in the Department of Health Policy and external speakers, thereby guaranteeing exposure to different materials, research areas, and theoretical perspectives and analytical techniques.

Students will be required to participate in work-in-progress seminars where students present work relating to their theses and contribute fully to discussions on their colleagues' work. The course will provide students with insights into the breadth of work in the areas of health and social care policy and health economics, and will act as a supportive critical forum for discussion of each PhD student's work-in-progress.

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

Over the course of the academic year, 24 hours of lectures 24 hours of seminars will take place.

Students on the course will have reading weeks in Week 6 of both Michaelmas and Lent Terms.

Formative coursework: Students will be expected to produce two one-hour presentations over the course of the academic year. In one of these, the student is to contribute to the course's journal club by critically appraising an important contribution to the health policy or health economics literature. In the other

instance, students will present work-in-progress, thereby showing understanding of the concepts of the course and its application in designing their PhD thesis.

Indicative reading: Tim Bhattacharya, Timothy Hyde, and Peter Tu: *Health Economics* (Palgrave Macmillan 2014). Robert H. Blank and Viola Desidera Burau: *Comparative Health Policy*, 3rd edition (Palgrave Macmillan 2013). Peter Burnham: *Research Methods in Politics*, 2nd edition (Palgrave Macmillan 2008). Michael F Drummond et al.: *Methods for the Economic Evaluation of Health Care Programmes* (Oxford University Press 2015). Sherry Glied and Peter Smith: *The Oxford Handbook of Health Economics* (Oxford University Press 2013). Andrew M Jones ed.: *The Elgar Companion to Health Economics*, 2nd edition (Edward Elgar 2013). Stephen Morris et al.: *Economic Analysis in Health Care*, 2nd edition (Wiley 2013)

Assessment: Oral examination (100%).

Summative assessment in the first year of full-time PhD enrolment will consist of a 5,000 word thesis document detailing students' thesis proposal, including research question, a literature review, a description of their methodology, their plans for data collection and a timetable through to completion. Students are subject to a viva voce and marking of this document by the two non-supervisory members of the department who make the decision on upgrading. Students will be required to achieve a minimum grade of 60%.

HY501

International History Research Student Workshop

This information is for the 2020/21 session.

Teacher responsible: Dr Tanya Harmer SAR.M.11

Availability: This course is compulsory on the MPhil/PhD in International History. This course is not available as an outside option.

Course content: The workshop aims to introduce students to effective archival research, issues in the preparation of a thesis and means of launching a career in academic or related fields; and the opportunity to present research in progress.

Students yet to pass their upgrade from MPhil to PhD attend the Introductory Workshop, which meets weekly in the Michaelmas term. Meetings are devoted to research and interviewing techniques and mainly practical issues of historical research. Students due to be upgraded attend the Advanced Workshop held in the Lent and Summer terms, the frequency of meetings depending upon the number of participants. The meetings are intended primarily as a forum for reviewing research in progress, with a view to enabling students to pass their upgrade.

Teaching: Students will engage with workshop content in large and small group meetings.

Assessment: This course is not assessed.

HY509

International History Research Seminar

This information is for the 2020/21 session.

Teacher responsible: Dr Tanya Harmer SAR.M.11

Availability: This course is available on the MPhil/PhD in International History. This course is not available as an outside option.

MA/MSc students are welcome to attend.

Pre-requisites: There are no pre-requisites for attending but students wanting to present their research need to have passed their upgrades to PhD status.

Course content: This research seminar is convened by PhD students in International History and offers the opportunity for second, third and fourth year PhD students to present their research for discussion in conversation with others. Staff from

within the department as well as invited guests from beyond the LSE will participate as discussants and presenters.

Teaching: Seminars will take place either on campus or via Zoom, as circumstances permit.

Assessment: This course is not assessed.

HY510

Cold War History Research Seminar

This information is for the 2020/21 session.

Teacher responsible: Dr Svetozar Rajak SAR 3.15

Availability: This course is available on the MPhil/PhD in International History. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: Second and third year PhD students will present their research for discussion. There will also be seminars by staff from within and outside the department on their own research with relevance for PhD students either in terms of subject and/or methodology.

Teaching: Seminars will be held either on campus or via Zoom, as circumstances dictate.

Indicative reading: See the webpage for the course for further details.

Assessment: The course is not assessed.

IR501

Methods in International Relations Research

This information is for the 2020/21 session.

Teacher responsible: Dr Milli Lake CBG.8.03 and Prof Benjamin Dodge CBG.9.02

Availability: This course is compulsory on the MPhil/PhD in International Relations. This course is not available as an outside option.

Course content: The main objective of this course is to offer students an introduction to and route map through the principal approaches to contemporary research in the main branches of International Relations and to help students identify the appropriate methods for their own thesis. The course will investigate the relationship between theory and method in the conduct of research. It will encourage students to think about the trade-offs and tensions involved in choosing specific methods and research designs. Our aim is to facilitate student learning so that each research student can comprehend, critically interrogate and engage with scholarship employing diverse methodological toolkits. The end result aimed for is well-rounded and professional academics that are familiar and hence intellectually at ease with the plurality of methodological and theoretical approaches available to those conducting cutting edge research in International Relations.

The course therefore aims to expose students to, and generate awareness of, a variety of research methods in the discipline irrespective of the particular approach students employ in their doctoral work, and at the same time help them develop a detailed research plan for their own research. The course will aim to promote an environment of mutual support and encouragement amongst first year research students, maximising the potential for cross fertilization between different projects. The course will also develop students' presentational skills in a group setting.

Teaching: 14 hours of seminars and 9 hours of workshops in the MT. 14 hours of seminars and 9 hours of workshops in the LT.

Formative coursework: Students will be expected to draft and present sections of their research plan in the Michaelmas Term and to prepare and present a full research plan at the end of the Lent Term.

Indicative reading:

- Janet M. Box-Steffensmeier, Henry E. Brady & David Collier (eds), *The Oxford Handbook of Political Methodology* (Oxford: Oxford University Press, 2008).
- Alexander L. George and Andrew Bennett, *Case Studies and Theory Development in the Social Sciences* (MIT Press, 2005);
- John Gerring, *Social Science Methodology: A Unified Framework*, 2nd edition (Cambridge and New York: Cambridge University Press, 2012).
- Peregrine Schwartz-Shea and Dvora Yanow, *Interpretative Research Design: Concept and Processes* (London: Routledge 2012);
- Diana Kapiszewski, Lauren MacLean, and Benjamin Read, *Field Research in Political Science: Practices and Principle* (Cambridge: Cambridge University Press 2015).
- Gary Goertz and James Mahoney, *A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences* (Princeton: Princeton University Press, 2012).

Assessment: This course is not assessed.

IR502

International Relations Theory Research Workshop

This information is for the 2020/21 session.

Teacher responsible: Dr Martin Bayly CBG.8.07 and Mr Mark Hoffman OLD.1.09

Availability: This course is open to all interested MPhil/PhD students and faculty in the Department of International Relations. It is available with permission as an outside option to students on other programmes where regulations permit.

Course content: IR502 is part of the research-training programme for all research students working in the area of international theory, broadly defined to include work in rationalist, constructivist and critical traditions. The workshop's principal objective is to foster intellectual exchange by showcasing new and innovative work from leading and emerging scholars developing innovative theoretical approaches to better explain, understand and critique world politics. The workshop will provide a forum in which research students can present their work, discuss the theoretical and methodological problems involved, discuss common challenges in conducting research in this area and obtain feedback on their work. The papers are circulated in advance.

Teaching: A minimum of 6 hours of seminars in the MT. A minimum of 6 hours of seminars in the LT. Some of these will be delivered online.

Assessment: This course is not assessed.

IR504

Security and Statecraft Research Workshop

This information is for the 2020/21 session.

Teacher responsible: Dr Anne Getmanski CBG.8.05 and Prof Fawaz Gerges CBG.10.03

Availability: This course is available on the MPhil/PhD in International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

It is open to all interested research students and faculty with the Department and is available with permission to students on other programmes.

Course content: IR504 is part of the research-training programme for all research students working in the area of security and statecraft broadly defined. The workshop's principal objective is to foster intellectual exchange by showcasing new and innovative work from leading and emerging scholars. It provides a forum in which research students can present their work, discuss the theoretical and methodological problems involved, examine

common challenges in conducting research in this area and obtain feedback on their work. Research in this area draws on diverse theoretic and methodological approaches, and ranges across levels of analysis, regions, and eras. Specific foci of research include diplomacy, foreign and security relations, foreign policy analysis, comparative strategy, identity and security, war and society, state-building, peace-building and conflict resolution, revolutions, human security and genocide.

Teaching: A minimum of 6 hours of seminars in the MT. A minimum of 6 hours of seminars in the LT. Some of these will be delivered online.

Assessment: This course is not assessed.

IR507

International Institutions, Law and Ethics Research Workshop

This information is for the 2020/21 session.

Teacher responsible: Dr Mathias Koenig-Archibugi CBG.3.38 and Dr Theresa Squatrito CBG.8.08

Availability: This course is available on the MPhil/PhD in International Relations. This course is not available as an outside option.

It is open to all interested research students and faculty in the Department of International Relations and it is available with permission to students on other programmes.

Course content: IR507 is part of the research-training programme for all research students working on the theory, history and/or practice of international institutions, international law and ethics. The workshop's principal objective is to foster intellectual exchange by showcasing new and innovative work from leading and emerging scholars. The workshop will provide a forum in which research students can present their work, discuss the theoretical and methodological problems involved, discuss common challenges in conducting research in this area and obtain feedback on their work. Research in this area runs from the study of intergovernmental and nongovernmental institutions and global governance, to the politics of international law, to the ethical and normative dimensions of global politics. It includes, but is not limited to, the study of international institutions such as the European Union, North Atlantic Treaty Organisation, and the International Criminal Court and international issues such as human rights, humanitarian intervention, climate change, global health and international crime.

Teaching: A minimum of 6 hours of seminars in the MT. A minimum of 6 hours of seminars in the LT. Some of these will be delivered online.

Assessment: This course is not assessed.

IR509 Not available in 2020/21

International Relations Research Design Workshop

This information is for the 2020/21 session.

Teacher responsible: Prof Tomila Lankina

Availability: This course is compulsory on the MPhil/PhD in International Relations. This course is not available as an outside option.

This course is compulsory on the MPhil/PhD in International Relations. This course is not available as an outside option.

This workshop is compulsory for all second year International Relations Department (IRD) research students and open to other interested IRD research students.

Course content: This workshop will address issues concerning the formulation and design of the PhD research project. Its principal objective is to assist research students in designing a well-thought

out and manageable thesis. It seeks to do so by providing a forum students discuss their research topic, the particular set of questions they intend to address and the methods they wish to use with other members of the workshop. Its aim is to provide students with constructively critical observations about their research project and the problems they may confront and preparing students for their upgrade Research Panel in the summer.

Teaching: 12 hours of seminars in the MT.

Assessment: This course is not assessed.

IR555

International Political Economy Research Workshop

This information is for the 2020/21 session.

Teacher responsible: Dr Natalya Naqvi CBG.8.14 and Dr James Morrison CBG.8.06

Availability: This course is open to all interested MPhil/PhD students and faculty in the Department of International Relations. It is available with permission as an outside option to students on other programmes where regulations permit.

Course content: IR555 is part of the research-training programme for all research students working in the area of international political economy: the relationship between states and markets in a global context. The workshop's principal objective is to foster intellectual exchange by showcasing new and innovative work from leading and emerging scholars. The workshop will provide a forum in which research students can present their work, discuss the theoretical and methodological problems involved, discuss common challenges in conducting research in this area and obtain feedback on their work. Research in this area works at multiple levels of analysis and draws on an array of theoretic and methodological approaches from several disciplines. Both historical and contemporary questions are addressed across a range of issues including: trade, migration, global environmental politics, international economic organisations, economic diplomacy, international finance, foreign investment, exchange rates, and monetary relations.

Teaching: A minimum of 6 hours of seminars in the MT. A minimum of 6 hours of seminars in the LT. Some of these will be delivered online.

Assessment: This course is not assessed.

LL500

Doctoral Research Seminar series

This information is for the 2020/21 session.

Teacher responsible: Professor Gerry Simpson (NAB 6.13)

Availability: This course is compulsory on the MPhil/PhD in Law and MPhil/PhD in Law (Socio-Legal Theory). This course is not available as an outside option.

Course content: The course aims to equip students with the skills required to undertake advanced legal research. The focus in the MT is on methodological and theoretical issues arising in legal scholarship. The focus in the LT is on the various stages of the PhD process, and on preparation for professional life in academic law beyond the PhD. In the ST an Upgrade Conference is held at which first year research students present their work-in-progress.

Teaching: 22 hours of seminars in the MT. 22 hours of seminars in the LT.

There will be a Reading Week in week 6 of MT and LT.

Assessment: There are no examination arrangements. However, attendance is compulsory for first year research students.

Research students in other years may also attend.

MA500

Mathematics: Seminar on Combinatorics, Games and Optimisation

This information is for the 2020/21 session.

Teacher responsible: Dr Paul Duetting, Dr Ahmad Abdi and Prof Jozef Skokan

Availability: This course is compulsory on the MPhil/PhD in Mathematics. This course is available with permission as an outside option to students on other programmes where regulations permit.

Other members of the research community are welcome to attend.

Course content: The seminar ranges over many areas of pure and applied mathematics. The emphasis is on topics in discrete mathematics, operations research and game theory. The seminar is regarded as an important part of research students' formal training and they are expected to attend and contribute.

Teaching: 33 hours of seminars and 33 hours of seminars in the MT. 33 hours of seminars and 33 hours of seminars in the LT. 21 hours of seminars and 21 hours of seminars in the ST.

MA501

Research Student Seminar

This information is for the 2020/21 session.

Teacher responsible: Dr Christoph Czichowsky COL 3.11, Prof Jozef Skokan COL 3.04, Prof Julia Boettcher COL 4.03, Dr Paul Duetting COL 3.08, Dr Ahmad Abdi and Prof Johannes Ruf

Availability: This course is compulsory on the MPhil/PhD in Mathematics. This course is available with permission as an outside option to students on other programmes where regulations permit.

Other members of the research community are welcome to attend.

Course content: The seminars range across many areas of pure, applied and financial mathematics. The emphasis is on topics in discrete mathematics, algorithms, operations research, game theory, financial mathematics and control theory. The seminars are regarded as an important part of research students' formal training and they will all be expected to attend and contribute. Throughout the academic year, students are also invited to give presentations. There are additional reading groups aimed at students working in financial mathematics and discrete mathematics. These are compulsory for students working in this area but other students of the MPhil/PhD in Mathematics are welcome to attend.

Teaching: PhD Seminar on Combinatorics, Games and Optimisation (MA501.1): 11 one-and-a-half-hour seminars in the MT and LT. 7 one-and-a-half-hour seminars in the ST. LGSMF Portfolio Optimisation Seminar (MA501.2): 11 three-hour seminars in the LT. 7 three-hour seminars in the ST. Financial Mathematics Reading Group Seminar (MA501.3): 11 three-hour seminars and 11 one-hour seminars in the MT and LT. 7 three-hour seminars and 7 one-hour seminars in the ST. Discrete Mathematics Reading Group Seminar (MA501.4): 11 three-hour seminars in the MT and LT. 7 three-hour seminars in the ST.

Approximately 80-90 meetings of between 1 and 3 hours throughout the MT, LT and ST, dependent on speakers. See http://www2.lse.ac.uk/maths/Seminars/Research_Seminars.aspx for schedule and more details.

MC500

Research Seminar for Media, Communications & Culture

This information is for the 2020/21 session.

Teacher responsible: Professor Lilie Chouliaraki

Availability: This course is compulsory on the MPhil/PhD in Data, Networks and Society and MPhil/PhD in Media and Communications. This course is not available as an outside option. This course is compulsory for doctoral researchers in the first and second years of the Doctoral Programmes in the Department of Media and Communications. All doctoral researchers in the Department are welcome and encouraged to attend.

Course content: The aim of the course is to raise awareness of theoretical, conceptual and methodological issues in the interdisciplinary field of media and communications research and to develop students skills with respect to theory building, research design and implementation. The course focuses, in particular, on the key conceptual issues and analytical strategies required in media and communication research, with special reference to the study of the changing environment of media production, dissemination and consumption, under conditions of globalization and digitization of information

Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT.

In the 2020/21 academic year, seminars will be held online.

Indicative reading:

- Baym N. K. (2010) Personal Connections in the Digital Age, Polity.
- Boltanski I. and Chiapello E. (2001) The New Spirit of Capitalism London: Verso.
- Carey J. W. (1989) Communication as Culture New York, NY: Routledge.
- Chadwick A. (2017) The Hybrid Media System: Politics and Power – 2nd Edition. Oxford: Oxford University Press.
- Chesher C. Crawford K. and Dunne A. (2014) Understanding the Internet. Language, Technology, Media, Power London: MacMillan. Palgrave.
- Chouliaraki L. (2013) The Ironic Spectator. Solidarity in the Age of Post-humanitarianism Cambridge: Polity.
- Couldry, N. & Mejias, U. A. (2019) The costs of connection: How data is colonizing human life and appropriating it for capitalism. Stanford University Press.
- Lievrouw A. L. and Livingstone S. (eds.) (2006) The Handbook of New Media (updated edition) London: Sage
- Mansell R. (2012) Imagining the Internet Oxford: OUP.
- Mignolo W. (2012) Local histories/global designs: Coloniality, subaltern knowledges, and border thinking. Princeton University Press.
- Papacharissi Z. (2014) Affective Publics. Oxford: OUP.
- Wacquant L. and Bourdieu P. (1992) Introduction to Reflexive Sociology Chicago: University of Chicago Press.
- Silverstone R. (2006) Media and Morality. On the Rise of Mediapolis Cambridge: Polity.

Assessment: This course is based predominantly on student presentations on their work in progress.

First year doctoral researchers are expected to use MC500 seminars as a key resource towards their thesis proposal at the end of their first year of study.

MC501

Advanced Doctoral Workshop in Media and Communications

This information is for the 2020/21 session.

Teacher responsible: Prof Lilie Chouliaraki, FAW.7.01D

Availability: This course is available on the MPhil/PhD in Data, Networks and Society and MPhil/PhD in Media and Communications. This course is not available as an outside option.

Pre-requisites: Students must have completed Research Seminar for Media, Communications & Culture (MC500).

Course content: The series is intended to offer students guidance and support in the writing-up of their thesis. The approach to the series is student-centred, practice-oriented and dialogic, focusing on students' work - hence the term 'workshop'. Specifically, participants commit to submitting a draft of one of their PhD

chapters and comment on others' submissions, in the course the academic term. The curriculum consists therefore of individual students' work, each week concentrating on a single student's draft (maximum 5000 words) submitted together with a relevant academic reading. Through a system of signing-up and pairing, each ninety-minute session is set up in two parts: the first part is a twenty-minute dialogue between the writer and their discussant, who introduces and comments on the writer's work; the second part is a full hour's exchange of ideas by all - the expectation being that everyone commits to reading the submitted draft. The role of the DPD is to gently guide group interaction and, when necessary, provide input as much on the submission as on subsequent discussion points. The role of the DPD is not to substitute the supervisor but to ensure that the discussion is conducted in an informal, friendly and non-intimidating way.

Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT.

40 hours of teaching across two terms.

MC5M2

Advanced Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis)

This information is for the 2020/21 session.

Teacher responsible: Professor Ellen Helsper

Availability: This course is compulsory on the MPhil/PhD in Data, Networks and Society and MPhil/PhD in Media and Communications. This course is not available as an outside option.

Course content:

i. Principles of Research in Media and Communications: A series of lectures offered by Department of Media and Communications faculty in Michaelmas Term. The lectures will normally cover the following topics central to research design across the social sciences, with a specific emphasis on their application to media and communications contexts: the general nature of research as social inquiry, interviewing, discourse analysis, social network analysis, content analysis, visual analysis, survey design/questionnaires, case studies, ethnography and participant observation, as well as research ethics.

ii. Specialist research workshops: A series of 5 three-hour workshops (comprised of two x 1.5 hour sessions) offered by media and communications staff in LT. Students are required to participate in all five workshops.

iii. Principles of Social Research Analysis: Students have to take at least one quantitative analysis course offered by the Department of Methodology (MY464 is the basic option). In addition, students are recommended to take either another quantitative or a qualitative analysis course offered by the Department of Methodology. The combination of courses must be approved by the supervisor and discussed with the MC5M2 convenor.

Teaching: This course is delivered through a combination of lectures, seminars and workshops totalling a minimum of 53 hours across Michaelmas and Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as online videos. This course includes a reading week in Week 6 of term.

This is comprised of the following:

i. Principles of Research in Media and Communications:

Lecture (one hour) x 10 Michaelmas Term; Lecture on Writing Methodological Chapters and Papers (one hour) x 1 Lent Term

ii.160

Specialist workshops: Workshops (three hours) x 5 Lent Term (each comprised of two 1.5-hour sessions)

iii.160

Principles of Social Research Analysis: Quantitative analysis course MY464 in Michaelmas Term: Lecture (two hours) x 9 Michaelmas Term; Computer class (one hour) x 9 Michaelmas Term; Recommended quantitative or Qualitative Analysis course in

Lent Term (Varies depending on the course).

Formative coursework:

i. Principles of Research in Media and Communications: All students are expected to write a 7000 word methodology chapter for their thesis and submit it to their supervisor in ST1. This will normally include a pilot study testing one method to be used in the thesis.

ii. Principles of Social Research: All students are expected to complete advance readings and submit workshop assignments.

iii. Principles of Social Research Analysis: Most quantitative analysis courses require weekly assignments. The qualitative analysis courses vary in their formative assessment.

Indicative reading:

- Alasuutari, P. (1995). *Researching Culture: Qualitative Method and Cultural Studies*. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Bauer, M. W., & Gaskell, G. D. (2000). *Qualitative Researching with Text, Image and Sound: A Practical Handbook for Social Research*. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Bell, A., & Garrett, P. (1998). *Approaches To Media Discourse*. Oxford; Malden, Mass: John Wiley & Sons.
- Bertrand, I & Hughes, P. (2005) *Media Research Methods. Audiences, Institutions and Texts*. New York: Palgrave.
- Bryman, A. (2012). *Social Research Methods*. Oxford; New York: Oxford University Press.
- Deacon, D., Pickering, M., Golding, P., & Murdock, G. (1999). *Researching Communications: A Practical Guide to Methods in Media and Cultural Analysis*. London: Hodder Education.
- De Vries, R. (2018) *Critical Statistics: Seeing beyond the headlines*. London, UK: MacMillan International.
- Flick, U. (1998). *An Introduction to Qualitative Research*. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Hansen, A., Cottle, S., Negrine, P. R., & Newbold, C. (1998). *Mass Communication Research Methods*. Basingstoke: Palgrave Macmillan.
- Jensen, K. B., & Jankowski, N. W. (1991). *A Handbook of Qualitative Methodologies for Mass Communication Research*. London; New York: Routledge.
- Jørgensen, M. W., & Phillips, L. J. (2002). *Discourse analysis as theory and method*. London: Sage.
- Fairclough, N. (2001). *Language and power*. London: Pearson Education.
- Kent, R. (1994). *Measuring Media Audiences*. London; New York: Cengage Learning EMEA.
- Rose, G. (2012). *Visual Methodologies: An Introduction to Researching with Visual Materials*. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Schroder, K., Drotner, K., Kline, S., & Murray, C. (2003). *Researching Audiences: A Practical Guide to Methods in Media Audience Analysis*. London: New York: Bloomsbury Academic.
- Silverman, D. (2013). *Doing Qualitative Research: A Practical Handbook*. London; Thousand Oaks, Calif: SAGE Publications Ltd.

Assessment: Online assessment (100%).

One three-hour online assessment in the January exam period relating to Quantitative Analysis (e.g. MY464) and one two-hour examination in Summer Term if another quantitative analysis course is taken (see Department of Methodology course guides). Note: Summative assignments differ depending on the components of the methodological training taken by the students. Students must pass all components of MC5M2.

MC5M8

Advanced Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis)

This information is for the 2020/21 session.

Teacher responsible: Professor Ellen Helsper

Availability: This course is available on the MPhil/PhD in

Data, Networks and Society and MPhil/PhD in Media and Communications. This course is not available as an outside option.

Course content:

i. Principles of Research in Media and Communications: A series of lectures offered by Department of Media and Communications faculty in Michaelmas Term. The lectures will normally cover the following topics central to research design across the social sciences, with a specific emphasis on their application to media and communications contexts: the general nature of research as social inquiry, interviewing, discourse analysis, social network analysis, content analysis, visual analysis, survey design/questionnaires, case studies, ethnography and participant observation, as well as research ethics.

ii. Specialist research workshops: A series of 5 three-hour workshops (comprised of two x 1.5 hour sessions) offered by media and communications staff in LT. Students are required to participate in all five workshops.

iii. Principles of Social Research Analysis: Students have to take at least one quantitative analysis course offered by the Department of Methodology (MY552 is the basic option for MC5M8). In addition, students are recommended to take either another qualitative or a quantitative analysis course offered by the Department of Methodology. The combination of courses must be approved by the supervisor and discussed with the MC5M8 convenor.

Teaching: This course is delivered through a combination of lectures, seminars and workshops totalling a minimum of 53 hours across Michaelmas and Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as online videos. This course includes a reading week in Week 6 of term.

This is comprised of the following:

i. Principles of Research in Media and Communications:

Lecture (one hour) x 10 Michaelmas Term; Lecture on Writing Methodological Chapters and Papers (one hour) x 1 Lent Term

ii. Specialist workshops: Workshops (three hours) x 5 Lent Term (each comprised of two 1.5-hour sessions)

iii. Principles of Social Research Analysis: Quantitative analysis course MY552M in Michaelmas Term: Lecture (two hours) x 9 Michaelmas Term; Computer class (one hour) x 9 Michaelmas Term; Recommended quantitative or Qualitative Analysis course in Lent Term (Varies depending on the course).

Formative coursework:

i. Principles of Research in Media and Communications: All students are expected to write a 7000 word methodology chapter for their thesis and submit it to their supervisor in ST1. This will normally include a pilot study testing one method to be used in the thesis.

ii. Principles of Social Research: All students are expected to complete advance readings and submit workshop assignments.

iii. Principles of Social Research Analysis: Most quantitative analysis courses require weekly assignments. The qualitative analysis courses vary in their formative assessment.

Indicative reading:

- Alasuutari, P. (1995). *Researching Culture: Qualitative Method and Cultural Studies*. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Bauer, M. W., & Gaskell, G. D. (2000). *Qualitative Researching with Text, Image and Sound: A Practical Handbook for Social Research*. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Bertrand, I & Hughes, P. (2005) *Media Research Methods. Audiences, Institutions and Texts*. New York: Palgrave.
- Bryman, A. (2012). *Social Research Methods*. Oxford; New York: Oxford University Press.
- Deacon, D., Pickering, M., Golding, P., & Murdock, G. (1999). *Researching Communications: A Practical Guide to Methods in Media and Cultural Analysis*. London: Hodder Education.
- De Vries, R. (2018) *Critical Statistics: Seeing beyond the headlines*. London, UK: MacMillan International.
- Flick, U. (1998). *An Introduction to Qualitative Research*. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Hansen, A., Cottle, S., Negrine, P. R., & Newbold, C. (1998). *Mass*

Communication Research Methods. Basingstoke: Palgrave Macmillan.

- Jensen, K. B., & Jankowski, N. W. (1991). *A Handbook of Qualitative Methodologies for Mass Communication Research*. London; New York: Routledge.
- Jørgensen, M. W., & Phillips, L. J. (2002). *Discourse analysis as theory and method*. London: Sage.
- Fairclough, N. (2001). *Language and power*. London: Pearson Education.
- Kent, R. (1994). *Measuring Media Audiences*. London; New York: Cengage Learning EMEA.
- Rose, G. (2012). *Visual Methodologies: An Introduction to Researching with Visual Materials*. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Schroder, K., Drotner, K., Kline, S., & Murray, C. (2003). *Researching Audiences: A Practical Guide to Methods in Media Audience Analysis*. London: New York: Bloomsbury Academic.
- Silverman, D. (2013). *Doing Qualitative Research: A Practical Handbook*. London; Thousand Oaks, Calif: SAGE Publications Ltd.

Assessment: Exam (100%, duration: 2 hours) in the summer exam period.

One two-hour examination in Summer Term relating to Quantitative Analysis (e.g. MY552M) and one two-hour examination in Summer Term if another quantitative analysis course is taken (see Department of Methodology course guides).

Note: Summative assignments differ depending on the components of the methodological training taken by the students. Students must pass all components of MC5M8.

MG500

Information Systems PhD Seminar Series and Workshops

This information is for the 2020/21 session.

Teacher responsible: Dr Carsten Sorensen NAB 3.11

Contributions from Chrisanthi Avgerou, Antonio Cordella, Shirin Madon, Susan Scott, and Edgar Whitley

Availability: This course is compulsory on the MPhil/PhD in Management - Information Systems and Innovation. This course is not available as an outside option.

Course content: This seminar series provides a forum for research students in management to present work in progress. Outside speakers may be invited from time to time.

Teaching: This course is delivered through seminars totalling a minimum of 40 hours across the Michaelmas Term and Lent Term. This year, some or all of this teaching will be delivered through a combination of seminars online and/or physically distanced settings.

This course includes a reading week in Week 6 of Michaelmas Term.

There will also be a PhD workshop with a guest speaker MT & LT. Details of these workshops are to be emailed to students and staff as they are arranged.

Assessment: There is no formal assessment but all students are expected to attend the workshops and must email the course teacher to explain any absences. Attendance at the weekly seminars is more flexible but students should make an effort to attend as many as possible and to be involved in the organisation of at least one per year.

MG505 Half Unit

Research in Organisational Behaviour Seminar I

This information is for the 2020/21 session.

Teacher responsible: Dr Lourdes Sosa NAB 5.19 and Dr Niranjana Janardhanan NAB 4.28

Availability: This course is compulsory on the MRes/PhD in

Management (Organisational Behaviour). This course is available on the MRes/PhD in Management (Employment Relations and Human Resources). This course is not available as an outside option.

This course is available with permission as an outside option to students on other programmes.

Course content: This course seeks to provide PhD students with a foundational understanding of established research in Organisational Behaviour with the objective of encouraging them to design novel research that advances the field. Specifically, this course will introduce students to the evaluation of established research in micro- and macro-level Organisational Behaviour, progressing through units of analysis from psychology research to organisational theory.

Teaching: 30 hours of seminars in the LT.

This year, some or all of this teaching may be delivered through a combination of seminars online and/or physically distanced settings.

Formative coursework: Formative feedback on the individual presentation and essay will be provided throughout the course. Students will be expected to review their plan for presentation in office hours beforehand, and to informally present work in progress throughout the course for continuous feedback.

Indicative reading: Indicative readings include:

Barsade, S. G., & Gibson, D. E. (2007). Why does affect matter in organizations? *Academy of Management Perspectives*, 21(1), 36-59. Hewlin, P. F. (2009). Wearing the cloak: Antecedents and consequences of creating facades of conformity. *Journal of Applied Psychology*, 94, 727-741. Judge, T., Bono, J., Ilies, R., & Gerhardt, M. (2002). Personality and leadership: A qualitative and quantitative review. *Journal of Applied Psychology*, 87, 765-780. Mathieu, J., Maynard, M. T., Rapp, T., & Gilson, L. (2008). Team effectiveness 1997-2007: A review of recent advancements and a glimpse into the future. *Journal of Management*, 34, 410-476. Baron, J.N., Hannan, M.T., Burton, M.D. (2001). Labor Pains: Change in Organizational Models and Employee Turnover in Young, High-Tech Firms. *American Journal of Sociology*, 106, 960-1012. Uzzi, B. (1997). Social Structure and Competition in Interfirm Networks: The Paradox of Embeddedness. *Administrative Science Quarterly*, 42, 35-67. Hannan, M.T., Freeman, J. (1984). Structural Inertia and Organizational Change. *American Sociological Review*, 49, 149-164.

Assessment: Essay (100%, 4000 words) in the ST.

MG509 Half Unit

Managing Digital Platform Innovation

This information is for the 2020/21 session.

Teacher responsible: Dr Carsten Sorensen NAB 3.11

Availability: This course is compulsory on the MPhil/PhD in Management - Information Systems and Innovation. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The course deals with the dynamics of large-scale digital service platforms and their associated ecosystems. It is based on the extant research into modularity, platforms, boundary resources, and digital ecosystems across the fields of management, innovation, and information technology studies. The aim to ground the students in the traditional conceptualisations of IS and use this as the base for exploring the theoretical challenges brought about by a variety of digital and layered-modular multi-sided platforms. The course further examines the components, operations and trends of digital ecosystems, for example focusing on the role of large distributed datasets applied for organisational intelligence of various forms. Social networks form a key example of such large, distributed, datasets, and of innovation platforms relying on associated service ecosystems. The course also addresses the particular challenges of business digitalisation and platformisation for the distributed provision of mobile apps

and uses this example as a basis for a broader consideration of platform innovation dynamics.

Teaching: This course is delivered through seminars totalling a minimum of 20 hours across Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of seminars online and/or physically distanced settings.

This course includes a reading week in Week 6 of Michaelmas Term.

The seminars will include a variety of teaching formats, including presentations by faculty, presentations of papers by students, and seminar discussion on relevant topics.

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

One PowerPoint presentation on a course theme to be handed in week 2 for feedback and one 1500 word essay on the same theme to be handed in for assessment by week 6

Indicative reading: Baldwin, C. Y. & K. B. Clark (2000): *Design Rules*, Vol. 1: The Power of Modularity. Cambridge, MA: MIT Press. Benkler, Y. (2006): *The Wealth of Networks*. Yale University Press. Chandler Jr, A. D. (1977): *The Visible Hand: The Managerial Revolution in American Business*. Cambridge MA: The Belknap Press of Harvard University Press. Garud, R., A. Kumaraswamy, & R. Langlois, ed. (2003): *Managing in the Modular Age: Architecture, Networks and Organisations*. Blackwell. Gawer, A., ed. (2009): *Platforms, Markets and Innovation*. Cheltenham: Edward Elgar. Iansiti, M. & R. Levien (2004): *The Keystone Advantage*. Harvard Business Press. Kallinikos, J. (2006): *The Consequences of Information*. Edward Elgar. Leonardi, P. M., B. A. Nardi, & J. Kallinikos, ed. (2012): *Materiality and Organizing*. OUP. Parker, G. G., Alstyne, M. W. and Choudary, S. P (2016): *Platform Revolution*. New York: Norton. Pickering, A. (1995): *The Mangle of Practice: Time, Agency & Science*. Chicago: The University of Chicago Press. Tiwana, A. (2013): *Platform ecosystems: aligning architecture, governance, and strategy*. Newnes. Utterback, J. (1994): *Mastering the Dynamics of Innovation*. Boston, MA: Harvard University Press. Boudreau, K. (2010): Open Platform Strategies and Innovation: Granting Access vs. Devolving Control. *Management Science*, vol. 56, no. 10, pp. 1849-1872. Boudreau, K. J. (2012): Let a thousand flowers bloom? An early look at large numbers of software app developers and patterns of innovation. *Organization Science*, vol. 23, no. 5, pp. 1409-1427. De Reuver, M., C. Sørensen, & R. Basole (2016): The Digital Platform: A Research Agenda. *Journal of Information Technology*, vol. 31, no. Forthcoming. Eaton, B. D., S. Elaluf-Calderwood, C. Sørensen, & Y. Yoo (2015): Distributed Tuning of Boundary Resources: The Case of Apple's iOS Service System. *MIS Quarterly: Special Issue on Service Innovation in a Digital Age*, vol. 39, no. 1, pp. 217-243. Eisenmann, T., G. Parker, & M. Van Alstyne (2011): Platform envelopment. *Strategic Management Journal*, vol. 32, no. 12, pp. 1270-1285. Evans, P. C. & R. C. Basole (2016): Revealing the API Ecosystem and Enterprise Strategy using Visual Analytics. *Communications of the ACM*, vol. 59, no. 2. Ghazawneh, A. & Henfridsson, O. (2013) Balancing Platform Control and External Contribution in Third-Party Development: The Boundary Resources Model. *Information Systems Journal*, 23(2): 173-192. Henfridsson, O., L. Mathiassen, & F. Svahn (2014): Managing Technological Change in the Digital Age: The Role of Architectural Frames. *Journal of Information Technology*, vol. 29, pp. 27-43. Kallinikos, J., Aaltonen, A., & Marton, A. (2013) The Ambivalent Ontology of Digital Artifacts. *MIS Quarterly*, 37(2): 357-370. Parker, G. G. & M. W. Van Alstyne (2005): Two-Sided Network Effects: A Theory of Information Product Design. *Management Science*, vol. 51, no. 10, pp. 1494-1504. Tiwana, A., B. Konsynsky, & A. A. Bush (2010): Platform Evolution: Coevolution of Platform Architecture, Governance, and Environmental Dynamics. *Information Systems Research*, vol. 21, no. 4, pp. 675-687. Thomas, L., E. Autio, & D. Gann (2014): Architectural Leverage: Putting Platforms in Context. *The Academy of Management Perspectives*, vol. 28, no. 2, pp. 198-219. Wareham, J., P. B. Fox, & J. L. Cano Giner (2014): Technology Ecosystem Governance. *Organization Science*, vol. 25, no. 4, pp. 1195-1215.

Assessment: Take-home assessment (100%).

The course will be assessed by a 24 hour take home exam at the

end of the MT.

MG511 Half Unit Not available in 2020/21 Technology, Practice and Institutions

This information is for the 2020/21 session.

Teacher responsible: Prof Jannis Kallinikos NAB 3.24

Course content: The course will deal with the restructuring of social practices associated with the involvement of technologies of computing and communication in social and organisational life. These ideas will be explored within the context of established institutional fields such as finance, law or health care but it will consider as well the advent of new practices (social media, big data) and the organisational forms within which such practices are accommodated.

Teaching: 10 hours of lectures and 10 hours of seminars in the MT.

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

Indicative reading: Arthur, B. W. (2009). *The Nature of Technology, What it Is and How it Evolves*. London: Allen Lane. Ciborra, C. (2006). Imbrication of representations: Risk and Digital Technologies. *Journal of Management Studies*, 43(6), 1339–1356. Greenwood, R., Diaz, A. M., Li, S. X., & Lorente, J. C. (2010). The Multiplicity of Institutional Logics and the Heterogeneity of Organizational Responses. *Journal of the American Society for Information Science*, 51(4), 1–19. Kallinikos, J, Hasselbladh, H. and Marton, A. (2013) Governing Social Practice: Technology and Institutions, *Theory and Society*, 42/4: 395-421. Leonardi, P. M. (2011): When Flexible Routines Meet Flexible Technologies: Affordance, Constraint, and the Imbrication of Human and Material Agencies. *MIS Quarterly*, vol. 35, no. 1, pp. 147-167. Labatut, Julie, Franck Aggeri, and Nathalie Girard (2012): Discipline and Change: How Technologies and Organizational Routines Interact in New Practice Creation. *Organization Studies* 33/1: 39-69. Lessig, L. (2006). *Code: Version 2.0*. New York: Basic Books. Lounsbury, Michael, and Ellen T. Crumley (2007) "New Practice Creation: An Institutional Perspective on Innovation." *Organization Studies* 28/7: 993-1012.

Assessment: Essay (100%, 7000 words) in the MT.

MG512 Half Unit Marketing I: Consumer Behaviour and Quantitative Modelling

This information is for the 2020/21 session.

Teacher responsible: Prof Amitav Chakravarti NAB 5.13 and Prof Om Narasimhan NAB 5.06

Availability: This course is compulsory on the MRes/PhD in Management (Marketing). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course covers both consumer behaviour and quantitative modelling.

In the area of Consumer Behaviour the course objective is to familiarize students with research in cognitive psychology, social psychology, and marketing on information processing and judgment and decision making related topics to better understand and develop marketing strategies that affect consumer behavior. There are two main aims of this course: (1) to give students a strong foundation for critical thinking in the area of consumer behavior, and (2) to enable students to conceptualize, develop and operationalize research ideas. Therefore, the focus is on understanding current theoretical and methodological approaches to various aspects of consumer behavior, as well as advancing this knowledge by developing testable hypotheses and theoretical perspectives that build on the current knowledge base. This means

that students have to actively read prior research in different areas – try to understand the authors' ideas and develop the habit of constructive criticism of the research. To encourage this habit, the role of author of certain papers may be assigned to some students in the class and the role of reviewer assigned to others.

In the area of quantitative modelling the course is designed to develop the quantitative foundations for marketing decisions. Both theoretical models which help analyse marketing issues, and decision-support models will be covered. There is a requirement for students to already have some understanding of calculus, probability, statistics and matrix algebra. Features of the course include a focus on all marketing decisions: product, pricing, advertising, salesforce and distribution. All necessary analysis tools from resource allocation models to NEIO (New Empirical Industrial Organization) models will be discussed. A comprehensive set of exercises will enable students to test their knowledge of models and their understanding of the material discussed in class. The course will also incorporate recent research findings in all aspects of marketing including online marketing and social media marketing.

Teaching: 30 hours of seminars in the MT.

There will be two 1.5 hour seminars per week over 10 weeks of the MT. This year, some or all of this teaching will be delivered through a combination of seminars online and/or physically distanced settings.

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

Indicative reading:

- Higgins, E. T., & Kruglanski, A. W. (Eds.). (2007). *Social psychology: Handbook of basic principles* (2nd ed.). New York: Guilford Press.
- *Cognitive Psychology: Mind and Brain*, Edward E. Smith, Columbia University, Stephen M. Kosslyn, Stanford University, 2007 | Pearson
- Bazerman, Max H. (1994), *Judgment in Managerial Decision Making*, John Wiley & Sons.
- Russo, J.E. and P.J.H. Shoemaker (1989), *Decision Traps*, Doubleday.
- Thaler, Richard H. (1992), *The Winner's Curse: Paradoxes and Anomalies of Economic Life*, Princeton University Press.
- Lilien GL, Kotler Ph, Moorthy KS. *Marketing Models*. Prentice Hall: Englewood Cliffs, 1992
- Leeflang PSH, Wittink DR, Wedel M, Naert PA. *Building Models for Marketing Decisions*. Kluwer Academic Publishers: Dordrecht / Boston 2000.
- Hanssens DM, Parsons LJ, Schultz RL. *Market Response Models: Econometric and Time Series Analysis*. Kluwer Academic Publishers, Boston 2001.
- Lilien GL, Rangaswamy A. *Marketing Engineering*, 2nd edition. Prentice Hall: Upper Saddle River, NJ, 2003.
- Little JDC. *Models and Managers: The Concept of a Decision Calculus*. *Management Science* 1970; 16: B466-B485.

Assessment: Essay (100%, 4000 words) in the LT.

MG513 Half Unit Not available in 2020/21 Marketing: Quantitative Modelling

This information is for the 2020/21 session.

Teacher responsible: Prof Om Narasimhan NAB 5.06

Course content: Requiring some understanding of calculus, probability, statistics and matrix algebra, the course is designed to develop the quantitative foundations for marketing decisions. Both theoretical models which help analyse marketing issues, and decision-support models will be covered. Features of the course include a focus on all marketing decisions: product, pricing, advertising, salesforce and distribution. All necessary analysis tools from resource allocation models to NEIO (New Empirical Industrial Organization) models will be discussed. A comprehensive set of exercises will enable students to test their

knowledge of models and their understanding of the material discussed in class. The course will also incorporate recent research findings in all aspects of marketing including online marketing and social media marketing.

Teaching: 30 hours of seminars in the LT.

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

Indicative reading:

- Lilien GL, Kotler Ph, Moorthy KS. Marketing Models. Prentice Hall: Englewood Cliffs, 1992
- Leeflang PSH, Wittink DR, Wedel M, Naert PA. Building Models for Marketing Decisions. Kluwer Academic Publishers: Dordrecht / Boston 2000.
- Hanssens DM, Parsons LJ, Schultz RL. Market Response Models: Econometric and Time Serie Analysis. Kluwer Academic Publishers, Boston 2001.
- Lilien GL, Rangaswamy A. Marketing Engineering, 2nd edition. Prentice Hall: Upper Saddle River, NJ, 2003.
- Little JDC. Models and Managers: The Concept of a Decision Calculus. Management Science 1970; 16: B466-B485.

Assessment: Essay (40%, 2500 words), essay (40%, 2500 words), essay (5%, 1200 words), essay (5%, 1200 words), essay (5%, 1200 words) and essay (5%, 1200 words) in the LT.

Participants will be required to write 4 short 2-page critiques of a paper from the reading lists in order to demonstrate their understanding of an area/topic (these critiques might involve the analysis of a dataset as well), and (b) develop 2 new research ideas (throughout MT) that will help participants advance the current state of knowledge. An additional preliminary critique paper and research idea paper will be used as formative assessments. The latter two new research idea papers, weighted 40% and 40% respectively, will be used as the summative assessment components. The balance 20% of the grade will be based on the last 4 short, 2-page critiques of specific papers in the reading list.

MG515 Half Unit Not available in 2020/21 Social Organisation

This information is for the 2020/21 session.

Teacher responsible: Prof Harm Barkema

Availability: This course is available on the MRes/PhD in Management (Organisational Behaviour). This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: MG506 Micro Organisational Behaviour in Organisations ('M-OB') and MG514 Macro OB: Organisation and Management Theory.

Course content: Management research – and more specifically, OB and OMT – in the 21st century, is broadening its focus at an increasing pace (as measured by the number of papers recently published in our top journals, and 'in press'), by also studying organizations with social goals. For instance, corporations with social goals (e.g., CSR programs, supply chains with social goals), social enterprises or entrepreneurship under broader social programs (e.g., to increase employment, or women empowerment), NGOs, charities, social movements, incubators with social goals, and – at a more micro-level – 'calling' of workers, moral contracting and ideological currency. The course helps PhD students to understand key theoretical and methodological aspects of this emerging research, including of non-Western contexts, and to develop the insights and skills to formulate their own research agenda in this domain.

Teaching: 15 hours of lectures and 15 hours of seminars in the MT.

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

The formative assignment will be to develop an "outline" version of the conceptual paper to be written for the summative assignment (rather than a full write-up). The goal of this assignment is to

enable students to begin thinking through how to formulate a research agenda in this domain. We will devote our last course session to debriefing and providing peer feedback on these outlines.

Indicative reading: Each faculty presenter will select his/her own reading list, which will rely heavily on journal articles (for example, Academy of Management Journal, Academy of Management Review, Journal of Applied Psychology). An extensive reading list is provided at the start of the course.

Assessment: Coursework (100%, 5000 words) in the MT.

MG518 Half Unit Employment Relations and Human Resource Management Seminar I

This information is for the 2020/21 session.

Teacher responsible: Dr Jonathan Booth NAB 4.20

Availability: This course is compulsory on the MRes/PhD in Management (Employment Relations and Human Resources). This course is available on the MRes/PhD in Management (Organisational Behaviour). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The micro- and macro-HRM course content will cover foundational HRM topics (e.g., recruitment/selection, job design and team work, compensation, retention, engagement, voice, learning and development, performance management, the dark side of the organization), as well as strategic HRM, the gig economy, future of work, and the intersection of artificial intelligence/advanced technologies and HRM. Additionally, comparative models of the employment relationship and unions, corporate social responsibility, international labour standards, inequality, and the plethora of discrimination will be investigated, and from perspectives across the globe. This course will provide the opportunity for students to get to know the faculty members and their research in detail. Further, the course will incorporate direct discussion of academic material to teach students how to correctly 'read' academic journals in detail for their theoretical and empirical contribution

Teaching: 30 hours of seminars in the LT.

This year, some or all of this teaching may be delivered through a combination of seminars online and/or physically distanced settings.

Indicative reading: The seminars will follow a variety of formats, including discussing recent work of academic colleagues, and so include the following indicative reading.

Anicich, E., Fast, N. J., Halevy, N., & Galinsky, A. D. (2016). When the bases of social hierarchy collide: Power without status drives interpersonal conflict. *Organization Science*, 27, 123-140.

Ashwin, S., Oka, C., Schübler, E., Alexander, R., & Lohmeyer, N. (2019). Spillover effects across transnational industrial relations agreements: The potential and limits of collective action in global supply chains. *ILR Review*. Blader, S. L., & Chen, Y. R. (2012). Differentiating the effects of status and power: a justice perspective. *Journal of personality and social psychology*, 102(5), 994.

Beauregard, T. A., Arevshatian, L., Booth, J. E., & Whittle, S. (2018). Listen carefully: transgender voices in the workplace. *The International Journal of Human Resource Management*, 29(5), 857-884.

Becker, B. E., & Huselid, M. A. (2006). Strategic human resources management: where do we go from here?. *Journal of management*, 32(6), 898-925.

Berg, J. M., Dutton, J. E., & Wrzesniewski, A. (2013). Job crafting and meaningful work. Booth, J. E., Park, T.Y., Zhu, L. L., Beauregard, A., Gu, F., & Emery, C. (2018). Prosocial response to client-instigated victimization: The roles of forgiveness and workgroup conflict. *Journal of Applied Psychology*, 103, 513-536.

Booth, J. E., Shantz, A., Glomb, T. M., Duffy, M. K., & Stillwell, E. E. (2019). Bad bosses and self-verification: The moderating role of core self-evaluations with trust in workplace management. *Human Resource Management*. Budd,

J. (2005). *Employment with a human face: Balancing efficiency, equity, and voice*. Ithaca and London: Cornell University Press.

Ford, J. K., Baldwin, T. T., & Prasad, J. (2018). Transfer of training: The known and the unknown. *Annual Review of Organizational Psychology and Organizational Behavior*, 5, 201-225.

Freeman, R. B., and Medoff, J. 1984. *What Do Unions Do?* New York: Basic Books.

Frege, C., & Godard, J. (2014). Varieties of capitalism and job quality: The attainment of civic principles at work in the United States and Germany. *American Sociological Review*, 79(5), 942-965.

Frick, W. (2015). Here's Why People trust human judgment over algorithms. *Harvard Business Review*. <https://hbr.org/>.

Grant, A. M., & Ashford, S. J. (2008). The dynamics of proactivity at work. *Research in organizational behavior*, 28, 3-34.

Judge, T. A., Thoresen, C. J., Bono, J. E., & Patton, G. K. (2001). The job satisfaction–job performance relationship: A qualitative and quantitative review. *Psychological bulletin*, 127(3), 376.

Hackman, R. J., & Oldham, G. (1976). Motivation through the design of work: Test of a theory. *Organizational behavior and human performance*, 16(2), 250-79.

Holtom, B. C., Mitchell, T. R., Lee, T. W., & Eberly, M. B. (2008). Turnover and Retention Research: A Glance at the Past, a Closer Review of the Present, and a Venture into the Future. *The Academy of Management Annals*, 2(1), 231-274.

Humphrey, S. E., Nahrgang, J. D., & Morgeson, F. P. (2007). Integrating motivational, social, and contextual work design features: a meta-analytic summary and theoretical extension of the work design literature. *Journal of Applied Psychology*, 92(5), 1332-1356.

Jiang, K., Takeuchi, R., & Lepak, D. P. (2013). Where do We Go From Here? New Perspectives on the Black Box in Strategic Human Resource Management Research. *Journal of Management Studies*, 50(8), 1448-1480.

Kuruville, S., Liu, M., Li, C., & Chen, W. (in press). Field opacity and practice outcomes decoupling: private regulation of labor standards in global supply chains. *Industrial and Labor Relations Review*.

Latham, G. P. (2001). The importance of understanding and changing employee outcome expectancies for gaining commitment to an organizational goal. *Personnel Psychology*, 54(3), 707-716.

Logg, J. M., Minson, J. A., & Moore, D. A. (2019). Algorithm appreciation: People prefer algorithmic to human judgment. *Organizational Behavior and Human Decision Processes*, 151, 90-103.

Marsden, D. (2013). Individual voice in employment relationships: A comparison under different forms of workplace representation. *Industrial relations: a journal of economy and society*, 52, 221-258.

Petriglieri, G., Ashford, S. J., & Wrzesniewski, A. (2019). Agony and ecstasy in the gig economy: Cultivating holding environments for precarious and personalized work identities. *Administrative Science Quarterly*, 64(1), 124-170.

Pohler, D. M., & Luchak, A. A. (2014). Balancing efficiency, equity, and voice: The impact of unions and high-involvement work practices on work outcomes. *ILR Review*, 67(4), 1063-1094.

Rich, B. L., Lepine, J. A., & Crawford, E. R. (2010). Job engagement: Antecedents and effects on job performance. *Academy of Management Journal*, 53(3), 617-635.

Roberson, Q. M. (2019). Diversity in the workplace: A review, synthesis, and future research agenda. *Annual Review of Organizational Psychology and Organizational Behavior*, 6, 69-88.

Rosenfeld, J. (2014). What unions no longer do. *Harvard University Press*.

Sutton, R. I., & Staw, B. M. (1995). What theory is not. *Administrative science quarterly*, 37, 371-384.

von Krogh, G. (2018). Artificial Intelligence in Organizations: New Opportunities for Phenomenon-Based Theorizing. *Academy of Management Discoveries*, 4(4), 404-409.

Assessment: Essay (100%, 4000 words) in the ST.

MG522

Research Traditions and Paradigms in IS and Organisations

This information is for the 2020/21 session.

Teacher responsible: Prof Susan Scott NAB 3.12 and Prof Chrisanthi Avgerou NAB 3.22

Availability: This course is compulsory on the MPhil/PhD in

Management - Information Systems and Innovation. This course is available with permission as an outside option to students on other programmes where regulations permit.

Students from related PhD programmes who are interested in epistemological paradigms may be able to join the course with the teacher's permission.

Course content: The course introduces the foundations of social research and the key issues concerning the status of knowledge and the forms by which it is acquired. The course deals with the principal paradigms/traditions in the philosophy of science and epistemology and the answers they have provided to the basic questions concerning the status of knowledge claims and the forms by which valid knowledge claims can be made. The main focus of the course concerns the ways by which these key epistemological paradigms have been applied in the fields of Information Systems and Organization Studies.

There are three parts to the course: Part one (lectures 1-5) confronts the main traditions within the philosophy of science (positivism, realism, constructivism) and relates these traditions to the development of types of knowledge claims and their relationship to reality. There are references to IS and examples of different stances adopted by major contributions in the IS field. Part two (lectures 5-10) deals with research design, with emphasis on case study research and the types of evidence such research designs (single and multiple case study designs) require. Key ideas are exemplified with reference to IS research articles. Part three (lectures 11-20) entails a more substantial encounter with the IS field through engagement by key texts in the history of the IS field and the epistemological positions, research designs and data collection methods and analysis such texts illustrate. This last part of the course involves several professors and associate professors of the ISIG Group.

Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT.

This year, some or all of this teaching will be delivered through a combination of seminars online and/or physically distanced settings

Indicative reading:

- Abbot, A. (2004). *Methods of Discovery: Heuristics for the Social Sciences*. New York: Norton, pp. 3-40.
- Barley, S. (1990). "The Alignment of Technology and Structure Through Roles and Networks," *Administrative Science Quarterly*, 35/1: 61-103.
- Bowker, G. C. and Star, S. L. (1999). *Sorting Things Out: Classification and its Consequences*. Cambridge, MA: The MIT Press
- Burton-Jones, A. (2014). "What Have we Learned from the Smart Machine?" *Information and Organization*, (24:2): 71-105.
- Eisenhardt, K. M. 1989. "Building theories from Case Study Research," *Academy of Management Review* (14:4), pp. 532-550.
- Faulkner, P. and Runde, J. (2013). "Technological Objects, Social Positions, and the Transformational Model of Social Activity", *MIS Quarterly*, 37/3: 803-818.
- Morgan, G. (1981). "Paradigms, Metaphors and Puzzle Solving in Organization Theory", *Administrative Science Quarterly*, vol. 25(4): 605–622.
- Sayer, A. (2001). *Realism and the Social Sciences*. London: Sage
- Zuboff, S. (1988). *In the Age of the Smart Machine*. New York: Basic Books.

Assessment: Essay (100%, 7000 words) in the LT.

MG576 Half Unit Not available in 2020/21

Corporate Social Responsibility and International Labour Standards

This information is for the 2020/21 session.

Teacher responsible: Prof David Marsden NAB 4.22

Availability: This course is available on the MRes/PhD in Management (Employment Relations and Human Resources).

This course is not available as an outside option.

Course content: This course examines the human resource management (HRM) and employment relations (ER) strategies of global corporations, with the aim of understanding both the causes of different strategic choices and the consequences of these strategies for diverse stakeholders. It takes the perspective that HRM/ER strategies are influenced by a range of variables, including internal business strategy and resources, as well as external factors such as national legislation, business systems and culture, and regional and global institutions.

The lecture and group-work content are the same as for MG476, but with a special tutorial-style additional programme of work for the doctoral students taking this elective. Assessment will be by the summer examination for MG478 and a 3500 word extended essay.

Teaching: 10 hours of lectures, 15 hours of seminars and 7 hours of help sessions in the LT.

Lectures: 10 hours

Group work: 15 hours (Auditing MG478 classes)

Doctoral tutorials: 7 hours (two-weekly intervals)

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

Indicative reading: Vogel, D. (2005) *The Market For Virtue: The Potential and Limits of Corporate Social Responsibility*, Washington D.C.: Brookings Institution Press. Crane, A. et al. (2008) *The Oxford Handbook of Corporate Social Responsibility*, Oxford: OUP. Elliot, K.A. and Freeman, R. (2003) *Can Labor Standards Improve Under Globalization?*, Washington D.C.: Peterson Institute for International Economics. Locke, R., Qin, F. & Brause, A. (2007) 'Does monitoring improve labor standards? Lessons from Nike,' *Industrial and Labor Relations Review*, 61, 1: 3- 31.

Assessment: Exam (40%, duration: 2 hours) in the summer exam period.

Essay (60%, 3500 words) in the ST.

MG599

Research Paper in Management

This information is for the 2020/21 session.

Teacher responsible: Dr Niranjana Janardhanan NAB 4.28, Dr Jonathan Booth NAB 4.20, Dr Carsten Sorensen NAB 3.11 and Dr Xiaolin Li NAB 5.37

MPhil/PhD in management and MRes/PhD in management Programme Directors

Availability: This course is compulsory on the MPhil/PhD in Management - Information Systems and Innovation, MRes/PhD in Management (Employment Relations and Human Resources), MRes/PhD in Management (Marketing) and MRes/PhD in Management (Organisational Behaviour). This course is not available as an outside option.

Course content: Students produce a research paper, between 7,000 and 15,000 words, related to the student's designated major field, to be submitted at the end of Lent Term.

Formative coursework: Feedback on progress will be provided by the student's PhD Programme director.

Assessment: Coursework (100%, 15000 words) in the LT.

MG5A1

A Social Sciences Perspective of Academic Research in Management

This information is for the 2020/21 session.

Teacher responsible: Prof Naufel Vilcassim NAB 4.38

Head of the Doctoral Programme

Availability: This course is compulsory on the MPhil/PhD in Management - Information Systems and Innovation, MRes/PhD in Management (Employment Relations and Human Resources),

MRes/PhD in Management (Marketing) and MRes/PhD in Management (Organisational Behaviour). This course is not available as an outside option.

Course content: The Seminar runs across all Management PhD Programmes and is a compulsory course for all students in the first year of their PhD.

Using the classic text by Kuhn, you will be introduced to the nature of scientific enquiry in the social sciences.

In addition, you will be given the opportunity to engage with and appreciate research in other Management subject areas in order to understand some of the major streams of research (i.e. what is Micro OB vs. Macro OB, or Consumer Behaviour vs Modelling research in Marketing, researching formal and informal rules and their effects, etc).

The Seminar series will also develop your academic presentation skills by requiring you to present a paper from outside your direct area of expertise and apply the insights gained from the first two parts of the course.

The seminars will cover the following topics:

1. Thomas Kuhn's *The Structure of Scientific Revolutions*: 50th Anniversary Edition
2. Conducting Research in Management
 - i. data analysis and interpretation
 - ii. a) inferring causality including what we can learn from experimental data and its limitations
b) ethics of experimental research including issues applicable in conflict/contested situations
c) causal inference from non-experimental data
 - iii. quantitative and qualitative research methods and the implications of 'big data'
 - iv. measurement and survey designs
 - v. neuro/physiological approaches: EEG, fMRI, Galvanic/Skin Response, Eye-Tracking, etc.
 - vi. the important role of technology within the context of increasing sophistication of socio-technical arrangements, for example, understanding the social processes in technological disruptions, distributed innovation processes, and digital platforms.

Teaching: 20 hours of seminars in the MT.

This year, some or all of this teaching will be delivered through a combination of seminars online and/or physically distanced settings.

Indicative reading:

- Thomas S Kuhn: *The Structure of Scientific Revolutions*: 50th Anniversary Edition accompanied by
- John Preston: *Kuhn's The Structure of Scientific Revolutions: A Reader's Guide* 160

MY500 Half Unit

Fundamentals of Social Science Research Design

This information is for the 2020/21 session.

Teacher responsible: Dr Alasdair Jones COL8.12

Availability: This course is compulsory on the MRes/PhD in Accounting (AOI) (Accounting, Organisations and Institutions Track), MRes/PhD in Management (Employment Relations and Human Resources), MRes/PhD in Management (Information Systems and Innovation) and MRes/PhD in Management (Organisational Behaviour). This course is available on the MPhil/PhD in Cities Programme, MPhil/PhD in Economic Geography, MPhil/PhD in Environmental Policy and Development, MPhil/PhD in Health Policy and Health Economics, MPhil/PhD in Human Geography and Urban Studies, MPhil/PhD in Regional and Urban Planning Studies and MPhil/PhD in Social Research Methods.

This course is available as an outside option to students on other programmes where regulations permit.

The course is available to all research students.

Course content: Research design necessitates trade-offs between

the strengths and weaknesses of different feasible options. This course aims to introduce the broad range of design options and to foster an appreciation of these alternatives for particular research objectives. Drawing on a variety of examples from the social scientific literature, this course will explore design considerations and options across quantitative, qualitative and mixed-methods research. At the end of the course, students will be able to read a wide variety of empirical social science with a critical and balanced perspective and will be better equipped to implement and make arguments defending the methods they use in their PhD theses.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 20 hours across Michaelmas Term. This year, some or all of this teaching will be delivered through a combination of online seminars and lectures delivered as short recorded videos.

This course has a reading week in Week 6 of MT.

Formative coursework: For the formative coursework, students will be expected to articulate and set-up (via recourse to the literature) a research question or set of interlinked research questions that they would like to answer for a topic of their choosing. Assignments should be 1-2 pages long (including in-text citations and reference list).

Indicative reading: Robson, Colin and McCartan, Kieran (2015, 4th edition). *Real World Research*. London: John Wiley.

Assessment: Research proposal (30%) and other (10%) in the MT. Research design (60%) in the ST.

(MT: Research proposal 1500 words, 30%; seminar participation (including online seminar participation) 10%; ST: Research design: 4000 words, 60%)

MY505 Half Unit

Research Design for Policy and Programme Evaluation

This information is for the 2020/21 session.

Teacher responsible: Dr Flora Cornish COL.8.09

Availability: This course is open to any Research level student.

Pre-requisites: There are no prerequisites but some familiarity with qualitative research methods is expected. Please contact the course convenor if unsure.

Course content: This course aims to equip students with the methodological knowledge and research skills to be able to design and critically appraise evaluation research. In the context of the rise of evidence-based policy, the course is designed to extend students' abilities to use evaluative information carefully and critically. The course takes a mixed methods approach. It covers the major quantitative designs, including randomized experiments and observational (i.e. non-randomized) research designs such as selection on observables, difference-in-differences, and the regression discontinuity design. It covers qualitative and participatory research designs and their contribution to formative research, process evaluation, realist evaluations, interpreting outcomes, and assessing transferability to other settings. As well as the major design issues, the course addresses practical and ethical issues of evaluation research, how to write a study protocol, and how to draw lessons from a body of evidence through reviewing and synthesising evidence. Examples from the fields of health, international development and public policy will be used throughout the lectures and seminars.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 20 hours across Lent Term. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos.

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

Students write a critical review (1,500 words) of a published evaluation report.

Indicative reading: Angrist, J. D. and Pischke, J-S. (2014)

Mastering Metrics: The Path from Cause to Effect. Princeton University Press. Bell, S. & Aggleton, P. (2016). *Monitoring and Evaluation in Health and Social Development: Interpretive and Ethnographic perspectives*. London: Routledge. Cartwright, N. & Hardie, J. (2012). *Evidence-Based Policy: A practical guide to doing it better*. Oxford, UK: Oxford University Press. Glennerster, R. and Takaarasha, K. (2013) *Running Randomized Evaluations: A Practical Guide*, Princeton University Press. Patton, M. Q. (2015). *Qualitative Research and Evaluation Methods*. (4th Edition). London: Sage.

Assessment: Essay (50%, 3000 words) in the ST. Research design (50%) in the LT.

MY521 Half Unit

Qualitative Research Methods

This information is for the 2020/21 session.

Teacher responsible: Dr Aliya Rao (MT) and Dr Chana Teeger (LT)

Availability: This course is compulsory on the MRes/PhD in Management (Employment Relations and Human Resources), MRes/PhD in Management (Information Systems and Innovation) and MRes/PhD in Management (Organisational Behaviour).

This course is available on the MPhil/PhD in Cities Programme, MPhil/PhD in Economic Geography, MPhil/PhD in Environmental Policy and Development, MPhil/PhD in Health Policy and Health Economics, MPhil/PhD in Human Geography and Urban Studies, MPhil/PhD in International Relations, MPhil/PhD in Regional and Urban Planning Studies, MPhil/PhD in Social Policy, MPhil/PhD in Social Research Methods, MPhil/PhD in Sociology and MRes/PhD in Accounting (AOI) (Accounting, Organisations and Institutions Track). This course is available as an outside option to students on other programmes where regulations permit.

The course is available to all research students.

Course content: This course presents the fundamentals of qualitative research methods. The course has the dual aims of equipping students with conceptual understandings of current academic debates regarding qualitative methods, and with practical skills to put those methods into practice. It prepares students to design, carry out, report, read and evaluate qualitative research projects. First, students learn how to collect data using methods including interviews, focus groups participant observation, and selecting documents and new media data. Second, we cover analysis, using thematic and discourse analysis. Issues of research design, quality indicators and ethics are addressed.

This is a generalist, introductory course and we invite students who have little previous experience of qualitative methods. Students with prior training in qualitative methods might be interested in more specialist alternatives offered by the Department of Methodology, such as MY525 Case Studies and Comparative Methods for Qualitative Research or MY528 Qualitative Text Analysis. Lectures introduce the main conceptual and practical issues. Seminars provide practical experience with the methods.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Michaelmas Term and 20 hours in Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos. This course has a reading week in Week 6 of MT and LT.

Formative coursework: Students submit a portion of their practical work, with some written commentary, for formative assessment in Week 7.

Indicative reading:

- Maria J Mayan (2009) *Essentials in qualitative enquiry*, Walnut Creek, CA: Left Coast Press.
- M Bauer; G Gaskell, (2000). *Qualitative Researching with Text, Image and Sound*, London: Sage.
- U Flick, (2009). *An Introduction to Qualitative Research*, 4th edition, London: Sage.

- C Seale, G Gobo, JF Gubrium, & D Silverman, (2004). *Qualitative Research Practice*. London: Sage.

Assessment: Project (100%, 5000 words) in the LT and ST. One final written project of 4000-5000 words, based on seminar exercises (100%). It takes the form of a research project report, with detailed appendices documenting the methods of data collection and analysis used. Students taking the course in MT submit in LT, and students taking the course in LT submit in ST.

MY525 Half Unit

Case Studies and Comparative Methods for Qualitative Research

This information is for the 2020/21 session.

Teacher responsible: Dr Eleanor Knott COL 7.08

Availability: This course is available on the MPhil/PhD in International Relations, MPhil/PhD in Social Policy and MPhil/PhD in Social Research Methods. This course is available as an outside option to students on other programmes where regulations permit. This course is freely available to any MRes or PhD student interested in case study research designs. The course is most suited to students within macro- or meso-sociological traditions (e.g. political science, IR, sociology, political sociology, policy studies, development studies) than those within a micro-sociological/individualist tradition (e.g. micro-interactionist perspectives, psychology, psychiatry).

Course content: This course focuses on the approach and practice of designing and conducting case study and comparative research. Thinking outside of the areas of interest and specialisms and topics, students will be encouraged to develop the concepts and comparative frameworks that underpin these phenomena. In other words, students will begin to develop their research topics as cases of something.

The course will cover questions of design and methods of case study research, from single-n to small-n case studies including discussions of process tracing and Mill's methods. The course will address both the theoretical and methodological discussions that underpin research design as well as the practical questions of how to conduct case study research, including gathering, assessing and using evidence. Examples from the fields of comparative politics, IR, development studies, sociology and European studies will be used throughout the lectures and seminars.

Teaching: This year, some or all of this teaching may be delivered through a combination of virtual synchronous webinars and recorded asynchronous lectures delivered as short online videos. Lectures will provide students with the key concepts, ideas and approaches to case study and comparative research. Seminars will provide students with practical experience of assessing the approaches of case study and comparative research design, as well as opportunities to design and develop their own research projects.

This course has a reading week in Week 6 of LT.

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

1 formative paper: literature review and project outline (1-2 pages) due in Week 8. Students will receive written feedback on this by Week 11.

1 peer marking exercise: in-class oral peer feedback session for students to exchange ideas on formative assignment (Week 9). This in-class activity may be delivered via webinar.

Indicative reading: Key texts:

- Beach, D., & Pedersen, R. B. 2019. *Process-tracing methods: Foundations and guidelines*. University of Michigan Press.
- Bennett, A. and Checkel, J.T. eds., 2014. *Process tracing: From metaphor to analytic tool*. Cambridge University Press.
- Della Porta, D. and Keating, M. eds., 2008. *Approaches and methodologies in the social sciences: A pluralist perspective*. Cambridge University Press.
- George, Alexander L. and Andrew Bennett. 2005. *Case Studies*

and Theory Development in the Social Sciences.

- Gerring, J. 2017. *Case study research: principles and practices*. Second edition. Cambridge University Press.

Example readings for discussion:

- Briggs, Ryan C. 2017. "Explaining case selection in African politics research", *Journal of Contemporary African Studies*.
- Finkel, E. (2017) *Ordinary Jews: choice and survival during the Holocaust*. Princeton University Press.
- Lund, Christian. 2014. "Of What is This a Case? Analytical Movements in Qualitative Social Science Research." *Human Organization* 73(3): 224–234.
- Simmons, E. (2016) *Meaningful resistance: market reforms and the roots of social protest in Latin America.*: Cambridge University Press.
- Simmons, E. S. and Smith, N. R. (2017) 'Comparison with an Ethnographic Sensibility', *PS: Political Science & Politics*, 50(01), pp. 126–130. doi: 10.1017/S1049096516002286.
- Slater, D. and Wong, J. (2013b) 'The Strength to Concede: Ruling Parties and Democratization in Developmental Asia', *Perspectives on Politics*, 11(03), pp. 717–733. doi: 10.1017/S1537592713002090.

Assessment: Class participation (10%) and research design (90%) in the LT.

It is recommended that students base the research design proposal (5000 words) on their dissertation topic (or a related topic, e.g. a PhD proposal). Where students also take MY500 (which has a similar summative assessment), students will be guided towards a modified version of the research proposal (e.g. a different research question) to avoid self-plagiarism between assignments.

Weekly participation grade (10%) preparation and active participation in seminars and group presentation.

MY526 Half Unit Not available in 2020/21

Doing Ethnography

This information is for the 2020/21 session.

Teacher responsible: Dr Chana Teeger COL7.06

Availability: This course is available on the MPhil/PhD in Economic Geography, MPhil/PhD in Environmental Policy and Development, MPhil/PhD in Human Geography and Urban Studies, MPhil/PhD in Regional and Urban Planning Studies and MRes/PhD in Accounting (AOI) (Accounting, Organisations and Institutions Track). This course is available as an outside option to students on other programmes where regulations permit.

This course is available to all research students.

Pre-requisites: There are no prerequisites but some prior training in qualitative research methods is expected. Please contact the course convenor if unsure.

Course content: Doing ethnography enables us to examine how social order is produced as people go about their everyday interactions. Multiple sources of naturally-occurring data are used to understand how communities, organisations and institutions work, informally as well as formally. Contemporary conditions of globalisation, individualisation, bureaucratisation and digitisation introduce new challenges for such fieldwork. This interdisciplinary course equips students with a practical understanding of how to do, and to think about, contemporary ethnography. Core conceptual, ethical and methodological debates are introduced through in-depth engagement with book-length exemplars, and through students' experience of fieldwork. Fieldwork is a key component of the course, with students collecting data in a setting closely related to their PhD topic. Data collection is followed by data analysis and presentation activities. Methodological concerns regarding case selection, establishing rigour, reflexivity, representing others, and ethical issues are addressed in detail. Practical issues addressed include access to study sites, studying elite and marginalised groups, innovative sources of data, and writing field notes. Emphasising that ethnography relies on the

researcher-as-research-instrument, the course aims to develop students' sensitivity and rigour as ethnographic researchers.

Teaching: 20 hours of lectures and 10 hours of seminars in the LT. This course has a Reading Week in Week 6 of LT.

Formative coursework: An excerpt of field-notes from the field visit undertaken as part of the course (up to 2,500 words). Field-notes should record rich details of observations (the data), researcher reflections and brief interpretations of the significance of these observations. Written feedback will be provided.

Indicative reading: De Laine, M. (2000). *Fieldwork, participation and practice: Ethics and dilemmas in qualitative research*. Sage Publications Ltd. DeWalt, K. M., ; DeWalt, B. R. (2002). *Participant observation: A guide for fieldworkers*. AltaMira Press. Emerson, R. M., Fretz, R. I.; Shaw, L. L. (1995). *Writing ethnographic fieldnotes*. University of Chicago Press. Wacquant, L. (2004) *Body and Soul: Ethnographic Notebooks of an Apprentice Boxer*. New York: Oxford University Press. Laureau, Annette. (2011). *Unequal Childhoods: Class, Race and Family Life* (2nd Edition). Berkeley: University Press

Assessment: Essay (100%, 4000 words).

MY527 Half Unit Not available in 2020/21 Qualitative Research with Digital and Visual Data

This information is for the 2020/21 session.

Teacher responsible: Dr Jennifer Tarr COL8.06

Availability: This course is available on the MPhil/PhD in Economic Geography, MPhil/PhD in Environmental Policy and Development, MPhil/PhD in Human Geography and Urban Studies and MPhil/PhD in Regional and Urban Planning Studies. This course is available with permission as an outside option to students on other programmes where regulations permit.

The course is available to PhD students in departments such as Media & Communications and Sociology. Also available where regulations permit and with permission of the teacher responsible.

Pre-requisites: There are no prerequisites but some prior training in qualitative research methods is required, to the equivalent of MY421. Please contact the course convenor if unsure.

Course content: Most qualitative research is in the form of written or spoken texts, produced through interviews and field notes or collection and analysis of documents. However, new technologies now offer a range of new tools for producing, gathering and analysing new kinds of data. This course will focus primarily on digital and visual methods and how they are reshaping qualitative research. Topics will include mobile methods; social network analysis; social media; emojis, memes and gifs; photo elicitation; video; and visual analysis. Key example readings will be assigned, discussed and assessed each week. Seminars provide practical skills through hands on exercises of data collection and analysis, closely tied with the lecture content. These skills will be developed further in a final research project on a topic of the students' choosing to be submitted at the beginning of summer term. The course aims to understand how qualitative methods can be used in relation to these emerging streams of data. The course is aimed at students who are considering one or more of these elements as part of their dissertation research design and/or who are interested in gaining more advanced skills in qualitative research.

Teaching: 20 hours of lectures and 10 hours of seminars in the LT. Week 6 will be a Reading Week during which students work independently on their formative assignment. An optional enrichment activity will be assigned.

Formative coursework: Seminar activities will receive in-class feedback. A brief proposal for final summative coursework (c. 1000 words) should be submitted and will receive formative feedback and guidance.

Indicative reading: Note: No one text covers the whole course. Rose, G, 2016. *Visual methodologies: An introduction to*

researching with visual materials. London: Sage. Rogers, R, 2013. *Digital methods*. Boston: MIT press. Pink, S, Horst H, Postill J, Hjorth L, Lewis T, Tacchi J. (2016) *Digital Ethnography: Principles and Practice*. London: Sage.

Assessment: Project (100%, 7000 words).

One 5500-7000 word research project related to the course material, on a topic selected by the student (100%).

MY528 Half Unit Qualitative Text and Discourse Analysis

This information is for the 2020/21 session.

Teacher responsible: Dr Audrey Alejandro COL.7.10

Availability: This course is available on the MRes/PhD in Accounting (AOI) (Accounting, Organisations and Institutions Track). This course is available as an outside option to students on other programmes where regulations permit.

This course is available to all research students who are permitted to take an outside option as part of their programme.

Pre-requisites: There are no prerequisites but some prior training in qualitative research methods is expected (including finding bibliographical resources, conducting a literature review, creating one's own research question...). Please contact the course convenor if unsure.

Course content: How can we use texts and discourses to create meaning about the social world? The goal of this course is to provide students with the skills to construct and conduct social sciences research using text and discourse as an entry point. While acquiring these skills, students also learn how to interpret textual data by exploring the concepts and case studies developed across disciplines. The course both establishes a theoretical foundation for text/discourse analysis and takes a practical and applied approach, so that students can acquire greater independence and confidence to conduct their research project autonomously. Discourse Analysis is the overarching method that structures the content of the course. The first part of the course focuses on the application of the most common methods used to analyse texts and discourses. The second part of the course places the in-depth analysis of texts in the broader context of research methods and design, to ensure students know how to critically assess their work and produce research to the highest standards. Beyond learning the skills of qualitative text/discourse analysis, this course is an invitation to produce more structured, analytical and critical research capable of grasping not only the visible but also the invisible and implicit dimensions of politics and society. Examples from across the social sciences will be used throughout the lectures and seminars.

Teaching: 15 hours of lectures and 15 hours of seminars in the LT. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos.

This course has a Reading Week in Week 6 of LT.

Formative coursework: A project proposal (c.1,000 words) focusing on the topic that the student will develop in their summative assignment. The project proposal comprises a blog post and a project outline.

Indicative reading:

- Baker, P. and Ellece, S. (2010). *Key Terms in Discourse Analysis*, London: Continuum.
- Dunn K. and Neumann I. B. (2016). *Undertaking Discourse Analysis for social research*, Ann Arbor: University of Michigan Press.
- Kuckartz U. (2014). *Qualitative text analysis: a guide to methods, practice & using software*. Los Angeles: Sage.
- Scheier, M. (2012). *Qualitative Content Analysis*. Sage, Thousand Oaks, CA.

Assessment: Research proposal (100%) in the ST.

A research proposal (100%, 4000 words) in the ST. Students can base their research proposal on a dimension/sub-question of their

dissertation topic (or a related topic, e.g. a PhD proposal) subject to the approval of their home department.

MY530

Advanced Qualitative Research Workshops

This information is for the 2020/21 session.

Availability: This course is available on the MPhil/PhD in International Relations, MPhil/PhD in Management - Information Systems and Innovation and MRes/PhD in Management (Organisational Behaviour). This course is available as an outside option to students on other programmes where regulations permit. This course is available to MPhil/PhD students from across the LSE who are undertaking projects using qualitative methods.

Pre-requisites: Some prior training in qualitative methods (e.g. MY421 or equivalent) is advisable. Students who have no prior training in qualitative methods should consider taking MY521M or MY521L.

Course content: MY530 is a series of workshop modules that provide hands-on, in-depth and advanced training in specific qualitative methodological approaches to research design, data collection and data analysis. The workshops cover advanced theoretical, technical and practical aspects of qualitative research methodology and the topics to be covered each term will be listed on Moodle. Workshops typically consist of two sessions lasting two hours each, with the second of these sessions tending to be more practical. These interdisciplinary sessions provide a space for students to develop advanced methodological skills and exchange ideas with peers.

Teaching: Sessions to be held in term time throughout the year. Participants are required to sign up via LSE's Training and Development System.

Research students can sign up to as many workshops as they wish (subject to availability)

Indicative reading: Each session will provide its own recommended reading list, available on Moodle.

Assessment: This course is non-examinable.

MY551 Half Unit

Introduction to Quantitative Analysis

This information is for the 2020/21 session.

Teacher responsible: Prof Jonathan Jackson COL.8.05 (LT) and Dr Indraneel Sircar COL.7.04 (MT)

Availability: This course is compulsory on the MRes/PhD in Accounting (AOI) (Accounting, Organisations and Institutions Track), MRes/PhD in Management (Employment Relations and Human Resources) and MRes/PhD in Management (Information Systems and Innovation). This course is available on the MPhil/PhD in Cities Programme, MPhil/PhD in Health Policy and Health Economics, MPhil/PhD in International Relations, MPhil/PhD in Social Policy, MPhil/PhD in Social Research Methods, MPhil/PhD in Sociology, MRes/PhD in Management (Organisational Behaviour) and MRes/PhD in Political Science. This course is available as an outside option to students on other programmes where regulations permit.

The course is available to all research students.

Course content: An intensive introduction to quantitative data analysis in the social sciences. The course is intended for students with no previous experience of quantitative methods or statistics. It covers the foundations of descriptive statistics and statistical estimation and inference. At the end of the course students should be able to carry out univariate and bivariate data analysis and have an appreciation of multiple linear regression. The computer exercises give hands-on training in the application of statistical techniques to real social science research problems. No prior knowledge of any statistical software is necessary.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours per term. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos.

This course is given twice per session, starting in the first week of each of the MT and LT.

Students must either register for MY551M which is taught in Michaelmas Term, or MY551L which is taught in Lent Term.

This course has a Reading Week in Week 6 of MT and LT.

Formative coursework: Self-guided computer exercises to be completed before weekly classes for discussion.

Indicative reading: A course pack will be available for download online. Additional reading: many introductory statistics books are available. But we particularly recommend Alan Agresti and Christine Franklin (2009) *Statistics: The Art and Science of Learning from Data*. Pearson Education. Or Alan Agresti and Barbara Finlay (2009, 4th edition) *Statistical Methods for the Social Sciences*. Pearson Education (note that the second book is more advanced and is particularly useful if you are planning to take MY551 and MY552).

Assessment: Take-home assessment (80%) in the ST.

Continuous assessment (20%) in the MT and LT.

(Homework and participation will constitute 20% of the final overall mark).

MY552 Half Unit

Applied Regression Analysis

This information is for the 2020/21 session.

Teacher responsible: Dr. Daniele Fanelli and Dr. Indraneel Sircar

Availability: This course is available on the MPhil/PhD in Cities Programme, MPhil/PhD in Data, Networks and Society, MPhil/PhD in European Studies, MPhil/PhD in Health Policy and Health Economics, MPhil/PhD in Media and Communications, MPhil/PhD in Social Policy, MPhil/PhD in Social Research Methods, MPhil/PhD in Sociology, MRes/PhD in Management (Employment Relations and Human Resources), MRes/PhD in Management (Information Systems and Innovation), MRes/PhD in Management (Marketing), MRes/PhD in Management (Organisational Behaviour) and MRes/PhD in Political Science. This course is available as an outside option to students on other programmes where regulations permit. Research students where programme regulations allow.

Pre-requisites: Students are required to have completed MY451/ MY551 Introduction to Quantitative Analysis or an equivalent level statistics course.

Course content: The course is designed for students with a good working knowledge of elementary descriptive statistics; sampling distributions; one and two sample tests for means and proportions; correlation and the linear regression model with one or more predictor variables. The course is concerned with deepening the understanding of the generalized linear model and its application to social science data. The main topics covered are linear regression modelling and binary, multinomial and ordinal logistic regression.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours per term. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos.

This course is given twice per session, starting in the first week of each of the MT and LT. Students must either register for MY552M which is taught in Michaelmas Term, or MY552L which is taught in Lent Term.

This course has a Reading Week in Week 6 of MT and LT.

Formative coursework: Self-guided computer exercises to be completed before weekly classes for discussion.

Indicative reading: A Agresti & B Finlay, *Statistical Methods for the Social Sciences*. A course pack will be available for download

online. Additional reading will be recommended.

Assessment: Take-home assessment (80%) in the ST. Continuous assessment (20%) in the MT and LT. (Homework and participation will constitute 20% of the final overall mark).

MY555 Half Unit Multivariate Analysis and Measurement

This information is for the 2020/21 session.

Teacher responsible: Prof Jouni Kuha COL8.04

Availability: This course is available on the MPhil/PhD in Environmental Economics, MPhil/PhD in International Relations, MPhil/PhD in Social Policy, MPhil/PhD in Social Research Methods, MRes/PhD in Management (Employment Relations and Human Resources), MRes/PhD in Management (Marketing) and MRes/PhD in Management (Organisational Behaviour). This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: The course will assume a knowledge of standard linear regression models, to the level covered in MY452/MY552 (Applied Regression Analysis)

Course content: An introduction to the application of modern multivariate methods used in the social sciences, with particular focus on latent variable models for continuous observed variables, and their application to questions of measurement in the social sciences. The following topics will be covered: principal components analysis, exploratory factor analysis, confirmatory factor analysis, structural equation models, latent class models and latent trait models. The R software will be used to apply and illustrate the methods in data analysis exercises.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Lent Term. This year, the lectures may be delivered live or as short online videos. The classes will be live and in person, and delivered online or in class.

This course has a Reading Week in Week 6 of LT.

Formative coursework: Answers to questions based on data analysis exercises can be submitted for formative feedback.

Indicative reading: D J Bartholomew, F Steele, I Moustaki ; J I Galbraith (2008) Analysis of Multivariate Social Science Data (Second Edition).

Assessment: Research project (100%).

Research paper of 25-30 pages, including tables and figures, or approximately 3,000-4,000 words, answering a set of questions by applying multivariate analyses to some data (100%).

MY556 Half Unit Survey Methodology

This information is for the 2020/21 session.

Teacher responsible: Prof Patrick Sturgis COL.8.10

Availability: This course is available on the MPhil/PhD in Economic Geography, MPhil/PhD in Environmental Economics, MPhil/PhD in Regional and Urban Planning Studies and MPhil/PhD in Social Research Methods. This course is available as an outside option to students on other programmes where regulations permit. This course is available to all Research students.

Pre-requisites: Knowledge of basic descriptive and inferential statistics, to the level of MY451/MY551 or equivalent. MY556 can also be taken in parallel with MY452L/MY552L. Familiarity with notions of research design in the social sciences, to the level of MY400/MY500 or equivalent.

Course content: This course provides an introduction to the methodology of the design and analysis of social surveys. It is intended both for students who plan to design and collect their own surveys, and for those who need to understand and use data

from existing large-scale surveys.

Topics covered include basic ideas of target populations, survey estimation and inference, sampling error and nonsampling error; sample design and sampling theory; methods of data collection; survey interviewing; cognitive processes in answering survey questions; design and evaluation of survey questions; nonresponse error and imputation for item nonresponse; survey weights; analysis of data from complex surveys; accessing, preparing and working with secondary data from existing social surveys. The course includes computer classes, using the statistical computer package Stata; no previous knowledge of Stata is required.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Lent Term. This year, the lectures may be delivered live or as short online videos. The classes will be live and delivered online or in person depending on access to campus in LT.

This course has a reading week in Week 6 of LT.

Formative coursework: Exercises from the seminars can be submitted for marking

Indicative reading: Groves, R M, Fowler, F J, Couper, M P, Lepkowski, J M, Singer, E, and Tourangeau, R (2009). Survey Methodology (2nd ed.). Wiley.

Assessment: Research project (100%).

Research paper of 25-30 pages, including tables and figures, or approximately 3,000-4,000 words, reporting the data analysis of a given research question and data set (100%).

MY557 Half Unit Causal Inference for Observational and Experimental Studies

This information is for the 2020/21 session.

Teacher responsible: Dr David Hendry

Availability: This course is available on the MPhil/PhD in Economic Geography, MPhil/PhD in Environmental Economics, MPhil/PhD in Regional and Urban Planning Studies, MPhil/PhD in Social Research Methods, MRes/PhD in Management (Employment Relations and Human Resources), MRes/PhD in Management (Marketing), MRes/PhD in Management (Organisational Behaviour) and MRes/PhD in Political Science. This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: Knowledge of multiple linear regression and some familiarity with generalised linear models, to the level of MY452/MY552 or equivalent. Familiarity with notions of research design in the social sciences, to the level of MY400/MY500 or equivalent

Course content: This course provides an introduction to statistical methods used for causal inference in the social sciences. Using the potential outcomes framework of causality, topics covered include research designs such as randomised experiments and observational studies. We explore the impact of noncompliance in randomized experiments, as well as nonignorable treatment assignment in observational studies. To analyse these research designs, the methods covered include experiments, matching, instrumental variables, difference-in-difference, and regression discontinuity. Examples are drawn from different social sciences. The course includes computer classes, where the R software is used for computation.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Lent Term. This year, the lectures may be delivered live or as short online videos. The classes will be live and in person, and delivered online or in class. This course has a reading week in Week 6 of LT.

Formative coursework: Exercises from the computer classes can be submitted for feedback.

Indicative reading: Angrist, J. D. and Pischke, J.-S. (2009). Mostly Haemless Econometrics. Princeton University Press. Rosenbaum, P.R. (2010). Design of Observational Studies. Springer. Holland, Paul W. "Statistics and Causal Inference." Journal of the American

Statistical Association 81(396): 945-960.

Assessment: Coursework (100%, 4000 words).

MY559 Half Unit

Special Topics in Quantitative Analysis: Quantitative Text Analysis

This information is for the 2020/21 session.

Teacher responsible: Dr Blake Miller COL.7.14

Availability: This course is available on the MPhil/PhD in Economic Geography, MPhil/PhD in Environmental Economics, MPhil/PhD in International Relations, MPhil/PhD in Regional and Urban Planning Studies and MPhil/PhD in Social Research Methods. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: The course will assume knowledge of linear and logistic regression models, to the level covered in MY452.

Course content: The course surveys methods for systematically extracting quantitative information from text for social scientific purposes, starting with classical content analysis and dictionary-based methods, to classification methods, and state-of-the-art scaling methods and topic models for estimating quantities from text using statistical techniques. The course lays a theoretical foundation for text analysis but mainly takes a very practical and applied approach, so that students learn how to apply these methods in actual research. The common focus across all methods is that they can all be reduced to a three-step process: first, identifying texts and units of texts for analysis; second, extracting from the texts quantitatively measured features - such as coded content categories, word counts, word types, dictionary counts, or parts of speech - and converting these into a quantitative matrix; and third, using quantitative or statistical methods to analyse this matrix in order to generate inferences about the texts or their authors. The course systematically surveys these methods in a logical progression, with a practical, hands-on approach where each technique will be applied using appropriate software to real texts.

Lectures, class exercises and homework will be based on the use of the R statistical software package but will assume no background knowledge of that language.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Lent Term. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos.

This course has a reading week in Week 6 of LT.

Formative coursework: Exercises from the computer classes can be submitted for marking.

Indicative reading: quanteda: An R package for quantitative text analysis. <http://kbenoit.github.io/quanteda/>. Grimmer, Justin and Brandon M. Stewart. 2013. "Text as Data: The Promise and Pitfalls of Automatic Content Analysis Methods for Political Texts." *Political Analysis* 21(3):267–297. Loughran, Tim and Bill McDonald. 2011. "When Is a Liability Not a Liability? Textual Analysis, Dictionaries, and 10-Ks." *The Journal of Finance* 66 (1, February): 35–65. Evans, Michael, Wayne McIntosh, Jimmy Lin and Cynthia Cates. 2007. "Recounting the Courts? Applying Automated Content Analysis to Enhance Empirical Legal Research." *Journal of Empirical Legal Studies* 4 (4, December):1007–1039.

Assessment: Coursework (60%, 2000 words) in the LT. Project (40%, 5000 words) in the ST.

MY560

Workshop in Advanced Quantitative Analysis

This information is for the 2020/21 session.

Availability: This course is available to MPhil/PhD students from across the LSE who are undertaking projects using quantitative methods.

Course content: MY560 is a series of workshop modules on advanced topics in quantitative research methodology. These workshops assume a background in quantitative methods at least covering basic statistics, linear and logistic regression. Most of the workshops are for one day, and consist of a 2 hour lecture plus 2 hour computer class in the afternoon and early evening of the same day. While many of the workshops are part of a series on related topics, each workshop is self-contained, and can be attended without attending any other workshops.

Teaching: Sessions to be held in term time throughout the year; participants are required to sign up via LSE's Training and Development System.

Assessment: This course is non-examinable.

MY561 Half Unit

Social Network Analysis

This information is for the 2020/21 session.

Teacher responsible: Dr Eleanor Power COL 8.03 and Dr Milena Tsvetkova COL 8.06

Availability: This course is available on the MPhil/PhD in Social Research Methods. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is available to research students only.

Course content: This course focuses on data about connections, forming structures known as networks. Networks and network data describe an increasingly vast part of the modern world, through connections on social media, communications, financial transactions, and other ties. This course covers the fundamentals of network structures, network data structures, and the analysis and presentation of network data. Students will work directly with network data and structure and analyse these data using R. Social networks have always been at the centre of human interaction, but especially with the explosive growth of the internet, network analysis has become increasingly central to all branches of the social sciences. How do people influence each other, bargain with each other, exchange information (or germs), or interact online? A diverse array of deep questions about human behaviour can only be answered by examining the social networks encompassing and shifting around us. Network analysis has emerged as a cross-disciplinary science in its own right, and has in fact proven to be of even greater generality and broader applicability than just the social, extending to ecology, physics, genetics, computer science, and other domains.

This course will examine the key papers in the development of social network analysis, and will develop the theory and methodological tools needed to model and predict social networks and use them in social sciences as diverse as sociology, political science, economics, health, psychology, history, or business. The core of the course will comprise the essential tools of network analysis, from centrality, homophily, and community detection, to random graphs, network formation, and information flow. Alongside this we will read a series of substantive and seminal papers, shaped in part by the interests of the students and their various backgrounds, with a particular focus on the difficult task of causal inference in social networks. The course will also provide an introduction to network modelling, analysis, and visualization using R.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 25 hours across Lent Term. This year, some or all of this teaching may be delivered

through a combination of virtual classes and flipped-lectures delivered as short online videos.

This course has a reading week in Week 6 of LT.

Formative coursework: Students will be expected to produce 2 problem sets in the LT.

Type: Structured formative problem sets in two of the weeks will build on what was covered in the staff-led lab sessions, to be completed by the student outside of class. Answers should be formatted and submitted for assessment.

Indicative reading: Newman, M.E.J. (2010). *Networks: An introduction*. Oxford, UK: Oxford University Press. Scott, J. (2017). *Social Network Analysis*. Los Angeles: SAGE. 4th edition. Easley, D., & Kleinberg, J. (2010). *Networks, Crowds, and Markets: Reasoning About a Highly Connected World*. New York: Cambridge University Press.

Assessment: Take-home assessment (50%) and problem sets (50%) in the LT.

Student problem sets will be marked in five of the weeks. These will constitute 50% of the final overall mark.

MY565 Half Unit Intermediate Quantitative Analysis

This information is for the 2020/21 session.

Teacher responsible: Prof Jonathan Jackson COL8.05

Availability: This course is available on the MPhil/PhD in Health Policy and Health Economics. This course is available as an outside option to students on other programmes where regulations permit.

This course is available to all research students where regulations permit.

Pre-requisites: Participants should have studied introductory statistics or quantitative methods before, up to an introduction to descriptive statistics and basic statistical inference. Students with no previous studies in quantitative analysis should take instead Introduction to Quantitative Analysis (MY451).

Because of the overlaps between these courses, it is not possible to take both this course and either of Introduction to Quantitative Analysis (MY451) or Applied Regression Analysis (MY452) as assessed courses.

Course content: The course is intended for students with some (even if limited) previous experience of quantitative methods or statistics. Using examples from psychological research, it covers first a review of the foundations of descriptive statistics and statistical inference, in the context of the analysis of two-way contingency tables and comparisons of means between two groups. The main topic of the course is linear regression modelling and related methods, including scatterplots, correlation, simple and multiple linear regression, and analysis of variance and covariance. An introduction to binary logistic regression modelling is also included. The computer classes give hands-on training in the application of these statistical techniques.

Teaching: This course is delivered through a combination of classes and lectures in Michaelmas Term. This year, this teaching will be delivered through a combination of short online recorded films for the lectures and live classes, which will be delivered face-to-face where feasible, or online where not. Combined hours across lectures and classes will be equivalent to a minimum of 30 hours face-to-face teaching.

This course has a Reading Week in Week 6 of MT.

Formative coursework: Self-guided computer exercises implementing statistics covered in the lectures with weekly online homework on the material covered in the lectures and exercises.

Indicative reading: A course pack will be available for download online.

Additional reading: many introductory statistics books are available. But we particularly recommend Alan Agresti and Christine Franklin (2009) *Statistics: The Art and Science of Learning from Data*, and Alan Agresti and Barbara Finlay (2009, 4th

edition) *Statistical Methods for the Social Sciences*.

Assessment: Continuous assessment (20%) in the MT. Online assessment (80%).

Three-hour online assessment (80%) in the January exam period.

Continuous assessment (20%) in the MT.

Homework and participation will constitute 20% of the final overall mark.

MY570 Half Unit Computer Programming

This information is for the 2020/21 session.

Teacher responsible: Dr Milena Tsvetkova COL8.06

Availability: This course is available on the MPhil/PhD in Social Research Methods. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course introduces students to the fundamentals of computer programming as students design, write, and debug computer programs using the programming language Python and R. The course will also cover the foundations of computer languages, algorithms, functions, variables, object-orientation, scoping, and assignment. The course will rely on practical examples from computational social science and social data science.

Students will learn how to design algorithms to solve problems and how to translate these algorithms into working computer programs. Students acquire skills and experience as they learn Python and R, through programming assignments with an approach that integrates project-based learning. This course is an introduction to the fundamental concepts of programming for students who lack a formal background in the field, but will include more advanced problem-solving skills in the later stages of the course. Topics include algorithm design and program development; data types; control structures; functions and parameter passing; recursion; data structures; searching and sorting; and an introduction to the principles of object-oriented programming. The primary programming languages used in the course will be Python and R.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Michaelmas Term. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos.

This course has a reading week in Week 6 of MT.

Formative coursework: Students will be expected to produce 10 problem sets in the MT.

Students will work on weekly, structured problem sets in the staff-led class sessions. Example solutions will be provided at the end of each week.

Indicative reading:

- Gutttag, John V. *Introduction to Computation and Programming Using Python: With Application to Understanding Data*. MIT Press, 2016.
- Lutz, Mark *Learning Python*. 5th Edition. O'Reilly, 2013. Intermediate and Advanced documentation at <https://www.python.org/doc/>.
- Miller, Bradley N. and David L. Ranum. *Problem Solving with Algorithms and Data Structures Using Python*. Available online at <http://interactivepython.org/runestone/static/pythonds/index.html>.
- Python, 160 *Intermediate and advanced documentation*. Available online at <https://www.python.org/3doc/>.
- Venables, William N., David M. Smith, and the R Core Team. *An Introduction to R*. Available online at <https://cran.r-project.org/doc/manuals/r-release/R-intro.pdf>.
- Zuur, Alain, Elena N. Ieno, and Erik Meesters. *A Beginner's Guide to R*. Springer Science & Business Media, 2009.

Assessment: Project (50%) and problem sets (50%) in the MT.

For the individual project, students will be required to develop Python software that addresses a sufficiently complex computational social science task. Examples of possible projects include a software package that collects and analyses online data, an experimental game, or an agent-based model. Marking of this assessment will be at a level appropriate for PhD students.

MY572 Half Unit

Data for Data Scientists

This information is for the 2020/21 session.

Teacher responsible: Friedrich Geiecke

Availability: This course is available on the MPhil/PhD in Social Research Methods. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course will cover the principles of digital methods for storing and structuring data, including data types, relational and nonrelational database design, and query languages. Students will learn to build, populate, manipulate and query databases based on datasets relevant to their fields of interest. The course will also cover workflow management for typical data transformation and cleaning projects, frequently the starting point and most timeconsuming part of any data science project. This course uses a project-based learning approach towards the study of online publishing and group-based collaboration, essential ingredients of modern data science projects. The coverage of data sharing will include key skills in on-line publishing, including the elements of web design, the technical elements of web technologies and web programming, as well as the use of revision-control and group collaboration tools such as GitHub. Each student will build one or more interactive website based on content relevant to his/her domain-related interests, and will use GitHub for accessing and submitting course materials and assignments. In this course, we introduce principles and applications of the electronic storage, structuring, manipulation, transformation, extraction, and dissemination of data. This includes data types, database design, data base implementation, and data analysis through structured queries. Through joining operations, we will also cover the challenges of data linkage and how to combine datasets from different sources. We begin by discussing concepts in fundamental data types, and how data is stored and recorded electronically. We will cover database design, especially relational databases, using substantive examples across a variety of fields. Students are introduced to SQL through MySQL, and programming assignments in this unit of the course will be designed to insure that students learn to create, populate and query an SQL database. We will introduce NoSQL using MongoDB and the JSON data format for comparison. For both types of database, students will be encouraged to work with data relevant to their own interests as they learn to create, populate and query data. In the final section of the data section of the course, we will step through a complete workflow including data cleaning and transformation, illustrating many of the practical challenges faced at the outset of any data analysis or data science project.

Online publishing and collaboration tools forms the second part of this course, along with the tools and technologies that underlie them. Students will develop interactive, secure and powerful projects for the World Wide Web using both client and server side technologies. Collaboration and the dissemination and submission of course assignments will use GitHub, the popular code repository and version control system. The course begins with an indepth look at the markup languages that form the foundations of building web sites with a study of HTML and CSS. Students next study basic programming in JavaScript, to provide client and server side tools including the customization of web content using Bootstrap and Jekyll to publish web pages, which will provide the basis for a class project.

Teaching: This course is delivered through a combination of

classes and lectures totalling a minimum of 20 hours across Michaelmas Term. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos.

This course has a reading week in Week 6 of MT.

Formative coursework: Students will be expected to produce 10 problem sets in the MT.

Students will work on weekly, structured problem sets in the staff-led class sessions. Example solutions will be provided at the end of each week.

Indicative reading:

- Chodorow, Kristina MongoDB: The Definitive Guide, 2nd Edition O'Reilly 2013.
- Churcher, Clare. Beginning Database Design: From Novice to Professional. Apress, 2007.
- Tahaghoghi, Seyed M. and Hugh E. Williams. Learning MySQL. O'Reilly, 2006. Karumanchi, Narasimha. Data Structures and Algorithms Made Easy: Data Structure and Algorithmic Puzzles, Second Edition. CreateSpace Independent Publishing Platform, 2011.
- Lee, Kent. Data Structures and Algorithms with Python. Springer, 2015.
- Lake, Peter. Concise Guide to Databases: A Practical Introduction. Springer, 2013.
- Nield, Thomas. Getting Started with SQL: A hands-on approach for beginners. O'Reilly, 2016.
- Byron, Angela and Addison Berry, Nathan Haug, Jeff Eaton, James Walker, Jeff Robbins Using Drupal: Choosing and Configuring Modules to Build Dynamic Websites. O'Reilly Media, 2008.
- Duckett, Jon HTML and CSS: Design and Build Websites New York: Wiley, 2011.
- Duckett, Jon JavaScript and JQuery: Interactive Front-End Web Development New York: Wiley, 2014.
- Rice, Dylan. Twitter Bootstrap In Your Pocket. CreateSpace Independent Publishing Platform, 2016.
- Sklar, David Learning PHP 5 O'Reilly, 2004. GitHub Guides at <https://guides.github.com>, including: "Understanding the GitHub Flow", "Hello World", and "Getting Started with GitHub Pages".
- Jacobson, Daniel APIs: A Strategy Guide O'Reilly: 2012.
- London, Kyle Developing Large Web Applications: Producing Code That Can Grow and Thrive O'Reilly, 2010.

Assessment: Take-home assessment (50%) and problem sets (50%) in the MT.

Marking of these assessments will be at a level appropriate for PhD students.

MY574 Half Unit

Applied Machine Learning for Social Science

This information is for the 2020/21 session.

Teacher responsible: Dr Blake Miller COL.7.14

Availability: This course is available on the MPhil/PhD in Social Research Methods. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is available to research students only.

Pre-requisites: Applied Regression Analysis (MY452) or equivalent is required.

Course content: Machine learning uses algorithms to find patterns in large datasets and make predictions based on them. This course will use prominent examples from social science research to cover major machine learning tasks including regression, classification, clustering, and dimensionality reduction. A particular emphasis will be placed on the ethical issues surrounding machine learning applications, including privacy, algorithmic bias, and informed consent. Lectures will use case studies to introduce specific machine learning algorithms including LASSO, ridge regression, logistic regression, k-nearest neighbour classification, decision

trees, support vector machines, k-means clustering, hierarchical clustering, principal component analysis, and linear discriminant analysis. Students will learn to apply these algorithms to data and validate and evaluate models. Students will work directly with social data and analyse these data using Python or R.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Lent Term. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos.

This course has a reading week in Week 6 of LT.

Formative coursework: Students will be expected to produce 1 problem set in the LT.

One structured problem set will be provided in the first weeks of the course. Students will start the problem set in the first computer workshop session and complete it outside of class.

Indicative reading:

- Géron, A. (2017). Hands-on Machine Learning with Scikit-Learn and TensorFlow: Concepts, Tools, and Techniques to Build Intelligent Systems. O'Reilly Media, Inc.
- Müller, A. C., & Guido, S. (2016). Introduction to Machine Learning with Python: A Guide for Data Scientists. O'Reilly Media, Inc.
- Conway, D., & White, J. (2012). Machine Learning for Hackers. O'Reilly Media, Inc.
- James, G., Witten, D., Hastie, T., & Tibshirani, R. (2013). An Introduction to Statistical Learning (Vol. 112). New York: Springer.
- Cantú, F., & Saiegh, S. M. (2011). Fraudulent democracy? An analysis of Argentina's Infamous Decade using supervised machine learning. *Political Analysis*, 19(4), 409-433.
- Davidson, T., Warmley, D., Macy, M., & Weber, I. (2017). Automated hate speech detection and the problem of offensive language. *Proceedings of the Eleventh International AAAI Conference on Web and Social Media (ICWSM 2017)*, 512-515.
- D'Orazio, V., Landis, S. T., Palmer, G., & Schrodt, P. (2014). Separating the wheat from the chaff: Applications of automated document classification using support vector machines. *Political Analysis*, 22(2), 224-242.
- Jones, Z. M., & Lupu, Y. (2018). Is There More Violence in the Middle?. *American Journal of Political Science*, 62(3), 652-667.
- Kosinski, M., Stillwell, D., & Graepel, T. (2013). Private traits and attributes are predictable from digital records of human behavior. *Proceedings of the National Academy of Sciences*, 201218772.
- Wang, Y., & Kosinski, M. (2018). Deep neural networks are more accurate than humans at detecting sexual orientation from facial images. *Journal of Personality and Social Psychology*, 114(2), 246-257.

Assessment: Problem sets (40%) and quiz (30%) in the LT. Take-home assessment (30%) in the ST.

For the final project, students will be expected to submit a 3000-word paper in which they identify and contextualise a relevant social data science problem related to their dissertation research, find suitable data to address it, plan and conduct extensive machine learning analysis on the data, and present the findings. Marking of these assessments will be at a level appropriate for PhD students.

MY599

Department of Methodology Seminar

This information is for the 2020/21 session.

Teacher responsible: Dr Eleanor Power and Dr Chana Teeger

Availability: This course is compulsory on the MPhil/PhD in Social Research Methods. This course is available on the MPhil/PhD in International Relations. This course is available as an outside option to students on other programmes where regulations permit. Open to all.

Course content: Papers on topics of methodological interest will be presented by staff and visitors.

Teaching: Meetings typically take place during term time and

will be held in COL8.13 unless otherwise stated. Please regularly consult the Department of Methodology webpages for full details about seminar dates, times, topics and speakers.

Assessment: This course is non-examinable.

PB500

Current Research in Social Psychology

This information is for the 2020/21 session.

Teacher responsible: Prof Martin Bauer

Availability: This course is compulsory on the MPhil/PhD in Psychological and Behavioural Science. This course is not available as an outside option.

This course is available to academic staff and research students only.

Course content: Weekly seminars where PhD students present their work, and learn research skills (e.g. writing, grant preparation). The course runs through Michaelmas Term, Lent Term and Summer Term.

Teaching: 10 hours of seminars in the MT. 10 hours of seminars in the LT. 7 hours of seminars in the ST.

Assessment: Non-examinable.

PH500

Research Methods in Philosophy

This information is for the 2020/21 session.

Teacher responsible: Prof Richard Bradley

Availability: This course is available on the MPhil/PhD in Philosophy. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: Topics in contemporary philosophy.

Teaching: Seminars PH500 15 x two-hour (MT, LT, ST). Different members of the department will lead the seminar in each of the three terms.

A more detailed syllabus will be posted at the beginning of each term.

Assessment: This course is non-examinable.

PH501

Philosophical Problems Seminar

This information is for the 2020/21 session.

Teacher responsible: Dr Anna Mahtani and Prof Christian List

Availability: This course is compulsory on the MPhil/PhD in Philosophy. This course is not available as an outside option.

Course content: In this course, we will read and carefully discuss together a range of classic papers in contemporary analytic philosophy that might not otherwise be covered in LSE Philosophy Department courses. Topics are selected from metaphysics, the philosophy of mind and action, epistemology, and the philosophy of language. This list is illustrative.

Teaching: 15 hours of seminars in the MT. 15 hours of seminars in the LT.

Indicative reading: Specific readings will be announced in a detailed syllabus at the start of the term.

Assessment: Two essays of 5000 words each over the course of the two terms. Either or both of these essays may be replaced by two shorter essays each of 2500 words.

PH502

Reasoning and Logic

This information is for the 2020/21 session.

Teacher responsible: Dr Laurenz Hudetz

Availability: This course is available on the MPhil/PhD in Philosophy. This course is not available as an outside option. The course is, in general, only aimed at those students who have never taken a course in formal logic before. For such students the course is compulsory.

Course content: This course covers the following topics.

1. Introduction to classical logic

Logic is the study of arguments and inferences. Its main task is to give an explicit characterisation of those arguments and inferences that are logically valid. Logic tells you exactly when some conclusion follows from some premises and when it does not. The skill of devising logically valid arguments is very important for philosophers. We train this and related skills based on classical theories of logical consequence. The course covers sentential or propositional logic as well as (first-order) predicate logic.

2. Model theory

Scientists often use mathematical structures to model real-world systems and to predict or explain their behaviour. Model theory is the study of mathematical structures from a logical point of view. Students will be introduced to core concepts of model theory. We address questions such as the following: What exactly is a structure or model? What is a theory? What does it mean that a structure satisfies a formula or theory? When are two models structurally the same (isomorphic)? Rigorous answers to these questions yield a proper semantics for classical predicate logic, shed light on the notion of truth and help to better understand the formal structure of scientific theories and models.

3. The theory of definitions

The modern theory of definitions offers a precise definition of 'definition' as well as rigorous criteria for checking whether a definition is formally correct. The skill of defining in a correct way can hardly be overestimated in philosophy. It prevents misunderstandings and can drastically improve the clarity of concepts, claims and arguments. It is particularly important for philosophers because many philosophical questions require definitions as answers (e.g., 'What is knowledge?', 'What is truth?', 'What is justice?', 'Under which conditions is an act morally wrong?').

4. Extensions of classical logic

Classical logic only deals with truth-functional sentential connectives (e.g., 'not', 'and', 'or'). However, there are also non-truth-functional connectives which play a central role in philosophical and scientific reasoning. Prime examples are counterfactual conditionals ('if A were the case, then B would be the case'), causal notions ('A causes B') and modal notions (such as 'it is possible that A' and 'it is necessary that A'). But what exactly is the meaning of these notions? In other words: how could a semantics for such non-truth-functional connectives look like? This course introduces students to the basic ideas of possible world semantics.

5. Inductive logic and probability

In the case of a deductively valid inference, it is utterly impossible that the conclusion is false when the premises are true. However, many inferences we draw in practice do not satisfy this ideal of validity. In many cases, the premises support the conclusion to some degree, but their truth would not guarantee the truth of the conclusion. For example, it does not follow logically from the premise that someone smokes 40 cigarettes a day (together with background medical theories and data) that they will die early from smoking-related illness -- but it is much more probable that they will than if they did not smoke. Inductive logic is the systematic study of inferences of that type. Students will be introduced to the fundamentals of inductive logic and probabilistic reasoning.

Teaching: 15 hours of lectures in the MT. 15 hours of lectures in the LT.

This year, lectures will be delivered online. Appropriate back-up teaching will be arranged with individual students.

This course includes a reading week in Week 6 of both MT and LT.

Formative coursework: Formative coursework will take the form of problem sets. These will be set on the basis of the material covered in lectures. Students are required to complete problem sets before the associated class and to be ready to present and discuss their answers in class.

Indicative reading: There will be comprehensive lecture slides and materials covering the entire course content. Indicative background readings include:

- Button, T. and Magnus, P.D. (2017): forall x: Cambridge, URL = <<http://www.homepages.ucl.ac.uk/~uctytbu/OERs.html>>
- Copi I.M., Cohen, C. and McMahon K. (2014): Introduction to Logic. Pearson.
- Gupta, A. (2015): "Definitions", Stanford Encyclopedia of Philosophy, URL = <<https://plato.stanford.edu/entries/definitions/>>.
- Fitelson, B. (2006): "Inductive Logic", Sarkar, Sahotra and Jessica Pfeifer (eds.), The Philosophy of Science: An Encyclopedia, Routledge.
- Halbach, V. (2010): The Logic Manual. Oxford University Press.
- Hodges, B. (2013): "Model Theory", Stanford Encyclopedia of Philosophy, URL = <<https://plato.stanford.edu/entries/model-theory/>>.
- Hodges, W. and Scanlon, T. (2018): "First-order Model Theory", Stanford Encyclopedia of Philosophy, URL = <<https://plato.stanford.edu/entries/modeltheory-fo/>>.
- Salmon, M.H. (2013): Introduction to Logic and Critical Thinking. Wadsworth.
- Sider, T. (2010): Logic for Philosophy. OUP.
- Skyrms, B. (2010): Choice and Chance: An Introduction to Inductive Logic. Fourth edition. Wadsworth

Assessment: Take-home assessment (90%) in the ST. Quiz (10%) in the MT and LT.

PH551

Research Seminar in the Philosophy of Natural Sciences

This information is for the 2020/21 session.

Teacher responsible: Prof Roman Frigg

Availability: This course is available on the MPhil/PhD in Philosophy. This course is not available as an outside option.

Course content: This is a special topics course on the philosophy of the natural sciences. The course is integrated with the meetings of the Sigma Club. Approximately 3 sessions per term are Sigma Club meeting; the remaining sessions are the research seminar. The topic will be announced at the beginning of the term.

Teaching: 15 hours of seminars in the MT. 15 hours of seminars in the LT.

As this is a reading group, each participant is invited to take the lead on at least one meeting, choosing a topic and readings in consultation with the instructor, and leading the discussion during at least one of the Monday seminars.

Formative coursework: Students will be expected to write one essay per term and to give a seminar presentation.

PH555

Research Seminar in the Philosophy of Economics and Social Sciences

This information is for the 2020/21 session.

Teacher responsible: Dr Johanna Thoma and Prof Richard Bradley

Availability: This course is available on the MPhil/PhD in Philosophy. This course is not available as an outside option.

Course content: Philosophical issues in economics and the social sciences.

Teaching: 10 hours of seminars in the MT. 10 hours of seminars in the LT. 10 hours of seminars in the ST.

Formative coursework: Students will be expected to write one essay per term and to give seminar presentations.

SO500

Aims and Methods Research Class for MPhil Students

This information is for the 2020/21 session.

Teacher responsible: Prof Michael Savage STC S210

Availability: This course is compulsory on the MPhil/PhD in Cities Programme and MPhil/PhD in Sociology. This course is not available as an outside option.

Course content: The research seminar aims to provide students with a conceptual and practical framework within which to think through planning their research. This includes devising research questions, how to do a literature review, selecting appropriate methods for research, linking theory and practices, ethical issues and writing. The course will comprise workshops and student presentations. By the end of the course students should be able to formulate clear aims and methods for their own research. All first year MPhil students must attend.

Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.

Teaching arrangements may be adjusted if online teaching is required at any point.

Reading Weeks: Students on this course will have a reading week in MT Week 6 and LT Week 6, in line with departmental policy.

Formative coursework: A 5,000 word formative paper is due by the first Friday in May of Year 1, to be submitted to the Course Convenor and Supervisors.

Assessment: Paper (100%) in the ST.

10,000 word Upgrade paper on the 'aims and methods' of the thesis including preliminary data collection and analysis, and a viva voce examination. For full-time students, this Upgrade paper is submitted through Moodle by Friday of Week 6 of the MT in Year 2. The viva voce examination will be conducted by the end of the MT in Year 2. Satisfactory completion of the Upgrade paper and the viva voce examination are necessary in order to Upgrade from MPhil to PhD student. Part-time students may elect to be evaluated in Year 2 or Year 3.

SO501

Data Analysis Workshop

This information is for the 2020/21 session.

Teacher responsible: Prof Michael Savage

Availability: This course is compulsory on the MPhil/PhD in Cities Programme and MPhil/PhD in Sociology. This course is not available as an outside option.

Only available to sociology research students in the second and subsequent years of their MPhil/PhD.

Course content: Seminars will focus on doing data analysis using materials made and collected as part of PhD research. Each student will present data to the group. Students may submit the following types of data: (part of) a qualitative interview to code OR a collection of interview sections coded as 'X' to be analysed according to a specified method (e.g., narrative analysis, grounded theory); fieldnotes for coding or for reflections on what is needed for 'thick description'; an image or text to code or analyse according to a specified method (e.g., discourse analysis); a map of the research situation (e.g., situational analysis, network analysis); a regression analysis that requires interpretation, etc. All students will be asked to read the data before the workshop. The workshop will start with the student briefly presenting their data and contextualizing it within their research question, data set and methodological approach. As a group, that piece of data will be closely analysed using the method specified by the student.

Teaching: 10 hours of seminars in the LT.

Assessment: There is no formal assessment, but participants are asked to present research materials, read other students' research materials, and contribute to discussion.

SO505 Not available in 2020/21

Becoming a Professional Sociologist

This information is for the 2020/21 session.

Teacher responsible: Dr Carrie Friese STC.S213

Availability: This course is compulsory on the MPhil/PhD in Cities Programme and MPhil/PhD in Sociology. This course is not available as an outside option.

This course will be available for Year 3 and 4 students as an optional training course for 2018/19. It is not available to PhD students outside the department.

Pre-requisites: Students must have completed Aims and Methods Research Class for MPhil Students (SO500).

Students will have completed SO500 and passed Aims and Methods. Ideally they will have completed SO501. However, exceptions will be made for students who were outside of London in Year 2 for fieldwork and intend to complete their PhD in three years. In that instance students can take SO501 and SO502 simultaneously.

Course content: This half-unit course will provide a workshop environment to discuss key aspects of developing a career as a Sociologist. These may include:

1. Writing, submitting and revising journal articles;
2. Writing a book proposal;
3. Applying for research funding/jobs;
4. Using social media;
5. Developing CVs.

Students will:

- Gain an understanding of the different aspects involved in developing a career in academic Sociology
- Gain practical understanding of how to pursue the different elements of a sociological career in order to be in a good position in the job market and for postdoctoral funding
- Provide support for students as they are finishing their PhD and move into the next stage of their career as sociologists

Teaching: 15 hours of workshops in the MT.

Formative coursework: There is no formative assessment for this course.

Indicative reading: There is no reading list for this course.

Assessment: There is no summative assessment for this course.

The course is a pass/fail and is dependent on attendance.

SO511

Research Seminar in Political Sociology

This information is for the 2020/21 session.

Teacher responsible: Dr Robin Archer STC.S114a

Availability: This course is available on the MPhil/PhD in Cities Programme and MPhil/PhD in Sociology. This course is available as an outside option to students on other programmes where regulations permit.

MPhil/PhD students whose research is in the field of political sociology. Students from all departments are welcome.

Course content: Political sociologists seek to understand fundamental political phenomenon by studying them in their social context. This seminar seeks to provide a small, friendly forum in which research students can discuss important recent publications and debates in this field. It often spends a number of weeks reading recent prize-winning books and articles in the field, and sometimes examines a topical theme for part of a term. There are also occasional guest lectures. In recent years, for example, there were lectures by Michael Mann (UCLA) on the rise and fall of

neo-liberalism. Theda Skocpol (Harvard) on the future of American politics, and Andreas Wimmer (Princeton) on ethnic conflict and state formation. The seminar also provides an opportunity to develop individual research projects. In each seminar, a twenty or thirty minute presentation is followed by discussion.

Teaching: 5 seminars in the LT.

Indicative reading: A short list of some important recent books and articles that could be discussed in the seminar will be suggested at the beginning of the year, and the seminar is always open to suggestions from participants. Readings continually change, but, for the purposes of illustration, recent seminars have discussed global anti-capitalism, suicide missions and the new imperialism, Christianity and American democracy, the welfare state, the politics of free markets, labour protest in China, street politics in Egypt, boycotts, and the crisis of capitalism.

Assessment: There is no formal assessment but participants are asked to present papers, contribute to discussion and read the work of selected scholars in the course of the session.

SO521 Not available in 2020/21 Research Seminar on Cities and Space

This information is for the 2020/21 session.

Teacher responsible: Dr Suzanne Hall STC S212 and Dr David Madden STC S209

Availability: This course is available on the MPhil/PhD in Cities Programme and MPhil/PhD in Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit.

For MPhil/PhD students doing research on urban and spatial issues in the Cities Programme/Department of Sociology. If space is available, other graduate students may apply.

Course content: The PhD seminar in cities and space is a graduate seminar is based on discussion of key readings in the fields of urban social theory and spatial analysis. It also provides a forum for discussion of research issues relating to the study of cities and space. In the Michaelmas term we introduce a selection of writings that engage with perspectives in urban studies and critical theory, linking these to corresponding discussions in social theory. In the Lent term we explore methodological orientations to working on, in and for the urban, ranging from approaches to methods and fieldwork to policy interventions.

Teaching: 7 hours and 30 minutes of seminars in the MT. 7 hours and 30 minutes of seminars in the LT.

One 1.5 hour seminar every two weeks in the MT and LT.

Assessment: This course is not assessed

SP501 Research Student Seminar

This information is for the 2020/21 session.

Teacher responsible: Dr Berkay Ozcan OLD 2.32 and Dr Timothy Hildebrandt OLD 2.56

Availability: This course is compulsory on the MPhil/PhD in Demography/Population Studies and MPhil/PhD in Social Policy. This course is available on the MPhil/PhD in Demography/Population Studies and MPhil/PhD in Social Policy. This course is not available as an outside option.

For all MPhil/PhD students in the Department of Social Policy.

Course content: The course for first year students provides structured sessions for MPhil students (e.g. the MPhil/PhD process, ethics, risk). It also provides the forum in which first year full-time and second year part-time MPhil students must present their work to fellow students and staff in advance of submitting their major review (upgrade) document.

The course for second and third year students provides the forum where third year full-time (or equivalent) PhD students must

present their work to fellow students and staff in advance of submitting their third year review document.

Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT.

First year: 20 hours of seminars in the MT. 20 hours of seminars in the LT.

Second and third year: Workshops arranged through the year, plus for third years, pre-third year review presentation.

ST501 Half Unit Multilevel Modelling

This information is for the 2020/21 session.

Teacher responsible: Prof Irini Moustaki COL 6.05

Availability: This course is available on the MPhil/PhD in Health Policy and Health Economics and MPhil/PhD in Statistics. This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: A knowledge of probability and basic statistical theory, including linear regression and logistic regression.

Course content: A practical introduction to multilevel modelling with applications in social research. This course deals with the analysis of data from hierarchically structured populations (e.g., students nested within schools, individuals nested within households or geographical areas) and longitudinal data (eg repeated measurements of individuals in a panel survey). Multilevel (random-effects) extensions of standard statistical techniques, including multiple linear regression and logistic regression, will be considered. The course will have an applied emphasis with computer sessions using appropriate software (e.g., Stata).

Teaching: This course will be delivered through a combination of classes and lectures totalling a minimum of 30 hours across Lent Term. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos. This course includes a reading week in Week 6 of Lent Term.

Formative coursework: Students will be expected to produce 5 exercises in the LT.

Formative coursework is assigned fortnightly and returned to students with comments/feedback via Moodle before the lab sessions

Indicative reading: T. Snijders & R Bosker Multilevel Analysis: an Introduction to Basic and Advanced Multilevel Modelling, Sage (2011, 2nd edition). S Rabe-Hesketh & A Skrondal, Multilevel and Longitudinal Modeling using Stata, (Third Edition), Volume I: Continuous responses (plus Chapter 10 from Volume II, which is available free on the publisher's website). Stata Press (2012).

Also recommended are:

A Skrondal & S Rabe-Hesketh, Generalized Latent Variable Modeling: Multilevel, Longitudinal and Structural Equation Models, Chapman & Hall (2004); H Goldstein, Multilevel Statistical Models, Arnold (2003); S W Raudenbush & A S Bryk, Hierarchical Linear Models: Applications and Data Analysis Methods, Sage (2002); G Verbeke & G Molenberghs, Linear Mixed Models for Longitudinal Data, Springer (2000); E Demidenko, Mixed Models, Wiley (2004).

Assessment: Coursework (100%, 4000 words).

Assessment is by 100% coursework given to students in week 8 of the course.

ST505 Half Unit Statistical Modeling and Data Analysis

This information is for the 2020/21 session.

Teacher responsible: Dr Yunxiao Chen

Availability: This course is available on the MPhil/PhD in Statistics. This course is not available as an outside option.

In the first year, this course will be open only to MPhil/PhD in

Statistics. In the future, it may be made available as an outside option to students on other programmes where regulations permit.

Pre-requisites: A knowledge of probability and statistical theory to the level of ST102 and ST206, and linear regression to the level of ST211. Some experience with R or other statistical software or programming languages (e.g., Python, Matlab) will be assumed.

Course content: This course provides an overview of modern applied statistics. It will cover an introduction to quantitative research design, exploratory data analysis and data visualisation, generalised linear models, and generalised latent variable models (including mixed effects or multilevel models, longitudinal data analysis, and structural equation models). The course will have an applied emphasis with students gaining hands-on experience in data analysis using R and practice in the interpretation of results.

Teaching: This course will be delivered through a combination of classes and lectures totalling a minimum of 30 hours across Michaelmas Term. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos. This course includes a reading week in Week 6 of Michaelmas Term.

Formative coursework: Students will be expected to produce 1 project in the MT.

Students will be given a real dataset and asked to analyse the data to answer scientific questions and then write a report. Students' reports will be marked and feedback will be given.

Indicative reading: Maïndonald, J., & Braun, J. (2006). Data analysis and graphics using R: an example-based approach. Cambridge University Press. Gelman, A., & Hill, J. (2006). Data analysis using regression and multilevel/hierarchical models. Cambridge University Press. Skrondal, A. and Rabe-Hesketh (2004) Generalized latent variable modeling : multilevel, longitudinal, and structural equation models. Chapman & Hall/CRC. Imbens, G. W. and Rubin, D. B. (2015). Causal Inference for Statistics, Social, and Biomedical Sciences : An Introduction Cambridge University Press

Assessment: Project (30%, 1000 words) in the MT.

Take-home assessment (70%) in the LT.

The summative assessment will be based on one piece of coursework (30%) and one take-home exam (70%). For the coursework, students will be given a dataset in week 6 and asked to analyse the data to answer several scientific questions and submit a report in week 10. The take-home exam will be in January. The take-home exam should be no fewer than 3000 words and students will be asked to submit this within three days.

ST510 Half Unit Foundations of Machine Learning

This information is for the 2020/21 session.

Teacher responsible: Dr Chengchun Shi, COL.5.11

Availability: This course is available on the MPhil/PhD in Statistics. This course is available with permission as an outside option to students on other programmes where regulations permit.

The availability as an outside option requires a demonstration of sufficient background in mathematics and statistics and is at the discretion of the instructor.

Pre-requisites: A knowledge of probability and statistical theory to the level of ST102 and ST206 and some parts of ST505 (e.g. linear models and generalized linear models). Some experience with computer programming will be assumed (e.g., Python, R).

Course content: The goal of this course is to provide students with a training in foundations of machine learning with a focus on statistical and algorithmic aspects. Students will learn fundamental statistical principles, algorithms, and how to implement and apply machine learning algorithms using the state-of-the-art Python packages such as scikit-learn, TensorFlow, and OpenAI Gym. The course will cover the following topics:

1 Foundations of supervised learning: empirical risk minimisation, empirical minimisation with inductive bias, PAC learning, learning via uniform convergence

2 Convex optimisation: convexity, Newton-Raphson, gradient descent, stochastic gradient descent (SGD), acceleration by momentum, smoothness, strong convexity, convergence rates, alternating direction method of multipliers

3 Non-convex optimisation: EM algorithm, MCMC, variational Bayesian inference, optimisation landscape, local minima and saddle points

4 Support vector machines: margin and hard-SVM, soft-SVM and norm regularization, optimality conditions and support vectors, implementing soft-SVM using SGD

5 Decision trees and random forests: sample complexity, decision tree algorithms, random forests

6 Neural networks: feedforward neural networks, expressive power of neural networks, stochastic gradient descent and backpropagation

7 Unsupervised learning - clustering: linkage-based clustering algorithms, k-means and other cost minimisation clustering, spectral clustering, information bottleneck

8 Unsupervised learning - dimension reduction: PCA, matrix completion, autoencoder

9 Online learning and optimisation: online learnability, online classification, weighted majority, online convex optimization, regret minimisation

10 Reinforcement learning: multi-armed bandit processes, reinforcement learning problem, Markov Decision Problem, reinforcement learning solution methods

Teaching: 20 hours of lectures and 10 hours of seminars in the LT.

Formative coursework: Students will be expected to produce 9 problem sets in the LT.

Weekly problem sets that are discussed in subsequent seminars. The coursework that will be used for summative assessment will be chosen from a subset of these problems.

Indicative reading:

1 Avrim Blum, John Hopcroft and Ravindran Kannan, Foundations of Data Science, Cambridge University Press, 2020; text here <https://www.cs.cornell.edu/jeh/book.pdf>

2 Stephen Boyd and Lieven Vandenberghe, Convex Optimization, Cambridge University Press, 2004; text here <http://web.stanford.edu/~boyd/cvxbook/>

3 Sebastien Bubeck, Convex optimization: algorithms and complexity, Now Publishers Inc. 2016; text here <http://sbubeck.com/Bubeck15.pdf>

4 Ian Goodfellow, Yoshua Bengio, and Aaron Courville, Deep Learning, The MIT Press, 2016

5 Aston Zhang, Zack C. Lipton, Mu Li, and Alex J. Smola, Deep Dive into Deep Learning, 2020; text here <https://d2l.ai/>

6 Trevor Hastie, Robert Tibshirani and Jerome Friedman, The Elements of Statistical Learning: Data Mining, Inference, and Prediction, Second Edition, Springer, 2017

7 Shai Shalev-Shwartz and Shai Ben-David, Understanding Machine Learning: from Theory to Algorithms, Cambridge University Press, 2014; text here <https://www.cs.huji.ac.il/~shais/UnderstandingMachineLearning/understanding-machine-learning-theory-algorithms.pdf>

8 Richard S. Sutton and Andrew G. Barto, Reinforcement Learning: An Introduction, Second Edition, MIT Press, Cambridge, MA, 2018; text here <http://www.incompleteideas.net/book/the-book-2nd.html>

Assessment: Exam (40%, duration: 2 hours, reading time: 10 minutes) in the summer exam period.

Project (40%, 3000 words) and take-home assessment (20%) in the LT.

The summative assessment will be based on four pieces of take-home assessment assignments (20% in total; 5% each), one project assignment (40%), and one written exam (40%).

For the take-home assessments, students will be given homework problem sets and computer programming exercises in weeks 2, 4, 7, and 9.

The project assessment will be in April. The project report should be no fewer than 3000 words and students will be asked to submit their project reports within one week.

ST542 Half Unit Not available in 2020/21 Longitudinal Data Analysis

This information is for the 2020/21 session.

Teacher responsible: Prof Fiona Steele COL 7.12

Availability: This course is available on the MPhil/PhD in Health Policy and Health Economics and MPhil/PhD in Statistics. This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: A knowledge of probability and basic statistical theory, including linear regression and logistic regression.

Course content: A practical introduction to methods for the analysis of repeated measures data, including continuous and binary outcomes. Topics include: longitudinal study designs, models for two measurements, (random effects) growth curve models, marginal models, missing data, latent class models and dynamic (autoregressive) models. The course will have an applied emphasis with fortnightly computer classes using the Stata software.

Teaching: 20 hours of lectures and 10 hours of computer workshops in the LT.

Week 6 will be a reading week.

Formative coursework: Students will be expected to produce 4 exercises in the LT.

Formative assessment is based on data analysis problems that require the use of the statistical software to apply the statistical techniques taught in the lectures and computer classes. Coursework is given out to students every two weeks and returned with feedback and comments.

Indicative reading: Hedeker D, Gibbons RD. Longitudinal Data Analysis. Hoboken, New Jersey: John Wiley & Sons, Inc. (2006). Rabe-Hesketh S, Skrondal A. (2012) Multilevel and Longitudinal Modeling Using Stata, Third Edition. Volume I: Continuous Responses. College Station, Texas: Stata Press. Singer JD, Willett JB. Applied Longitudinal Data Analysis: Modeling Change and Event Occurrence. New York: Oxford University Press (2003). (Part I only).

Assessment: Coursework (100%, 4000 words) in the ST. Assessment is by 100% coursework which is given to students in week 8

ST552 Half Unit Probability and Mathematical Statistics I

This information is for the 2020/21 session.

Teacher responsible: Prof Umut Cetin

Availability: This course is available on the MPhil/PhD in Statistics. This course is available with permission as an outside option to students on other programmes where regulations permit. The availability as an outside option requires a demonstration of sufficient background in mathematics and statistics and is at the discretion of the instructor.

Course content: This course provides theoretical and axiomatic foundations of probability and mathematical statistics, and is intended for PhD students in the Statistics department. In particular, the following topics will be covered:

1. Measure spaces; Caratheodory extension theorem; Borel-Cantelli lemmas.
2. Random variables; monotone-class theorem; different kinds of convergence.
3. Kolmogorov's 0-1 law; construction of Lebesgue integral.
4. Monotone convergence theorem; Fatou's lemmas; dominated convergence theorem.
5. Expectation; L^p spaces; uniform integrability.
6. Characteristic functions; Levy inversion formula; Levy convergence theorem; CLT.
7. Principle and basis for statistical inference: populations and samples, decision theory, basic measures for estimators.
8. Estimation: U and V statistics, unbiased estimators, MVUE, MLE.

9. Hypothesis testing: Neyman-Pearson lemma, UMP, confidence sets.

10. Product measures; conditional expectation.

Teaching: This course will be delivered through a combination of classes and lectures totalling a minimum of 30 hours across Michaelmas Term. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos. This course includes a reading week in Week 6 of Michaelmas Term.

Formative coursework: Students will be expected to produce 9 problem sets in the MT.

Weekly problem sets that are discussed in subsequent seminars. The coursework that will be used for summative assessment will be chosen from a subset of these problems.

Indicative reading:

- 1 Williams, D. (1991). Probability with Martingales. Cambridge University Press.
- 2 Durrett, R. (2019). Probability: Theory and Examples. Cambridge Series in Statistical and Probabilistic Mathematics.
- 3 Shao, J. (2007). Mathematical Statistics. Springer Texts in Statistics.
- 4 Keener, R. (2010). Theoretical Statistics. Springer Texts in Statistics.

Assessment: Exam (70%, duration: 3 hours, reading time: 10 minutes) in the January exam period.

Coursework (30%).

Three of the homework problem sets will be submitted and marked as assessed coursework.

ST553 Half Unit Probability and Mathematical Statistics II

This information is for the 2020/21 session.

Teacher responsible: Prof Konstantinos Kardaras

Availability: This course is available on the MPhil/PhD in Statistics. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Probability and Mathematical Statistics I is a pre-requisite.

Course content: This course provides instruction in advanced topics in probability and mathematical statistics, mainly based on martingale theory. It is a continuation of Probability and Mathematical Statistics I. The following topics will in particular be covered:

- 1 Conditional expectation revisited; linear regression; martingales and first examples.
- 2 Concentration inequalities; dimension reduction; log-Sobolev inequalities.
- 3 Martingale transforms; optional sampling theorem; convergence theorems.
- 4 160Sequential testing; backwards martingales; law of large numbers; de Finetti's theorem.
- 5 Markov chains; recurrence; reversibility; foundations of MCMC.
- 6 Ergodic theory.
- 7 Brownian motion; quadratic variation; stochastic integration.
- 8 Stochastic differential equations; diffusions; filtering.
- 9 Bayesian updating; Ergodic diffusions; Langevin samplers.
- 10 Brownian bridge; empirical processes; Kolmogorov-Smirnov statistic.

Teaching: This course will be delivered through a combination of classes and lectures totalling a minimum of 30 hours across Lent Term. This year, some or all of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos. This course includes a reading week in Week 6 of Lent Term.

Formative coursework: Students will be expected to produce 9 problem sets in the LT.

Weekly problem sets that are discussed in subsequent seminars. The coursework that will be used for summative assessment will

be chosen from a subset of these problems.

Indicative reading:

1 Williams, D. (1991). Probability with Martingales. Cambridge University Press.

2 Durrett, R. (2019). Probability: Theory and Examples. Cambridge Series in Statistical and Probabilistic Mathematics.

3 Karatzas, I, Shreve S. (1991). Brownian motion and Stochastic Calculus. Springer GTM.

4 Shao, J. (2007). Mathematical Statistics. Springer Texts in Statistics.

5 Keener, R. (2010). Theoretical Statistics. Springer Texts in Statistics.

Assessment: Exam (70%, duration: 3 hours, reading time: 10 minutes) in the summer exam period.

Coursework (30%).

Three of the homework problem sets will be submitted and marked as assessed coursework.

Important information in response to COVID-19

Language Centre Courses

Modern Foreign Language Certificate Courses

LN701

Arabic: Level One (Standard)

This information is for the 2020/21 session.

Teacher responsible: Mr Nadim Ben Mohamed Mahjoub PEL.6.01

Pre-requisites:

- No previous knowledge of Arabic.
- Students should demonstrate commitment to regular attendance, completion of homework, completion of the dossier and all assessments.
- Students should dedicate at least two hours per week for coursework in addition to classes.

Course content:

Course aims

- To develop the use of Arabic at survival level.
- To raise awareness about the two Arabic varieties (formal and colloquial).
- To learn the Arabic writing system.
- To introduce students to a major dialect of Arabic.
- To establish the skills, language and attitudes required to promote and facilitate further study of Arabic.
- To bring the students to level A1- of Common European Framework.

Communicative content

- Greetings
- Asking for and giving personal information
- Talking about your immediate family
- Talking about studies and jobs
- Say where you live
- Talking about your city and country
- Talking about present actions

Structural content

- Alphabet
- Joining letters
- Pronunciation
- Feminine and masculine words
- Roots
- Present tense
- The definitive article
- Independent pronouns and pronoun suffixes
- Nouns-adjective phrases
- Numbers
- Plural
- Dual
- Word order
- Demonstrative: this (masc./fem.)
- Possessive pronouns
- Interrogatives (where, when, what, in which, etc.)
- Prepositions: in, between, etc
- Nisba (nationality)
- Idafa (genitive construction)
- Introduction to Past Tense
- Use of "also, where, in the same, etc."

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

• This is a 40 hour-course.

• Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Students will be provided with a study pack.

Other useful materials

- Alif Baa: Introduction to Arabic, Letters and Sounds by Brustad et al. Georgetown Univ. Press, Second or Third Editions
- Al-Kitaab fii Ta'llum al-'Arabiyya Al-Kitaab Fii Ta Allum Al-Arabiyya: Pt. 1: A Textbook for Beginning Arabic by Brustad et al, Georgetown Univ.Press, 2011
- Arabiyyat al-Naas (Part 1). An introductory course in Arabic by

Munther Younes, Routledge, 2014

- Mastering Arabic Grammar, Jane Wightwick and Mahmoud Gaafar, Palgrave Macmillan, 2005
- Arabic as one language, Mahmoud Al-Batal (ed.), Georgetown University Press, 2018

Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN702

Arabic: Level One (Fast Track for Learners Familiar with Arabic Script)

This information is for the 2020/21 session.

Teacher responsible: Mr Luay Hasan PEL.6.01

Pre-requisites:

- Students must have **familiarity with Arabic script**. Admission into the course upon tutor's approval during the information sessions.
- Students should demonstrate commitment to regular attendance, completion of homework, completion of the dossier and all assessments.
- Students should dedicate at least two hours per week for coursework in addition to classes.

Course content:

Course aims

- To develop the use of Arabic at survival level.
- To raise awareness about the two Arabic varieties (formal and colloquial).
- To further develop students' ability to use the Arabic writing system.
- To establish the skills, language and attitudes required to promote and facilitate further study of Arabic.
- To bring the students to level A1 of the Common European Framework.

Communicative content

- Greetings
- Asking for and giving personal information, directions and opinions
- Talking about family
- Talking about your country
- Describing people, places and objects
- Talking about past events and experiences
- Using the dictionary (basic)
- Asking and giving the time
- Talking about present events
- Talking about future events (basic)
- Ordering in a restaurant
- Asking for and giving directions

Structural content

- Roots
- The definitive article
- Independent pronouns and pronoun suffixes.
- Nouns-adjective phrases
- Numbers
- Feminine and masculine words
- Adjective-noun agreements
- Word order
- Verb-subject agreement
- Demonstratives (singular)
- Possessive pronouns
- Interrogatives (where, when, what, how many, etc)
- Prepositions: in, between
- Nisba (nationality)

1132 Language Centre Courses

- Idafa (genitive construction)
- Past tense
- Linking words (Firstly, after, lately, etc.)
- Present tense
- Future tense (basic)
- Plural (sound, masc./fem.)
- Negative phrases (past, present, future)
- Prepositions with pronoun suffixes
- Persons of the verb (sing./pl.)

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

• This is a 40 hour-course.

• Please refer to the LSE timetable for course teaching arrangements.

Indicative reading:

- Textbook: Test your Arabic. Part. I, Luay Hasan, Lightning Source, 2015 (there are some samples in the LSE library)
- Students will be also provided with a study pack.

Other materials useful for this level

- Mastering Arabic 1, Jane Wightwick and Mahmoud Gaafar, Palgrave Macmillan, 2007
- Mastering Arabic Grammar, Jane Wightwick and Mahmoud Gaafar, Palgrave Macmillan, 2005
- Al-Kitaab fii Ta'llum al-'Arabiyya Al-Kitaab Fii Ta Allum Al-Arabiyya: Pt. 1: A Textbook for Beginning Arabic by Brustad et al, Georgetown Univ.Press, 2011
- Speed up your Arabic. Strategies to avoid common errors, Sebastian Maisel, Routledge, 2015

Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN829

Arabic: Level One (Integrated Approach)

This information is for the 2020/21 session.

Teacher responsible: Mr Nadim Ben Mohamed Mahjoub

Availability: This is a non-credit bearing course available to all LSE students, staff, alumni and external clients.

Pre-requisites:

- No previous knowledge of Arabic.
- This course is suitable for students wanting to learn Levantine Colloquial Arabic and Modern Standard Arabic. Admission into the course upon tutor's approval during the information sessions.
- Students should demonstrate commitment to regular attendance, completion of homework, completion of the dossier and all assessments.
- Students should dedicate two hours per week for coursework in addition to classes.

Course content:

Course aims

- To develop the basis of Levantine Colloquial Arabic at survival level.
- To raise awareness about the two Arabic varieties (formal and colloquial).
- To learn the Arabic writing system.
- To introduce students to Modern Standard Arabic.
- To establish the skills, language and attitudes required to promote and facilitate further study of Arabic.
- To bring the students to level A1- of Common European Framework.

Communicative content

- Greetings
- Personal information
- Your immediate family
- Your studies and jobs
- Where you live
- Your city and country
- Present and past actions/events
- Describing people, places and objects
- Daily habits/routine

- Making comparisons
 - Talking about future plans (basic)
 - Expressing likes/dislikes
- Structural content
- Pronunciation
 - Feminine and masculine words
 - Present tense
 - The definitive article
 - Independent pronouns and pronoun suffixes
 - Nouns-adjective phrases

- Numbers
- Plural
- Word order
- Demonstrative
- Possessive pronouns
- Interrogatives (where, when, what, in which, etc.)
- Prepositions: in, between, etc
- Nisba (nationality)
- Idafa (genitive construction)
- Past Tense
- Use of "also, where, in the same, etc."

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

• This is a 40 hour-course.

• Please refer to the LSE timetable for course teaching arrangements.

Formative coursework: Weekly exercises featuring interactive work and oral practise; grammar exercises; reading and listening comprehension.

Indicative reading: Study Pack to be provided.

Other useful materials

- Syrian Colloquial Arabic, a Functional Course (third edition) by Mary-Jane Liddicoat, Richard Lennane and Dr Iman Abdul Rahim
- Al-Kitaab fii Ta'llum al-'Arabiyya Al-Kitaab Fii Ta Allum Al-Arabiyya: Pt. 1: A Textbook for Beginning Arabic by Brustad et al, Georgetown Univ.Press, 2011
- Arabiyyat al-Naas (Part 1). An introductory course in Arabic by Munther Younes, Routledge, 2014
- Alif Baa: Introduction to Arabic, Letters and Sounds by Brustad et al. Georgetown Univ. Press, Second or Third Editions
- Arabic as one language, Mahmoud Al-Batal (ed.), Georgetown University Press, 2018
- The Integrated Approach to Arabic instruction, Munther Younes, Routledge, 2015

Assessment: Oral examination (30%) in the LT.

Continuous assessment (70%) in the MT and LT.

LN703

Arabic: Level Two (Standard)

This information is for the 2020/21 session.

Teacher responsible: Mr Nadim Ben Mohamed Mahjoub PEL.6.01

Pre-requisites:

- Students should have previously learnt ... see description of "Communicative content" and "Structural Content" of Level 1 Standard (LN701) and/or Level 1 Fast Track (LN702). Admission into the course upon completion of level test and tutor's approval.
- Students should demonstrate commitment to regular attendance, completion of homework, completion of the dossier and all assessments.
- Students should dedicate at least two hours per week for coursework in addition to classes.

Course content:

Course aims

- To develop the use of Arabic.
- To offer an insight into one major dialect of the Arabic language.
- To establish the skills, language and attitudes required to promote and facilitate further study of Arabic.
- To bring the students to level A2- of Common European Framework.

Communicative content

- Talking about present events and experiences
- Talking about past events and experiences
- Describing people, places and objects
- Talking about daily habits/routine
- Making comparisons
- Using both past and present
- Talking about future plans (basic)
- Expressing preferences
- Expressing likes/dislikes
- Writing a biography

Structural content

- Revision of present tense
- Revision of Nisba (nationality)
- Revision of Idafa (genitive construction)
- Revision of possessive
- Negative phrases
- Prepositions with pronoun suffixes
- Past tense
- Comparative
- Adverbs of frequency
- Introduction to Masdar (verbal noun)
- Time expressions
- Verb Kana (To be)
- Dual and Plural (sound and broken)
- Future tense
- Numbers
- Number-noun agreement (1-10)
- Adjective-noun agreement (human/non human)
- Demonstratives
- Quantities
- Introduction to cases and declination (nominative, accusative, genitive)

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Study Pack

Other useful materials for

- Mastering Arabic 1 and 2, Jane Wightwick and Mahmoud Gaafar, Palgrave Macmillan.
- Mastering Arabic Grammar, Jane Wightwick and Mahmoud Gaafar, Palgrave Macmillan, 2005
- Al-Kitaab fii Ta'llum al-'Arabiyya Al-Kitaab Fii Ta Allum Al-Arabiyya: Pt. 1: A Textbook for Beginning Arabic by Brustad et al, Georgetown Univ.Press, 2011
- Easy Arabic Reader, Jane Wightwick and Mahmoud Gaafar, Palgrave Macmillan, 2011
- Arabic as one language, Mahmoud Al-Batal (ed.), Georgetown University Press, 2018

Dictionary

- The Oxford English-Arabic Dictionary of Current Usage (edited by N S Doniach, Oxford Univ. Press, 1983)

Assessment: Continuous assessment (70%) in the MT and LT.

Oral examination (30%) in the LT.

LN704

Arabic: Level Two (Fast Track)

This information is for the 2020/21 session.

Teacher responsible: Mr Nadim Ben Mohamed Mahjoub PEL.6.01

Pre-requisites:

- Students should have previously learnt ... see description of "Communicative content" and "Structural Content" of Level 1 Fast Track (LN702) and/or Level 2 Standard (LN703). Admission into the course upon completion of level test and tutor's approval.
- Students should demonstrate commitment to regular attendance, completion of homework, completion of the dossier and all assessments.
- Students should dedicate at least two hours per week for

coursework in addition to classes.

Course content:

Course aims

- To develop the use of Arabic.
- To offer an insight into one major dialect of the Arabic language.
- To establish the skills, language and attitudes required to promote and facilitate further study of Arabic.
- To bring the students to level A2 of Common European Framework.

Communicative content

- Talking about present events and experiences
- Talking about past events and experiences
- Describing people, places and objects
- Talking about habits, hobbies and daily routine
- Making comparison between people, things or places
- Using both past and present
- Talking about future plans (further details)
- Giving opinions
- Expressing agreement
- Expressing wishes and plans for the future
- Writing a biography

Structural content

- Revision of past tense
- Revision of present tense
- Negative phrases
- Prepositions with pronoun suffixes
- Forms of the Arabic verb (1-4)
- Comparatives
- Adverbs of frequency
- Masdar (verbal noun)
- Time expressions
- Verb Kana (To be) and introduction to hollow verbs
- Plural (broken plural 1-5)
- Future tense
- Numbers
- Adjective-noun agreement (human/non-human)
- Use of the accusative
- Declination (nominative, genitive, accusative).

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Study Pack will be provided

Other materials useful

- Mastering Arabic 2, Jane Wightwick and Mahmoud Gaafar, Palgrave Macmillan.
- Al-Kitaab fii Ta'llum al-'Arabiyya Al-Kitaab Fii Ta Allum Al-Arabiyya: Pt. 1: A Textbook for Beginning Arabic by Brustad et al, Georgetown Univ.Press, 2011
- Arabic as one language, Mahmoud Al-Batal (ed.), Georgetown University Press, 2018

Dictionary

- The Oxford English-Arabic Dictionary of Current Usage (edited by N S Doniach, Oxford Univ. Press, 1983)

Assessment: Continuous assessment (70%) in the MT and LT.

Oral examination (30%) in the LT.

LN705

Arabic: Level Three (Standard)

This information is for the 2020/21 session.

Teacher responsible: Mr Luay Hasan PEL.6.01

Pre-requisites:

- Students should show command (at both oral and written level) ... see description of "Communicative content" and "Structural Content" of Level 2 Fast Track (LN704). Admission into the course after completion of level test and tutor's approval.
- Students should demonstrate commitment to regular attendance, completion of homework, completion of the dossier and all assessments.

- Students should dedicate at least two hours per week for coursework in addition to classes.

Course content:

Course aims

- To develop the use of Arabic.
- To establish the skills, language and attitudes required to promote and facilitate further study of Arabic.

- Level B1 of Common European Framework.

Communicative content

- Talking about past events and experiences
- Talking about present events and experiences.
- Describing places, people and objects.
- Making comparisons.
- Expressing wishes, plans for the future, uncertainty and doubts.
- Giving opinions and judgements
- Expressing agreement and disagreement.
- Talking about current issues
- Giving advice

Structural content

- Revision of past tense and Present tense
- Revision of negative phrases
- Forms of the Arabic verb (1-10)
- Plural patterns
- Comparative forms
- Verb Kana (To be) and other hollow verbs
- Future tense
- Numbers
- Verb/subject agreements
- Assimilated, doubled and defective verbs
- Verbs with hamza
- The subjunctive
- Kana and its sisters
- Inna and its sisters
- Relative clauses
- Imperative: do/don't
- Passive
- Dual (verbs, nouns, adjectives, pronouns and relative clauses)

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading:

- Textbook: Test your Arabic. Part. 2, Luay Hasan, Lightning Source, 2016 (there are some copies in the Library).
- Students will be provided with a study pack.

Other useful materials for this level (All books can be found at the LSE library)

- Mastering Arabic 2, Jane Wightwick and Mahmoud Gaafar, Palgrave Macmillan, 2009
- Al-Kitaab fii Ta'llum al-'Arabiyya Pt. 1: A Textbook for Beginning Arabic by Brustad et al, Georgetown Univ.Press, 2011
- Speed up your Arabic. Strategies to avoid common errors, Sebastian Maisel, Routledge, 2015
- A student grammar of Modern Standard Arabic, Eckehard Schulz. Cambridge University Press, 2004
- Dictionaries
 - The Oxford English-Arabic Dictionary of Current Usage (edited by N S Doniach, Oxford Univ. Press, 1983)
 - Dictionary Arabic-English, English-Arabic by N. Awde and K. Smith, Bennett and Bloom

Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN707**Arabic: Level Four (Standard)**

This information is for the 2020/21 session.

Teacher responsible: Mr Luay Hasan PEL.6.01

Pre-requisites:

- Students should show command (at both written and oral level) ... see description of "Communicative content" and "Structural Content" of Level 3 (LN 705) . Admission into the course after completion of level test and tutor's approval.
- Students should demonstrate commitment to regular attendance, completion of homework, completion of the dossier and all assessments.
- Students should dedicate at least two hours per week for coursework in addition to classes.

Course content:

Course aims

- To develop the use of Arabic.
- To establish the skills, language and attitudes required to promote and facilitate further study of Arabic.
- Level B2 of Common European Framework.

Communicative content

- Describing people, feelings and places.
- Talking about past experiences and events.
- Talking about present experiences and events.
- Relating actions in the past.
- Expressing wishes, plans for the future and doubts.
- Summarising.
- Giving opinions and judgements.
- Expressing hypothesis and certainty.
- Comparing possibilities.
- Forbidding and suggesting.
- Talking about current issues.
- Paraphrasing.

Structural content

- Relative clauses
- Revision of past, present, future, imperative
- Revision of passive voice
- Revision of hollow, assimilated, doubled and defective verbs
- Revision of verbs with hamza
- Conditional sentences
- Inna and its sisters
- Forms of hollow, assimilated, doubled and defective verbs
- Forms of verbs with hamza
- Verbs with two accusatives
- Transitive verbs with two direct objects

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading:

- Textbook: Test your Arabic. Part. 2, Luay Hasan, Lightning Source, 2016 (There are some copies in the LSE library).
- Handouts will be also provided.

Other useful materials for this level (All books can be found at the LSE library)

- Mastering Arabic 2, Jane Wightwick and Mahmoud Gaafar, Palgrave Macmillan, 2009
- Al-Kitaab fii Ta'llum al-'Arabiyya Pt. 1: A Textbook for Beginning Arabic by Brustad et al, Georgetown Univ.Press, 2011
- A student grammar of Modern Standard Arabic, Eckehard Schulz. Cambridge University Press, 2004
- Dictionaries
 - The Oxford English-Arabic Dictionary of Current Usage (edited by N S Doniach, Oxford Univ. Press, 1983)
 - Al-Munjid fi-l-Lughah wa-l-A'laam (Dar al-Machreq, Beirut, 1998) (Arabic-Arabic)

Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN711**Mandarin: Level 1 (Standard)**

This information is for the 2020/21 session.

Teacher responsible: Dr Lijing Shi PEL 601h

Pre-requisites: No previous knowledge required. All students welcome but they should: Demonstrate commitment to regular attendance, completion of homework, and all pieces of continuous assessment. Dedicate at least two hours per week for coursework in addition to classes. This course puts special emphasis on speaking and listening. You will be introduced to Chinese characters but mainly for simple recognition.

Course content:

Course aims

- To develop the ability to use Chinese effectively for purposes of practical communication at survival level.
- To master the pronunciation of Mandarin.
- To have basic knowledge of Chinese language: Pinyin spelling, tones, characters, words and syntax.
- To be able to communicate in a range of daily life situations and travelling to China. To establish the language skills and attitudes required to promote and facilitate further study of Chinese.
- To increase cultural awareness of China.
- To prepare students for the equivalent of A1 CEFR.

The course is focused on the following communicative functions:

- Greetings.
- Introducing yourself and others.
- Asking for and giving personal information. Introducing your family.
- Talking about date, daily routine, future plans. Talking about birthday and holidays.
- Asking and giving time. Arranging a date.
- Making suggestions. Understanding Chinese currency.
- Shopping and bargaining.
- Ordering food and drinks.
- Eating out and reading a menu.
- Using public transports in China.
- Asking and giving directions.
- Checking into a hotel.
- Making simple requests.
- Describing past events.
- Talking about likes and dislikes.
- Making a phone call.
- Describing and solving problems.

This course will introduce the basics of Mandarin in the following grammatical areas:

- Form simple questions.
- Indicating possession.
- Use of negation.
- Use of location indicator.
- Measure words.
- Indicate future.
- Indicate past.
- Verb constructions.
- Imperative.
- Comparison.
- Expressing frequency.

The course will also introduce 600 words and 150 Chinese characters.

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading:

Key textbook:

Mastering Chinese, 2010, by Catherine H Xiang, Palgrave Macmillan.

Recommended Readings:

Concise English-Chinese, Chinese-English Dict., Commercial Press/Oxford University Press 1986.

Beginner's Chinese Script by E. Scurfield and Song Lianyi (Teach

Yourself books), 1998.

Basic Chinese - A Grammar and Workbook by Yip Po-Ching and Don Rimmington. Routledge. 1998.

Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN712**Mandarin: Level 1 (Fast Track)**

This information is for the 2020/21 session.

Teacher responsible: Dr Lijing Shi PEL 601H

Pre-requisites: For learners who would like to re-start Mandarin or have familiarity with Chinese script. All students welcome but they should: Demonstrate commitment to regular attendance, completion of homework, and all pieces of continuous assessment. Dedicate at least two hours per week for coursework in addition to classes. For anyone who wants to learn Mandarin.

Course content:

Course aims

- To develop the ability to use Chinese effectively for purposes of practical communication at survival level.
- To master the pronunciation of Mandarin.
- To have basic knowledge of Chinese language: Pinyin spelling, tones, characters, words and syntax.
- To be able to communicate in a range of daily life situations and travelling to China.
- To establish the language skills and attitudes required to promote and facilitate further study of Chinese.
- To increase cultural awareness of China.
- To prepare students for the equivalent of A1 CEFR.

The course is focused on the following communicative functions:

- Greetings.
- Introducing yourself and others.
- Asking for and giving personal information.
- Introducing your family.
- Talking and writing about date, daily routine, future plans.
- Talking and writing about birthday and holidays.
- Asking and giving time.
- Arranging a date.
- Making suggestions.
- Understanding Chinese currency.
- Shopping and bargaining.
- Ordering food and drinks.
- Eating out and reading a menu.
- Using public transports in China.
- Asking and giving directions.
- Checking into a hotel.
- Making simple requests.
- Describing past events.
- Talking about likes and dislikes.
- Making a phone call.
- Describing and solving problems

This course will introduce the basics of Mandarin in the following grammatical areas:

- Form simple questions.
- Indicating possession.
- Use of negation.
- Use of location indicator.
- Measure words.
- Indicate future.
- Indicate past.
- Verb constructions.
- Imperative.
- Comparison.
- Expressing frequency.

The course will also introduce 600 words and 150 Chinese characters.

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Mastering Chinese, 2010, by Catherine H Xiang, Palgrave Macmillan

Recommended Readings: Concise English-Chinese, Chinese-English Dict., Commercial Press/Oxford University Press 1986; Beginner's Chinese Script by E. Scurfield and Song Lianyi (Teach Yourself books), 1998; Basic Chinese - A Grammar and Workbook by Yip Po-Ching and Don Rimmington, Routledge, 1998.

Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN713 Not available in 2020/21 Mandarin: Level 2 (Standard)

This information is for the 2020/21 session.

Teacher responsible: Dr Lijing Shi PEL 601H

Pre-requisites: Students should have successfully completed LSE Level 1 course or have learned equivalent content, see description of "Communicative content" and "Structural Content" of Level 1 (LN711 or LN712). Students will have to: Demonstrate full commitment to regular attendance, completion of homework, and all pieces of continuous assessment. Dedicate at least two hours per week for coursework, in addition to classes. Admission into the course after completing the online test and upon tutor's approval during the Needs Analysis Interview.

Course content:

Course aims

- To further develop the ability to use Chinese in all four skills (speaking, listening, reading and writing) effectively for purposes of practical communication at survival level.
- To improve Chinese pronunciation.
- To enable students gain confidence in Chinese characters, moving from reading Pinyin to characters.
- To deal with a range of predictable simple language tasks using a limited linguistic range to meet the needs of differing but familiar situations and topics.
- To establish the skills, language and attitudes required to promote and facilitate further study of Chinese.
- To prepare students for the equivalent of A2 CEFR.

The course is focused on the following communicative functions:

- Greetings.
- Introducing yourself and others.
- Talking about job, nationality, identity.
- Asking for permission.
- Looking for someone.
- Making comments and suggestions.
- Meeting people for the first time.
- Talking about one's study.
- Introducing your family.
- Talking about one's university.
- Asking about someone's age and birth place.
- Celebrating birthday.
- Solving language problems.
- Understanding Chinese currency.
- Shopping and bargaining.
- Talking about likes and dislikes.
- Expressing one's ability.
- Talking about one's health.
- Expressing need or desire.
- Renting a house.
- Making a complaint or an apology.
- Expressing holiday greetings.

This course will introduce the basics of Mandarin in the following grammatical areas:

- Word order in Chinese sentences.
- Sentence with a verbal predicate.
- Attributives expressing possession.
- Yes/no questions.
- Use of adverbs.

- Propositional phrases.
- Sentences with double objects.
- Serial verb phrases.
- Alternative questions.
- Model verbs.

The course will also introduce 350 words and 120 Chinese characters.

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading:

Key textbook:

New practical Chinese Reader, textbook, vol. 1, by Liu Xun, Beijing Language and Culture University Press, 2007 (the textbook comes with DVD or audio materials)

Recommended Readings:

Chinese for Busy Learners (Lessons 6-12). Concise English-Chinese, Chinese-English Dict., Commercial Press/Oxford University Press 1986.

Beginner's Chinese Script by E. Scurfield and Song Lianyi (Teach Yourself books), 1998.

Basic Chinese - A Grammar and Workbook by Yip Po-Ching and Don Rimmington. Routledge. 1998.

Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN714 Mandarin: Level 2 (Fast Track)

This information is for the 2020/21 session.

Teacher responsible: Dr Lijing Shi PEL 601H

Pre-requisites: Students should have successfully completed LSE Level 1 fast track course LN712 or have learned equivalent content, see description of "Communicative content" and "Structural Content" of Level 1 Fast track (LN712). Students will have to: Demonstrate full commitment to regular attendance, completion of homework, and all pieces of continuous assessment. Dedicate at least two hours per week for coursework, in addition to classes. Admission into the course after completing the online test and upon tutor's approval during the Needs Analysis Interview. For anyone who wants to improve Mandarin Chinese. This course may be suitable for re-starters with sufficient knowledge of words and characters.

Course content:

Course aims

- To further develop the ability to use Chinese in all four skills (speaking, listening, reading and writing) effectively for purposes of practical communication at survival level.
- To improve Chinese pronunciation.
- To consolidate and expand knowledge of Chinese characters.
- To deal with a range of predictable simple language tasks using a limited linguistic range to meet the needs of differing but familiar situations and topics.
- To establish the skills, language and attitudes required to promote and facilitate further study of Chinese.
- To prepare students for the equivalent of A2 CEFR.

The course is focused on the following communicative functions:

- Greetings.
- Introducing yourself and others.
- Talking about job, nationality, identity.
- Asking for permission.
- Looking for someone.
- Making comments and suggestions.
- Meeting people for the first time.
- Talking about one's study.
- Introducing your family.
- Talking about one's university.
- Asking about someone's age and birth place.
- Celebrating birthday.

- Solving language problems.
- Understanding Chinese currency.
- Shopping and bargaining.
- Talking about likes and dislikes.
- Expressing one's ability.
- Talking about one's health.
- Expressing need or desire.
- Renting a house.
- Making a complaint or an apology.
- Expressing holiday greetings.

This course will introduce the basics of Mandarin in the following grammatical areas:

- Word order in Chinese sentences.
- Sentence with a verbal predicate.
- Attributives expressing possession.
- Yes/no questions.
- Use of adverbs.
- Propositional phrases.
- Sentences with double objects.
- Serial verb phrases.
- Alternative questions.
- Model verbs.

The course will also introduce 350 words and 120 Chinese characters.

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading:

Key textbook:

New practical Chinese Reader, textbook + workbook, vol. 1, by Liu Xun, Beijing Language and Culture University Press, 2007 (the textbook comes with DVD or audio materials)

Recommended Readings:

Chinese for Busy Learners (Lessons 6-12), Concise English-Chinese, Chinese-English Dict., Commercial Press/Oxford University Press 1986.

Beginner's Chinese Script by E. Scurfield and Song Lianyi (Teach Yourself books), 1998.

Basic Chinese - A Grammar and Workbook by Yip Po-Ching and Don Rimmington. Routledge. 1998.

Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN715 Not available in 2020/21 Mandarin: Level 3 (Standard)

This information is for the 2020/21 session.

Teacher responsible: Dr Lijing Shi CMK.C521

Pre-requisites: Students should have successfully completed LSE Level 2 course or have learned equivalent content, see the description of "Communicative content" and "Structural Content" of Level 2 course (LN713 or LN714). Students should: Demonstrate full commitment to regular attendance, completion of homework, and all pieces of continuous assessment. Dedicate at least two hours per week for coursework, in addition to classes. Admission into the course after completion of the online test and upon tutor's approval during the Needs Analysis Interview. For anyone who wants to improve Mandarin Chinese. This course may be suitable for re-starters with sufficient knowledge of words and characters.

Course content:

Course aims

- To develop the ability to use Chinese effectively for purposes of practical communication and reading comprehension in familiar work and social contexts.
- To establish the skills and language required to promote and facilitate further study of Chinese.
- To enhance knowledge of Chinese culture and society.
- To improve your transferable skills.
- To bring students to the equivalent of level B1, CEFR.

The course is focused on the following communicative functions:

- Talking about past event.
- Changing money at banks.
- Making new friends.
- Describing and comparing things.
- Buying clothes.
- Taking a bus.
- Sending letters and parcels.
- Talking about hobbies.
- Asking and giving reasons.
- New year's greetings.
- Talking about direction and location.
- Talking about sports.
- Talking about one's experience.
- Looking for jobs.
- Talking about plans.
- Talking about weather.
- Purchasing plane tickets.
- Talking about changes.
- Talking about living conditions.
- Talking about an incident.
- Talking about language studies.

This course will focus on the following grammatical areas:

- The complement of state.
- Reduplication of the verb.
- The simple directional complement.
- Time-measure complement.
- Quantity complement.
- Resultive complement.
- Location words.
- Sentences indicating existence.
- Past experience.
- Action measure complement.
- The complex directional complement.
- Notional passive sentences.
- Changed circumstances.
- Condition construction.
- The aspects of an action.

The course will also introduce 540 words and 270 Chinese characters.

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading:

Key textbook:

New practical Chinese Reader, textbook, vol. 2, by Liu Xun, Beijing Language and Culture University Press, 2007 (the textbook comes with DVD or audio materials)

Recommended Readings:

Concise English-Chinese, Chinese-English Dict., Commercial Press/Oxford University Press 1986. Intermediate Chinese - A Grammar and Workbook by Yip Po-Ching and Don Rimmington. Routledge. 1998.

Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN716 Mandarin: Level 3 (Fast Track)

This information is for the 2020/21 session.

Teacher responsible: Dr Lijing Shi PEL 601H

Pre-requisites: Students should have successfully completed LSE Level 2 Fast Track course LN714 or have learned equivalent content, see the description of "Communicative content" and "Structural Content" of Level 2 Fast Track (LN714). Students should: Demonstrate full commitment to regular attendance, completion of homework, and all pieces of continuous assessment. Dedicate at least two hours per week for coursework,

in addition to classes. Admission into the course after completion of the online test and upon tutor's approval during the Needs Analysis Sessions.

Course content:

Course aims

- To develop the ability to use Chinese effectively for purposes of practical communication and reading comprehension in familiar work and social contexts.
- To establish the skills and language required to promote and facilitate further study of Chinese.
- To enhance knowledge of Chinese culture and society.
- To be able to use a Chinese key board.
- To be able to deliver presentation or essay about a chosen topic.
- To improve your transferable skills.
- To bring students to the equivalent of level of B1, CEFR.

The course is focused on the following aspects:

- Talking about past event.
- Changing money at banks.
- Making new friends.
- Describing and comparing things.
- Buying clothes.
- Taking a bus.
- Sending letters and parcels.
- Talking about hobbies.
- Asking and giving reasons.
- New year's greetings.
- Talking about direction and location.
- Talking about sports.
- Talking about one's experience.
- Looking for jobs.
- Talking about plans.
- Talking about weather.
- Purchasing plane tickets.
- Talking about changes.
- Talking about living conditions.
- Talking about an incident.
- Talking about language studies.

This course will focus on the following grammatical areas:

- The complement of state.
- Reduplication of the verb.
- The simple directional complement.
- Time-measure complement.
- Quantity complement.
- Resultative complement.
- Location words.
- Sentences indicating existence Past experience.
- Action measure complement.
- The complex directional complement. Notional passive sentences.
- Changed circumstances.
- Condition construction.
- The aspects of an action.

The course will also introduce 540 words and 270 Chinese characters.

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading:

Key textbook:

New practical Chinese Reader, textbook and workbook, vol. 2, by Liu Xun, Beijing Language and Culture University Press, 2007 (the textbook comes with DVD or audio materials)

Recommended Readings:

Concise English-Chinese, Chinese-English Dict., Commercial Press/Oxford University Press 1986. Intermediate Chinese - A Grammar and Workbook by Yip Po-Ching and Don Rimmington. Routledge. 1998.

Assessment: Continuous assessment (70%) in the LT and ST. Oral examination (30%) in the LT.

LN717 Not available in 2020/21 Mandarin: Level 4 (Standard)

This information is for the 2020/21 session.

Teacher responsible: Dr Lijing Shi 601H, Pethick-Lawrence House

Pre-requisites: Students should have successfully completed LSE Level 3 course or have learned equivalent content, see the description of "Communicative content" and "Structural Content" of Level 3 course (LN715 or LN716).

Students should: Demonstrate full commitment to regular attendance, completion of homework, and all pieces of continuous assessment; Dedicate at least two hours per week for coursework, in addition to classes. Admission into the course after completion of the online test and upon tutor's approval during the Needs Analysis Interview. For anyone who wants to improve Mandarin Chinese. The student should have sufficient skills in all four skills as listed above.

Course content:

Course aims

- To develop the ability to use Chinese effectively for purposes of practical communication and reading comprehension in a variety of contexts.
- To establish the language and study skills required to promote and facilitate further study of Chinese.
- To deepen one's knowledge of Chinese culture and society.
- To be able to deliver presentation or write essay on a given topic.
- To improve your transferable skills.
- To bring the students to the equivalent of level B2, CEFR.

The course is focused on the following communicative functions:

- Expressing one's opinion.
- Giving an example.
- Presenting and appreciating a gift.
- Expressing concerns.
- Comparing.
- Describing things.
- Emphasizing an affirmation.
- Expressing modesty.
- Indicating a change.
- Making a summary.
- Giving encouragement.
- Making inquiries.
- Making estimations.
- Giving implicit response.
- Explaining.
- Indicating possibility.
- Initiating a topic of conversation.
- Making additional remarks.
- Stressing a point.
- Telling a story.
- Reproaching and questioning.
- Refusing.
- Talking about the climate.
- Making suggestions.
- Expressing surprise.
- Sequence of actions.
- Congratulating someone.
- Clarifying a point of view.
- Comforting and consoling.
- Making a decision.

This course will focus on the following grammatical areas:

- Separable verbs.
- Negative comparison.
- The rhetorical questions.
- Sentences containing a series of verbs.
- Resultative complements.
- The reduplication of adjectives.
- Sentences indicating the existence or emergence.
- The complement of state.
- Approximate numbers.
- Potential complement.
- The reduplication of nouns, measure words, and numeral

measure word phrases.

- Interrogative pronouns of indefinite denotation.
- The subjectless sentence.
- Interrogative pronouns of general denotation.
- Fractions, percentages and multiples.
- Flexible uses of interrogative pronouns.

The course will also introduce 680 words and 280 Chinese characters.

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading:

Key textbook:

New practical Chinese Reader, textbook, vol. 3, by Liu Xun, Beijing Language and Culture University Press, 2007 (the textbook comes with DVD or audio materials)

Recommended Readings:

Concise English-Chinese, Chinese-English Dictionary., Commercial Press/Oxford University Press 1986

Intermediate Chinese - A Grammar and Workbook by Yip Po-Ching and Don Rimmington. Routledge. 1998

Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN718

Mandarin: Level 4 (Fast Track)

This information is for the 2020/21 session.

Teacher responsible: Dr Lijing Shi PEL 601H

Pre-requisites: Students should have successfully completed LSE Level 3 Fast Track Course (LN716) or have learned equivalent content, see the description of "Communicative content" and "Structural Content" of Level 3 Fast Track Course (LN716). Students should: Demonstrate full commitment to regular attendance, completion of homework, and all pieces of continuous assessment. Dedicate at least two hours per week for coursework, in addition to classes. Admission onto the course after completion of the online test and upon tutor's approval during the Needs Analysis Interview. For anyone who wants to improve Mandarin Chinese. The student should have sufficient skills in all four skills as listed above.

Course content:

Course aims

- To develop the ability to use Chinese effectively for purposes of practical communication and reading comprehension in a variety of contexts.
- To establish the language and study skills required to promote and facilitate further study of Chinese.
- To deepen one's knowledge of Chinese culture and society.
- To be able to deliver presentation or write essay on a given topic.
- To improve your transferable skills.
- To bring the students to the equivalent of level B2, CEFR.

The course is focused on the following communicative functions:

- Expressing one's opinion.
- Giving an example.
- Presenting and appreciating a gift.
- Expressing concerns.
- Comparing.
- Describing things.
- Emphasizing an affirmation.
- Expressing modesty.
- Indicating a change.
- Making a summary.
- Giving encouragement.
- Making inquiries.
- Making estimations.
- Giving implicit response.
- Explaining.

- Indicating possibility.
- Initiating a topic of conversation.
- Making additional remarks.
- Stressing a point.
- Telling a story.
- Reproaching and questioning.
- Refusing.
- Talking about the climate.
- Making suggestions.
- Expressing surprise.
- Describing sequences of actions.
- Congratulating someone.
- Clarifying a point of view.
- Comforting and consoling.
- Making a decision.

This course will focus on the following grammatical areas:

- Separable verbs
- Negative comparison
- The rhetorical questions
- Sentences containing a series of verbs
- Resultative complements
- The reduplication of adjectives
- The structural particle 'rsquo;
- Sentences indicating the existence or emergence
- The complement of state
- Approximate numbers
- Potential complement
- The reduplication of nouns, measure words, and numeral measure word phrases
- Interrogative pronouns of indefinite denotation
- The subjectless sentence
- Interrogative pronouns of general denotation
- Fractions, percentages and multiples
- Flexible uses of interrogative pronouns

The course will also introduce 680 words and 280 Chinese characters.

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading:

Key textbook:

New practical Chinese Reader, textbook and workbook, vol. 3, by Liu Xun, Beijing Language and Culture University Press, 2007 (the textbook comes with DVD or audio materials)

Recommended Readings:

Rapid Reading in Chinese -- Elementary (Hanyu Yuedu Sucheng--Jichu pian) by Zheng Rui, Beijing Language and Culture University Press. 2002. Contemporary Chinese Vol. 4, Beijing University Publishing House. 2007. Intermediate Chinese- A Grammar and Workbook by Yip Po-Ching and Don Rimmington. Routledge. 2002. The materials provided by the teacher in Moodle.

Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN814

Mandarin: Level Five (Current Issues)

This information is for the 2020/21 session.

Teacher responsible: Dr Hua Xiang 601B Pethick-Lawrence House
Dr Lijing Shi 601H Pethick-Lawrence House

Pre-requisites: Students must have completed Mandarin: Level 5 (Fast-track) (LN808) or equivalent.

Course content: This course aims to develop students' linguistic skills at an advanced level with a clear focus on current issues. The students will be given opportunities to learn the key vocabulary of global events as well as current affairs. The topics include e-Commerce, wealth inequality, gender discrimination, migrant workers, environment protection, political movement and so on.

The course is communicative and interactive. The students are required to read authentic materials in the target language and learn to discuss, summarise and debate about current issues in China as well as the rest of the world.

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

Formative coursework: Students will be expected to produce 1 project in the LT.

Indicative reading: Authentic and purposely made study pack will be provided.

Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN821 Not available in 2020/21 Mandarin: Level 5 (Legal Issues)

This information is for the 2020/21 session.

Teacher responsible: Dr Lijing Shi PEL.6.01H

Ms Hongyi Xin, PEL.6.01G

Pre-requisites: Students must have completed Mandarin: Level 5 (Standard) (LN719).

Student should have successfully completed LSE Level 5 or have reached high proficiency level of Chinese. They are expected to be able to communicate on rather complicated non-routine topics and recognise around 3000 characters.

Course content:

Course aims

The linguistic focus will continue to advance the four language skills: listening, speaking, reading and writing, meanwhile helping the students to gain substantial knowledge into vocabulary, syntactic structures and pragmatic usages widely used in legal discourse. It features the general introduction into China's legal system and its legal professions, with particular emphasis on Chinese civil and commercial laws. Authentic legal documents will be introduced extensively.

The course will enhance the students' Chinese skills in legal contexts so as to prepare them for successful participation in their future professional communication.

Communicative content

The course is focused on the following communicative functions:

- Participating in discussion
- Logical argument
- Interaction/Exchange specific information in legal context
- Communication in legal context
- Reading and summarizing complex legal texts
- Writing letters, report and documents with legal elements
- Using language strategies to cope with specialized topics: i.e. law, business, politics and current issues.

Structural content

This course will focus on the following grammatical areas:

- Mandarin pronunciation: Pinyin and tones
- Simplified characters
- Chinese advanced grammar review
- Specific grammatical aspects of topical texts
- Relevant grammatical issues for advanced and specialized communication
- Attributives
- Adverbials
- Appositives
- Regular group or individual translation of legal works
- Reading and summarizing complex legal texts
- Advanced language tasks with reference to case studies
- Advanced language tasks with reference to Contemporary Chinese laws
- Reading comprehension
- Oral presentation

The course will introduce 350 words used in legal discourse. It will bring students to level C2 of CEFR.

Teaching: 8 hours of workshops in the MT. 11 hours of workshops in the LT. 1 hour of workshops in the ST.

Formative coursework: Students will be expected to produce 6 pieces of coursework in the MT and LT.

Indicative reading: William C Jones "Basic Principles of Civil Law In China" published by ME Sharpe. Inc.

Websites:

www.civillaw.com.cn

<http://www.88148.com>

[http://www.yellowbridge.com/chinese/dictionary.](http://www.yellowbridge.com/chinese/dictionary.php?word=%E5%9A%B7&cache=21961)

[php?word=%E5%9A%B7&cache=21961](http://www.yellowbridge.com/chinese/dictionary.php?word=%E5%9A%B7&cache=21961)

Dictionary on yellow bridge

Assessment: Continuous assessment (70%) in the MT, LT and ST. Oral examination (30%) in the LT.

LN808

Mandarin Chinese: Level Five (Fast Track)

This information is for the 2020/21 session.

Teacher responsible: Dr Lijing Shi PEL 601H

Pre-requisites: This course is designed for students who have high proficiency in Chinese, typically have studied or/and lived in Chinese-speaking communities. Students are expected to have a very high level of fluency and the ability to do independent research into a chosen topic, i.e. several years of intensive study of Chinese at higher level, and also a keen interest in current issues. Students are expected to demonstrate a high level of commitment to the course: Regular attendance, Completion of homework, and all pieces of continuous assessment. Dedicate at least two hours per week to coursework in addition to classes. Admission into the course after completion of the online test and upon tutor's approval during the Needs Analysis Interview.

Course content:

Course aims

- To maximise the speed of individual student progression.
- To attain competence in a broad range of complex and non-routine tasks across a wide variety of contexts.
- To practise the ability to use Chinese effectively for purposes of practical communication and reading comprehension dealing with linguistically challenging tasks.
- To establish the skills, language and attitudes required to promote and facilitate further study of Chinese.
- To practice the ability to use Chinese effectively for purposes of oral and written communication.
- To establish specific linguistic skills and strategies required to communicate effectively.
- To understand/analyse fairly complex texts about current issues and Chinese culture.
- To involve students in planning the course contents according to their specific needs and interests.
- To bring students to the level of C2 of CEFR.

Learners will have opportunities to practise:

- Communication in the workplace, at university and in everyday situations.
- Participation in problem solving discussions.
- Exchanging specific information.
- Writing short essays.
- Participating in discussions: expressing an opinion, agreement, disagreement.
- Logical argumentation. Reading and summarising texts from various sources.
- Using language strategies selected from an extensive repertoire in order to meet changing requirements.
- Using language strategies to cope with specialised topics: i.e. business, law, culture, politics, management, current issues.
- Advanced language tasks with reference to Chinese society, contemporary issues, international relations, history and culture.
- Mandarin pronunciation: Pinyin and tones. Simplified and traditional characters. Chinese grammar review. Regular group or individual oral presentations. Reading and summarising complex texts. Specific grammatical aspects of topical texts. Relevant grammatical issues for advanced and specialised

communication.

- Students are to undertake independent research in their particular area of interest. Project work. Reading comprehension. Oral presentation.

The course will also introduce 580 words and 220 Chinese characters.

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

LSE academic term structure change.

Indicative reading:

Suggested course book:

The Routledge Advanced Chinese Multimedia Course: Crossing Cultural Boundaries. Lee, Liang, Jiao & Wheatley (2010)

Newspaper articles, Internet sources and other web-based material dealing with current issues.

Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN719

Mandarin: Level 5 (Standard)

This information is for the 2020/21 session.

Teacher responsible: Dr Lijing Shi PEL 601H

Pre-requisites: Students should have successfully completed LSE Level 4 course or have learned equivalent content, see the description of "Communicative content" and "Structural Content" of Level 4 course (LN717 or LN718). Students are expected to demonstrate a high level of commitment to the course: Regular attendance, Completion of homework, and all pieces of continuous assessment. Dedicate at least two hours per week to coursework in addition to classes. Admission into the course after completion of the online test and upon tutor's approval during the Needs Analysis Interview. A very high level of fluency and the ability to do independent research into a chosen topic is expected, i.e. several years of intensive study of Mandarin at higher level, and also a keen interest in current issues.

Course content:

Course aims

- To attain competence in a broad range of complex and non-routine tasks across a wide variety of contexts.
- To practise the ability to use Chinese effectively for purposes of practical communication and reading comprehension dealing with linguistically challenging tasks.
- To establish the skills, language and attitudes required to promote and facilitate further study of Chinese.
- To practise the ability to use Chinese effectively for purposes of oral and written communication.
- To establish specific linguistic skills and strategies required to communicate effectively.
- To understand/analyse fairly complex texts about current issues and Chinese culture.
- To involve students in planning the course contents according to their specific needs and interests.
- To bring students to the equivalent of level C1/C2 CEFR.

Learners will have opportunities to practise:

- Communication in the workplace, at university and in everyday situations.
- Participation in problem solving discussions.
- Exchanging specific information.
- Writing short essays.
- Participating in discussions: expressing an opinion, agreement, disagreement.
- Logical argumentation.
- Reading and summarising texts from various sources.
- Using language strategies selected from an extensive repertoire in order to meet changing requirements.
- Using language strategies to cope with specialised topics: i.e. business, law, culture, politics, management, current issues.
- Advanced language tasks with reference to Chinese society, contemporary issues, international relations, history and culture.

- Regular (group/individual) oral presentations.
- Group work discussion.
- Reading and summarising complex texts.
- Specific grammatical aspects of topical texts.
- Relevant grammatical issues for advanced and specialised communication.
- Students are to undertake independent research in their particular area of interest.
- Project work.
- Reading comprehension.
- Oral presentation.

This course will include revision of major grammatical points and key grammatical issues. The course will also introduce 580 words and 212 Chinese characters.

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading:

Key textbook:

New practical Chinese Reader, textbook, vol. 4, by Liu Xun, Beijing Language and Culture University Press, 2007 (the textbook comes with DVD or audio materials)

Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN721

French: Level One (Standard)

This information is for the 2020/21 session.

Teacher responsible: Mr Francois Simon PEL.6.01k and Miss Florence Niclot PEL.6.01l

Pre-requisites: No previous knowledge required. All students welcome but they should:

- Demonstrate commitment to regular attendance, completion of homework, completion of the dossier and all assessments.
- Dedicate at least one hour per week for coursework in addition to classes.

Students do not need to be experienced language learners to take this standard course.

It is compulsory for students to watch the beginners course guide video, available in the Language Centre website, or attend one of the information sessions.

Course content:

Course aims

- To develop the ability to use French effectively for purposes of practical communication and reading comprehension.
- To establish the skills, language and attitudes required to promote and facilitate further study of French.
- To bring students to level A1 of CEFR.

Communicative content

- Greet people.
- Introduce yourself and others.
- Giving and receiving information.
- Taste, likes and dislikes.
- Ask, give directions.
- Describe a place.
- Talk about your daily routine.
- Time, date.
- Ask for price, purchasing, ordering goods.

Structural content

- To be and to have.
- Definite, indefinite articles.
- First, second conjugation verbs + some common irregular verbs.
- Possessives adjectives.
- Negative forms.
- Prepositions. Numbers.
- Imperative.
- Forming questions.

Teaching: 16 hours of classes in the MT. 22 hours of classes in the

LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Formative coursework:

The students will be required to complete weekly language exercises.

Indicative reading:

- Totem 1 - méthode de français A1 - Marie-José Lopes - Jean-Thierry Le Bourgnac - HACHETTE
- Totem 1 - cahier d'activités A1 - Marie-José Lopes - Jean-Thierry Le Bourgnac - HACHETTE
- A dictionary as recommended by your teacher

Assessment: Continuous assessment (70%) in the MT, LT and ST. Oral examination (30%) in the LT.

LN722

French: Level One (Fast Track)

This information is for the 2020/21 session.

Teacher responsible: Mr Francois Simon PEL.6.01k and Miss Florence Niclot PEL.6.01l

Pre-requisites: No previous knowledge required. All students welcome but they should :

- Demonstrate commitment to regular attendance, completion of homework, completion of the dossier and all assessments.
- Dedicate at least one hour per week for coursework in addition to classes.

Students do not need to be experienced language learners to take this standard course.

It is compulsory for students to watch the beginners course guide video, available in the Language Centre website, or attend one of the information sessions.

Course content:

Course aims

- To develop the ability to use French effectively for purposes of practical communication and reading comprehension.
- To establish the skills, language and attitudes required to promote and facilitate further study of French.
- To bring students to level A1 of CEFR.

Communicative content

- Greet people.
- Introduce yourself and others.
- Giving and receiving information.
- Taste, likes and dislikes.
- Ask, give directions.
- Describe a place.
- Talk about your daily routine.
- Time, date.
- Ask a price, purchasing, ordering goods.

Structural content

- To be and to have.
- Definite, indefinite articles.
- First, second conjugation verbs + some common irregular verbs.
- Possessives adjectives. Negative forms.
- Prepositions.
- Numbers.
- Imperative.
- Forming questions.

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Formative coursework:

The students will be required to complete weekly language exercises.

Indicative reading:

- Totem 1 - méthode de français A1 - Marie-José Lopes - Jean-Thierry Le Bourgnac - HACHETTE
- Totem 1 - cahier d'activités A1 - Marie-José Lopes - Jean-Thierry Le Bourgnac - HACHETTE

- A dictionary as recommended by your teacher

Assessment: Continuous assessment (70%) in the MT, LT and ST. Oral examination (30%) in the LT.

LN723

French: Level Two (Standard)

This information is for the 2020/21 session.

Teacher responsible: Mr Francois Simon PEL.6.01K and Miss Florence Niclot PEL.6.01D

Pre-requisites: Students should have successfully completed LSE Level 1 course or have learned equivalent content, see description of "Communicative content" and "Structural Content" of Level 1 (LN721 or LN722). Students will have to: Demonstrate full commitment to regular attendance, completion of homework, and all pieces of continuous assessment. Dedicate at least two hours per week for coursework, in addition to classes.

Admission into the course after completing the online test and upon tutor's approval during the Needs Analysis Interview.

Course content:

Course aim

To bring students to level A2 of CEFR.

Speaking

- Use a series of phrases and sentences to describe in simple terms family and other people, living conditions, educational background and present or most recent work.
- Produce talks on simple topics relating to the Social Sciences.
- Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics.

Writing

- Write simple notes, messages and e-mails relating to matters in areas of immediate need or paragraphs or short essays in areas of interest relating to the Social Sciences.

Listening

- Understand phrases and the highest frequency vocabulary related not only to areas of most immediate personal relevance (e.g. personal and familiar information, shopping, local geography, and employment), but also to topic areas relating to the Social Sciences.

Reading

- Read short, simple texts, find specific, predictable information in everyday material such as advertisements, prospectuses, menus and timetables, and understand items of both personal and professional written communication e.g. E-mail and web-based material + social science related articles.

Communicative content

- Introduce oneself and give personal information.
- Talk about your taste, likes and dislikes, political opinions.
- Asking, giving directions, describe a place. Talk about your activities and habit.
- Make an appointment, reschedule...Asking and giving help.
- Giving your opinion.
- Ask, accept and refuse, talk about price, quantity...Time, dates...
- Talk about past events.
- Describe a person, an object.
- Compare.
- Agree, disagree, justify your opinion.
- Talk about your plans and the future.

Structural content

The scheme of work includes: Thorough revision of the basics:

- How to introduce oneself, Questions, Negative forms, Present tense etc.
- Past tenses: the basic combination of perfect (Passé composé) and imperfect (imparfait).
- Introduction to future tenses: Futur proche.
- Grammar: Verbs (Regular, irregular, reflexive).
- Articles (Definitive, indefinite, possessive).
- Pronouns (Direct, indirect, Y, EN).
- Prepositions...

Teaching: 16 hours of classes in the MT. 22 hours of classes in the

LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Formative coursework:

The students will be required to complete weekly language exercises.

Indicative reading:

- Textbook : français.com - 2ème édition - niveau débutant - Français professionnel - Jean-Luc Penfornis - CLE International
- A study pack, provided by LSE.
- A dictionary as recommended by your teacher.

Assessment: Continuous assessment (70%) in the MT, LT and ST. Oral examination (30%) in the LT.

LN724

French: Level Two (Fast Track)

This information is for the 2020/21 session.

Teacher responsible: Mr Francois Simon PEL.6.01K and Miss Florence Niclot PEL.6.01L

Pre-requisites: Students should have successfully completed LSE Level 1 course or have learned equivalent content, see description of "Communicative content" and "Structural Content" of Level 1 (LN721 or LN722). Students will have to: Demonstrate full commitment to regular attendance, completion of homework, and all pieces of continuous assessment. Dedicate at least two hours per week for coursework, in addition to classes.

Admission into the course after completing the online test and upon tutor's approval during the Needs Analysis Interview.

Course content:

Course aims

Speaking

- Use a series of phrases and sentences to describe in simple terms family and other people, living conditions, educational background and present or most recent work.
- Produce talks on simple topics relating to the Social Sciences.
- Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics.

Writing

- Write simple notes, messages and e-mails relating to matters in areas of immediate need or paragraphs or short essays in areas of interest relating to the Social Sciences.

Listening

- Understand phrases and the highest frequency vocabulary related not only to areas of most immediate personal relevance (e.g. personal and familiar information, shopping, local geography, and employment), but also to topic areas relating to the Social Sciences.

Reading

- Read short, simple texts, find specific, predictable information in everyday material such as advertisements, prospectuses, menus and timetables, and understand items of both personal and professional written communication e.g. E-mail and web-based material + social science related articles.

To bring students to level A2 of CEFR.

Communicative content

- Introduce oneself and give personal information.
- Talk about your taste, likes and dislikes, political opinions.
- Asking, giving directions, describe a place.
- Talk about your activities and habits.
- Make an appointment, reschedule...
- Asking and giving help.
- Giving your opinion.
- Ask, accept and refuse, talk about price, quantity...
- Time, dates...
- Talk about past events.
- Describe a person, an object.
- Compare.
- Agree, disagree, justify your opinion.
- Talk about your plans and the future.

Structural content

The scheme of work includes: Thorough revision of the basics:

- How to introduce oneself
- Questions
- Negative forms
- Present tense etc.
- Past tenses: the basic combination of perfect (Passé composé) and imperfect (imparfait).
- Introduction to future tenses: Futur proche. Grammar:
- Verbs (Regular, irregular, reflexive).
- Articles (Definitive, indefinite, possessive).
- Pronouns (Direct, indirect, Y, EN).
- Prepositions...

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Formative coursework: The students will be required to complete weekly language exercises.

Indicative reading:

- **Textbook** : Français.com - 2ème édition - Jean-Luc Penfornis - CLE international
- **A study pack** : provided by LSE.
- **A dictionary** as recommended by your teacher.

Assessment: Oral examination (30%) in the LT. Continuous assessment (70%) in the MT and LT.

LN726

French: Level Three (CIA Courtauld Institute of Art)

This information is for the 2020/21 session.

Teacher responsible: Miss Florence Niclot PEL.6.01L and Mr Francois Simon PEL.6.01K

Pre-requisites:

- This level is suitable for students from the Courtauld Institute of Art who learnt French for some time (a few years) a long time ago (secondary school).
- A good foundation but find it difficult to express themselves mostly orally.
- This level can also be taken by GCSE students from LSE.

Speaking

- Use simple phrases and sentences to describe where they live and people they know.
- Speak about what they study (history of art, arts), and be able to function within a range of basic activities relating to work, study or time spent in the country.

Writing

- Write short, simple greetings.
- Fill in forms with personal details, basic communication in e-mails, or short descriptions or paragraphs relating to an area of interest in arts.

Listening

- Recognise familiar words and very basic phrases concerning self, family and immediate concrete surroundings when people speak slowly and clearly.
- Understand short excerpts from current affairs, programmes or news items on TV and Radio.

Reading

- Understand the gist of and some details of original text extracts, for example on notices, posters, in newspapers, adverts and on the web, and in simple articles relating to the Social Sciences.
- Admission to the course upon completion of online level test and tutor's approval during needs analysis.
- For students who are able to interact in a variety of familiar contexts without major difficulties but who do need to review and consolidate their French.

Course content:

Course aims

Speaking and spoken interaction:

- Use a series of phrases and sentences to describe in simple

terms family and other people, living conditions, educational background and present or most recent work.

- Produce talks on simple topics relating to Art.
- Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and express opinions in discussion of familiar topics.

Writing

- Write short simple notes, messages and e-mails relating to matters in areas of immediate need or paragraphs or short essays in areas of interest relating to Art.

Listening

- Understand phrases and the highest frequency vocabulary related not only to areas of most immediate personal relevance (e.g. personal and familiar information, shopping, local geography, and employment), but also to topic areas relating to the world of Culture and Art.

Reading:

- Read short and simple texts related to news and current issues, find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables, and understand items of both personal and professional written communication e.g. Email and web-based material + art related articles.

To bring students to level B1 of CEFR.

Communicative content

- Introduce oneself, talk about opinions, beliefs, political views.
- Talk about daily activities. Make an appointment, reschedule, accept, refuse.
- Give your opinion and justify it. Talk about a past event, past experiences...
- Take/ give advice and make/respond to suggestions.
- Future plans and projects. Express a wish, a will. Express doubt, certainty, possibility.
- Express cause, consequence, obligation, aim.

Structural content

- Consolidation of major grammatical points (direct, indirect pronouns y & en...).
- Perfect, past tenses, conditional. Present tense irregular verbs consolidation.
- Question formation with a wide range of tenses.
- Adjectives, place, agreement. Express duration (depuis, pendant, pour).
- Use of relative pronouns (qui/que, ce qui/ce que).

Teaching: 20 hours of classes in the MT. 20 hours of classes in the LT. 2 hours of classes in the ST.

This is a 46 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Formative coursework: The students will be required to complete weekly language exercises.

Indicative reading:

- A study pack, provided by LSE.
- A dictionary and a grammar book as recommended by your teacher

Assessment: Continuous assessment (70%) in the MT, LT and ST. Oral examination (30%) in the LT and ST.

LN727

French: Level Three (Standard)

This information is for the 2020/21 session.

Teacher responsible: Miss Florence Niclot PEL.6.01L and Mr Francois Simon PEL.6.01K

Pre-requisites: Students should have successfully completed LSE Level 2 course or have learned equivalent content, see the description of "Communicative content" and "Structural Content" of Level 2 course (LN723 or LN724). Students should: Demonstrate full commitment to regular attendance, completion of homework, and all pieces of continuous assessment. Dedicate at least two hours per week for coursework, in addition to classes. Admission into the course after completion of the online test and

upon tutor's approval during the Needs Analysis Interview.

For students who are able to interact in a variety of familiar contexts without major difficulties but who do need to review and consolidate their French. This level can also be taken by GCSE students.

Course content:

Course aims

To bring students to level B1 of CEFR.

Speaking and spoken interaction

- Use a series of phrases and sentences to describe in simple terms family and other people, living conditions, educational background and present or most recent work.
- Produce talks on simple topics relating to the Social Sciences.
- Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and express opinions in discussion of familiar topics.

Writing

- Write short simple notes, messages and e-mails relating to matters in areas of immediate need or paragraphs or short essays in areas of interest relating to the Social Sciences.

Listening

- Understand phrases and the highest frequency vocabulary related not only to areas of most immediate personal relevance (e.g. personal and familiar information, shopping, local geography, and employment), but also to topic areas relating to the Social Sciences.

Reading

- Read short and simple texts related to news and current issues, find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables, and understand items of both personal and professional written communication e.g. Email and web-based material + social science related articles.

Communicative Content

- Introduce oneself, talk about opinions, beliefs, political views.
- Talk about daily activities. Make an appointment, reschedule, accept, refuse.
- Give your opinion and justify it.
- Talk about a past event, past experiences...Take/ give advice and make/respond to suggestions.
- Future plans and projects.
- Express a wish, a will.
- Express doubt, certainty, possibility. Express cause, consequence, obligation, aim.

Structural content

Consolidation of major grammatical points (direct, indirect pronouns y & en...).

- Perfect, past tenses, conditional.
- Present tense irregular verbs consolidation.
- Question formation with a wide range of tenses.
- Adjectives, place, agreement.
- Express duration (depuis, pendant, pour).
- Use of relative pronouns (qui/que, ce qui/ce que).

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Formative coursework: The students will be required to complete weekly language exercises.

Indicative reading: A study-pack : provided by LSE. **A dictionary and a grammar book as recommended by your teacher**160

Assessment: Oral examination (30%) in the LT. Continuous assessment (70%) in the MT and LT.

LN728

French: Level Three (Fast Track)

This information is for the 2020/21 session.

Teacher responsible: Miss Florence Niclot PEL.6.01L and Mr Francois Simon PEL.6.01K

Pre-requisites: Students should have successfully completed LSE Level 2 course or have learned equivalent content, see the description of "Communicative content" and "Structural Content" of Level 2 course (LN723 or LN724). Students should: Demonstrate full commitment to regular attendance, completion of homework, and all pieces of continuous assessment. Dedicate at least two hours per week for coursework, in addition to classes.

Admission into the course after completion of the online test and upon tutor's approval during the Needs Analysis Interview.

This level is suitable for students who learnt French for some time (a few years) a long time ago (secondary school). A good foundation in the target language. Students express themselves with confidence or at least are willing to try. This level can also be taken by GCSE students.

Course content:

Course aims

To bring students to level B1 of CEFR.

Speaking and spoken interaction

- Use a series of phrases and sentences to describe in simple terms family and other people, living conditions, educational background and present or most recent work.
- Produce talks on simple topics relating to the Social Sciences.
- Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and express opinions in discussion of familiar topics.

Writing

- Write short simple notes, messages and e-mails relating to matters in areas of immediate need or paragraphs or short essays in areas of interest relating to the Social Sciences.

Listening

- Understand phrases and the highest frequency vocabulary related not only to areas of most immediate personal relevance (e.g. personal and familiar information, shopping, local geography, and employment), but also to topic areas relating to the Social Sciences.

Reading

- Read short and simple texts related to news and current issues, find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables, and understand items of both personal and professional written communication e.g. Email and web-based material + social science related articles.

Communicative content

- To introduce oneself, talk about opinions, beliefs, political views.
- Talk about daily activities.
- Make an appointment, reschedule, accept, refuse.
- Give your opinion and justify it.
- Talk about a past event, past experiences... Take/ give advice and make/respond to suggestions.
- Future plans and projects. Express a wish, a will. Express doubt, certainty, possibility.
- Express cause, consequence, obligation, aim.

Structural content

- Consolidation of major grammatical points (direct, indirect pronouns y & en...).
- Perfect, past tenses, conditional.
- Present tense irregular verbs consolidation.
- Question formation with a wide range of tenses.
- Adjectives, place, agreement. Express duration (depuis, pendant, pour).
- Use of relative pronouns (qui/que, ce qui/ce que).

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Formative coursework: The students will be required to complete weekly language exercises.

Indicative reading: A textbook as recommended by your teacher

Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN729

French: Level Four (Standard)

This information is for the 2020/21 session.

Teacher responsible: Miss Florence Niclot PEL.6.01L and Mr Francois Simon PEL.6.01K

Pre-requisites: Students should have successfully completed LSE Level 3 course or have learned equivalent content, see the description of "Communicative content" and "Structural Content" of Level 3 course (LN727 or LN728).

Students should: Demonstrate full commitment to regular attendance, completion of homework, and all pieces of continuous assessment; Dedicate at least one hour per week for coursework, in addition to classes. Admission into the course after completion of the online test and upon tutor's approval during the Needs Analysis Interview.

For anyone who wants to improve French. The student should have sufficient skills in all four skills as listed above.

Course content:

Course aims

Speaking and spoken interaction

- Connect phrases adequately in order to describe experiences, events, hopes and ambitions.
- Briefly give reasons and explanations for opinions and plans relating to study or areas of interest relating to the Social Sciences.
- Enter unprepared into a conversation on topics that are familiar.
- Give your opinion and justify. Talk about a past event, past experiences... Take, give advice and suggest. Future plans and projects. Express a wish, a will. Express doubt, certainty.

Writing

- Write simple connected text on topics that are familiar or of personal interest.
- Write longer texts, which describe experiences and impressions, and write on areas of interest, which relate to the Social Sciences.
- Write an essay or report, passing on information or giving reasons in support of or against a particular point of view.

Listening

- Understand the main points of clear standard speech on familiar matters regularly encountered in work, university, leisure, etc.,
- Understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is in standard dialect.

Reading

- Understand texts that consist of high frequency everyday or job-related language, understand the description of events, feelings and wishes in personal communication.
- In areas relating to the Social Sciences, gist comprehension should be feasible in a variety of topics taken from a variety of authentic sources.

To bring students to level B2 of CEFR.

Communicative content

- Talk about your daily activities. Make an appointment, reschedule, accept, refuse.
- Give your opinion and justify.
- Talk about a past event, past experiences...
- Take, give advice and suggest. Future plans and projects. Express a wish, a will.
- Express doubt, certainty.

Structural content

- Major grammatical points (direct, indirect pronouns, express cause, consequence, obligation, aim...).
- Perfect, past tenses, conditional. Present tense irregular verbs. Question words. Adjectives, place, agreement. Express duration.

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Manual, grammar book and dictionary as recommended by the teacher.

Assessment: Continuous assessment (70%) in the MT, LT and ST. Oral examination (30%) in the LT.

LN730

French: Level Four (Fast Track)

This information is for the 2020/21 session.

Teacher responsible: Miss Florence Niclot PEL.6.01.L and Mr Francois Simon PEL.6.01.K

Pre-requisites: Students should have successfully completed LSE Level 3 course or have learned equivalent content, see the description of "Communicative content" and "Structural Content" of Level 3 course (LN727 or LN728).

Students should: Demonstrate full commitment to regular attendance, completion of homework, and all pieces of continuous assessment; Dedicate at least one hour per week for coursework, in addition to classes. Admission into the course after completion of the online test and upon tutor's approval during the Needs Analysis Interview.

For anyone who wants to improve French. The student should have sufficient skills in all four skills as listed above.

Course content:

Course aims

Speaking and spoken interaction

- Connect phrases adequately in order to describe experiences events, hopes and ambitions.
- Briefly give reasons and explanations for opinions and plans relating to study or areas of interest relating to the Social Sciences.
- Enter unprepared into a conversation on topics that are familiar.
- Give your opinion and justify. Talk about a past event, past experiences...Take, give advice and suggest. Future plans and projects. Express a wish, a will. Express doubt, certainty.

Writing

- Write simple connected text on topics that are familiar or of personal interest.
- Write longer texts, which describe experiences and impressions, and write on areas of interest, which relate to the Social Sciences.
- Write an essay or report, passing on information or giving reasons in support of or against a particular point of view.

Listening

- Understand the main points of clear standard speech on familiar matters regularly encountered in work, university, leisure, etc., understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is in standard dialect.

Reading

- Understand texts that consist of high frequency everyday or job-related language, understand the description of events, feelings and wishes in personal communication.
- In areas relating to the Social Sciences, gist comprehension should be feasible in a variety of topics taken from a variety of authentic sources.

To bring students to level B2 of CEFR.

Communicative content

- Talk about your daily activities. Make an appointment, reschedule, accept, refuse.
- Give your opinion and justify.
- Talk about a past event, past experiences...
- Take, give advice and suggest. Future plans and projects. Express a wish, a will.
- Express doubt, certainty.

Structural content

- Major grammatical points (direct, indirect pronouns, express cause, consequence, obligation, aim...).
- Perfect, past tenses, conditional. Present tense irregular verbs. Question words. Adjectives, place, agreement. Express duration.

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Formative coursework:

The students will be required to complete weekly language

exercises.

Indicative reading:

- A grammar study pack, provided by LSE.
- A study pack, provided by LSE.

Assessment: Continuous assessment (70%) in the MT, LT and ST. Oral examination (30%) in the LT.

LN734 Not available in 2020/21

French: Level Five (Management and Business)

This information is for the 2020/21 session.

Teacher responsible: Mr Thierry Semo PEL.6.01, Miss Florence Niclot PEL.6.01I and Mr Francois Simon PEL.6.01k

Pre-requisites: 400 hours including self study (16+) Good A-Level pass. More than eight years at secondary school level. High level of ORAL fluency in the language.

Admission to the course upon completion of online level test and tutor's approval during needs analysis. You will need to show and demonstrate a special interest in the topic or being in the process of studying it. This course is best suited to CEMS students.

Course content:

Course aims

- To develop the ability to speak and interact confidently in French in the formal context of a company and in situations related to business and management.
- To develop the necessary intercultural skills which are needed in multicultural environments such as multinational companies.
- To develop transferable skills to interact in meetings and social events.
- To bring students to level C1-C2 of CEFR.

Communicative content

- To introduce a topic in the field of Management and Business.
- To develop and describe particular points.
- To make an appropriate conclusion. To describe a situation.
- To describe the context of an event.
- To express and justify opinions.
- To agree, disagree and justify a choice.
- To introduce someone to the advantages and disadvantages of an option.
- To propose, accept or refuse.
- To negotiate and find a compromise.
- To conclude and adopt a recommendation.
- To express feelings.
- To speak about an event (past/present/future) and explain circumstances, causes and consequences.
- To debate and interact confidently in a discussion.

Structural content

- Listening comprehension, oral presentation, occasional revision of major grammatical points and key tenses and introduction to different registers and literary styles.
- Topical issues through the analysis of texts related to the world of business in French on a weekly basis.

Teaching: 16 hours of classes in the MT. 4 hours of classes in the LT. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Thierry Semo, Le Français des Affaires, 2008 (course pack distributed in class).

Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN735

French: Level Five (Writing)

This information is for the 2020/21 session.

Teacher responsible: Miss Florence Niclot PEL.6.01I, Miss Stephanie Beltrando PEL.6.01 and Mr Francois Simon PEL.6.01k

Pre-requisites: 250 hours including self study, high mark at A-Level or B2/C1 CEFR level. Admission to the course upon

completion of online level test and tutor's approval during needs analysis. If you are confident in speaking French but struggle with the writing, this course is right for you.

Course content:

Course aims

To establish the grammar awareness required to promote and facilitate further study of French. To bring students to level C1-C2 of CEFR. To develop students' grammatical and writing skills. To develop students' academic writing and methodology, critical and analytical skills, and intercultural competence.

Communicative content

writing e-mails, formal letters, understanding articles, etc.

Structural content

Revision of the basics of French grammar. The function of the noun phrase, in more depth. Determiners. Articles. Verbs, tenses (revision, present, past future, conditional). In depth study of the subjunctive, present, past imperfect. The structure of complex sentences. Adverbs, prepositions and conjunctions. Any grammatical point needed by individual students and/by the group as a whole.

Teaching: 8 hours of classes in the MT. 11 hours of classes in the LT. 1 hour of classes in the ST.

This is a 20 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading:

BLED, CONJUGAISON, Hachette

FRENCH GRAMMAR, Shaun's

ATELIER GRAMMAIRE, Hachette. MODERN FRENCH GRAMMAR, Routledge. GRAMMAIRE PROGRESSIVE DU FRANÇAIS VOL 2,3, Clé International. LES DIFFICULTÉS DE LA GRAMMAIRE FRANÇAISE, Clé International.

Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN737 Not available in 2020/21 French: Level Five (Legal Issues)

This information is for the 2020/21 session.

Teacher responsible: Mr Pierre Dagonnot PEL 6.01, Miss Florence Niclot PEL 6.01I and Mr Francois Simon PEL 6.01k

Pre-requisites:

- 400 hours including self study (16+) Good A-Level pass. More than eight years at secondary school level. High level of ORAL fluency in the language.
- Admission to the course upon completion of online level test and tutor's approval during needs analysis.
- You will need to show and demonstrate a special interest in the topic or being in the process of studying it.
- This course is best suited to LLM / LLB students.

Course content:

Course aims

To be able to read and understand French specialised press, news and articles.

- You will also be able to discuss current topics and their effects on the French Legal system.
- To learn how to express logical argumentation in French.
- To bring students to level C1 - C2 of CEFR.

Communicative content

- To introduce a topic in the field of the law. To develop and describe particular points.
- To make an appropriate conclusion.
- To describe a situation.
- To describe the context of an event.
- To express and justify opinions.
- To agree, disagree and justify a choice.
- To introduce someone to the advantages and disadvantages of an option.
- To propose, accept or refuse.
- To conclude and adopt a recommendation.
- To express feelings.

- To speak about an event (past/present/future) and explain circumstances, causes and consequences.
- To debate and interact confidently in a discussion. To compare with other legal systems.

Structural content

Listening comprehension, oral presentation, occasional revision of major grammatical points and key tenses and introduction to different registers and literary styles.

- Topical issues through the analysis of legal texts in French on a weekly basis.

Teaching: 16 hours of lectures in the MT. 4 hours of lectures in the LT.

Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: No textbook.

Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN738

French: Level 5 (European Issues)

This information is for the 2020/21 session.

Teacher responsible: Mr Pierre Dagonnot PEL 6.01, Miss Florence Niclot PEL 6.01I and Mr Francois Simon PEL 6.01k

Pre-requisites: 400 hours including self study (16+).

Good A-Level pass.

More than eight years at secondary school level.

High level of ORAL fluency in the language.

Admission to the course upon completion of online level test and tutor's approval during needs analysis.

You will need to demonstrate during the interview a special interest in the topic.

Course content:

Course aims

- To develop the ability to use French effectively for purposes of practical communication and reading/listening comprehension with an understanding of the major social and political issues in France/Francophone countries from a European point of view.
- To bring students to level C1 - C2 of CEFR. Communicative

Content:

- To develop and describe particular points.
- To make an appropriate conclusion.
- To describe a situation.
- To describe the context of an event.
- To express and justify opinions.
- To agree, disagree and justify a choice.
- To introduce someone to the advantages and disadvantages of an option.
- To propose, accept or refuse. To negotiate and find a compromise.
- To conclude and adopt a resolution.
- To express feelings.
- To speak about an event (past/present/ future) and explain circumstances, causes and consequences.
- To debate and interact confidently in a discussion.

Structural content

- Listening comprehension, oral presentation, occasional revision of major grammatical points and key tenses and introduction to different registers and literary styles.
- Topical issues through the analysis of texts in French on a weekly basis such as: European integration from a French perspective, European Institutions, the constitution of the European Union, Economic and Monetary Union, Immigration in Europe, Languages and Education in Europe.

Teaching: 16 hours of classes in the MT. 4 hours of classes in the LT.

Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: No textbook. "compilation de documents" to be distributed in class.

Assessment: Continuous assessment (70%) in the MT and LT.
Oral examination (30%) in the LT.

LN741

French: Level 5 (Current Issues)

This information is for the 2020/21 session.

Teacher responsible: Miss Florence Niclot PEL 6.01I and Mr Francois Simon PEL 6.01k

Pre-requisites:

- Good A-Level pass. More than eight years at school level.
- High level of ORAL fluency in the language.
- Admission to the course upon completion of online level test and tutor's approval during needs analysis.
- Students should be motivated to study and research independently.

Course content:

Course aims

- This is a proficiency course with a focus on current issues. To develop the ability to speak and interact confidently in French in a wide range of an social contexts and situations and present clear, detailed descriptions of a wide range of subjects in the field of Social Sciences, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
- To develop the necessary intercultural skills which are needed in multicultural environments.
 - To develop transferable skills to interact in debates and meetings.
 - To read articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints and understand texts of a more generalist nature relating to relevant areas of the Social Sciences.
 - To understand more complex factual texts relating to Politics, International History, Economics and other associated areas. To follow TV programs and recorded material in both general and subject specific areas.
 - To bring students to level C1 of CEFR.

Communicative content

Advanced French language with reference to French speaking countries and contemporary issues and topics: International Relations, Media, Education, Gender, Race, Politics, Social Classes and Social Movements.

- To introduce a topic in the field of Social Sciences.
- To develop and describe particular points.
- To make an appropriate conclusion.
- To describe a situation.
- To describe the context of an event.
- To express and justify opinions. To agree, disagree and justify a choice.
- To introduce someone to the advantages and disadvantages of an option.
- To propose, accept or refuse.
- To negotiate and find a compromise.
- To conclude and adopt a resolution.
- To express feelings.
- To speak about an event (past/present/future) and explain circumstances, causes and consequences.
- To debate and interact confidently in a discussion.

Structural content

Reading and listening comprehension, oral presentation, occasional revision of major grammatical points and key tenses and introduction to different registers and literary styles.

- Grammar : Indicative content :

1 All Pronouns.

2 Comparatives and superlatives.

3 Expression of duration, frequency, simultaneity. Most tenses including subjunctive.

4 Passive forms.

5 Expression of cause, consequence, circumstance and restriction.

6 Direct speech and indirect speech... "Marqueurs chronologiques". "Marqueurs logiques"

Teaching: 8 hours of classes in the MT. 11 hours of classes in the LT. 1 hour of classes in the ST.

This is a 20 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: No textbook.

Assessment: Continuous assessment (70%) in the MT and LT.
Oral examination (30%) in the LT.

LN742

German: Level One (Standard)

This information is for the 2020/21 session.

Teacher responsible: Mrs Doris Hermann-Ostrowski PEL.6.01

Pre-requisites: All students welcome but they should:

demonstrate commitment to regular attendance, completion of homework and all assessments; dedicate at least two hours per week for coursework in addition to classes. Students are not expected to be experienced language learners.

Course content:

Course aims

- To develop the ability to use German effectively for purposes of practical communication at a basic level in familiar domestic, work and social contexts.
- To establish the skills, language and attitudes required to promote and facilitate further study of German. To acquire basic literacy.
- To master the pronunciation of German sounds.
- To have basic knowledge of grammatical gender, word-formation, word-order in the sentence.
- To deal with a range of predictable simple language tasks using a limited range of language to meet the needs of differing but familiar situations and topics.
- To familiarise students with the background to German speaking countries, including culture and civil societies.
- To bring students to level A1 CEFR.

Communicative content

- Asking for and giving personal information, directions and opinions.
- Describing people, objects, feelings and places.
- Talking about likes and dislikes, expressing preferences and making comparisons.
- Talking about actions.
- Expressing intentions, ignorance and proposing alternatives.
- Expressing frequency.
- Talking about past events and experiences.
- Talking about habitual actions in the past.
- Talking about festive events, invitations, plans.
- Asking for and giving advice.

Structural content

Introducing the basics of German in the following areas:

- Grammatical gender and plural of nouns.
- Present tense of regular, modal and some irregular/strong verbs.
- Direct and indirect objects; complements.
- Possessive pronouns.
- Prepositions taking the dative and/or accusative case.
- Present perfect of regular and irregular/strong verbs.
- Frequency adverbs; numbers.
- Combining of Perfect and Präteritum.
- Expressions of time.
- All three forms of the imperative.
- Introduction to subordinate clauses.

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Niebisch, Daniela (2006) Schritte International 1 - Kursbuch + Arbeitsbuch (Hueber) - ISBN 978-3-19-001851-2.
Niebisch, Daniela (2006) Schritte International 1 + 2 - Intensivtrainer + Audio-CD (Hueber) - ISBN 978-3-19-011851-9.
Niebisch, Daniela (2009) Schritte International 1 - Glossar Deutsch-Englisch, Englisch-Deutsch (Hueber) ISBN 978-3-19-451851-3.

Assessment: Continuous assessment (70%) in the MT and LT.
Oral examination (30%) in the LT.

LN744

German: Level One (Fast Track)

This information is for the 2020/21 session.

Teacher responsible: Ms Doris Hermann-Ostrowski

Pre-requisites: No previous knowledge of German required, but students should: demonstrate commitment to regular attendance, completion of homework and all assessments; dedicate at least two hours per week for coursework in addition to classes. Students are expected to be experienced language learners with a basic knowledge of English/German grammar terms.

Course content:

Course aims

- To develop the ability to use German effectively for purposes of practical communication at a basic level in familiar domestic, work and social contexts.
- To establish the skills, language and attitudes required to promote and facilitate further study of German. To acquire basic literacy.
- To master the pronunciation of German sounds.
- To have basic knowledge of grammatical gender, word-formation, word-order in the sentence.
- To deal with a range of predictable simple language tasks using a limited range of language to meet the needs of differing but familiar situations and topics.
- To familiarise students with the background to German speaking countries, including culture and civil societies.
- To bring students to level A1/A2 CEFR.

Communicative content

- Asking for and giving personal information, directions and opinions.
- Describing people, objects, feelings and places.
- Talking about likes and dislikes, expressing preferences and making comparisons.
- Talking about actions.
- Expressing intentions, ignorance and proposing alternatives.
- Expressing frequency.
- Talking about past events and experiences.
- Talking about habitual actions in the past.
- Talking about festive events, invitations, plans.
- Asking for and giving advice.

Structural content

Introducing the basics of German grammar in the following areas:

- Grammatical gender and plural of nouns.
- Present tense of regular, modal and some irregular/strong verbs.
- Direct and indirect objects; complements.
- Possessive pronouns.
- Prepositions taking the dative and/or accusative case.
- Present perfect of regular and irregular/strong verbs.
- Frequency adverbs; numbers.
- Combining of Perfect and Präteritum.
- Expressions of time.
- All three forms of the imperative.
- Introduction to subordinate clauses.

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading:

- DaF kompakt neu A1, Kursbuch und Arbeitsbuch & 2 CDs (Ernst Klett Publishers) 2016, ISBN: 978-3-12-676313-4.

Assessment: Continuous assessment (70%) in the MT and LT.
Oral examination (30%) in the LT.

LN746

German: Level Two (Standard)

This information is for the 2020/21 session.

Teacher responsible: Mrs Doris Hermann-Ostrowski

Pre-requisites: Some previous knowledge of German at the A1 level CEFR is required, e.g. completion of the LSE Language Centre courses LN742 or LN744. This course is also suitable for re-starters, i.e. learners with some limited experience of learning German who have not studied or used the language for a number of years.

Students are not expected to be very experienced language learners, but they should:

- demonstrate commitment to regular attendance, completion of homework and all assessments;
- dedicate at least two hours per week for coursework in addition to classes.

Admission onto the course upon completion of an online level test and tutor's approval.

Course content:

Course aims

- To develop the ability to use German effectively for purposes of practical communication in familiar work and social contexts
- To establish the skills, language and attitudes required to promote and facilitate further study of German.
- To improve pronunciation and sentence intonation.
- To improve basic knowledge of grammatical gender, word-formation and word-order.
- To deal with a range of predictable simple language tasks using a limited range of language to meet the needs of differing but familiar situations and topics.
- To bring students to level A2 CEFR.

Communicative content

- Asking for and giving personal information, directions and opinions;
- Talking about actions, describing people, objects and places;
- Talking about likes, dislikes, expressing preferences and making comparisons.
- Expressing intentions, ignorance and proposing alternatives
- Expressing frequency
- Describing feelings, events and objects in the past
- Talking about habitual actions in the past
- Talking about festive events, invitations, plans
- Asking for and giving advice.

Structural content

Introducing the basics of German grammar in the following areas:

- Grammatical gender and plural of nouns
- Adjectives and adjectival endings
- Present tense of regular, modal and some irregular/strong verbs
- Direct and indirect objects; complements
- Personal and possessive pronouns
- Prepositions taking the dative and/or accusative case
- Present perfect of regular and irregular/strong verbs
- Frequency adverbs; numbers
- Combining Perfect and Präteritum/Imperfekt;
- Expressions of time
- All three forms of the imperative;
- Word order in main and subordinate clauses.

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading:

- Niebisch, Daniela, Schritte International 2 - Kursbuch + Arbeitsbuch (Hueber, 2006) – ISBN 978-3190018529.
- Niebisch, Daniela, Schritte International: Intensivtrainer mit Audio-CD 1 & 2160 (Hueber, 2009) - ISBN 978-3190118519.
- Niebisch, Daniela, Schritte International 2 - Glossar Deutsch-Englisch, Englisch-Deutsch (Hueber, 2008) – ISBN 978-3194518520

Assessment: Continuous assessment (70%) in the MT and LT.
Oral examination (30%) in the LT.

LN748

German: Level Two (Fast Track)

This information is for the 2020/21 session.

Teacher responsible: Mr Florian Fischer PEL.6.01

Pre-requisites: Some previous knowledge of German at the A1 level CEFR is required, e.g. completion of the LSE Language Centre courses LN742 or LN744. Students should also:

- demonstrate commitment to regular attendance, completion of homework and all assessments;
- dedicate at least two hours per week for coursework in addition to classes.

Admission into the course upon tutor's approval. All students must take the online aptitude test and gain permission of the tutor in their Needs Analysis Interview to take this course. Students are expected to be experienced language learners with a basic knowledge of English / German grammar terms.

Course content:

Course aims

- To develop the ability to use German effectively for purposes of practical communication in familiar work and social contexts
- To establish the skills, language and attitudes required to promote and facilitate further study of German.
- To improve pronunciation and sentence intonation.
- To improve basic knowledge of grammatical gender, word-formation and word-order.
- To deal with a range of predictable simple language tasks using a limited range of language to meet the needs of differing but familiar situations and topics.
- To bring students to level A2 CEFR.

Communicative content

- Asking for and giving personal information, directions and opinions;
- Talking about actions, describing people, objects and places;
- Talking about likes, dislikes, expressing preferences and making comparisons.
- Expressing intentions, ignorance and proposing alternatives
- Expressing frequency
- Describing feelings, events and objects in the past
- Talking about habitual actions in the past
- Talking about festive events, invitations, plans
- Asking for and giving advice.

Structural content

Introducing the basics of German grammar in the following areas:

- Grammatical gender and plural of nouns
- Adjectives and adjectival endings
- Present tense of regular, modal and some irregular/strong verbs
- Direct and indirect objects; complements
- Personal and possessive pronouns
- Prepositions taking the dative and/or accusative case
- Present perfect of regular and irregular/strong verbs
- Frequency adverbs; numbers
- Combining Perfect and Präteritum/Imperfekt
- Expressions of time
- All three forms of the imperative;
- Word order in main and subordinate clauses

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading:

- DaF kompakt neu A2, Kursbuch und Arbeitsbuch + 2 Audio-CDs (Ernst Klett Publishers), 2016. ISBN: 978-3-12-676314-1.

Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN750

German: Level Three (Standard)

This information is for the 2020/21 session.

Teacher responsible: Mrs Doris Hermann-Ostrowski PEL.6.01

Pre-requisites: Knowledge and skills of German at the A1/A2 level of CEFR are required, for example completion of the LSE Language Centre courses LN746 or LN748.

Participants should also:

- demonstrate commitment to regular attendance, completion of homework and all assessments
- dedicate at least two hours per week for coursework in addition to classes.

All students must take the online aptitude test and gain permission of the tutor in the Needs Analysis Interview to take this course.

Course content:

Course aims

- To develop the ability to use German effectively for purposes of practical communication in familiar contexts
- To establish the skills, language and attitudes required to promote and facilitate further study of German
- To improve the pronunciation of German sounds and sentence intonation
- To improve reading comprehension, oral and listening skills as well as written communication
- To improve accuracy in using inflexions, gender and word-order in sentences.
- To enable students to follow and discuss social, political and economic issues related to German-speaking countries at a basic to intermediate language level
- To bring students to level A2/B1 CEFR

Communicative content

- Talking and writing about past events and experiences.
- Talking and writing about jobs and professions.
- Asking for and giving advice.
- Talking and writing about future plans.
- Describing the behaviour of people.
- Talking and writing about cultural and social events.
- Expressing your personal opinion in discussions and arguments.

Structural content

Improving the contextual understanding and use of grammatical structures:

- Past and future tenses
- Expressions of time and frequency
- Word order in main and subordinate clauses
- Graduating modal verbs
- Introduction of subjunctive and passive voice.

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Niebisch, Daniela (2006). Schritte International 3 - Kursbuch + Arbeitsbuch (Hueber) – ISBN 978-3190018536.

Niebisch, Daniela (2009) Schritte International 3 + 4 -

Intensivtrainer + Audio-CD (Hueber) - ISBN 978-3190118533

Niebisch, Daniela (2009) Schritte International 3 - Glossar Deutsch-Englisch, Englisch-Deutsch (Hueber) ISBN 978-3194518537.

Assessment: Continuous assessment (70%) in the MT.

Oral examination (30%) in the LT.

LN751

German: Level Three (Fast Track)

This information is for the 2020/21 session.

Teacher responsible: Dr Christine Lattek PEL.6.01

Pre-requisites: Knowledge and skills of German at the A2 level of CEFR are required, for example completion of the LSE Language Centre courses LN746 or LN748.

Participants should also:

- demonstrate commitment to regular attendance, completion of

homework and all assessments

- dedicate at least two hours per week for coursework in addition to classes.

All students must take the online aptitude test and gain permission of the tutor in the Needs Analysis Interview to take this course.

Course content:

Course aims

- To develop the ability to use German effectively for purposes of practical communication in familiar contexts
- To establish the skills, language and attitudes required to promote and facilitate further study of German
- To improve the pronunciation of German sounds and sentence intonation
- To improve reading comprehension, oral and listening skills as well as written communication
- To improve accuracy in using inflexions, gender and word-order in sentences.
- To enable students to follow and discuss social, political and economic issues related to German-speaking countries at a basic to intermediate language level
- To bring students to level B1 CEFR

Communicative content

- Talking and writing about past events and experiences.
- Talking and writing about jobs and professions.
- Asking for and giving advice.
- Talking and writing about future plans.
- Describing the behaviour of people.
- Talking and writing about cultural and social events.
- Expressing your personal opinion in discussions and arguments

Structural content

Improving the contextual understanding and use of grammatical structures:

- Past and future tenses
- Expressions of time and frequency
- Word order in main and subordinate clauses
- Graduating modal verbs
- Introduction of subjunctive and passive voice

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading:

- DaF kompakt neu B1, Kursbuch und Arbeitsbuch + 2 Audio-CDs, (Ernst Klett Publishers), ISBN: 978-3-12-676315-8.

Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN752

German: Level Four (Standard)

This information is for the 2020/21 session.

Teacher responsible: Dr Christine Lattek PEL.6.01

Pre-requisites: Skills and knowledge at the A2/B1 level of the Common European Reference Framework for Languages.

Students should:

- demonstrate commitment to regular attendance, completion of homework and all assessments;
- dedicate at least two hours per week for coursework in addition to classes.

All students must take the online aptitude test and gain permission of the tutor in the Needs Analysis Interview to take this course.

Students are not expected to be very experienced language learners.

Course content:

Course aims

- To develop the ability to use German effectively for purposes of practical communication in familiar contexts
- To establish the skills, language and attitudes required to promote and facilitate further study of German
- To improve the pronunciation of German sounds and sentence

intonation

- To deal with a range of predictable simple language tasks using a range of language to meet the needs of differing but familiar situations and topics
- To enable students to understand simple authentic media texts and audio-visual material related to political, social and economic issues in German-speaking countries
- To enable students to discuss social, political and economic issues related to German-speaking countries
- To bring students to level B1/B2 CEFR

Communicative content

- Communicating about social, political and economic issues
- Communicating about professional life and future plans
- Expressing emotions, describing the behaviour of people
- Communicating about your studies and research
- Communicating about a variety of texts, e.g. literary, journalistic, academic etc.
- Expressing your opinion in discussions and arguments
- Arguing in favour or against possible actions

Structural content

Developing a communicative and contextual understanding of a range of grammatical structures:

- Syntax of compound and complex sentences, use of connectors, valency of verbs
- Active and passive voice constructions in all tenses
- Use of indirect speech, and the subjunctive
- Participle constructions
- Nominalization
- Use of modal verbs and modal verb alternatives

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Upon teacher's advice:

- Aspekte neu B1 plus, Klett Verlag, ISBN: 978-3-12-605016-6

Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN753

German: Level Four (Fast Track)

This information is for the 2020/21 session.

Teacher responsible: Dr Christine Lattek PEL.6.01

Pre-requisites: AS-level or A-level, or equivalent skills and knowledge at the B1/B2 level of the Common European Reference Framework for Languages.

Participants should:

- demonstrate commitment to regular attendance, completion of homework and all assessments;
- dedicate at least two hours per week for coursework in addition to classes.

All participants must take the online aptitude test and gain permission of the tutor in the Needs Analysis Interview to take this course.

Course content:

Course aims

- To enhance and expand previously acquired communicative skills.
- To develop the ability to use German effectively for purposes of communication and comprehension in a variety of academic, social and work-related contexts. 160
- To develop a high degree of linguistic independence and flexibility in German.
- To enable students to understand authentic newspaper texts and audio-visual contents related to political, social and economic issues in German-speaking countries.
- To enable students to converse fluently about a range of topics with native speakers.
- To enable students to express themselves in writing about a range of familiar topics related to political, social and economic

issues.

- To enable students to express standpoints and opinions related to topical debates in German-speaking countries and to argue about the pros and cons of possible actions.
- To develop an advanced understanding of different structural aspects of the language (i.e. by using meta-language such as grammatical terms etc.).
- To bring students to level B2 CEFR.

Communicative content

- Communicating about jobs and professional life in detail;
- Communicating about social, political and economic topics;
- Communicating about future plans;
- Expressing emotions and describing the behaviour of people;
- Communicating about studies and research;
- Communicating about a variety of texts, e.g. literary, journalistic, academic etc.;
- Communicating about cultural and social events;
- Expressing your opinion in discussions and arguments.

Structural content

Developing a communicative and contextual understanding of a range of grammatical structures encountered in authentic language:

- Syntax of compound and complex sentences, use of connectors, valency of verbs
- Active and passive voice constructions in all tenses
- Use of indirect speech, and the subjunctive
- Participle constructions
- Nominalization
- Use of modal verbs and modal verb alternatives

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading:

- Aspekte neu B2, Klett Verlag, ISBN: 978-3-12-605025-8

Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN754

German: Level Five (Current Issues)

This information is for the 2020/21 session.

Teacher responsible: Mr Florian Fischer

Pre-requisites: Students are expected to

- demonstrate commitment to regular attendance, completion of homework and all assessments
- dedicate at least two hours per week for coursework in addition to classes.

All students must take the online aptitude test and gain permission of the tutor to take this course after attending the Needs Analysis Interview.

Course content:

Course aims:

- To retain, enhance and expand previously acquired communicative skills;
- To increase the ability to use German effectively for the purposes of advanced communication and comprehension in a variety of everyday, academic, and professional contexts;
- To develop an advanced understanding of German grammar;
- To develop the ability to communicate confidently in German about a wide range of subjects related to the field of Social Sciences;
- To bring course participants to level C1 of CEFR.

Communicative content:

- Discussing and analysing contemporary social, political and cultural issues and developments in German-speaking countries and societies;
- Keeping up-to-date about developments in German-speaking countries by using German print and audio-visual media;
- Talking and writing about people and their professions in greater

detail;

- Talking and writing about future research/study plans;
- Reading and discussing a variety of texts, e.g. literary, journalistic, academic etc.
- Expressing your opinion freely in discussions and arguments;
- Agreeing and disagreeing, negotiating;
- Speaking about events, explaining circumstances, causes and consequences;
- Debating and interacting confidently in a discussion.

Structural Content:

- In the context of the topics outlined above: revision of the most important grammatical structures and introduction to the lexical-grammatical characteristics of different registers and literary styles;
- Focus on forms and structures related to German for Academic Purposes.

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: There is no set textbook for this course.

The tutor will provide material from a variety of print, audio and electronic sources. Please make use of the online resources provided by the course Moodle site. Students might want to acquire the following printed resources recommended for the advanced study of German:

- Wolski, Werner (2012). Pons Kompaktwörterbuch Deutsch als Fremdsprache, Stuttgart: Klett Verlag
- Durrell, Martin (2011). Hammer's German Grammar and Usage, Fifth Edition, London: Hodder Education

Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN799

Italian: Level One (CIA)

This information is for the 2020/21 session.

Teacher responsible: Miss Flavia D'Angelantonio PEL.6.01

Pre-requisites: No previous knowledge required. All students welcome but they should: Demonstrate commitment to regular attendance, completion of homework, completion of the dossier and all assessments. Dedicate at least one hour per week for coursework in addition to classes. This is a beginners course for students at the Courtauld Institute of Art.

Course content:

Course aims

- To develop the ability to use Italian effectively for purposes of practical communication at a survival level.
- To improve the 4 skills with special focus on listening and speaking.
- To be able to interact in Italian common situations.
- To acquire a good range of vocabulary.
- To have a good basis to continue in the study of the language at higher levels.
- To bring the students to level A1 of CEFR

Communicative content

From the beginning of the course students will be encouraged to use the language and to learn and practise vocabulary.

Functional content

- Asking for and giving personal information.
- Giving personal details, telephone number, asking where and when an event will take place.
- Introducing someone formally and informally, ask and give information on work, learning how to fill in forms.
- Talking about the family.
- Asking for and giving directions and information in situations such as: town, hotels, airport, etc.
- Talking about your daily routine.
- Talking about hobbies and free time.

Structural content

The course aims to provide the students with the basic grammar required to the construction of sentences which will enable them to carry on a short conversation on the topic mentioned above.

The structural content is broken down as follows:

- Nouns (gender and number).
- Adjectives.
- Definite and indefinite articles.
- Present, regular and irregular verbs.
- Conditional of volere.
- Simple and compound prepositions.
- Uses of the verb piacere.
- Direct pronouns.

Teaching: 18 hours of classes in the MT. 22 hours of classes in the LT. 6 hours of classes in the ST.

This is a 46 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: ESPRESSO 1 LIBRO DELLO STUDENTE. LUCIANA ZIGLIO - GIOVANNA RIZZO. EDIZIONI ALMA DIZIONARIO ITALIANO-INGLESE

Assessment: Continuous assessment (70%) in the MT, LT and ST. Oral examination (30%) in the LT and ST.

LN758

Italian: Level One (Standard)

This information is for the 2020/21 session.

Teacher responsible: Mrs Anna Giuffria PEL. 6.01

Availability: This is a non-credit bearing course available to all LSE students, staff, alumni and external clients.

Pre-requisites: No previous knowledge required. All students welcome but they should: Demonstrate commitment to regular attendance, completion of homework, completion of the dossier and all assessments. Dedicate at least one hour per week for coursework in addition to classes. Students do not need to be experience language learners to take this standard course.

Course content:

Course aims

- To develop the ability to use Italian effectively for purposes of practical communication at a survival level.
- To improve the 4 skills with special focus on listening and speaking.
- To be able to interact in Italian common situations.
- To acquire a good range of vocabulary.
- To have a good basis to continue in the study of the language at higher levels.
- To bring the students to level A1 of CEFR

Communicative content

From the beginning of the course students will be encouraged to use the language and to learn and practise vocabulary.

Functional content

- Asking for and giving personal information.
- Giving personal details, telephone number, asking where and when an event will take place.
- Introducing someone formally and informally, ask and give information on work, learning how to fill in forms.
- Talking about the family.
- Asking for and giving directions and information in situations such as: town, hotels, airport, etc.
- Talking about your daily routine.
- Talking about hobbies and free time.

Structural content

The course aims to provide the students with the basic grammar required to the construction of sentences which will enable them to carry on a short conversation on the topic mentioned above.

The structural content is broken down as follows:

- Nouns (gender and number).
- Adjectives.
- Definite and indefinite articles.
- Present, regular and irregular verbs.
- Conditional of volere.

- Simple and compound prepositions.
- Uses of the verb piacere.
- Direct pronouns.

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: RETE 1. Corso multimediale d'italiano per stranieri, M. Mezzadri e P.E. Balboni. Guerra Edizioni. DIZIONARIO ITALIANO-INGLESE.

Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN759

Italian: Level One (Fast Track)

This information is for the 2020/21 session.

Teacher responsible: Mrs Anna Giuffria PEL. 6.01

Pre-requisites: No previous knowledge required. It may be suitable for re-starters. Demonstrate full commitment to regular attendance, completion of homework, completion of portfolio and all assessments. Dedicate at least two hours per week for coursework, in addition to classes. Students should be able to demonstrate a successful track record of learning languages.

Course content:

Course aims

To develop the ability to use Italian effectively for purposes of practical communication at a survival level.

- To improve the 4 skills with special focus on listening and speaking.
- To be able to interact in Italian common situations.
- To acquire a good range of vocabulary.
- To have a good basis to continue in the study of the language at higher levels.
- To bring the students to level A1/A2 of CEFR.

Communicative content

From the beginning of the course students will be encouraged to use the language and to learn and practise vocabulary.

Functional content

- Asking for and giving personal information.
- Giving personal details, telephone number, asking where and when an event will take place.
- Introducing someone formally and informally, ask and give information on work, learning how to fill in forms, i.e. CVs.
- Talking about the family.
- Asking for and giving directions and information in situations such as: town, hotels, airport, etc.
- Talking about your daily routine.
- Talking about hobbies and free time.
- Talking about past holidays.
- Express likes and dislike.

Structural content

The course aims to provide the students with the basic grammar required to the construction of sentences which will enable them to carry on a short conversation on the topic mentioned above.

The structural content is broken down as follows: Nouns (gender and number). Adjectives. Definite and indefinite articles. Present of regular and irregular verbs. Conditional of volere. Uses of the verb piacere. Simple and compound prepositions. Past tense with regular and irregular past participles. Direct pronouns. Indirect pronouns.

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: ESPRESSO 1 corso d'italiano. Luciana Ziglio. Giovanni Rizzo. Edizioni Alma. DIZIONARIO ITALIANO-INGLESE

Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN760**Italian: Level Two (Standard)****This information is for the 2020/21 session.****Teacher responsible:** Mrs Anna Giuffria PEL. 6.01

Pre-requisites: This is an elementary level course. Students should have previously learnt ...see description of "Communicative content" and "Structural Content" of Level 1 Standard (LN759). Students should: Demonstrate commitment to regular attendance, completion of homework, completion of the dossier and all assessments. Dedicate at least one hour per week for coursework in addition to classes. Admission onto the course upon completion of online level test and tutor's approval. This course may be suitable for re-starters.

Course content:

Course aims

- To develop the ability to use Italian effectively for purposes of practical communication and reading comprehension in familiar and social contexts.
- To establish the skills, language and attitude required to promote and facilitate further study of Italian at an intermediate level.
- To acquire the substantial information on Italy in relation to topics such as: economy, life style, education, jobs and history and social issues.
- The course also aims to revise and consolidate all the basic structures before advancing to more difficult language structures.
- Students will be encouraged to practise productive skill, speaking and writing, and to improve receptive skills, reading and writing. Students will also start to study or analyse more authentic than artificial material. At the end of the course students should be able to interact with native speakers and be confident in the use of the language in daily life situations. Students should also acquire the required level to continue the study of the language at level 3.
- To bring the students to level A2 of CEFR.

Communicative content

- Talking about your daily life, hobbies and social life.
- Asking and giving past and current information.
- Giving a summary of a past holiday.
- Talking about habitual actions in the past.
- Express likes, dislikes and preferences.
- Expressing opinion in simple context and making comparisons between people and things or events.
- Describing feeling and object in the past.
- Giving information about your education background.
- Talking about ideal jobs.
- Future plans.

Structural content

Present tense of regular and irregular verbs. Past tense. Imperfect. Compound prepositions. Direct pronouns. Indirect pronouns. Simple future . Frequency adverbs. Comparatives and superlatives. Present conditional. Indefinites. ci & ne.

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: ESPRESSO 2 CORSO DI ITALIANO

Libro dello studente ed esercizi

Maria Bali - Giovanna Rizzo ALMA EDIZIONI. DIZIONARIO ITALIANO-INGLESE

Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN761**Italian: Level Three (Standard)****This information is for the 2020/21 session.****Teacher responsible:** Mrs Anna Giuffria PEL. 6.01

Pre-requisites: This is a lower intermediate course. Students should have previously learnt ... see description of "Communicative content" and "Structural Content" of Level 2 (LN760). Admission into the course upon completion of level test and tutor's approval during the needs analysis session. For students who are able to interact in a variety of contexts without major difficulties.

Course content:

Course aims

- To develop the ability to use Italian effectively for purpose of practical communication and reading comprehension in a variety of contexts related to social sciences.
- To establish the skills, language and attitude required to promote and facilitate further study of Italian at advanced level.
- To acquire substantial information on Italy in relation to topics such as: politic, economy, life style, arts, history and social issues.
- To bring the students to level B1 of CEFR.

Communicative Content: 2 Revision of elementary (level 2) course content, and introduction to new functional and grammatical items. Expressing wishes, plans for the future and doubts. Forbidding and suggesting. Giving opinions and judgements. Expressing hypothesis and certainty. Comparing possibilities. Describing national, regional economies. Describing people's character, positive and negative aspects. Acquiring the required vocabulary and structures to be able to communicate in a business situation with the use of the appropriate language register.

Structural content

Revision of passato prossimo and imperfetto. Comparison between the two past tenses. Present conditional. Present subjunctive. Direct, indirect, combined, relative pronouns. Present and past conditional. Comparative and superlative with expressions. Stare + gerundive.

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Grammatica essenziale della lingua italiana (versione italiana). Marco Mezzadri. Edizioni Guerra. The teacher will integrate the materials of this book with authentic material from various sources such as: newspapers and magazines, internet, Italian text focussing on a specific skill. Students should have a bilingual dictionary and a general grammar book for their own reference. Ask the teacher for advice on the choice available on the market.

Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN764**Japanese: Level One (Standard)****This information is for the 2020/21 session.****Teacher responsible:** Dr Hua Xiang 601b, Pethick-Lawrence House

Pre-requisites: No previous knowledge required. All students welcome but they should: Demonstrate commitment to regular attendance, completion of homework and completion of all assessments. Dedicate at least two hours per week for coursework in addition to classes. Students do not need to be experienced language learners to take this standard course.

Course content:

Course aims

To develop the ability to use Japanese effectively for purposes of practical communication at survival level. To deal with a range of different social situations by using limited language skills. To read and write Hiragana and some Katakana. To develop language skills to meet the needs of differing but familiar situations and topics. To establish the skills, language patterns and attitudes required to promote and facilitate further study of Japanese.

Communicative content

Asking for and giving personal information and opinions. Talking about present and past actions. Expressing frequency. Talking about recent events in the past. Asking and describing locations. Making telephone calls (e.g. clients etc.). Describing people and places. Shopping and purchasing etc.

Structural content

This course finishes up to Lesson 14 of the textbook. Verb "DESU" (affirmative, negative, past and non-past). Particles: WA, NO, MO, NI, GA etc. MASU-form (affirmative, negative, past and non-past) of verbs of motion, existence, action, giving and receiving. Demonstratives. Interrogatives. Numbers and counting system. Adverbs, adverbial expressions. I/NA-adjectives (affirmative, negative, past and non-past).

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Japanese for Busy People I Kana version (revised 3rd edition) available from The Japan Centre, 14-16 Regent Street, London, SW1Y 4PH.

Assessment: Continuous assessment (70%) in the MT, LT and ST. Oral examination (30%) in the LT and ST.

LN766

Japanese: Level One (Fast Track)

This information is for the 2020/21 session.

Teacher responsible: Dr Hua Xiang 601b, Pethick-Lawrence House
Pre-requisites: No previous knowledge required. This course may be suitable for re-starters.

All students welcome but they should: Demonstrate commitment to regular attendance, completion of homework and completion of all assessments. Dedicate at least two hours per week for coursework in addition to classes. Students should be able to demonstrate a successful track record of learning languages.

Course content:

Course aims

To develop the ability to use Japanese effectively for purposes of practical communication at survival level. To deal with a range of different social situations by using limited language skills. To read and write Hiragana, Katakana and about 30 Kanji. To develop language skills to meet the needs of differing but familiar situations and topics. To establish the skills, language patterns and attitudes required to promote and facilitate further study of Japanese.

Communicative content

Asking for and giving personal information, and opinions. Talking about present and past actions. Expressing frequency. Talking about recent events in the past. Asking and describing locations. Making telephone calls (e.g. clients etc.). Describing people and places. Shopping and purchasing etc.

Structural content

This course finishes up to Lesson 14 of the textbook. Verb "DESU" (affirmative, negative, past and non-past). Particles: WA, NO, MO, NI, GA etc., MASU-form (affirmative, negative, past and non-past) of verbs of motion, existence, action, giving and receiving. Demonstratives. Interrogatives. Numbers and counting system. Adverbs, adverbial expressions. I/NA-adjectives (affirmative, negative, past and non-past).

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Japanese for Busy People I Kana version (revised 3rd edition) available from The Japan Centre, 14-16 Regent Street, London, SW1Y 4PH.

Assessment: Continuous assessment (70%) in the MT, LT and ST. Oral examination (30%) in the LT and ST.

LN768

Japanese: Level Two (Fast Track)

This information is for the 2020/21 session.

Teacher responsible: Dr Hua Xiang 601b, Pethick-Lawrence House

Pre-requisites: Previous knowledge of Japanese required:

appr. 40 hours of instruction. All students welcome but they should: Demonstrate full commitment to regular attendance, completion of homework and completion of all assessments. Dedicate at least two hours per week for coursework in addition to classes. Admission into the course upon the tutor's approval during the Needs Analysis Interviews. Students should be able to demonstrate a successful track record of learning languages.

Course content:

Course aims

To develop the ability to use Japanese effectively for purposes of practical communication and reading comprehension in familiar work and social contexts. To deal with a range of different social situations by using basic language skills. To read and write Hiragana, Katakana, and be able to read and write more than 70 Kanji. To execute predictable simple language tasks, using a limited range of language to meet the needs of differing but familiar situations and topics. To establish the skills, language and attitudes required to promote and facilitate further study of Japanese. To exchange personal information, including your studies and outside interests. To interpret documents and data containing some topical facts and figures of countries/places. Demonstrate an awareness of and ability to use formal and informal registers in a very limited social context. To handle survival situations at a basic linguistic level.

Communicative content

Asking a person or offering to do something (e.g.: hold a meeting, party). Describing what you or someone else is doing. Ordering items for business needs, booking restaurants etc. Giving and receiving directions. Describing one's daily commute. Asking permission. Making requests. Refusing to follow instructions politely. Express desire, preference, likes and dislikes. Dining out with customers or friends. Reading some modified articles on current affairs. Making comparisons (comparative and superlative degree).

Structural content

Verb stem of MASU-form + MASHO/MASHO KA/MASEN KA. Verbs of transition. Verb stem of MASU-form + TAI DESU/TAKU NAI DESU. Verb TE-form :TE,....TE ; TE, KUDASAI/TE MO II DESU/KA/TE IMASU. Verb NAI-form: NAIDE KUDASAI. Expressions with GA. Interrogatives (DOYATTE and DONOGURAI). Adjectives (with ---NO HOGA, YORI and ICHIBAN). Connecting related sentences.

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Japanese for Busy People I Kana version (revised 3rd edition). On completion of Book I, first 3 lessons of Japanese for Busy People II Kana version (revised, 3rd edition) available from The Japan Centre, 14-16 Regent Street, London, SW1Y 4PH.

Assessment: Continuous assessment (70%) in the MT, LT and ST. Oral examination (30%) in the LT and ST.

LN769

Japanese: Level Three (Fast Track)

This information is for the 2020/21 session.

Teacher responsible: Dr Hua Xiang 601b, Pethick-Lawrence House

Pre-requisites: Previous knowledge of Japanese required: 80

hours study including self-study and fluent in writing and reading Hiragana, Katakana and at least 50 Kanji. Students need to demonstrate full commitment to: regular attendance, completion of homework, completion of all assessments and portfolio. Have both an awareness of grammatical structures and an ability to

use them. Dedicate at least two hours per week for coursework, in addition to classes. Only in exceptional circumstances students who do not fulfil these requirements will be admitted into the course upon approval of course co-ordinator. Students are expected to be able to read and write all Hiragana, Katakana and 50 Kanji.

Course content:

Course aims

To develop the ability to use Japanese effectively for purposes of practical communication and reading comprehension in familiar work and social contexts. To deal with a range of different social occasions by using limited language skills. To read and write Hiragana, some Katakana, and being able to read and write at least 100 Kanji. To execute predictable simple language tasks using a limited range of language to meet the needs of differing but familiar situations and topics. To establish the skills, language and attitudes required to promote and facilitate further study of Japanese. To be aware of the linguistic implications and use of the subjunctive and conditional modes. To use a broader range of vocabulary. To perform a variety of tasks in a wider range of factual, persuasive and expressive language contexts. To combine and recombine language elements to accomplish tasks.

Communicative content

Consulting someone about what to buy as a souvenir; Asking about someone's preference for food, drink, etc.; Stating or asking for an opinion about two or more items in comparison with one another; Stating size or characteristics of items you wish to buy; Indicating your preferred method of payment; Talking about your family, their interests and the kinds of gifts that make them happy; Describing lost items; Describing characteristics of a person, place, or things; Talking about routines and habits; Talking about interests and things you want to learn; Talking about travelling in Japan and Japanese cultural experiences; Talking about your health; Stating or confirming the progress of preparations; Talking about changes that in a town; Describing your personal effects; Talking about schedules; Communicating your intentions in relation to the near future; Confirming the details of trip; Talking about problems; explaining solutions. Referring to indefinite places, things or people; Making comparisons; Getting information or advice; Stating decisions; Connecting related sentences; Describing ongoing actions or states in effect.

Structural content

Plain form of verbs; Expressions of frequency; Talking about past experiences; Using the adverbial forms of adjectives to modify verbs; Making strong suggestions; Asking for and offering explanations; Detailing a sequence of events; Plain forms of adjectives and nouns; Using direct and indirect quotations; Forming modifying clauses; Giving a reason; Expressing potentiality; Expressing uncertainty; Talking about future events coming into being; Making hypothetical statements; Making conditional statements; Expressing necessity.

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Japanese for Busy People II (Revised 3rd Edition), available from The Japan Centre, 14-16 Regent Street, London, SW1Y 4PH.

Assessment: Continuous assessment (70%) in the MT, LT and ST. Oral examination (30%) in the LT and ST.

LN810

Japanese: Level Four (Standard)

This information is for the 2020/21 session.

Teacher responsible: Dr Hua Xiang

Pre-requisites: Previous knowledge of Japanese required: 250hours, including self-study and fluency in writing and reading Hiragana, Katakana and at least 250 Kanji. Students are expected to read at least 300 Kanji.

Course content:

Course aims

To attain competence in a broad range of complex and non-routine tasks across a wide variety of contexts. To practise the ability to use Japanese effectively for purposes of practical communication and reading completion dealing with linguistically challenging tasks. To establish the skills, language and attitudes required to promote and facilitate further study of Japanese.

Communicative content

Talking about problems and explaining solutions; Expressing supposition and impressions; Conveying information gained elsewhere; Describing actions done or to be done in preparation for the future; Expressing certainty; Expressing beliefs or expectations based on information gained elsewhere; Expressing ideas that run contrary to expectation; Expressing causes or reasons for situations or outcomes; Describing change: change coming into effect and continuous changes; Describing deliberate effects; Expressing purpose; Expressing completion/Incompletion of past, present or future actions; Giving examples of events or actions; Stating decisions; Making suggestions based on supposition; Structural content

Intransitive and transitive verbs, conditional statement, potential verb + -yoni narimasu, additional use of te form, inference, -tara/ba/reba (used idiomatically).

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Minna no Nihongo Shokyu, Vol. 2, 2nd Edition (Book & CD)

Assessment: Continuous assessment (70%) in the MT, LT and ST. Oral examination (30%) in the LT.

LN815

Russian: Level One (Fast Track)

This information is for the 2020/21 session.

Teacher responsible: Dr Olga Sobolev PEL 6.01a and Mrs Irina Forbes

Pre-requisites: This course is designed for false-beginners and/or complete beginners with the background in Slavic languages. Students should demonstrate commitment to regular attendance, completion of homework and all assessments; dedicate at least two hours per week for coursework in addition to classes. Students are expected to be experienced language learners or have a good command in at least two languages (one of them should be of Slavic origin).

Course content:

Course aims

- To bring students' knowledge of written and spoken Russian up to low intermediate level, corresponding to A1/A2 of CEFR. Students will be ready to take exams (at the end of the Lent Term) and obtain the 160 International TORFL Certificate (Test of 160 Russian as a Foreign Language).
- To develop an ability to use Russian effectively for the purposes of practical communication in familiar work and social contexts.
- To deal with a variety of predictable simple language tasks (using limited vocabulary and linguistic structures) to meet the needs of everyday situations and topics.
- To establish linguistic skills and attitudes required for promoting and facilitating further study of Russian.

Communicative content

The course is focused on the following aspects:

- Exchanging personal information, including studies, daily routine and outside interests;
- Interpreting documents and data, containing some topical facts and figures of a country/place;
- Expressing preferences and intentions;
- Giving advice; giving simple descriptions of people, objects places and weather;

- Demonstrating awareness and ability to use formal and informal registers in a limited social context; handling a variety of survival situations at a elementary linguistic level.

Structural content

The course covers elementary vocabulary required for communicative functions and focuses on the following linguistic structures (the command in these areas is expected to be appropriate to the level and task with the emphasis on active usage):

- Gender of nouns; nouns & personal pronouns;
- Adjectives & possessive adjectives in singular in all cases;
- Formation of plural; expression of possession;
- Basic usage of short adjectives;
- Present, past & future tense of the verbs;
- Imperative; reflexive verbs; basic verbs of motion;
- Cardinal & basic ordinal numerals;
- Wider range of adverbs;
- Simple impersonal constructions;
- Expressions of time.

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading:

- Course Book - Svetlana Le Fleming & Susan Kay, Colloquial Russian, London: Routledge, 2017, ISBN-13: 978-1138208520
- Optional - N. Bitekhina et al, Living Russian Grammar, Moscow: CREF, 2003, ISBN-13: 978-0954433307

Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN772

Russian: Level One (Standard)

This information is for the 2020/21 session.

Teacher responsible: Dr Olga Sobolev PEL 6.01a, Mrs Natalia Bershadski and Mrs Irina Forbes

Pre-requisites: No previous knowledge required. For all students who aim to acquire survival level of proficiency in Russian.

Course content:

Course aims

- To develop an ability to use Russian effectively for the purposes of practical communication at a survival level.
- To deal with a range of simple predictable language tasks (using limited vocabulary and linguistic structures) in order to meet language needs of everyday situations and topics.
- To establish linguistic skills and attitudes required for promoting and facilitating further study of Russian.
- To bring the students towards level A1 of CEFR.

Communicative content

Communicative content

The course is focused on the following aspects:

- Exchanging personal information, including studies, daily routine and outside interests;
- Interpreting documents and data, containing some topical facts and figures of a country/place;
- Giving basic descriptions of people, objects and places; expressing basic preferences and opinion;
- Demonstrating awareness and ability to use formal and informal registers in a very limited social context
- Handling survival situations at a basic linguistic level.

Structural content

The course covers basic vocabulary required for communicative functions and focuses on the following linguistic structures (the language command in these areas is expected to be appropriate to the level and task with differentiation of recognition and active usage):

- Gender of nouns; nouns & personal pronouns in singular in all cases;
- Adjectives and possessive pronouns;
- Formation of plural; expression of possession;

- Present & past tense of the verbs, imperative; cardinal numerals;
- Basic adverbs; simple impersonal constructions; basic expressions of time.

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading:

- Course Book - John Langran & Natalya Veshnieva, Ruslan Russian -1, 5th edition 2012. ISBN:: 978-1899785834
- Optional - N. Bitekhina et al, Living Russian Grammar, Moscow: CREF, 2003, ISBN-13: 978-0954433307

Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN773

Russian: Level One (Super Standard)

This information is for the 2020/21 session.

Teacher responsible: Dr Olga Sobolev PEL 6.01a and Mrs Natalia Bershadski

Pre-requisites: No previous knowledge of Russian required, but students should: demonstrate commitment to regular attendance, completion of homework and all assessments; dedicate at least two hours per week for coursework in addition to classes. Students are expected to be experienced language learners and/or to have a good command in at least two foreign languages.

Course content:

Course aims

- To bring students' knowledge of written and spoken Russian up to low intermediate level, corresponding to level A1/A2 of CEFR. Students will be ready to take exams (at the end of the Lent Term) and obtain the International TORFL Certificate (Test of Russian as a Foreign Language).
- To develop an ability to use Russian effectively for the purposes of practical communication in familiar work and social contexts.
- To deal with a variety of predictable simple language tasks (using limited vocabulary and linguistic structures) to meet the needs of everyday situations and topics.
- To familiarise students with the background to Russian speaking countries, including culture and civil societies.
- To establish linguistic skills and attitudes required for promoting and facilitating further study of Russian..

Communicative content

The course is focused on the following aspects:

- Exchanging personal information, including studies, daily routine and outside interests;
- Interpreting documents and data, containing some topical facts and figures of a country/place;
- Expressing preferences and intentions;
- Giving advice; giving simple descriptions of people, objects places and weather;
- Demonstrating awareness and ability to use formal and informal registers in a limited social context; handling a variety of survival situations at a elementary linguistic level.

Structural content

The course covers elementary vocabulary required for communicative functions and focuses on the following linguistic structures (the command in these areas is expected to be appropriate to the level and task with differentiation of recognition and active usage):

- Gender of nouns; nouns & personal pronouns;
- Adjectives & possessive adjectives in singular in all cases;
- Formation of plural; expression of possession;
- Basic usage of short adjectives;
- Present, past & future tense of the verbs;
- Imperative; reflexive verbs; basic verbs of motion;
- Cardinal & basic ordinal numerals;
- Wider range of adverbs;
- Simple impersonal constructions;

- Expressions of time.

Teaching: 24 hours of classes in the MT. 33 hours of classes in the LT. 3 hours of classes in the ST.

This is a 60 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading:

- Course Book - Svetlana Le Fleming & Susan Kay, Colloquial Russian, London: Routledge, 2017, ISBN-13: 978-1138208520
- Optional - N. Bitekhina et al, Living Russian Grammar, Moscow: CREF, 2003, ISBN-13: 978-0954433307

Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN774

Russian: Level Two (Standard)

This information is for the 2020/21 session.

Teacher responsible: Dr Olga Sobolev PEL 6.01a and Mrs Elena Dearden

Pre-requisites: For all students who aim to reach functional level of proficiency in Russian.

Language skills and knowledge of Russian at the A1 level of the Common European Reference Framework for Languages; 100 hours of language learning (including self-study).

All students must gain permission of the tutor in the Needs Analysis Interview to take this course.

Course content:

Course aims

- To bring students' knowledge of written and spoken Russian up to low intermediate level, corresponding to level A2 of CEFR. Students will be ready to take exams (at the end of the Lent Term) and obtain the International TORFL Certificate (Test of Russian as a Foreign Language).
- To develop an ability to communicate effectively in Russian (using high-frequency vocabulary and structures) in everyday work and social situations.
- To improve pronunciation and sentence intonation.
- To improve basic knowledge of grammatical gender, word-formation and word-order.
- To deal with a range of predictable simple language tasks using a limited range of language to meet the needs of differing but familiar situations and topics.
- To establish linguistic skills and attitudes required for promoting and facilitating further study of Russian.

Communicative content

The course is focused on the following aspects:

- Thorough revision of the basic linguistic structures;
- Exchanging personal information and discussing the most common aspects of culture and current issues in Russia (e.g. education, mass media, festivals);
- Interpreting documents and data, containing a range of topical facts and figures of a country/place;
- Expressing preferences, intentions and opinions; giving advice and proposing alternatives;
- Making comparisons;
- Giving descriptions of people (including character), objects, places, weather & journeys;
- Demonstrating awareness and ability to use formal and informal registers in a limited social context; handling a variety of everyday situations on an adequate linguistic level (relevant high-frequency vocabulary and structures).

Structural Content: The course covers basic vocabulary required for communicative functions and focuses on the following linguistic structures (the language command in these areas is expected to be appropriate to the level and task with differentiation of recognition and active usage):

- Nouns, adjectives, personal & possessive pronouns in singular and plural in all cases;
- Demonstrative pronouns in all cases;
- Short adjectives; comparative adjectives & basic superlatives;

- Conjugation of verbs in all tenses; verbs of motion and prefixed verbs of motion;
- Introduction to aspects;
- Conjugation cardinal & ordinal numerals;
- Expressions of time and date;
- Expressions of purpose;
- Introduction to subjunctive mood.

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading:

- Course Book - Svetlana Le Fleming & Susan Kay, Colloquial Russian, London: Routledge, 2017 (chapters 8-18); ISBN-13: 978-1138208520
- Optional - N. Bitekhina et al, Living Russian Grammar, Moscow: CREF, 2003, ISBN-13: 978-0954433307

Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN775

Russian: Level Three (Standard)

This information is for the 2020/21 session.

Teacher responsible: Dr Olga Sobolev PEL 6.01a and Mrs Larisa Leifland Berntsson

Pre-requisites: For all students who aim to reach the Advanced level of proficiency in Russian.

Language skills and knowledge of Russian at the A2 level of the Common European Reference Framework for Languages; 180 hours of language learning (including self-study).

All students must gain permission of the tutor in the Needs Analysis Interview to take this course.

Course content:

Course aims

- To bring students' knowledge of written and spoken Russian up to higher intermediate/advanced level, corresponding to level B1 of CEFR. Students will be ready to take exams (at the end of the Lent Term) and obtain the International TORFL Certificate (Test of Russian as a Foreign Language).
- To develop an ability to communicate effectively in Russian (using high-frequency vocabulary and structures) in a variety of social situations.
- To enable students to follow and discuss social, political and economic issues related to Russian-speaking countries at a intermediate to advance language level
- To establish linguistic skills and attitudes required for promoting and facilitating further study of Russian.

Communicative content

The course is focused on the following aspects:

- linguistic implications and use of the subjunctive and conditional modes;
- mastering a broader range of vocabulary; performing a variety of tasks in a wider range of factual, persuasive and expressive language contexts;
- combining and recombining language elements to accomplish tasks; reviewing and analysing key issues within a topic studied;
- summarising the main ideas of a short document in a target language.

Structural content

The course covers a wide range of vocabulary required for communicative functions and focuses on the following linguistic structures (the command in these areas is expected to be appropriate to the level and task):

- aspects of verbs;
- comparative and superlative adjectives and adverbs;
- negative and indefinite adverbs; subjunctive mood; participles and gerunds;
- compound sentences & syntactic structures.

Teaching: 16 hours of classes in the MT. 22 hours of classes in the

LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Olga Sobolev, Natasha Bershadski et al, Colloquial Russian 2, Routledge, 2018, ISBN-13: 978-1138098015
Additional:

- Terence Wade, A Comprehensive Russian Grammar, Blackwell, 2010, ISBN-13: 978-1138098015
- T.R. Beyer, 501 Russian Verbs, 2008, ISBN: 978-0764137433
- Oxford Russian Dictionary, eds M.Wheeler, B. Unbegaun & D. Thompson, Oxford University Press, ISBN: 978-0198614203

Assessment: Continuous assessment (70%) in the MT, LT and ST. Oral examination (30%) in the LT and ST.

LN776

Russian: Level Four (Standard)

This information is for the 2020/21 session.

Teacher responsible: Dr Olga Sobolev PEL 6.01a and Mrs Elena Dearden

Pre-requisites: For all students who aim to reach proficiency in Russian.

Language skills and knowledge of Russian at the B1 level of the Common European Reference Framework for Languages; 250 hours of language learning (including self-study).

All students must gain permission of the tutor in the Needs Analysis Interview to take this course.

Course content:

Course aims

- To bring the students to level B2 of CEFR. Students will be ready to take exams (at the end of the Lent Term) and obtain the International TORFL Certificate (Test of Russian as a Foreign Language).
- To consolidate students' command of written and spoken Russian.
- To gain an insight into aspects of social, political and cultural life in Russia and other Russian speaking countries.
- To establish linguistic skills and attitudes required for promoting and facilitating further study of Russian.

Communicative content

At the end of the programme students will be able to demonstrate competence in the use of communicative functions in the four skills (oral, aural, reading, writing) by:

- showing competence in the use of complex and technical language in a variety of contexts and with a substantial requirement to select and adapt appropriate language strategies;
- being able to respond to a wide range of spontaneous foreign language interventions;
- being able to use a variety of sources (print, audio, video, IT based);
- handling factual knowledge within specific perspective;
- being able to produce, in a coherent and structured way, an oral presentation and a written work within the framework of studied topics;
- being able to grasp the main ideas of a document in a target language and produce a coherent summary in English.

Structural content

- This course is focused on discussion, gist translation and essay work, based on extracts from newspaper articles, recorded materials and topical texts.
- All major grammatical areas are revised and covered in depth; particular attention is paid to syntax. In written work the emphasis is on structure and register of the language.
- The language command in these areas is expected to be appropriate to the level and task with the emphasis on active usage.

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: The course is based on the current Russian press and media materials.

Optional:

- Terence Wade, A Comprehensive Russian Grammar, Blackwell, 2010 ISBN: 978-1405136396
- Nicholas Rzhevsky, Cambridge Companion to Modern Russian Culture, Cambridge University Press, 2012, ISBN: 978-0521175586

Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN778

Spanish: Level One (Standard)

This information is for the 2020/21 session.

Teacher responsible: Miss Inmaculada Sillero Viloita PEL. 6.01

Pre-requisites: No previous knowledge required. All students welcome but they should: Demonstrate commitment to regular attendance, completion of homework, completion of the dossier and all assessments. Dedicate at least one hour per week for coursework in addition to classes. Student profile: For students whose first language is English but are not fluent (B1 CEFR) in any other Indo European language.

Course content:

Course aims

- To develop the ability to use Spanish effectively for purposes of practical communication at a survival level.
- To deal with a range of predictable simple language tasks using a limited range of language to meet the needs of differing but familiar situations and topics.
- To establish the skills, language and attitudes required to promote and facilitate further study of Spanish.
- To bring the students to level A1 of CEFR.

Course content

Communicative content

- Asking for and giving personal information, directions and opinions.
- Describing people, objects and places.
- Talking about likes and dislikes
- Expressing preferences
- Talking about present actions
- Expressing intentions, ignorance, proposing alternatives
- Expressing frequency
- Describing what has happened.

Structural content

Present tense, Gender and plural of nouns and adjectives, Direct and indirect object pronouns, Reflexive pronouns, The present continuous, The gerund, Frequency adverbs, The present perfect.

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Study pack

Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN779

Spanish: Level One (Fast Track)

This information is for the 2020/21 session.

Teacher responsible: Mr Esteban Lozano PEL. 6.01 and Miss Inmaculada Sillero Viloita PEL. 6.01

Pre-requisites: No previous knowledge required. It may be suitable for re-starters. Demonstrate full commitment to regular attendance, completion of homework, completion of portfolio and all assessments. Dedicate at least two hours per week for coursework, in addition to classes. Student profile: Students should be able to demonstrate a successful track record of learning

languages.

Course content:

Course aims

- To develop the ability to use Spanish effectively for purposes of practical communication in familiar work and social contexts.
- To deal with a range of predictable simple language tasks using a limited range of language to meet the needs of differing but familiar situations and topics.
- To establish the skills, language and attitudes required to promote and facilitate further study of Spanish.
- To bring the students to level A1/A2 of CEFR.

Communicative content

- Asking for and giving personal information, directions and opinions.
- Describing people, objects and places.
- Talking about likes and dislikes.
- Expressing preferences,
- Talking about present actions.
- Expressing frequency.
- Describing what has happened.
- Talking about past events.
- Making comparisons.
- Talking about future plans.

Structural content

Present tense, Gender and plural of nouns and adjectives, Direct and indirect object pronouns, Reflexive pronouns, The present continuous, The gerund, Frequency adverbs, Introduction to past tenses: pretérito perfecto e indefinido, Time expressions. Indefinite adjectives and pronouns. Introduction to future tenses.

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Study pack

Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN780

Spanish: Level Two (Standard)

This information is for the 2020/21 session.

Teacher responsible: Mr Esteban Lozano

Pre-requisites: This is an elementary level course. Students should have previously learnt ...see description of "Communicative content" and "Structural Content" of Level 1 Standard (LN778). Students should: Demonstrate commitment to regular attendance, completion of homework, completion of dossier of evidence and all assessments. Dedicate at least one hour per week for coursework in addition to classes. Admission onto the course upon completion of online level test and tutor's approval. Student profile: Students who can handle a range of basic activities relating to work, study or time spent in the country. This course may be suitable for re-starters.

Course content:

Course aims

- To use Spanish effectively for purposes of practical communication and reading comprehension in familiar work and social contexts.
- To establish the skills, language and attitudes required to promote and facilitate further study of Spanish.
- To bring the students to level A2 of CEFR.

Communicative content

- Talking about present events and experiences.
- Talking about past events and experiences.
- Describing feelings, people and objects in the past.
- Talking about habitual actions in the past. Making comparisons.
- Talking about future plans.
- Asking for and giving advice.

Structural content

Contrast between Ser and Estar. Some cases. Presente de

Indicativo. Introduction to past tenses (pretérito indefinido, perfecto e imperfecto) Time expressions. Use of some prepositions. Indefinite adjectives and pronouns. Introduction to future tenses. Introduction to the imperative. Pronouns: Objeto directo e indirecto. Comparative clauses

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Study Pack. The course teacher will advise on the relevant grammar book at the beginning of the course.

Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT and ST.

LN781

Spanish: Level Two (Fast Track)

This information is for the 2020/21 session.

Teacher responsible: Mr Pablo Sanchez Garcia PEL. 6.01

Pre-requisites: This is an elementary course. Students should have previously learnt ...see description of "Communicative content" and "Structural Content" of Level 1 Fast Track (LN779) or level 2 Standard (LN780). Admission into the course upon completion of level test and tutor's approval during the needs analysis sessions. Student profile: Students who can already communicate on simple topics related to personal experience.

Course content:

Course aims

- To develop the ability to use Spanish effectively for purposes of practical communication in a variety of contexts.
- To establish the skills, language and attitudes required to promote and facilitate further study of Spanish.
- To bring the students to level A2/B1 of CEFR.

Communicative content

- Talking about past events and experiences.
- Talking about present events and experiences.
- Describing places, feelings and objects.
- Talking about habitual actions in the past.
- Making comparisons.
- Talking about future plans.
- Asking for and giving advice.
- Expressing wishes, plans for the future and doubts.
- Forbidding and suggesting.
- Giving opinions and judgements.
- Expressing hypothesis and certainty.
- Giving opinions.
- Expressing agreement.
- Talking about current issues: immigration, business, developing countries, Internet, etc.

Structural content

- Revision of present tenses.
- Combination of past tenses: pretérito perfecto, pretérito imperfecto, pretérito indefinido.
- Interrogative pronouns.
- Comparative clauses.
- Prepositions.
- Relative clauses. "Por" y "para".
- Time expressions.
- Pronouns: Complemento directo e indirecto.
- Indefinite adjectives and pronouns.
- Future tenses.
- The imperative: negative and positive.
- Introduction to the subjunctive. Impersonal clauses

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Study Pack. The course teacher will advise on the relevant grammar book at the beginning of the course.

Assessment: Continuous assessment (70%) in the MT and LT.

Oral examination (30%) in the LT.

LN782

Spanish: Level Three (Standard)

This information is for the 2020/21 session.

Teacher responsible: Mr Esteban Lozano PAN.6.01

Pre-requisites: This is a lower intermediate course. Students should have previously learnt ... see description of "Communicative content" and "Structural Content" of Level 2 Fast Track (LN781). Admission into the course upon completion of level test and tutor's approval during the needs analysis session. For students who are able to interact in a variety of familiar contexts without major difficulties.

Course content:

Course aims

- To develop the ability to use Spanish effectively for purposes of practical communication and reading comprehension and reading comprehension in a variety of contexts.
- To establish the skills, language and attitudes required to promote and facilitate further study of Spanish.
- To bring the students to level B1 of CEFR.

Communicative content

- Describing people and places.
- Talking about the past.
- Relating actions in the past.
- Expressing wishes plans for the future and doubts.
- Summarizing.
- Giving opinions and judgements.
- Expressing hypothesis and certainty.
- Comparing possibilities.

Structural content

- Revision of past tenses.
- Contrast of past tenses.
- Time expressions.
- Contrast between Ser and Estar.
- Links between clauses.
- Introduction to the subjunctive.
- Future and conditional.
- Imperative positive and negative.
- Introduction to the subjunctive: expressing likes and dislikes, plans for the future, expressing hope and fear, "I don't think".
- Impersonal clauses.
- Conditional tense

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Study Pack. The course teacher will advise on the relevant grammar book at the beginning of the course.

Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN783

Spanish: Level Three (Fast Track)

This information is for the 2020/21 session.

Teacher responsible: Miss Olga Ferriz Cristia PEL. 6.01

Pre-requisites: This is an intermediate course and students should have previously learnt ... see the description of "Communicative content" and "Structural Content" of Level 3 Standard (LN782). Admission into the course upon completion of level test and tutor's approval during the needs analysis session. Student profile: Students deal successfully with basic activities relating to work, study or time spent in Spanish speaking countries and are able to briefly give reasons and explanations for opinions and plans relating to study or professional areas of interest.

Course content:

Course aims

- To develop the ability to use Spanish effectively for purposes of practical communication and reading comprehension and reading comprehension in a variety of contexts.
- To establish the skills, language and attitudes required to promote and facilitate further study of Spanish.
- To bring the students to level B1/B2 of CEFR.

Communicative content

- Expressing wishes, feelings, plans for the future and doubts.
- Forbidding and suggesting.
- Giving opinions and judgements.
- Expressing hypothesis and certainty.
- Describing people, places.
- Talking about past experiences and events.
- Talking about current issues: green issues, gender issues, immigration, family changes, scientific developments, cinema, human rights issues, etc.
- Paraphrasing

Structural content

Contrast between Ser and Estar. Relative clauses. Contrast between pretérito indefinido and pretérito perfecto. Pretérito pluscuamperfecto. Contrast of past tenses. Present of Subjunctive. Consecutive, final and causal clauses. Impersonal clauses. "Se" in impersonal clauses. Links between clauses Imperative negative and positive. Future and Conditional Tenses. Time expressions. "Por" and "Para". Pretérito imperfecto de Subjunctive. Conditional clauses. Reported speech.

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Study Pack. The course teacher will advise on the relevant grammar book at the beginning of the course.

Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN785

Spanish: Level Four (Standard)

This information is for the 2020/21 session.

Teacher responsible: Mr Esteban Lozano PEL. 6.01

Pre-requisites: This is a higher intermediate course. Students should have previously learnt ... see the description of "Communicative content" and "Structural Content" of Level 3 Fast Track (LN783). Admission into the course upon completion of level test and tutor's approval during the needs analysis session. Student profile: For students who are already able to explain points of view on topical familiar issues giving the advantages and disadvantages of various options.

Course content:

Course aims

- To develop the ability to use Spanish effectively for purposes of practical communication and reading comprehension dealing with complex work tasks.
- To establish the skills, language and attitudes required to promote and facilitate further study of Spanish.
- To bring the students to level B2 of CEFR.

Communicative content

- Expressing emotions and feelings.
- Expressing desires and preference.
- Expressing suggestions, advice and opinions.
- Paraphrasing.
- Organising a complex oral speech.
- Organising a complex written discourse.
- Summarising.
- Talking about :Politics in Spain and Latin America, Indigenous communities, Human rights issues, gender issues, Censorship and media, Art, green issues, etc.

Structural content

- Revision of present tenses.

- Revision of past tenses.
- Contrast between Ser and Estar.
- Impersonal clauses.
- Causal, consecutive and final clauses.
- Subjunctive tenses and their use.
- Conditional clauses. Links.
- Reported speech.
- Relative clauses.
- Use of prepositions "por" and "para".
- Forming words.
- Idiomatic expressions.
- Perífrasis verbales.

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Study Pack. The course teacher will advise on the relevant grammar book at the beginning of the course.

Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN788

Spanish: Level Five (Current Issues)

This information is for the 2020/21 session.

Teacher responsible: Miss Olga Ferriz Cristia PEL. 6.01

Pre-requisites: Student should have previously learnt and be confident using ...see description of "Communicative content" of Level 5 Standard (LN790) and "Structural Content" of (LN805). A high level of oral fluency expected from students. Admission into the course upon completion of online level test and tutor's approval during the needs analysis session. Student profile: Students should be motivated to study and research independently.

Course content:

Course aims

This is a proficiency course with a focus on current issues.

- To attain competence in a broad range of complex and non-routine tasks in a variety of contexts.
- To extend the ability to use Spanish effectively for purposes of general communication in a great variety of academic, social and work-related contexts.
- To develop a high degree of linguistic independence and flexibility in Spanish.
- To understand and analyse complex texts about culture and society in Spanish speaking countries.
- To familiarise students with the latest developments and current issues in Spanish-speaking countries.
- To establish specific linguistic skills and strategies required to communicate about current issues in Spanish speaking countries.
- To bring the students to level C1/C2 of CEFR.

Communicative content

- Advanced Spanish language with reference to the Spanish Current Issues through selected texts covering a number of key current topics/areas.
- Logical argumentation. Issues of group dynamic.
- Reading, summarising and processing information of complex texts.
- Understanding and using complex and authentic language.
- Leading a discussion: expressing an opinion, agreement, disagreement.
- Exchanging specific information.
- Topics related to: Economic issues in Latin America (ALCA, USA and Europe interests in Latin America).
- Human rights issues in Latin America.
- Impunity (Guatemala, Peru, Argentina and Chile).
- Nationalisms in Spain: Basque case.
- Colombia: Armed conflict, drugs and child soldiers.
- Structural content

Contextualised revision of structural content of LN803

Teaching: 8 hours of classes in the MT. 11 hours of classes in the LT. 1 hour of classes in the ST.

This is a 20 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Use of a selection of original written work from key authors, films, video footage and resources available on the World Wide Web.

Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN789 Not available in 2020/21

Spanish: Level Five (Culture and Society)

This information is for the 2020/21 session.

Teacher responsible: Mr Rafael Penas Cruz PEL. 6.01I

Pre-requisites: Student should have previously learnt and be confident using ...see description of "Communicative content" of Level 5 Standard (LN790) and "Structural Content" of (LN805). A very high level of oral fluency expected from students.

Admission into the course upon completion of online level test and tutor's approval during the needs analysis session. Student profile: Students should be motivated to study and research independently.

Course content: This is a mastery course with a focus on Spanish Culture and Society.

Course aims

- To attain competence in a broad range of complex and non-routine tasks in a variety of contexts.
- To extend the ability to use Spanish effectively for purposes of general communication in a great variety of academic, social and work-related contexts.
- To develop a high degree of linguistic independence and flexibility in Spanish.
- To understand and analyse complex literary texts.
- To bring the students to level C2 of CEFR.

Communicative content

Advanced Spanish language study with reference to Spanish speaking societies, history and culture. The course provides learning contexts and language tasks relevant to demands that may be made on the student's ability to speak, understand and write in Spanish during their academic and/or working life at a mastery level.

Structural content

Contextualised revision of structural content of LN803

Teaching: 8 hours of classes in the MT. 11 hours of classes in the LT. 1 hour of classes in the ST.

This is a 20 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Use of a selection of original written work from key authors, films, video footage and resources available on the World Wide Web.

Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN803

Spanish: Level Four (Fast Track)

This information is for the 2020/21 session.

Teacher responsible: Mr Esteban Lozano PEL. 6.01

Pre-requisites: This is an advanced course. Students should have previously learnt ... see the description of "Communicative content" and "Structural Content" of Level 4 standard (LN785). Admission into the course upon completion of level test and tutor's approval during the needs analysis session. Student profile: For students with a very good level of fluency in the language.

Course content:

Course aims

- To develop the ability to use Spanish effectively for purposes of

dealing with complex work tasks.

- Including the following: Understanding long and complex factual texts, business reports, analytical data and associated marketing and commercial material.
- Understanding with few serious problems other texts relating to Politics, International History, Economics and other associated areas.
- Understanding extended speech at conferences or lectures, and interactive speech during meetings or seminars.
- Following TV programmes and recorded material without great effort in a wide range of both general and subject specific areas.
- Presenting clear, detailed descriptions of a wide range of subjects in the field of Social Sciences, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
- Expressing themselves fluently and spontaneously without much need for obvious searching.
- During presentations they will be able to argue, counter-argue and interact effectively.
- Relate to other speakers and link various strands of discussion.
- Expressing themselves in a clear, well-structured text, expressing points of view at some length.
- Writing detailed expositions of complex subjects in an essay or report, underlining what they consider to be the salient issues.
- Writing different kinds of texts in an assured, personal style, appropriate to the reader in mind.
- To bring the students to level B2/C1 of CEFR.

Communicative content

- Expressing emotions, feelings, desires and preference.
- Expressing suggestions, advice and opinions.
- Paraphrasing.
- Organising a complex oral speech.
- Organising a complex written discourse.
- Summarising.
- Talking about: Politics in Spain and Latin America.

Structural content

Revision of the indicative and subjunctive mode regular and irregular verbs. Advanced contrast between Ser and Estar.

Impersonal clauses. Advanced use of the subjunctive tenses: temporal, causal, consecutive, conditional and final clauses.

Links and connecting clauses. Reported speech. Relative clauses. Advanced use of prepositions "por" and "para". Idiomatic expressions. Periphrasis.

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Study pack. The course teacher will advise on the relevant grammar book at the beginning of the course.

Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN805

Spanish: Level One (Standard for speakers of non Indo-European languages)

This information is for the 2020/21 session.

Teacher responsible: Miss Inmaculada Sillero Viloita PEL. 6.01

Pre-requisites: No previous knowledge required. All students welcome but they should: Demonstrate commitment to regular attendance, completion of homework, completion of the dossier and all assessments. Dedicate at least one hour per week for coursework in addition to classes. Student profile: Students whose mother tongue is non indo European and are not fluent (B1 CEFR) in any other Indo European language but English.

Course content:

Course aims:

- To develop the ability to use Spanish effectively for purposes of practical communication at a survival level.
- To deal with a range of predictable simple language tasks using a limited range of language to meet the needs of differing but

familiar situations and topics.

- To equip students to deal effectively with the Spanish pronunciation and intonation.
- To establish the skills, language and attitudes required to promote and facilitate further study of Spanish.
- To bring the students to level A1 of CEFR.

Communicative content

- Asking for and giving personal information, directions and opinions.
- Describing people, objects and places. talking about likes and dislikes, expressing preferences, talking about present actions, expressing intentions, ignorance, proposing alternatives. Expressing frequency.

Structural content

present tense, gender and plural of nouns and adjectives, direct and indirect object pronouns, reflexive pronouns, the present continuous, the gerund, frequency adverbs.

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Study pack

Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN811

Korean: Level One (Standard)

This information is for the 2020/21 session.

Teacher responsible: Course coordinator: Dr Catherine Xiang, 601b, Pethick-Lawrence House

Pre-requisites: No previous knowledge required. All students welcome but they should: Demonstrate commitment to regular attendance, completion of homework, and all pieces of continuous assessment. Dedicate at least two hours per week for coursework in addition to classes. For anyone who wants to learn Korean.

Course content:

Course aims

To develop the ability to use Korean effectively for purposes of practical communication at survival level. To master the pronunciation of Korean. To have basic knowledge of Korean language: Pinyin spelling, tones, characters, words and syntax. To be able to communicate in a range of daily life situations and travelling to Korea. To establish the language skills and attitudes required to promote and facilitate further study of Korean. To increase cultural awareness of Korea. To prepare students for the equivalent of A1 CEFR.

Communicative content

The course is focused on the following communicative functions: Greetings. Introducing yourself and others. Asking for and giving personal information. Introducing your family. Talking about date, daily routine, future plans. Talking about birthday and holiday. Asking and giving time. Arranging a date. Making suggestions. Understanding Korean currency. Shopping and bargaining. Ordering food and drinks. Eating out and reading a menu. Using public transports in Korea. Asking and giving directions. Checking into a hotel. Making simple requests. Describing past events. Talking about likes and dislikes. Making a phone call. Describing and solving problems.

Structural content

This course will introduce the basics of Korean in the following grammatical areas: Form simple questions. Indicating possession. Use of negation. Use of location indicator. Measure words. Indicate future. Indicate past. Verb constructions. Imperative. Comparison. Expressing frequency. The course will also introduce 600 words and 150 Korean characters.

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Integrated Korean: Beginning 1 (KLEAR Textbooks in Korean Language) by Korean Language Education and Research Center (KLEAR), Young-Mee Yu Cho, Hyo Sang Lee and Carol Schulz (15 Dec 2009). Read and Speak Korean for Beginners with Audio CD, 2nd Edition (Read & Speak for Beginners) by Sunjeong Shin (1 Jul 2011). Korean: Beginner's Course (World Language) by Living Language (28 Dec 2007). Basic Korean: A Grammar and Workbook (Grammar Workbooks) by Andrew Sangpil Byon (31 Jul 2008).

Assessment: Continuous assessment (70%) in the MT, LT and ST. Oral examination (30%) in the LT and ST.

LN792 Not available in 2020/21 Portuguese: Level One (Standard)

This information is for the 2020/21 session.

Teacher responsible: TBC

Pre-requisites: No previous knowledge required. All students welcome but they should: Demonstrate commitment to regular attendance, completion of homework, completion of the dossier and all assessments. Dedicate at least one hour per week for coursework in addition to classes.

Course content:

Course Aim:

- To develop the ability to use Portuguese effectively for the purpose of practical communication in spoken and written discourse.
- To enable students to gain access through language to the contemporary scene and the background of Portuguese-speaking countries, their people and their cultures.
- To establish the skills, language and attitude required to promote and facilitate further study of Portuguese.
- To bring the students to level A1 of CEFR.

Communicative content

- Asking for and giving personal information, directions and opinions.
- Describing people, objects and places.
- Talking about likes and dislikes.
- Expressing preferences.
- Talking about present actions.
- Describing what has happened.
- Expressing intentions.

Structural content

Articles: definite and indefinite articles. Pronouns: subject and object pronouns; demonstrative; Interrogative and relative pronouns. Nouns: gender and number. Adjectives: gender and number; comparative and superlative forms. Adverbs: adverbs of time, place, manner and frequency. Prepositions: prepositions of place and time, and some other common prepositions; contracted forms. Conjunctions: most frequent conjunctions and linking elements. Verbs: indicative mood (present simple and continuous; past simple, continuous and imperfect; future simple and immediate (ir + infinitive); contrastive analysis of ser and estar; present and future subjunctive. Comprehension of simple structures and texts (spoken and written).

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: The course teacher will advise on the relevant text book at the beginning of the course.

Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN818 Not available in 2020/21 Portuguese: Level One (Fast track)

This information is for the 2020/21 session.

Teacher responsible: Ms Benvinda Alves PEL. 6.01

Availability: Available to Undergraduates, Postgraduates, LSE staff and outside clients.

Pre-requisites: No previous knowledge required. It may be suitable for re-starters. Demonstrate full commitment to regular attendance, completion of homework, completion of portfolio and all assessments. Dedicate at least two hours per week for coursework, in addition to classes. Student profile: students should be able to demonstrate a successful track record of learning European languages other than English.

Course content:

Course aims

- To develop the ability to use Portuguese effectively for purposes of practical communication in familiar work and social contexts.
- To deal with a range of predictable simple language tasks using a limited range of language to meet the needs of differing but familiar situations and topics.
- To establish the skills, language and attitudes required to promote and facilitate further study of Portuguese.
- To bring the students to level A1/A2 of CEFR.

Communicative content

- Asking for and giving personal information, directions and opinions.
- Describing people, objects and places.
- Talking about likes and dislikes.
- Expressing preferences.
- Talking about present actions.
- Expressing frequency.
- Describing what has happened.
- Talking about past events.
- Making comparisons.
- Talking about future plans.

Structural content

Present tense, Gender and plural of nouns and adjectives, Direct and indirect object pronouns, Reflexive pronouns, The present continuous, The gerund, Frequency adverbs, Introduction to past tenses: pretérito perfeito e imperfeito, Time expressions. Indefinite adjectives and pronouns. Introduction to future tenses.

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Study Pack provided

A grammar book will be recommended by the teacher during at the beginning of the course.

Assessment: Continuous assessment (70%) in the MT, LT and ST. Oral examination (30%) in the LT.

LN819 Not available in 2020/21 Portuguese: Level Two (Standard)

This information is for the 2020/21 session.

Teacher responsible: TBC

Availability: This non credit bearing course is available to all LSE students, staff, alumni and external clients.

Pre-requisites: This is an elementary level course. Students should have previously learnt ...see description of "Communicative content" and "Structural Content" of Level 1 Standard, LN792. Students should: Demonstrate commitment to regular attendance, completion of homework, completion of dossier of evidence and all assessments. Dedicate at least one hour per week for coursework in addition to classes. Admission onto the course upon completion of online level test and tutor's approval. Student profile: Students who can handle a range of basic activities relating to work, study or time spent in the country. This course may be suitable for re-starters.

Course content:

- To develop the ability to use Portuguese effectively for the purpose of practical communication in spoken and written discourse.
- To enable students to gain access through language to the contemporary scene and the background of Portuguese-speaking countries, their people and their cultures.
- To establish the skills, language and attitude required to promote and facilitate further study of Portuguese
- To bring the students to level A2 of CEFR.

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

Indicative reading: Study pack

Assessment: Continuous assessment (70%) in the LT and ST. Oral examination (30%) in the ST.

LN820

Korean: Level 2 (Standard)

This information is for the 2020/21 session.

Teacher responsible: Dr Hua Xiang Pethick-Lawrence House, 601B

Pre-requisites: Students must have completed Korean: Level One (Standard) (LN811).

Students who have completed LN811 Korean Level One successfully or equivalent.

Course content:

Course aims

To develop the ability to use Korean effectively for purposes of practical communication at intermediate level. To improve the pronunciation of Korean. To have enhanced knowledge of Korean language: Pinyin spelling, tones, characters, words and syntax. To be able to communicate in a range of daily life situations and travelling to Korea. To establish the language skills and attitudes required to promote and facilitate further study of Korean. To increase cultural awareness of Korea. To prepare students for the equivalent of B1 CEFR.

Communicative content

The course is focused on the following communicative functions: Greetings. Introducing yourself and others. Asking for and giving personal information. Introducing your family. Talking about date, daily routine, future plans. Talking about birthday and holiday. Asking and giving time. Arranging a date. Making suggestions. Understanding Korean currency. Shopping and bargaining. Ordering food and drinks. Eating out and reading a menu. Using public transports in Korea. Asking and giving directions. Checking into a hotel. Making simple requests. Describing past events. Talking about likes and dislikes. Making a phone call. Describing and solving problems.

Structural content

Asking a person or offering to do something (e.g.: hold a meeting, party). Describing what you or someone else is doing. Ordering items for business needs, booking restaurants etc. Giving and receiving directions. Describing one's daily commute. Asking permission. Making requests. Refusing to follow instructions politely. Express desire, preference, likes and dislikes. Dining out with customers or friends. Reading some modified articles on current affairs. Making comparisons (comparative and superlative degree).

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

Formative coursework: Students will be expected to produce 10 exercises in the MT, LT and ST.

Indicative reading: Integrated Korean: Beginning 2 (KLEAR Textbooks in Korean Language) by Korean Language Education and Research Center (KLEAR), Young-Mee Yu Cho, Hyo Sang Lee and Carol Schulz (15 Dec 2009). Read and Speak Korean for Improvers with Audio CD, 2nd Edition (Read & Speak for Beginners) by Sunjeong Shin (1 Jul 2011). Korean: Intermediate Course (World Language) by Living Language (28 Dec 2007). Basic Korean: A Grammar and Workbook (Grammar Workbooks) by Andrew Sangpil Byon (31 Jul 2008).

Assessment: Oral examination (30%) in the LT and ST. Continuous assessment (70%) in the MT, LT and ST.

LN824 Not available in 2020/21

Spanish: Level One (Super Standard)

This information is for the 2020/21 session.

Teacher responsible: Dr Roser Martinez-Sanchez PEL. 6.01g, Ms Ines Alonso-Garcia Ground Floor, 20 Kingsway and Ms Helen Mayer Ground Floor, 20 Kingsway

Availability: This is a non-credit bearing course available to all LSE students, staff, alumni and external clients.

Pre-requisites: No previous knowledge required. All students welcome but they should demonstrate: commitment to regular attendance, completion of homework and all assessments. Students should dedicate at least one hour per week for coursework in addition to classes.

Course content:

Course aims

- To develop the ability to use Spanish effectively for purposes of practical communication in familiar work and social contexts.
- To deal with a range of predictable simple language tasks using a limited range of language to meet the needs of differing but familiar situations and topics.
- To establish the skills, language and attitudes required to promote and facilitate further study of Spanish.
- To enhance and develop the oral skills by practising the language already learnt in an interactive and innovative setting.
- To increase the confidence and fluency in the language by providing an environment for them to practise and we encourage spontaneity and creativity.
- To bring the students to level A1/A2 of CEFR.

Course content:

Communicative content

- Asking for and giving personal information, directions and opinions.
- Describing people, objects and places.
- Talking about likes and dislikes
- Expressing preferences
- Talking about present actions
- Expressing intentions, ignorance, proposing alternatives
- Expressing frequency
- Describing what has happened.

Structural content

- Present tense,
- Gender and plural of nouns and adjectives,
- Direct and indirect object pronouns,
- Reflexive pronouns,
- The present continuous,
- The gerund,
- Frequency adverbs,
- The present perfect.

Lexical content:

- Greetings, goodbyes and forms of treatment
- Personal details
- Countries, nationalities, international organizations and its acronyms and languages
- The city
- The family
- The weather
- Studies and professions
- Daily activities and free time
- Daily objects: Food, Clothes
- Hours, dates, days of the week and months of the year
- Adjectives to describe all the above

Teaching: 24 hours of classes in the MT. 33 hours of classes in the LT. 3 hours of classes in the ST.

The course will have two separate sessions.

- session one: 120 minutes (regular language class)
- session two: 60 minutes (improvisation work)

Formative coursework:

Weekly exercises, assessed by the teacher, featuring: interactive work and oral practice; grammar exercises; reading and listening comprehension and writing.

Indicative reading: Study pack provided at the beginning of the course.

Online grammar pack available via Moodle.

Assessment: Oral examination (30%) in the LT.

Continuous assessment (70%) in the MT and LT.

English for Academic Purposes Courses

LN951 Not available in 2020/21 Argumentation and Style

This information is for the 2020/21 session.

Teacher responsible: Ms Alison Standring PEL.6.01e

Pre-requisites: This course is for students who speak English as a foreign language.

Course content: This course will focus on argumentation and style in written and oral communication. Students will analyse written and oral texts to improve their discourse management, language accuracy and language range.

Teaching: 4 hours of classes in the MT. 4 hours of classes in the LT. This course will be offered at four different times during the academic year namely: MT Wks 2-5; MT Wks 7-10; LT Wks 2-5; LT Wks 7-10

LN952 Not available in 2020/21 Discussion

This information is for the 2020/21 session.

Teacher responsible: Ms Alison Standring PEL.6.01e

Pre-requisites: This course is for students who speak English as a foreign language.

Course content: This course will enable students to improve their fluency, accuracy and confidence when discussing academic and non-academic topics. Students will acquire useful grammar, vocabulary and strategies, and will receive feedback on language and style.

Teaching: 4 hours of classes in the MT. 4 hours of classes in the LT. This is a 4-hour course (1 hour per week). It will be repeated at four different times during the academic year namely: MT Wks 2-5; MT Wks 7-10; LT Wks 2-5; LT Wks 7-10.

LN954 Not available in 2020/21 Informal Vocabulary

This information is for the 2020/21 session.

Teacher responsible: Ms Alison Standring PEL.6.01e

Pre-requisites: This course is for students who speak English as a foreign language.

Course content: Students will improve their knowledge and understanding of informal English vocabulary including use of puns, metaphors, idioms and collocations.

Teaching: 4 hours of classes in the MT. 4 hours of classes in the LT. This course will be offered at four different times during the academic year namely: MT Wks 2-5; MT Wks 7-10; LT Wks 2-5; LT Wks 7-10

LN955 Not available in 2020/21 Academic Vocabulary

This information is for the 2020/21 session.

Teacher responsible: Ms Alison Standring PEL.6.01e

Pre-requisites: This course is for students who speak English as a foreign language.

Course content: Students will improve their knowledge and understanding of academic English vocabulary including: stylistic choices, noun-phrases, verb-phrases, collocations and metaphor.

Teaching: 4 hours of classes in the MT. 4 hours of classes in the LT. This course will be offered at four different times during the

academic year namely: MT Wks 2-5; MT Wks 7-10; LT Wks 2-5; LT Wks 7-10

LN956 Not available in 2020/21 Grammar for Academic Purposes

This information is for the 2020/21 session.

Teacher responsible: Ms Alison Standring PEL.6.01e

Pre-requisites: This course is for students who speak English as a foreign language.

Course content: Students will enhance their knowledge of English grammar in academic contexts and will improve their grammatical range and accuracy through a combination of text analysis and oral/written tasks.

Teaching: 4 hours of classes in the MT. 4 hours of classes in the LT. This course will be offered at four different times during the academic year namely: MT Wks 2-5; MT Wks 7-10; LT Wks 2-5; LT Wks 7-10.

LN957 Not available in 2020/21 Pronunciation and Voice

This information is for the 2020/21 session.

Teacher responsible: Ms Alison Standring PEL.6.01e

Pre-requisites: This course is for students who speak English as a foreign language

Course content: This course will focus on pronunciation and voice. Students will work on individual sounds, word and sentence stress, intonation and pausing.

Teaching: 4 hours of classes in the MT. 4 hours of classes in the LT. This course will be offered at four different times during the academic year namely: MT Wks 2-5; MT Wks 7-10; LT Wks 2-5; LT Wks 7-10

LN959 Not available in 2020/21 Presentation Skills

This information is for the 2020/21 session.

Teacher responsible: Ms Alison Standring PEL.6.01e

Pre-requisites: This course is for students who speak English as a foreign language.

Course content: By the end of this course student will have: a) developed strategies to enhance voice and pronunciation while giving presentations; b) worked on improving language accuracy and extending language fluency; c) received feedback on practice presentations.

Teaching: 4 hours of classes in the MT. 4 hours of classes in the LT. This course will be offered at four different times during the academic year namely: MT Wks 2-5; MT Wks 7-10; LT Wks 2-5; LT Wks 7-10

LN960 Not available in 2020/21 Grammar for Academic Purposes II

This information is for the 2020/21 session.

Teacher responsible: Ms Alison Standing PEL.6.01e

Course content: Students will enhance their knowledge of English grammar in academic contexts and will improve their grammatical range and accuracy through a combination of text analysis and oral/written tasks. Student do not need to have taken LN956 Grammar for Academic Purposes in order to sign up for this course.

Teaching: This course will be offered at four different times during the academic year namely: MT Wks 2-5; Mt Wks 7-10; LT Wks 2-5 and LT Wks 7-10.

LN988 Thesis Writing

This information is for the 2020/21 session.

Teacher responsible: Dr Angus Wrenn PEL.6.0.1a

Pre-requisites: For PhD students who are embarking on writing their thesis and who are writing in a second or third language

Course content: Course aims to develop an appropriate written style for thesis writing. By the end of this course, students will have (a) explored and clarified style in academic texts (b) developed their own written fluency, accuracy and style

Teaching: 9 hours of classes in the MT. 9 hours of classes in the LT.

LN991 Academic Writing Skills

This information is for the 2020/21 session.

Teacher responsible: Mr Michael Beaney PEL.6.01g

Pre-requisites: For students from the departments of Economic History, European Institute, Government, International History, International Relations, School of Public Policy and Marshall Institute who speak English as a foreign language and require support when writing essays, exams and dissertations.

Course content: By the end of the course, students will: (a) be familiar with the conventions of academic writing (b) have improved the accuracy, clarity and coherence of their written English (c) have practised clear organisation of texts and appropriate paragraphing (d) have extended their range of lexical and grammatical expression (e) be able to evaluate their own writing (f) be able to write more fluently and confidently.

Teaching: 10 hours of classes in the MT. 10 hours of classes in the LT. 2 hours of classes in the ST.

Classes will be in Weeks 1-5 and Weeks 7-11 of MT and LT. 1-2-1 tutorials will be available in the Week 6 reading week of MT and LT. In ST, classes will be in Weeks 1-2.

LN992 Academic Writing

This information is for the 2020/21 session.

Teacher responsible: Mr Michael McGarvey PEL.6.0.1c

Pre-requisites: For students from the department of Law who speak English as a foreign language and require support when writing coursework essays, exam essays or dissertations.

Course content: By the end of the course, students will: (a) be familiar with the conventions of academic writing (b) have improved the accuracy, clarity and coherence of their written English (c) have practised clear organisation of texts and appropriate paragraphing (d) have extended their range of lexical and grammatical expression (e) be able to evaluate their own writing (f) be able to write more fluently and confidently.

Teaching: 10 hours of classes in the MT. 10 hours of classes in the LT. 2 hours of classes in the ST.

Classes will be in Weeks 1-5 and Weeks 7-11 of MT and LT. 1-2-1 tutorials will be available in the Week 6 reading week of MT and LT. In ST, classes will be in Weeks 1-2.

LN993 Academic Writing Skills

This information is for the 2020/21 session.

Teacher responsible: Mr James Pavitt PEL.6.01j

Pre-requisites: For students from the departments of Accounting, Economics, Finance, Mathematics and Statistics who speak English as a foreign language and require support with academic writing including coursework, exams and dissertations.

Course content: By the end of the course, students will: (a) be familiar with the conventions of academic writing (b) have improved the accuracy, clarity and coherence of their written English (c) have practised clear organisation of texts and appropriate paragraphing (d) have extended their range of lexical expression (e) be able to evaluate their own writing (f) be able to write more fluently and confidently.

Teaching: 10 hours of classes in the MT. 10 hours of classes in the LT. 3 hours of classes in the ST.

LN994 Academic Writing Skills

This information is for the 2020/21 session.

Teacher responsible: Mr James Pavitt PEL.6.0.1j

Pre-requisites: For students from Media & Communications, Philosophy, Logic and Scientific Method, and Psychological and Behavioural Science who speak English as a foreign language and require support with academic writing including coursework essays, exams and dissertations.

Course content: By the end of the course, students will: (a) be familiar with the conventions of academic writing in English (b) have improved the accuracy, clarity and coherence of their written English (c) have practised clear organisation of texts and appropriate paragraphing (d) have extended their range of lexical and grammatical expression (e) be able to evaluate their own writing (f) be able to write more fluently and confidently.

Teaching: 10 hours of classes in the MT. 10 hours of classes in the LT. 2 hours of classes in the ST.

Classes will be in Weeks 1-5 and Weeks 7-11 of MT and LT. 1-2-1 tutorials will be available in the Week 6 reading week of MT and LT. In ST, classes will be in Weeks 1-2.

LN995 Academic Writing Skills

This information is for the 2020/21 session.

Teacher responsible: Mr Simon Roberts PEL.6.0.1j

Pre-requisites: For students from the departments of Geography & Environment and International Development who speak English as a foreign language and require support with academic writing including coursework, exams and dissertations.

Course content: By the end of the course, students will: (a) be familiar with the conventions of academic writing (b) have improved the accuracy, clarity and coherence of their written English (c) have practised clear organisation of texts and appropriate paragraphing (d) have extended their range of lexical and grammatical expression (e) be able to evaluate their own writing (f) be able to write more fluently and confidently.

Teaching: 10 hours of classes in the MT. 10 hours of classes in the LT. 2 hours of classes in the ST.

Classes will be in Weeks 1-5 and Weeks 7-11 of MT and LT. 1-2-1 tutorials will be available in the Week 6 reading week of MT and LT. In ST, classes will be in Weeks 1-2.

LN996

Academic Writing Skills

This information is for the 2020/21 session.

Teacher responsible: Mr James Pavitt PEL.6.0.1j

Pre-requisites: For students from the departments of Anthropology, Gender Studies, Social Policy, Health Policy and Sociology who speak English as a foreign language and require support with academic writing including coursework, exams and dissertations.

Course content: The course aims to develop the ability to write more effectively for academic purposes. By the end of the course, students will: (a) be familiar with the conventions of academic writing (b) have improved the accuracy, clarity and coherence of their written English (c) have practised clear organisation of texts and appropriate paragraphing (d) have extended their range of lexical expression (e) be able to evaluate their own writing (f) be able to write more fluently and confidently.

Teaching: 10 hours of classes in the MT. 10 hours of classes in the LT. 2 hours of classes in the ST.

Classes will be in Weeks 1-5 and Weeks 7-11 of MT and LT. 1-2-1 tutorials will be available in the Week 6 reading week of MT and LT. In ST, classes will be in Weeks 1-2.

LN997

Academic Writing Skills

This information is for the 2020/21 session.

Teacher responsible: Mr Simon Mathews PEL.6.01e

Pre-requisites: For students from Management and Methodology who speak English as a foreign language and require support with academic writing including coursework, exams and dissertations.

Course content: The course aims to develop the ability to write more effectively for academic purposes. By the end of the course, students will: (a) be familiar with the conventions of academic writing (b) have improved the accuracy, clarity and coherence of their written English (c) have practised clear organisation of texts and appropriate paragraphing (d) have extended their range of lexical expression (e) be able to evaluate their own writing (f) be able to write more fluently and confidently.

Teaching: 10 hours of classes in the MT. 10 hours of classes in the LT. 2 hours of classes in the ST.

Classes will be in Weeks 1-5 and Weeks 7-11 of MT and LT. 1-2-1 tutorials will be available in the Week 6 reading week of MT and LT. In ST, classes will be in Weeks 1-2..

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Eden Centre Courses

Eden Centre Courses

Key to Eden Centre Courses

(H) means a half-unit course

(C) means this course is capped

(n/a 20/21) means not available in the 2020/21 academic year

(MT) means Michaelmas Term

(LT) means Lent Term

(ST) means Summer Term

Academic Development Programme - Atlas

This information is for the 2021/22 session.

Teacher responsible: Lee-Ann Sequeira.

Availability: All LSE staff – academic, research, and professional services – are welcome, especially those engaged in student-facing education activities. All events are free of charge, but booking for each event is required.

Pre-requisites: There are no prerequisites for attendance at Atlas sessions.

Course content: This year-long series of workshops and events is designed for staff engaged in student-facing education activities who are keen to pursue professional development and enhance the impact of their teaching and the student experience. Most sessions are applicable to the range of issues encountered in a social sciences education context, with a few sessions that are discipline-specific. The sessions are clustered around themes that include:

- Assessment diversification and feedback
- Inclusive education
- Learning engagement and learning communities – online and offline
- Online learning environments
- Critical thinking and critical education
- Voice coaching to develop teaching and communication skills.

Teaching: The sessions are offered in a range of modes – on campus, online synchronous, online asynchronous, and blended (online and on-campus, sync and async). They are designed to be stand-alone, so staff can dip in and dip out depending on their schedule and needs. All events follow the dates of the LSE teaching year. Further details, and links to booking pages, can be found on the Atlas page.

Assessment: There is no formal assessment for this course.

TC501 2.0 Units

Principles of Teaching in Higher Education: Associate Fellowship Programme

This information is for the 2020/21 session.

Teacher responsible: Dr Colleen McKenna

Pre-requisites: Participants are required to be teaching for a minimum of 20 hours during the academic year in which they are enrolled.

Course content: The TC501 'Principles of Teaching in HE' represents the first phase of the LSE PG Cert HE and completion of this programme results in Associate Fellowship of the Higher Education Academy, which is part of AdvanceHE. In this programme, you will;

- Develop an Opening Year Statement (OYS) in which you reflect on your approach to teaching and student learning
- Participate in workshops in Module 1: 'Teaching in our disciplines'
- Prepare a written assignment for Module 1
- Have 2 teaching observations – one from a member of LSE Eden Centre and one from a peer

- Develop an End of Year Statement (EYS) in which you reflect on how the teaching year has gone and your intentions for future development.

These materials are drawn together, along with feedback on your teaching from both TQARO and formative surveys, into a portfolio that is submitted in Summer Term or the following Michaelmas Term. Once the portfolio is deemed complete it is submitted to a Board of Examiners.

Teaching: 12 hours of workshops in the MT. 3 hours of workshops in the ST.

Teaching for this course will take the form of interactive workshops and digital interaction. Moodle will be used as the learning environment.

Formative coursework: Formative feedback is available for every aspect of the summative portfolio.

Participants receive both spoken and written feedback on their teaching practice and opening pedagogic reflection. They also receive formative feedback on drafts of the main essay before it is assessed as part of the final portfolio. The writing assignments and feedback exchanges are designed to encourage a reflexive approach to academic practice.

Indicative reading: Ashwin, P. (2015) Reflective teaching in higher education. London: Bloomsbury. Berk, R. (2005) Survey of 12 strategies to measure teaching effectiveness. International journal of teaching and learning in higher education. 17 (1) 48-62. Biggs, J. & Tang, C. (2011) Teaching for quality learning at university. Maidenhead: McGraw Hill Open University Press. Carless, D. (2015) Excellence in university assessment. London: Routledge. Carlisle, O. & Jordan, A. (2005) 'It works in practice but will it work in theory? The theoretical underpinnings of pedagogy' in Emerging issues in the practice of university learning and teaching. Dublin: AISHE. Case, J. (2008) Alienation and engagement: development of an alternative theoretical framework for understanding student learning. Higher education 55 (3) 321-332. Donnelly, R. (2007) Perceived impact of peer observation of teaching in higher education. International journal of teaching and learning in higher education. 19(2) 117-129. Gibbs, G. & Habeshaw, T. (1992) Preparing to teach: an introduction to effective teaching in higher education. Technical and Educational Services, Ltd. Jones, A. (2009) Redisciplining generic attributes: the disciplinary context in focus. Studies in higher education. 34 (1) 85-100. Macfarlane, B. (2004) Teaching with integrity: the ethics of higher education practice. London: Routledge

Assessment: Essay (34%, 500 words) in the MT.

Essay (33%, 2500 words) in the LT.

Essay (33%, 500 words) in the ST.

This course is assessed entirely by coursework - formative and summative. There are no exams. The assessed portfolio comprises a practice-based written assignment (or poster) and reflective pieces. All assignments are assessed on a Complete/Not Yet Complete basis, and all assessments are viewed as developmental opportunities. Participants are offered detailed feedback for assignments and, where appropriate, they have the option of developing assignments further based on feedback from the teaching team.

TC503 2.0 Units

Postgraduate Certificate in Higher Education

This information is for the 2021/22 session.

Teacher responsible: Dr Jenni Carr

Availability: The PG Cert HE is practice-based programme and is aimed at early career academics, including assistant professors,

LSE fellows, assistant professorial lecturers and graduate teaching assistants who have completed the Introduction to Teaching: Associate Fellowship Programme (TC501) as well as other colleagues who have substantive responsibilities for student learning.

The PGCertHE is a requirement for newly appointed career-track colleagues with fewer than 3 years of teaching experience. Additionally, colleagues who are experienced academics but relatively new to UK higher education are encouraged to join the programme.

Pre-requisites: This is a practice-based programme. You need to be on a 0.5 fte contract or higher OR teach at least 40 hours across the year in a context in which you can be observed – once by a member of LSE Eden Centre and once by a peer. The observations can occur either in Michaelmas or Lent terms.

You are eligible to join the programme if you:

- can attend at least 20 hours of PGCertHE sessions. Please note: the completion of the 'Introduction to Teaching' (TC501) counts for 10 hours towards this total*.
- can be observed teaching at LSE, and
- have at least 40 hours of scheduled teaching during the year of enrolment (not including preparation time or office hours).

*For career-track participants, completion of the New Academic Induction Programme fulfils your attendance requirement.

Course content: In this programme, you will work on 3 modules:

- Module 1: Teaching in our Disciplines (required) *
- Module 2: Course Design (required)

plus one module from the following list:

- Module 3: Student learning
- Module 4: Assessment and feedback
- Module 5: Contemporary issues in HE
- Module 6: Independent enquiry
- Module 7: Creative pedagogies in social sciences

*If you have previously completed the TC501 'Introduction to Teaching' pathway, this module will be carried over and does not need to be repeated.

To complete the programme, you will:

- Develop an opening year statement (OYS) in which you reflect on your approach to teaching and student learning
- Participate in workshops
- Prepare written assignments (or equivalent) for the 3 modules
- Have 2 teaching observations – one from a member of LSE Eden Centre and one from a peer
- Develop an end of year statement (EYS) in which you reflect on how the teaching year has gone and your intentions for future development.

These materials are drawn together, along with feedback on your teaching from both TQARO and formative surveys, into a portfolio that is submitted in Summer Term or the following Michaelmas Term. Once the portfolio is deemed complete it is submitted to a Board of Examiners.

Teaching: Modules 1 and 2 are compulsory and your final number of teaching hours will depend on which optional module you choose. For the 2020-21 academic year, the modules will be delivered mainly online using a mix of synchronous and asynchronous engagement. The hours below are indicative.

- Module 1, 12hrs, MT
- Module 2, 8hrs, MT or LT or ST
- Module 3, 6hrs, MT or LT
- Module 4, 6hrs, MT or LT
- Module 5, 6hrs LT
- Module 6, 4-8hrs, MT, LT and ST
- Module 7, 6 hours, MT or LT
- Reviewing your teaching year, 3hrs, ST

Teaching for this course will take the form of interactive workshops and asynchronous engagement. Moodle will be the primary learning environment.

Formative coursework: There are formative feedback points for each of the summative assignments.

Additionally, there are formative reflections at both the start and finish of the programme. These formative reflections, combined with the coversheets on the summative essays, make up the

learning log element of the course and contribute to the final portfolio submission. Finally, participants present their course design work and receive formative feedback from both members of the PGCertHE teaching team and peers.

Throughout, the formative pieces are designed to encourage a reflexive approach to academic practice.

Indicative reading: Ashwin, P. (2015) Reflective teaching in higher education. London: Bloomsbury. Berk, R. (2005) Survey of 12 strategies to measure teaching effectiveness. International journal of teaching and learning in higher education. 17 (1) 48-62. Biggs, J. (1996) Enhancing teaching through constructive alignment. Higher education 32 (3) 347-364. Biggs, J. & Tang, C. (2011) Teaching for quality learning at university. Maidenhead: McGraw Hill Open University Press. Carless, D. (2015) Excellence in university assessment. London: Routledge. Carlisle, O. & Jordan, A. (2005) It works in practice but will it work in theory? The theoretical underpinnings of pedagogy in Emerging issues in the practice of university learning and teaching. Dublin: AISHE. Case, J. (2008) Alienation and engagement: development of an alternative theoretical framework for understanding student learning. Higher education 55 (3) 321–332. Healey, M., & Jenkins, A. (2006) Strengthening the teaching and research linkage in undergraduate courses and programs. New directions for teaching and learning, (107) 43-53. Hounsell, D. & Anderson, C. (2005) Ways of thinking and practising in biology and history: disciplinary aspects of teaching and learning environments. Higher education colloquium. Edinburgh. Hughes, G (2013) Ipsative assessment: motivation through marking. London: Palgrave Macmillan. Laurillard, D., (2002) Designing teaching materials in Laurillard, D., Rethinking university teaching: a framework for the effective use of learning technologies. London: Routledge. Merry, S., Price, M., Carless, D. & Taras, M. (2013) Reconceptualising feedback in higher education: developing dialogue with students. London: Routledge. Meyer, J. & Land, R. (2003) Threshold concepts and troublesome knowledge: linkages to ways of thinking and practising within the disciplines. Occasional report 4: ETL project. Edinburgh. Nicol, D. & Macfarlane Dick, D. (2006) Formative assessment and self-regulated learning: a model and seven principles of good feedback practice, Studies in Higher Education, 31 (2) 199-218. Rust, C. (2007). Towards a scholarship of assessment. Assessment & evaluation in higher education, 32 (2) 229-237. Wilson, M. & Scalise, K. (2006) Higher education. 52: 635 - 663.

Assessment: Summative assignments for Module 1, Module 2 and for the optional module are set out as follows:

- A practical written assignment for module 1 (34%, 2300 words) in January.
- Project for module 2 (33%, 2000 words) in the MT, LT or ST*.
- Essay, project or blog posts depending on the module (33%, 2000 words) in MT, LT or ST*.

*Participants have flexibility as to when they undertake this project. The assignments include both essay-style written texts and reflective pieces. Additionally, there are some opportunities for choice within the assessment diet. Depending on module selection, participants may opt to prepare a poster, blog posts or podcasts.

This course is assessed entirely by coursework - formative and summative. There are no exams.

All assignments are marked on a Complete/Not Yet Complete basis and all assessment are viewed as developmental opportunities. Participants are offered detailed feedback on all work and, where appropriate, they have the option of developing assignments further based on feedback from the teaching team and peers (Course design module).

Course selection videos: Some departments have produced short videos to introduce their courses. Please refer to the course selection videos index page for further information.

Disclaimer

Every effort has been made to ensure that the information in the Calendar is correct and up-to-date at the time of publication (September 2021). Circumstances may change subsequent to publication. The online version of the Calendar, which will be adjusted from time to time throughout the year, is the definitive version: in the case of differences between versions, the online version should be considered authoritative. The School reserves the right at all times to withdraw or alter particular courses and syllabuses, and to alter the level of fees.

